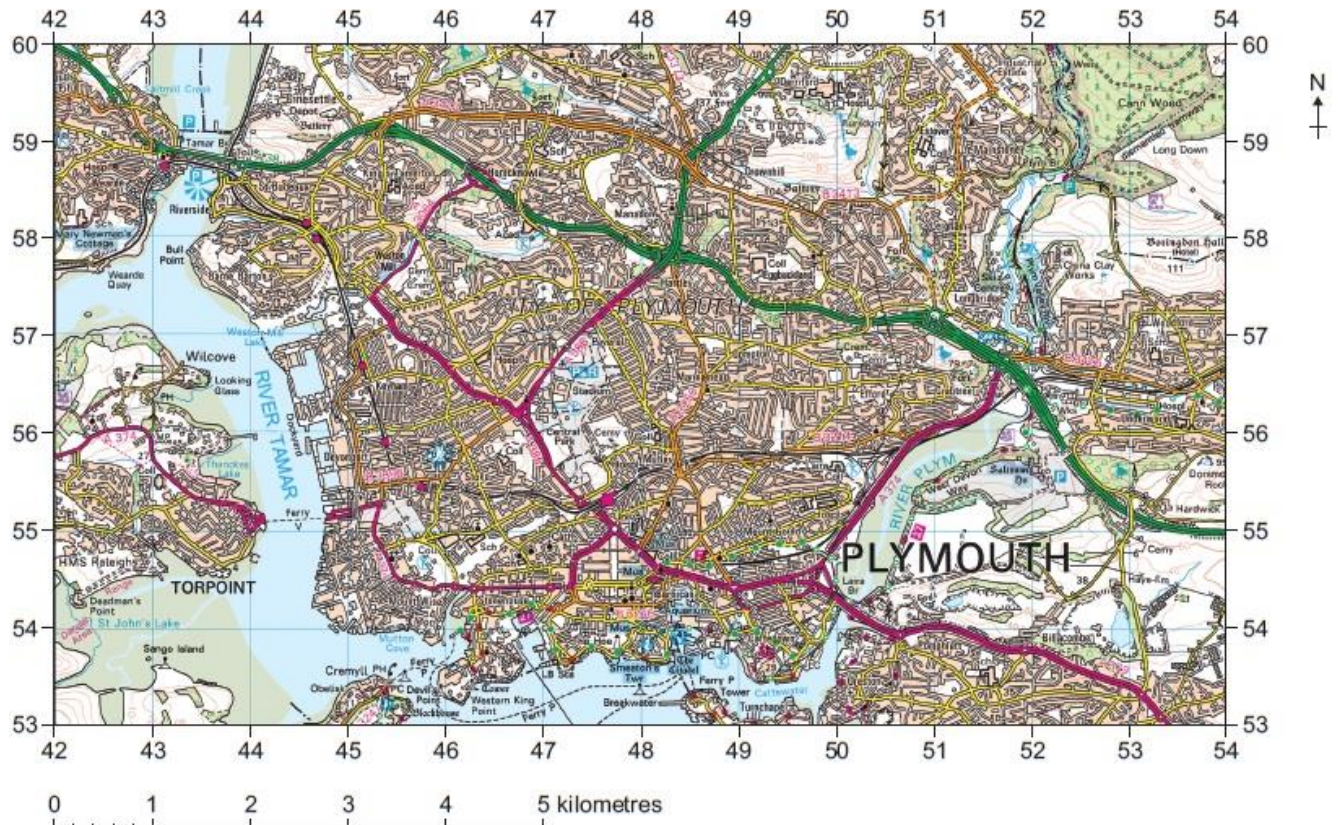


Q1. This is an OS map extract of Plymouth, a city on the south west coast of England.



Note: Map not reproduced to 1:50 000 scale.

Key for the OS map extract

ROADS AND PATHS	Not necessarily rights of way	TOURIST INFORMATION
<p>Junction number</p> <p>Service area</p> <p>M1</p> <p>Unfenced</p> <p>A 470</p> <p>A 493</p> <p>B 4518</p> <p>A 855</p> <p>Bridge</p> <p>B 885</p> <p>Path / Other road, drive or track</p> <p>Gradient: steeper than 20% (1 in 5), 14% to 20% (1 in 7 to 1 in 5)</p> <p>Gates, Road tunnel</p> <p>Ferry P</p> <p>Ferry V</p>	<p>Motorway (dual carriageway)</p> <p>Primary Route (recommended through route)</p> <p>Main road</p> <p>Road under construction</p> <p>Secondary road</p> <p>Narrow road with passing places</p> <p>Road generally more than 4m wide</p> <p>Road generally less than 4m wide</p> <p>Path / Other road, drive or track</p> <p>Gradient: steeper than 20% (1 in 5), 14% to 20% (1 in 7 to 1 in 5)</p> <p>Gates, Road tunnel</p> <p>Ferry (passenger), Ferry (vehicle)</p>	<p>Camp site / caravan site</p> <p>Garden</p> <p>Golf course or links</p> <p>Information centre (all year / seasonal)</p> <p>Nature reserve</p> <p>Parking, Park and ride (all year / seasonal)</p> <p>Picnic site</p> <p>Recreation / leisure / sports centre</p> <p>Selected places of tourist interest</p> <p>Telephone, public / roadside assistance</p> <p>Viewpoint</p> <p>Visitor centre</p> <p>Walks / Trails</p> <p>World Heritage site or area</p> <p>Youth hostel</p>

RAILWAYS 		LAND FEATURES 																													
WATER FEATURES 		ROCK FEATURES 																													
HEIGHTS 1 metre = 3.2808 feet 		OTHER PUBLIC ACCESS <ul style="list-style-type: none"> Other route with public access (not normally shown in urban areas). Alignments are based on the best information available. These routes are not shown on maps of Scotland. On-road cycle route Traffic-free cycle route National Cycle Network number Regional Cycle Network number National Trail, European Long Distance Path, Long Distance Route, selected Recreational Routes 																													
PUBLIC RIGHTS OF WAY 		BOUNDARIES 																													
ANTIQUITIES 		ABBREVIATIONS <table border="1"> <tr> <td>Br</td> <td>Bridge</td> <td>MS</td> <td>Milestone</td> </tr> <tr> <td>Cemy</td> <td>Cemetery</td> <td>Mus</td> <td>Museum</td> </tr> <tr> <td>CG</td> <td>Cattle grid</td> <td>P</td> <td>Post office</td> </tr> <tr> <td>Ch</td> <td>Clubhouse</td> <td>PC</td> <td>Public convenience (in rural areas)</td> </tr> <tr> <td>Fm</td> <td>Farm</td> <td>PH</td> <td>Public house</td> </tr> <tr> <td>Ho</td> <td>House</td> <td>Sch</td> <td>School</td> </tr> <tr> <td>MP</td> <td>Milepost</td> <td>TH</td> <td>Town Hall, Guildhall or equivalent</td> </tr> </table>		Br	Bridge	MS	Milestone	Cemy	Cemetery	Mus	Museum	CG	Cattle grid	P	Post office	Ch	Clubhouse	PC	Public convenience (in rural areas)	Fm	Farm	PH	Public house	Ho	House	Sch	School	MP	Milepost	TH	Town Hall, Guildhall or equivalent
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Fm	Farm	PH	Public house																												
Ho	House	Sch	School																												
MP	Milepost	TH	Town Hall, Guildhall or equivalent																												

Using the map and your own knowledge, assess the importance of physical factors in affecting urban form.

[9 marks]

Q2.

Outline what is meant by the concept of the post-modern western city.

[3 marks]

Q3.

Figures 1 and 2 are images of Vancouver, a city in western Canada.
Figure 3 shows the ethnicity of Vancouver residents.
Figure 4 shows employment in Vancouver by sector in 2015.

Figure 1

Figure 2



Figure 3

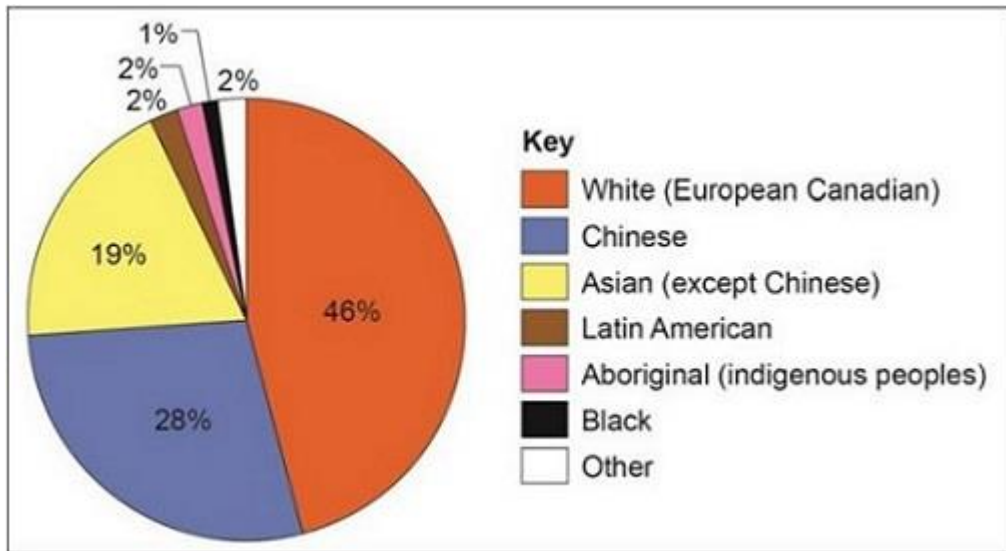


Figure 4

Employment sector	Thousands
Goods producing sector	222.6
Agriculture	7.2
Forestry, fishing, mining and utilities	17.0
Construction and manufacturing	198.4
Services producing sector	1070.9
Trade and retail	196.3
Transportation and warehousing	85.2
Finance and business	144.0
Science and technology	130.5
Education, health and public administration	291.2
Recreation and tourism	169.7
Other services	54.0

Using **Figures 1, 2, 3, 4** and your own knowledge, assess the extent to which you agree that Vancouver is an example of a post-modern western city.

[9 marks]

Q4.

What is the process of gentrification?

[1 mark]

- A** Wealthy families move into suburban areas leading to a significant influx of new services. This attracts more wealthy families and the areas become even more expensive to live in.
- B** More affluent individuals and developers see the opportunity to buy property in a previously run-down area, usually in the inner city. As more people do this, the area gradually changes.
- C** Young affluent professionals move into villages surrounding cities. They often work from home with the main place of work being in a large city. The village character changes as a result of the influx.
- D** As a result of government initiatives, inner city areas see considerable improvements in the housing stock and provision of services. Training schemes and job creation schemes lead to increased affluence.

Q7.

What is an edge city?

[1 mark]

- A** This is the outward expansion of cities as a result of rapid population growth. New housing is created and some services are developed to cater for the growing population.
- B** This is a town or city with historical settlement features related to defence. Such settlements are often built on top of hills, at coasts or at river confluences. They often have remnants of defensive fortifications such as castle walls.
- C** Developments which have taken place outside of the traditional structure of city growth. These are usually on the outskirts of cities in previously undeveloped locations with clear evidence of prior planning.

Mark schemes

Q1.

AO1 - Knowledge and understanding of the physical and human factors in urban forms.

AO2 - Application of knowledge and understanding to the novel situation to assess the factors creating the urban form of Plymouth.

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 requires knowledge of the concept of urban form and the factors that are responsible for creating urban form. This should then be applied to the map to assess the degree to which physical factors are responsible for creating urban form in Plymouth.

AO1

- Knowledge and understanding of the concept of urban form – physical characteristics of an urban area: shape, size, density of population and configuration of a settlement. This can be at a variety of scales.
- Physical factors contributing to urban form for example wet and dry points, resources, coastlines, relief.
- Human factors contributing to urban form for example trading centres, government policies, population movement, transport and infrastructure.
- Knowledge of how physical factors have affected urban form in other places. For example, the industrial areas of Liverpool were built close to the Mersey. These areas have grid-iron road patterns due to terraces built to house workers in the dock.

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- Credit knowledge of Plymouth not derived from the figures, for example, location near Dartmoor means that the city cannot grow to the North due to planning restrictions.

AO2

- Evaluation of the physical factors that are contributing to the size, shape and organisation of Plymouth as shown in the map. The shape is very much determined by the coastline and rivers. The building densities appear to be denser nearer to the south along the coastline.
- Analysis of the physical factors that may have led to the different building densities shown in the map. Building density appears lowest in areas where there are large areas of steeper relief, for example the north-eastern areas of Plymouth has a large area of higher relief. This would have made building construction difficult. There is also a very flat area at 510550 which may have posed a flood risk so again this restricts building, posing a flood risk as it is also close to the river.
- Evaluation of human factors that may contribute to the size and shape of Plymouth. Shipping trade would have led to the development of the city around the area of the harbour. This looks to be the oldest area with lots of museums. Growth of Plymouth has also occurred along the major roads for example along the A38 and the Tamar Bridge may have led to growth the other side of the river.
- Analysis of the extent to which human factors may be responsible for the urban form of Plymouth. There is a university in the centre which may increase population density in that area due to large numbers of students.
- Analysis of how the factors affecting the urban form of Plymouth may have changed over time. In the map building density is very high in the area around Devonport and Keyham with grid iron streets indicating high density housing. Presumably these may have been built for the workers in the dockyard. Today this might not be the case as people don't want to live close to their place of work. Areas with lots of industry are less desirable now so people have moved away.
- Students may consider how human processes have also led to the urban form of Plymouth. This would be a legitimate AO2 evaluation as long as they are using evidence from the map. Suburbanisation may have caused Plymouth to grow outwards to the north. Street patterns here are far more irregular suggesting lower building densities.
- Overall evaluation of the extent to which physical factors are responsible for urban form in Plymouth should be considered.
- Any reasonable conclusion is valid as long it is related to evidence derived from the map.

Credit any other valid approach.

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

Q2.

Point marked

Allow 1 mark for each valid point with additional marks for developed points.

Notes for answers

- The term refers to architectural, cultural and social changes in the late twentieth century that affected a small number of urban areas in parts of North America and Western Europe (1) Los Angeles is the most used example (1)(d).
- Post-modern cities are often characterised by:
 - large urban areas composed of independent settlements, economies, cultures and societies (1) edge cities are a good example (1)(d)

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- economies focused on information, knowledge and service based industries rather than traditional manufacturing and other secondary industries (1)
- eclectic and varied architecture inspired by a variety of artistic, cultural and historical influences (1)
- the presence of spectacular flagship developments like the Guggenheim Museum in Bilbao, Spain (1)
- greater ethnic diversity may be evident in population (1) but also more significant social, economic or cultural inequality and polarisation (1)(d).

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

AO1 = 3
[Total 3 marks]

Q3.

AO1 – Knowledge and understanding of the concept of a post-modern western city.

AO2 – Application of knowledge and understanding to analyse and evaluate the extent to which the evidence in **Figures 1-4** suggests that Vancouver fits the concept of a post-modern western city.

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 requires knowledge of the concept and characteristics of a post-modern city. Answers should show awareness of the extent to which Vancouver fits these characteristics.

AO1

- Knowledge and understanding of the concept of a post-modern city. The term

describes the changes that took place in Western cities in the late twentieth century. It mainly reflects changes in architecture and urban structure but also reflects a change in socio-economic characteristics.

- Understanding of the move away from functional architecture to one that is more an expression of art such as the Guggenheim in Bilbao or the Shard.
- Knowledge of the changes in socio-economic characteristics such as increased ethnic diversity but increased social segregation. Move from mass production of goods to a service sector focusing on knowledge based industries. Telecommunication industries tend to dominate.
- Knowledge of more fragmented urban forms that characterise post-modern cities – development of edge cities and hi-tech corridors.
- Urban government is dominated by private and public partnerships. Services provided by the market rather than public funding.
- An understanding of the concept of post-modernism. A philosophical movement that is shrouded in uncertainty. It sees modern society as outdated. Post-modernism celebrates greater diversity be it in ethnicity or architecture.

AO2

- Evaluation of the extent to which Vancouver fits the overall concept of a post-modern city. It is a western city. The idea is based on US cities such as LA so as with other post-modern cities, it may not fit the concept as well.
- Analysis of the architecture shown in the photographs. **Figure 1** actually suggests more of functional landscape. Buildings are relatively uniform with a functional appearance. There is a predominance of skyscrapers. However, **Figure 2** certainly suggests the idea of post-modernism with the glass dome – idea of flagship development. There is also some evidence of varied architecture as well with the skyscrapers taking on different shapes and using a variety of materials.
- The photos also suggest a degree of polarisation. The area in the photograph looks overwhelmingly wealthy and the marina area also supports this. An assessment of the degree to which poorer residents are excluded would be a legitimate consideration.
- Analysis of the photographs to consider urban form – the degree of fragmentation is difficult to assess. They may consider that the settlements on the Northern shore are edge cities. They are some distance from downtown Vancouver and are likely to be mainly residential as they look low rise. Therefore, this would support the idea of post-modernism.
- The pie-chart indicates a large degree of ethnic diversity as only 46% white. However, it is dominated by White and Asian (especially if you include Chinese) so students may conclude that it isn't that ethnically diverse as it is dominated by only two groups. The degree to which this supports post-modernism will depend on viewpoint of what constitutes ethnic diversity.
- Analysis of employment data indicates that the service sectors dominate (5 x the number employed in goods producing sectors). This supports the concept of post-modern city. They may note that technology is not the largest sector and is one of the lower employers.
- A legitimate response would be to consider the range of evidence available. It is not possible to judge certain characteristics such as social and economic inequality or government. Planning also can't be considered. Students may also consider the reliability or usefulness of the sources. For example, the photographs are just snapshots of the city so don't give an extensive picture of the architecture.
- Overall evaluation may conclude that Vancouver certainly displays elements of a post-modern city. This is perhaps most evident in the architecture and urban form. It is also ethnically diverse and has a service-based economy.

AO1 = 4, AO2 = 5

[Total 9 marks]

Q4.

B

AO1 = 1
[Total 1 mark]

Q7.

C

AO1 = 1
[Total 1 mark]

Q8.

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.
- 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).

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- 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]

Examiner reports

Q1.

This question's responses were frequently of a low standard. Students often had a poor understanding of the term 'urban form'. The question asked them to use the map and their own knowledge, allowing them to refer to urban form in cities other than Plymouth. However, very few chose to do this.

Q2.

Whilst some students gained full marks, a significant number did little more than imply that post-modern Western cities are 'new' or 'modern'. This was not credit worthy. The most effective responses showed clear understanding of the term referring to architectural, cultural and social changes that occurred in a relatively small number of cities in the late 20th century. Many gained credit by identifying economies focused on quaternary and tertiary activities rather than traditional manufacturing. Credit was not given for examples that were clearly 'modern' in character. It was clear that the term was unfamiliar to a number of students.

Q3.

A full range of responses was seen on this question which discriminated well. Most students were able to access at least L2 by having some understanding of the concept of a post-modern western city and applying this to the figures. For example, the vast majority noted that there was a diverse population in **Figure 3**. The best answers at Level 3 were able to consider the extent to which Vancouver fitted the description usually by considering the contradictions in the data, noting for example, that **Figure 1** showed a much more functional landscape or that in terms of ethnicity, with only two groups dominating.

A few students failed to consider Vancouver at all and referred instead to a studied example such as Las Vegas. In the context of this question, this approach lacked validity as they were asked to consider the extent to which Vancouver was a post-modern western city.

Q4.

The distractors were fairly lengthy but 77% managed to pick out B as the correct answer.

Q7.

Students were secure in correctly identifying C (73%).

Q8.

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.