

Q1. Outline the role that world cities play in the global economy.

[4 marks]

Q2. With reference to **one** urban policy in Britain since 1979, evaluate its success in contributing to urban resurgence.

[9 marks]

Q3. Figure 1 shows the change in population in inner and outer London between 1800 and 2018.

Figure 1

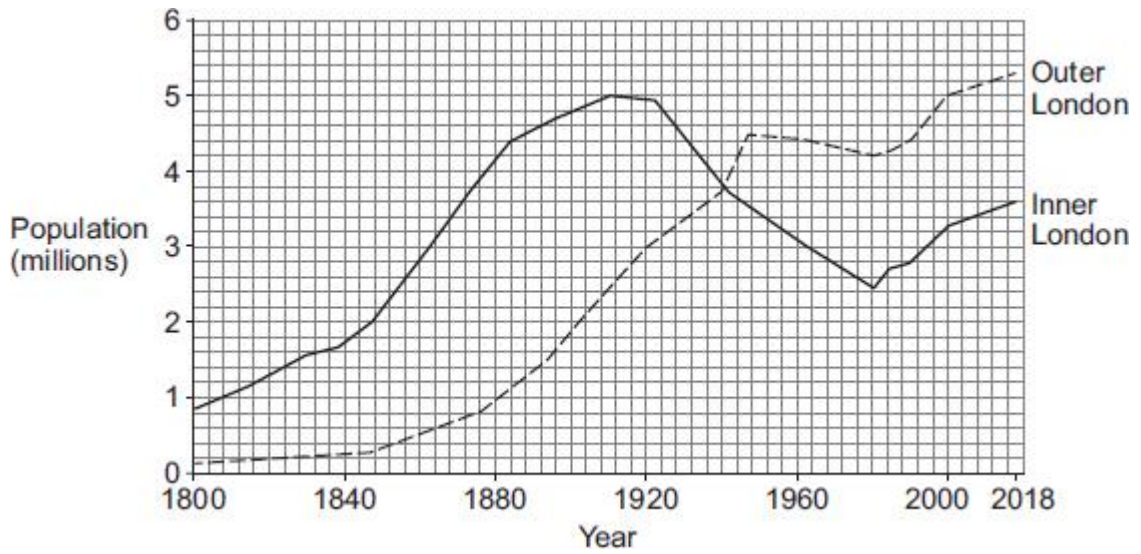
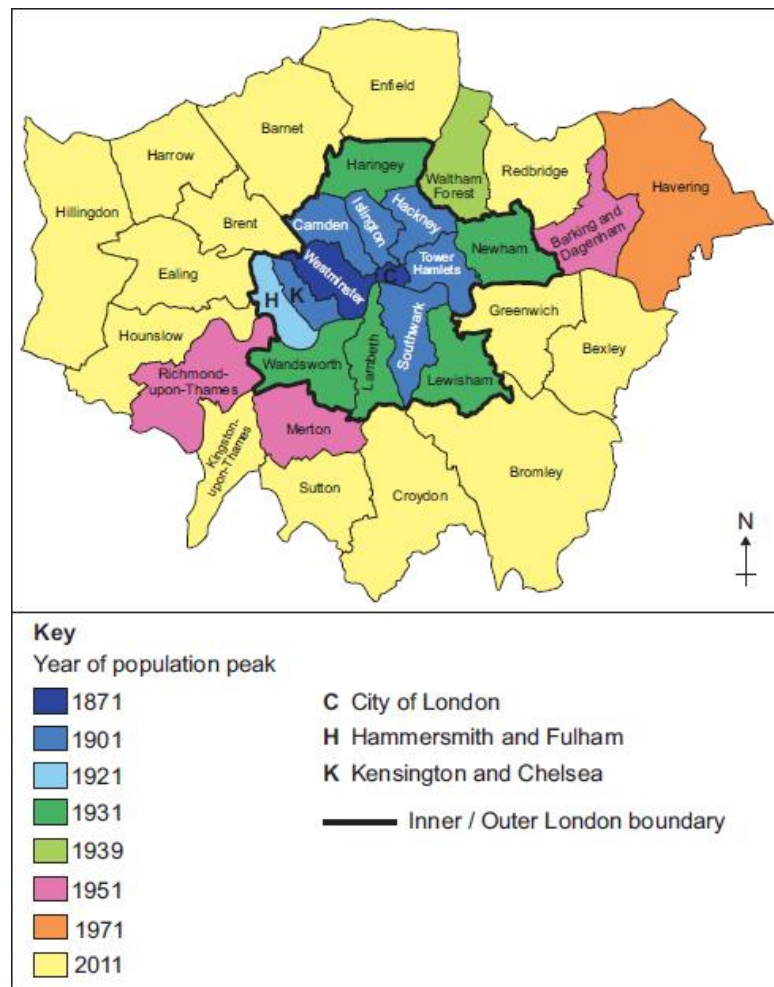


Figure 2 shows the year of peak population in London boroughs.

Figure 2



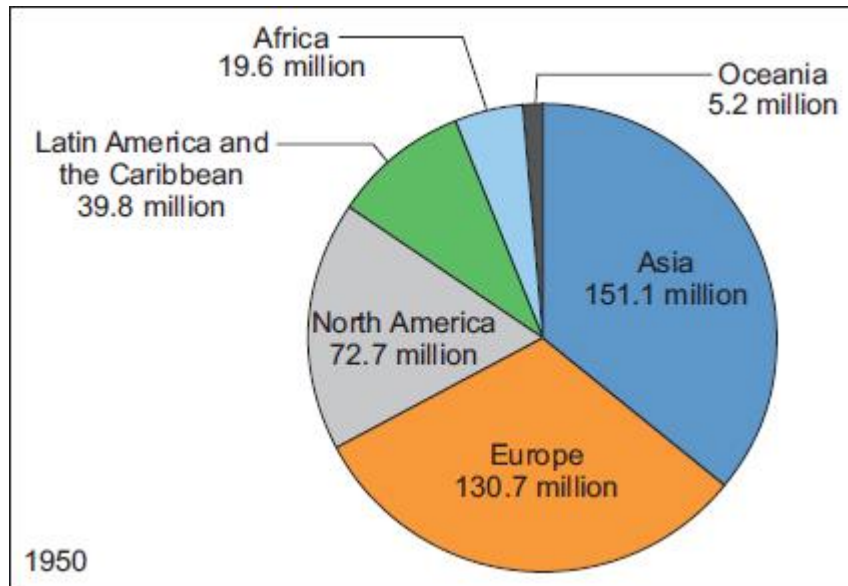
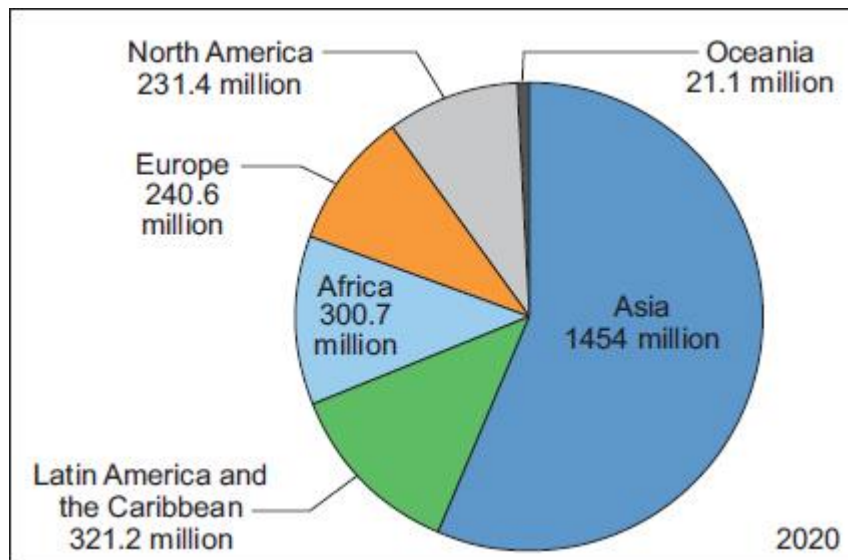


Figure 2



Analyse the data shown in **Figure 1** and **Figure 2**.

[6 marks]

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South American urban areas population (millions)	
Urban area	x
São Paulo	21.10
Buenos Aires	14.10
Rio de Janeiro	12.70
Lima	10.80
Bogota	9.80
Belo Horizonte	5.20
Guayaquil	5.00
Quito	4.70
Porto Alegre	4.40
Fortaleza	4.00
$\sum x = 91.80$	
$\bar{x} = 9.18$	
$\sigma = 5.34$	

EU urban areas population (millions)			
Urban area	x	$x - \bar{x}$	$(x - \bar{x})^2$
London	14.00	7.90	62.41
Paris	12.00	5.90	34.81
Madrid	6.40	0.30	0.09
Barcelona	5.00		
Berlin	4.30	-1.80	3.24
Ruhr area	4.30	-1.80	3.24
Rome	4.10	-2.00	4.00
Birmingham	3.90	-2.20	4.84
Athens	3.70	-2.40	5.76
Warsaw	3.30	-2.80	7.84
$\sum x = 61.00$		$\sum (x - \bar{x})^2 = 127.44$	
$\bar{x} = 6.10$			
$\sigma =$			

Where:

x = population (millions)

\bar{x} = mean

\sum = sum of

σ = standard deviation

n = number of values

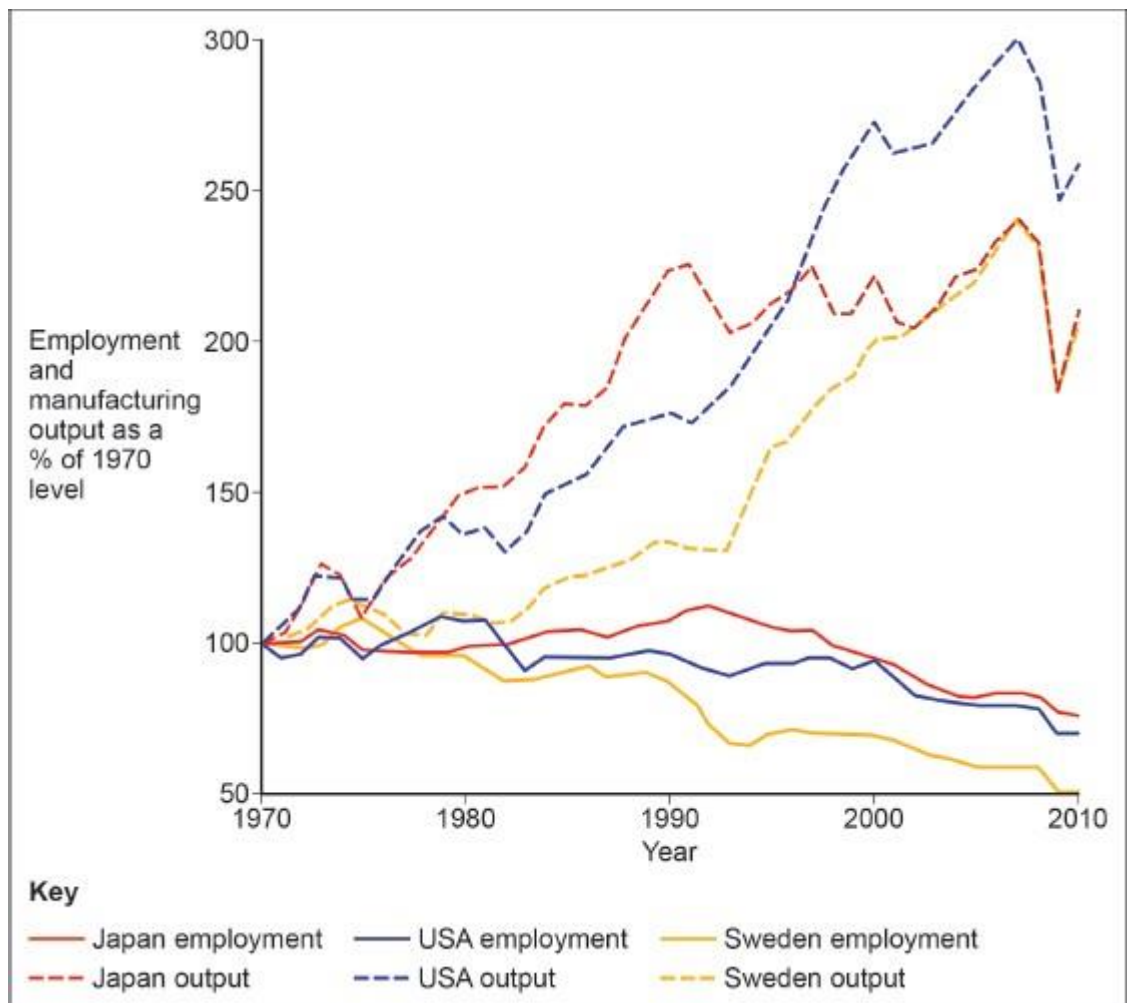
Formula for calculating standard deviation:

$$\sigma = \sqrt{\frac{\sum (x - \bar{x})^2}{n}}$$

Complete the table above, and then analyse the data in the completed table.

[6 marks]

Q8. The graph below shows employment and manufacturing output data for Japan, USA and Sweden between 1970 and 2010.



Analyse the data presented in the graph above.

[6 marks]

Q14. 'Britain's urban regeneration policies since 1979 have failed to address problems of economic inequality and social segregation. The gap between the richest and the poorest urban residents has widened.'

To what extent do you agree with this statement?

[20 marks]

Q15. Outline characteristics of an area undergoing urban resurgence.

[4 marks]

Q16. What is deindustrialisation?

[1 mark]

- A A decline in the manufacturing sector as a proportion of the economy.
- B The process where people and industry move towards the edge of urban areas.
- C When governments attract foreign direct investment from large TNCs.
- D Where affluent young people move into an area increasing property prices.

Q17.

Which of the following best describes a world city?

[1 mark]

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- A A city that has experienced economic and structural regeneration following a period of decline.
- B A city that has very significant economic or financial and / or political influence on an international scale.
- C A large metropolitan urban area with a population of at least 10 million.
- D A self-contained settlement that has developed beyond the original city boundary and become a city in its own right.

Q18. Outline reasons for the emergence of megacities.

[3 marks]

Q19. Evaluate the impact of migration on the character of a place that you have studied and people's lived experience of that place.

[9 marks]

Q20. Which of the following is a cause of the rise of the service economy?

[1 mark]

- A Increased energy consumption in urban areas leads to increased demand for fossil fuel extraction.
- B Increasing wealth in urban areas increases demand for leisure and retail facilities.
- C Population growth in urban areas increases demand on agriculture in the surrounding countryside.
- D Rapid urbanisation increases the demand for concrete and steel production.

Q21. Counter-urbanisation is:

[1 mark]

- A Caused when the poor are pushed out of an area by gentrification.
- B Movement of people back into a regenerated urban area.
- C Movement of people from urban areas into surrounding rural areas.
- D The flow of commuters into city in the morning then back to the suburbs in the evening.

Q22. Assess the extent to which counter-urbanisation leads to social and economic change.

[9 marks]

Q23. Outline the concept of urban resurgence.

[3 marks]

Q24. How far do you agree that new urban landscapes such as fortress developments, heritage quarters and edge cities have intensified issues associated with economic inequality and social segregation?

[20 marks]

Mark schemes

Q1.

Point marked

Allow 1 mark per valid point with extra mark(s) for developed points (d). Max 1 for a qualified example of a world city. For example:

Notes for answers

- World cities are those that have the greatest influence on a global scale (1). For example, London is an Alpha ++ city due to it being a global financial centre (1).
- World cities play a critical role in the well-being of the world economy – only 100 cities accounting for 30% of the global economy (1). They have a disproportionate role in the global economy (1) (d).
- World cities are ‘hubs’ through which wealth, trade, people and culture flow (1). They serve not only the country / region in which they are based but the rest of the world (1) (d).
- World cities are seen as centres of innovation, which in turn attracts even more companies and migration of people (1). They are seen as centres of learning, where ideas are shared through universities and science parks (1) (d).
- World cities are also important in the role of global politics. They host international summits such as G8 (1) where leaders use their influence to drive trade deals and develop economic links with other countries (1) (d).

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

AO1 = 4
[Total 4 marks]

Q2.

AO1 – Knowledge and understanding of the process of urban resurgence. Knowledge and understanding of one urban policy in Britain.

AO2 – Application of knowledge and understanding to analyse and evaluate the extent to which the policy resulted in urban resurgence.

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

This question links two different units of the specification, namely urban policy and regeneration in Britain since 1979 and processes of urbanisation in terms of urban resurgence. Likely policies are UDCs, EXs, City Challenge, Partnership schemes and New Deal for Communities. Any policy is creditworthy as long as it is an urban policy. Gentrification is not acceptable unless it is being referenced as an impact of the policy.

Max L1 for generic responses with no discernible policy. If more than one policy, credit the best response.

AO1

- Knowledge and understanding of the process of urban resurgence. The movement of people back into urban areas as a result of regeneration.
- Knowledge and understanding of an urban policy since 1979.

AO2

- Evaluation of the success of the urban policy in encouraging people back into an urban area. The 12 UDCs in total built 27 000 new homes which encouraged people to move back into inner city areas such as London Docklands. However, many people were also driven out due to high property prices.
- The success of an urban policy in creating economic resurgence. City Challenge created 53 000 jobs in total and many of these jobs were targeted at the local community, for example, ASDA in Hulme.
- Analysis of the link between the urban policy and resurgence in the structural environment. Partnership schemes allowed private investment to improve building stock. For example, Urban Splash has built the iconic 'Chips' building in New Islington. This has attracted young professionals to move into Ancoats.
- Evaluation of the policy in relation to other policies is a creditworthy approach as long as the focus is relative to the policy chosen. For example, City Challenge was more successful in creating urban resurgence than UDCs as it focused on the community needs.
- The extent to which an urban policy failed to create urban resurgence. For example, partnership schemes often failed to complete their projects. In Sheffield only one section out of five has been completed at Park Hill flats in the past 10 years.
- They may consider that government-led policies are integral to creating urban resurgence, but it is also driven by many other processes such as gentrification, TNC investment and in-migration of people.
- They should come to an overall conclusion that evaluates the success or otherwise of the policy in creating urban resurgence. Any view is acceptable as long as it is supported by the rest of the response.

Credit any other valid approach.

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

Q3.

AO3 – Analysis of population change in London. Analysis of the distribution of population change and peak population across London boroughs.

Mark scheme

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 of the population data shown in **Figure 1**. Connections may be made both within the data sets and between the graph and map.

AO3

- Until 1900, the population of inner and outer London was increasing rapidly. The rate of increase was higher in Inner London, increasing by 3.5 million in 80 years, compared to about 2.3 in outer London.
- After 1900 the population of Inner London begins to decrease, slowly at first and then more rapidly after 1920. This is also supported in **2** where peak populations in the Inner London boroughs are all 1931 or before.
- Before 1940 the population of Inner London is higher than that of outer London but after this point outer London exceeds Inner London reaching its maximum difference in 1980 with 1.5 million people more.
- Between 1950 and 1980 the population of London is declining both in inner and outer areas. After 1980 both areas see urban resurgence at similar rates. In **2** Outer London boroughs have all seen their peak population in 1951 or after, with the exception of Waltham Forest.
- There is a clear pattern shown in 5b between outer London and inner London. All the inner London boroughs had a peak population in 1931 or before with the most central having the earliest peaks. In outer London peak population for every borough is post 1931, with the majority reaching their peak population in 2011
- They may consider that the pattern may well have changed as the most recent data point is 2011. The outer London boroughs may well still be growing and may have exceeded their previous peaks.

Credit any other valid analysis.

AO3 = 6

[Total 6 marks]

Q4.

C

AO1 = 1

[Total 1 mark]

Q5.

AO3 – There should be clear analysis of the population living in the large urban areas in each region in each figure. Analysis should consider changes over time. There should be data manipulation to support the analysis.

Mark scheme

Level 2 (4–6 marks)

AO3 – Clear analysis of the quantitative evidence provided, which makes appropriate use of data in support. Clear connection(s) between different aspects of the data and evidence.

Level 1 (1–3 marks)

AO3 – Basic analysis of the quantitative evidence provided, which makes limited use of data and evidence in support. Basic connection(s) between different aspects of the data and evidence.

Notes for answers

AO3

- There has been a significant change in the number of people living in the urban areas in each region over the time period.
- In 1950 the total urban population represented is 419.1 million. By 2020 the population living in the same urban areas is just over 6 times higher at 2569 million.
- In 1950 Asia and Europe dominated, together accounting for just over 2/3 of the total. Asia having 36% of the total and Europe 31%.
- In 2020 Asia dominates, accounting for about 57% of the population on its own. Europe now has the 4th largest share and only accounts for less than 10% of the total, compared to 31% in 1950.
- Whilst the North American urban areas now have 3 times as many people living in them, the continent's share of the total has halved from around 17% to around 9%.
- Africa's share has almost tripled. In 1950 it was ranked 5th behind Latin America and the Caribbean, but was ranked 3rd, ahead of Europe in 2020. The size of the population in the African urban areas is now 15 times larger than in 1950.
- Despite a quadrupling in the size of their population the urban areas in Oceania saw their share of the total drop from 1.2% to 0.8% of the total.

Credit any other valid analysis.

AO3 = 6

[Total 6 marks]

Q6.

AO1 – Knowledge and understanding of Counter-urbanisation and its impacts. Knowledge and understanding of factors affecting the characteristics of place.

AO2 – Application of knowledge and understanding to assess the extent to which counter-urbanisation affected the human and physical characteristics of the place.

Notes for answers

AO1

- Counter-urbanisation.
- Physical and human factors in human 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.
- Case studies of two contrasting urban areas to illustrate and analyse the 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

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- character of the study areas and the experience and attitudes of their populations.
- Factors contributing to the character of places:
 - Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics
 - Exogenous: relationships with other places.

AO2

Responses are expected to show an understanding of counter-urbanisation in the chosen urban area. There should be clear recognition of the learning from the Changing Places unit in the relative impact of counter-urbanisation on both the human and physical characteristics of 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.

- Responses will be influenced by the exemplification and chosen place. The answer depends on the nature of the changes to the human and physical place characteristics that counter-urbanisation led to in the chosen place.
- Physical characteristics of place – assessment of the impact of counter-urbanisation on:
 - the size of the settlement and the impact this may have had on the physical landscape – for example, the impacts of changes to the settlement on geomorphology, drainage, ecosystems and wildlife habitats.
- Human characteristics of place – assessment of the impact of counter-urbanisation on:
 - the demographics and population structure of the place
 - the social characteristics – changing levels of affluence, social interaction, leisure activities etc
 - the economic characteristics – changes to house prices, business opportunities, commercial activities
 - the cultural characteristics – changes in the population's heritage, languages spoken or connections with other places
 - the built form of the place – new buildings, changes to existing buildings, new or changed infrastructure, such as road networks.
- In order to fully address the AO2 assessment element of the question, the response must come to a view as to which place characteristics counter-urbanisation has affected the most.

Any conclusion is acceptable, as long as it is supported by the preceding content.

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).

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- 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]

Q7.

Mark scheme

2 × 1 per accurate calculation as outlined below:

- 1 mark for correct calculations relating to the urban area with 5 million people: **-1.10 / 1.21**
- 1 mark for correct standard deviation calculation: **3.57**.

Notes for answers

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

- there are 30 million more people living in the 10 largest South American urban areas than in the 10 largest EU urban areas (1)
- the average (mean) number of people living in the 10 largest urban areas in EU is

- about 2/3 of that living in the 10 largest urban areas in the South American (1)
- the range in the size of the 10 largest urban areas in the South American is 17.1 million compared to 10.7 million in the EU (1)
- the standard deviation values differ suggesting that there is more variation around the mean number of people living in the 10 largest South American urban areas than in the 10 largest EU urban areas (1). **OR** the sizes of the EU urban areas are more clustered around the mean than the South American urban areas (1). **OR** the sizes of the EU urban areas are less widely spread around the mean than the South American urban areas (1)
- as the standard deviation is lower for the EU urban areas it suggests that there are fewer extremes in the sizes of the urban areas and therefore the mean is a more typical representation of the data than for the South American urban areas (1)
- some responses may seek to analyse data for individual urban areas. This is credit worthy. For example, Sao Paulo is at least 50% larger than any other urban area in both South America and the EU (1), with 7 million more people than the next two largest cities, Buenos Aires and London (1d)
- the difference in size between the smaller urban areas listed in both South America and Europe is less significant than the difference in the larger urban areas (1). For example, Fortaleza and Porto Alegre are roughly 20% larger than Athens and Warsaw in the EU (1d).

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

AO3 = 6

[Total 6 marks]

Q8.

AO3 – Uses the graph to analyse the main trends and relationships shown within the data. Also shows awareness of anomalies and evidence of data manipulation.

Mark scheme

Level 2 (4–6 marks)

AO3 – Clear analysis of the quantitative evidence provided, which makes appropriate use of data in support. Clear connection(s) between different aspects of the data and evidence.

Level 1 (1–3 marks)

AO3 – Basic analysis of the quantitative evidence provided, which makes limited use of data and evidence in support. Basic connection(s) between different aspects of the data and evidence.

Notes for answers

AO3

- In broad terms, manufacturing output is increasing for all countries at a time when employment for all countries has shown a decrease (based upon the 1970 baseline).
- More sophisticated response may point towards the increased productivity suggested by the data. The USA has a peak output of around 300% of the 1970 baseline in 2006 but only 75% of the employment levels in this sector.
- One anomaly is Japan, which between 1983 and 1997, experienced an increased on employment based upon the 1970 based upon the 1970 baseline. Employment was approximately 5% above the 1970 baseline.
- Some may manipulate data in support – for example, Japan’s employment in manufacturing is around 75% of the 1970 baseline whereas Sweden’s is

- approximately 25% lower than this at only 50%.
- Whilst all have experienced decline in manufacturing employment, there is considerable variation and fluctuation. For example, Sweden in the early 1990s saw a significant decline, whereas, Japan's employment in this sector actually increased.
- In broad terms productivity has shown much more variation than employment levels. Whilst all three countries have considerably increased productivity over the period there has been considerable fluctuation.
- One anomaly is 2007 output. All countries experience a sharp decline at an almost identical point in time. The decline is also by a very similar amount for all three countries.

AO3 = 6

[Total 6 marks]

Q10.

AO1 – Knowledge and understanding of the challenges of waste management in mega / world cities.

AO2 – Application of knowledge and understanding to assess the extent to which issues relating to waste management are the greatest challenge for mega / world cities.

Notes for answers

AO1

- Contemporary characteristics of mega / world. 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.
- Urban physical waste generation: sources of waste: industrial and commercial activity, personal consumption. Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes. The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, incineration, burial, submergence and trade.
- Environmental problems in contrasting urban areas: atmospheric pollution, water pollution and dereliction.
- Strategies to manage these environmental problems.
- Contemporary opportunities and challenges in developing more sustainable cities.

AO2

- Expect to see reference to a wide range of mega / world cities and hence a wide range of issues relating to managing waste and other issues.
- Responses should seek to address the extent to which issues associated with waste are the greatest challenge for mega / world cities, so expect reference to other issues facing the chosen mega / world cities.
- Reference to 'mega / world cities' in the question implies the response should focus on assessing the experience of large urban areas with a population of over 10 million people, and / or urban areas that act as global centres for finance, trade, business, politics and culture.
- There is no prescription about which mega / world cities candidates should refer to. Some may focus on the experience of mega / world cities that are currently expanding at a fast rate, possibly in developing economies, or the experiences of currently large cities during their period of rapid expansion in the past.
- Responses may assess characteristics of mega / world cities that result in waste management issues. In those that are rapidly expanding in developing economies these may include:

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- many cities of this sort experience very rapid population growth rates from both rural to urban migration and natural increase (Lagos in Nigeria has an annual growth rate of over 4%)
- many rapidly growing megacities (especially in the poorest countries) expand haphazardly with little land use planning
- building and population density rapidly increases to extremely high levels leaving little space for other infrastructure, with what infrastructure there is rapidly reaching capacity
- specific details will depend on the examples used to illustrate and support the response.
- Some may focus on waste management issues that have resulted in or are the experience of currently large cities during their period of rapid expansion in the past. Specific issues will relate to the chosen urban area used to illustrate the response. Some may seek to assess the extent to which managing waste is currently the greatest challenge for these cities.
- Some responses are likely to assess the waste management issues that arise in many rapidly expanding mega / world cities. This might include:
 - keeping up with the extremely rapid increase in the volume of waste generated not only from personal consumption, but from the increasing industrial and commercial activity
 - ensuring there are facilities to deal with different categories of waste including residential, industrial and commercial, medical, agricultural and electronic waste
 - decision making on which approaches to waste disposal are most appropriate (and affordable) and dealing with issues arising from whatever approach is chosen. Approaches might include: unregulated, recycling, recovery, incineration, burial, submergence and trade
 - ensuring there is appropriate infrastructure to cope with the increase in human effluent resulting from such rapid increases in the number of residents, often in unplanned locations of the city. Construction of sewerage networks and waste water treatment works may lag behind economic development and population growth
 - large amounts of waste are unsightly and produce bad smells
 - dealing with large amounts of waste has a significant economic cost
 - poor waste management can encourage the spread of disease.
- Some responses may draw on evidence from some mega / world cities where through necessity or design waste management strategies have developed that might be seen as progressive and sustainable. Many cities, especially in poorer parts of the world, have very high levels of recycling, where some of the cities' poorest inhabitants make a living from collecting, sorting and recycling waste. Some may contrast this with different waste management strategies that have been adopted in more longstanding mega / world cities.
- Some responses may seek to assess the extent to which other issues are more important than waste management. These issues could include those listed in AO1 above, but these are not exhaustive.
- Assessment must focus on the extent to which managing waste is the greatest challenge for mega / world cities. 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).

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- 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]

Q12.

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

Questions on Urbanisation, mark schemes and examiners reports

- 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]

Q13.

Point marked

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

Notes for answers

- The process by which people, services and employment move outwards towards the edges of an urban area (1). This may involve the 'infilling' and building on vacant land between more central areas and the edge of the urban area (1)(d). The urban area may grow into the surrounding rural area or engulf neighbouring villages (1)(d). (Not just simply stating the idea of 'urban sprawl' without elaboration as above).
- Suburbanisation is linked to urban growth and is generally associated with continued economic development as cities develop economically and the population increases (1). It is facilitated by the development of transport networks (roads and railways) and an increase in private car ownership (1).
- In some urban areas suburbanisation results from wealthier more aspirational residents seeking a perceived better quality of life away from the central urban area (1) (+1 for exemplification).
- Allow (1)(d) for support with evidence from a named urban area.

AO1 = 3

[Total 3 marks]

Q14.

AO1 – Knowledge and understanding of urban regeneration policies in the UK since 1979. Knowledge and understanding of the patterns of and issues associated with social segregation.

AO2 – Application of knowledge and understanding to analyse and evaluate the relative success or failure of regeneration policies in tackling issues of social segregation.

Notes for answers

The question links various aspects of the Contemporary urban environments section of the specification, specifically urban policy and regeneration in Britain since 1979 with issues associated with social segregation and strategies to manage these.

Responses can be based on any data sources that fit the statement. The context should be **change** in the specific places studied. There should be reference to both statistical and cartographical sources.

AO1

- Knowledge and understanding of the key ideas of social segregation and economic inequality. The idea of urban 'regeneration' will be important as the focus of the question.
- Knowledge and understanding of regeneration policies since 1979. These may include inner-city development corporations, city challenge, sustainable communities to name but a few. Credit any legitimate policies since 1979 to present day.
- Knowledge of regeneration policies at a variety of scales from large-scale such as London Docklands to smaller scale projects such as New Islington.
- An awareness of different aims of regeneration policies – economic, social and environmental.
- The causes of social segregation and issues associated with social segregation.
- 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.
- Awareness of strategies to manage social segregation such as improvement to the built environment, improved provision of schools, improved 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.

AO2

- Assessment of the success and failures of different regeneration policies since 1979 such as UDCs, City Challenge, and NDCs. This may be generic or focused on a particular case-study.
- Analysis of the varying aims of regeneration policies since 1979 in tackling social inequality. Temporal change may be considered as policies evolve over time from property-led schemes of the 1980s through to the more community focused projects of the 21st century.
- Evaluation of the effectiveness of regeneration policies in tackling social inequality and segregation. For example, inner city development projects focused more on economic needs and failed to address housing needs of residents, forcing poorer residents out, increasing social inequality. Whereas, 21st century projects such as sustainable communities focused on improving access to housing through affordable housing schemes. The degree to which this was successful may be considered.

Questions on Urbanisation, mark schemes and examiners reports

- Evaluation of the success or otherwise of regeneration schemes in tackling the issue of affordable housing is key in addressing issues of social segregation. Some urban areas such as London and Manchester have seen average rents rise by over 50% since 2010.
- Analysis of how different regeneration schemes have widened the gap between rich and poor. For example, redevelopment of the Royal William Yard in Plymouth by a partnership scheme resulted in gentrification of surrounding streets, pushing out less-wealthy residents, hence widening the gap.
- Other strategies to reduce social inequality may be considered as an alternative to regeneration strategies such as access to job schemes, the living-wage, Sure-Start schemes. This approach would only be creditworthy if used to suggest that alternatives to regeneration might have an impact.
- Analysis of the severity of social segregation. The gap between rich and poor will be greater in some urban areas than others. Therefore, the success of regeneration schemes may be dependent on the severity of the gap in the first place.
- Analysis of how change over time has moved from a top-down approach to a more holistic approach. The extent to which has been successful in reducing the gap between rich and poor.
- An analysis of how the successes and failures of regeneration strategies are measured by successive governments. The biased nature of reports may be considered. The reporting of failure of projects by may be a political advantage to different political parties.
- A legitimate comment would be an understanding that the aims of regeneration have not always been about reducing social inequality, therefore their success shouldn't perhaps be judged on their success in reducing the gap.
- The gap between rich and poor may have widened as a result of factors other than regeneration schemes. For example deindustrialisation, studentification etc.
- Overall conclusion may highlight the complexity of urban regeneration policies. It is difficult to evaluate success considering social inequality as a stand-alone factor. Success can be measured in a wide-variety of ways and it is difficult to be accurate in measuring that success. They may consider the political element of judgement.
- An overall judgement of the extent of the success or failure of regeneration policies in reducing the gap between rich and poor should be addressed as a final conclusion. Any conclusion is valid as long as it supports the body of the essay.

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).

Questions on Urbanisation, mark schemes and examiners reports

- 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]

Q15.

Point marked

Allow 1 mark per valid point with extra mark(s) for developed points (d). For example:

Notes for answers

Allow credit for specific knowledge and understanding of the process and characteristics of urban resurgence. Allow credit for specific examples.

- Urban resurgence occurs when an urban area is developed following a period of decline (1) this may happen as a result of government policies to regenerate inner-city areas (d)(1).
- Typically, people move back into inner city and central areas (1); it is often young upwardly mobile people and university students seeking 'on-tap' entertainment

Questions on Urbanisation, mark schemes and examiners reports

- (d)(1).
- Government policies such as partnership schemes regenerate areas that have suffered from deindustrialisation (1) and convert run-down housing and old industrial buildings into modern flats and buildings which appeal to young people (d)(1).
 - Trendy restaurants and gastropubs are quickly established along with artisan bakeries which attract more people into the area (1). Individual homes are often redeveloped resulting in gentrification and property prices rapidly increase in value (d)(1).
 - A example of urban resurgence took place in New Islington Manchester where Urban Splash built new homes called the 'Chips' building and cleaned up the canal (1).

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

AO1 = 4
[Total 4 marks]

Q16.

A

AO1 = 1
[Total 1 mark]

Q17.

B

AO1 = 1
[Total 1 mark]

Q18.

Notes for answers

Allow 1 mark per valid point with additional marks for developed points (d).

- The main driver is historical rural to urban migration – specifically to hub locations within areas of already large populations (1).
- These places have experienced population growth as the people moving in are workers or child bearing / reproductive age (d)(1).
- The subsequent drivers include: government policy further fuelling growth (e.g. in China – setting up of Special Enterprise Zones in the late 70s – Shenzhen) (1).
- Geographical location (port cities tend to grow rapidly where trade is also increasing (1).

Max 1 for generic statements re-urbanisation without clear link to megacities.

AO1 = 3
[Total 3 marks]

Q19.

AO1 – Knowledge and understanding of the impact of migration. Knowledge and understanding of the principles associated with understanding people's lived experience of place.

AO2 – Application of knowledge and understanding to evaluate the impact of migration

upon the character of a place and people's lived experience of that place.

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. Evaluation 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. Evaluation 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. Evaluation is basic and supported with limited appropriate evidence.

Notes for answers

AO1

- Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas and the factors that influence them.
- Patterns of economic and social well-being.
- How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global.

AO2

- Evaluation – Expect to see reference to new influxes of migrants to an area. Some may refer to a British city experiencing relatively new influxes of eastern European migrants. These migrants tend to come to UK cities in search of work, settling in places of low value and ample housing stock. Some will argue negatively, asserting that immigration changes the character of such locations, often inner city areas. The evidence is unclear here. Some will argue that inward migration fills labour gaps and revitalises previously rundown inner city areas. New markets are created and new opportunities for employment. This position will assert that inward migration improves the character of a place by adding diversity and young employable workforce. Services spring up to cater for needs of the inward migrants including retail and recreational opportunities.
- Evaluation – A significant issue for some consideration is the impact upon culture and language, particularly where the receiving community is not accustomed to such change. Some will argue that this creates significant tension. Schools catering for English as an additional language for students is an issue which may be explored as exemplification.
- Evaluation – Perceptions in the media may also change, particular where issues emerge such as flashpoints between locals and new immigrants.
- Overall evaluation – It is for the individual response to explore the issues associated

Questions on Urbanisation, mark schemes and examiners reports

with inward migration. Provided arguments are balanced and valid, any position is creditable.

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

Q20.

B Increasing wealth in urban areas increases demand for leisure and retail facilities.

AO1 = 1
[Total 1 mark]

Q21.

C

AO1 = 1
[Total 1 mark]

Q22.

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]

Q23.

Point marked

Award one mark for each relevant point with extra mark(s) for developed points (d). For example:

Notes for answers

- This refers to the structural, economic and social transformations of urban areas following a period of decline (1). It refers to any relationships between the structural, economic and social transformation of urban areas following a period of decline (1).
- Many cities have experienced resurgence due to emerging new sectors of the economy and economic regeneration improving employment prospects (1d) making urban living a more attractive prospect (1d). This has been associated with increasing numbers of young professionals, university students and immigrants living in these areas of cities (1d).
- Gentrification is often associated with a resurgence in an urban area (1d).
- Inner areas of many large cities in Britain have experienced resurgence in their commerce since their deindustrialisation in the 1970s and 1980s eg inner London, Birmingham, Manchester etc (1d).

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

AO1 = 3

[Total 3 marks]

Q24.

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).

Questions on Urbanisation, mark schemes and examiners reports

- 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]

Q25.

AO1 – Knowledge and understanding of technological processes and leading to urbanisation and urban growth. Knowledge and understanding of the emergence of megacities.

AO2 - Application of knowledge and understanding to analyse and evaluate the importance of technological processes in creating megacities.

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 different sections of the CUE specification, namely the emergence of megacities and processes associated with urbanisation. Students are required to evaluate the role played by technology in the emergence of megacities.

AO1

- Knowledge and understanding of technological processes leading to urban growth, for example, IT, transport, engineering.
- Causes of urbanisation and other processes leading to urban growth. For example, rural-urban migration is still the dominant process leading to urban growth.
- Knowledge and understanding of other processes leading to urban growth. Demographic processes can refer to any change in population structure for example, natural change, migration, ageing populations. Economic processes such as industrial development. Social processes such as improvements in healthcare and education
- The emergence of megacities – distribution and causes. Currently there are 23 by 2025 there is predicted to be 36. Most of this growth is predicted to be in south Asia, China and Africa.

AO2

- Analysis of technological processes such as IT leading to increase in number of megacities. For example, growth of IT sector in south Asia has caused growth of many cities into megacities such as Mumbai. IT also enables globalisation due to submarine data transfer cables meaning that companies can operate worldwide so have chosen locations in SE Asia, where there is an educated workforce.
- Analysis of other technological processes such as transport or engineering leading to growth of cities. For example, many cities' populations have grown rapidly due to construction of buildings over 500m such as Lotte World Tower in Seoul. This allows more people to live in a smaller area and promotes growth of cities into megacities.
- Evaluation of the role of technological processes in the emergence of megacities. Most new megacities likely to emerge in China and India are the result of economic factors but technological processes are at the route of this. For example, Bengaluru, a newly emergent megacity is a global IT centre and has seen its population grow

Questions on Urbanisation, mark schemes and examiners reports

by over 4 million to 12 million since 2011 due to workers migrating to work in IT industries.

- Analysis of how other processes such as demographic processes might have played a role in the growing number of megacities. For example, rural-urban migration is the leading cause of growth of megacities in developing countries. Bengaluru's population more than doubled to 10 million in 15 years creating a new megacity. This was the result of an influx of economic migrants from other parts of India. Most of the growth in megacities will be in LICs / NEEs.
- Evaluation of the importance of other factors in the emergence of megacities. All of the new megacities are expected to be in developing countries where rural-urban migration and natural increase are swelling urban populations as a result of economic processes such as industrialisation.
- The interdependence of technological, economic and demographic processes leading to growth in the number of megacities. For example, technological processes have developed as a result of increased economic growth. For example, building technology has developed as a result of economic growth in China. IT firms developed in Bengaluru due to the large labour supply and educated workforce.
- Overall evaluation of the importance of the role played by technological processes should reflect whole response. They may conclude that technological processes are interlinked with other processes such as economic growth. Or they may conclude that other processes have a larger role, and this would be a valid approach as long as it is relative to technological processes.

Credit any other valid approach.

AO1 = 4, AO2 = 5

[Total 9 marks]

Examiner reports

Q2.

It was clear that some students did not recognise the terminology from the specification 'urban policies since 1979'. Where students had prepared thoroughly and learnt an example of an urban policy, they tended to score well. However, many did not know what the term 'urban resurgence' was or were unable to describe the policy accurately. Some students saw regeneration and gentrification the same as resurgence, and the link between the policy and resurgence was therefore very implicit. Popular example choices were City Challenge in Hulme and the London Docklands Development Corporation. Students should be reminded that this type of 9-mark questions links different parts of the specification and therefore they will not score highly by simply writing everything they know about a case-study. They need to target their knowledge to the question. In this case, they need to evaluate the policy in relation to urban resurgence. The best answers generated a discussion about the extent to which urban resurgence happened, for example looking at the movement in and out of different socio-economic groups. Some answers were too one-sided and failed to consider different viewpoints.

Q4.

This proved to be a straightforward question with almost all choosing the correct answer, option C.

Q5.

Considering the simplicity of the pie charts provided, this AO3 skills question proved quite challenging for many students. Answers scoring well showed confidence in the use of data, including manipulation of data. Strong answers evidenced engagement with the wide range of values from low millions, to hundreds of millions and billions. Many students converted raw values to fractions and percentages with ease. These were often also able to make succinct clear links between the two figures, identifying similarities and differences in the proportions of urban populations in the two time periods. The weakest answers rarely went beyond lifting values from the figures, or seemed to struggle with the idea that pie charts help to give a visual representation of each category's share of the total number. Inevitably, a number of students appeared unprepared for these AO3 skills questions and sought to explain and give reasons for the data, which would be AO2 content and so therefore did not gain any credit.

Q6.

This question required students to make a link across the specification units. Such a question will always feature in each examination series. It is clear that many students found this question challenging, and just less than 40% scored Level 3 or higher. In this question, the link was from Contemporary Urban Environments to Changing Places. The concept of human and physical characteristics of place, was integrated into this urban environments question. Examiners encountered a range and variety of case studies. The best answers had clear specific details from their case study, and carefully differentiated between the impacts on the human characteristics of place, and the impacts on the physical characteristics of place. At the highest level there was an expectation that students would identify physical characteristics of place as referring to the natural environment/physical geography, not the human built environment.

A significant issue for many students was a lack of clear specific understanding of the

concept of counter-urbanisation. In some answers it was clear that the term was unfamiliar to some students. Some answers were definitely addressing concepts such as deindustrialisation, suburbanisation or even urban sprawl over time periods such that the case studies provided could not be seen as counter-urbanisation. Examiners agreed a flexible view in this regard as the exact nature of counter-urbanisation can differ in different settings. However, for higher level marks examiners were expecting the idea of moving away from the urban area, rather than just outwards from the centre.

One issue encountered by all examiners was the unexpectedly high number of students who did not address the requirement to make “reference to **an** urban area”, singular. This was problematic, but examiners awarded credit for the best AO1 knowledge and understanding for one case study and then tried to take a more holistic view of the quality of the AO2 assessment across the response as a whole.

Q7.

This AO3 skills question proved challenging for most students. Those scoring well confidently completed the graph and calculated the standard deviation for 2015. A significant number of students were unable to complete this calculation suggesting that this kind of manipulation of number was unfamiliar to them. The question was designed so that even if students did not complete the graph and / or got an incorrect result, there was still enough data provided for students to access the remaining four marks. Marks were awarded for analysis of any of the data provided in the graph. Students did not need to show understanding of standard deviation to achieve full marks. The most able students achieved high Level 2 marks with simple clear understanding of values such as the mean and standard deviation, making statements relating to the spread of the data. Most students did not address the command to analyse the data and gave basic description of the data, with many simply lifting values from the graph, which was not credit worthy. It was evident that standard deviation was an unfamiliar statistic to many students.

Q8.

Some students appeared to misunderstand the y axis. This was comparing each country's employment and manufacturing output as a percentage of its own 1970 data. Essentially the data was indicating the increased productivity over time in the three countries, as well as subtle variations between them. It was not clear that all students understood this. Some tried to make comparisons which could not be evidenced e.g. that Japan had more people employed in manufacturing than the USA by 2010. These responses missed the opportunity to relate the percentages to the 1970 levels and instead incorrectly inferred comparisons of total numbers employed. Only 38% achieved Level 2 on this question with an average of 3.15 out of available marks. Those who drifted into reasons for the lower employment levels were applying knowledge (AO2) and therefore not answering the question. There was no credit for this approach.

Q10.

Many students found this question challenging. Whilst many were confident in their knowledge and understanding of issues relating to managing waste in urban areas, it had to be clear that students were relating this knowledge and understanding to mega or *world cities*. If this focus was lacking, the response was considered to be ‘partial’ and thus limited to Level 2 marks. The least effective responses struggled to give clear assessment as to the extent to which managing waste is the greatest challenge for these cities. The most effective answers engaged well with the viewpoint set out in the question, applying their knowledge and understanding of mega / world cities and assessing the significance of managing waste for such places. Many came to the view that it depends on the nature

of the mega / world city as to whether waste was the greatest threat, and as long as waste was demonstrably considered, many scored well by reviewing other great issues facing cities. Many made good and creditworthy use of illustrative examples including places such as London, New York and Mumbai. However, the question did not require a case study support, and those that gave a more theoretical response could score equally well.

It is worth reminding centres that both 20-mark questions will not always have direct links to the identified specification content. Students need to be prepared to use their knowledge and 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 response showed.

Q12.

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.

Q13.

Whilst 18% of responses gained all three marks on this question, 16% failed to achieve any credit. Credit was not given for an unsupported statement of "urban sprawl". Those scoring well engaged with the expansion of urban areas involving the outward movement of people, services and employment away from central areas. They often referenced the factors that had facilitated this process, such as the spread of communication networks and increased personal mobility and wealth of some groups in society. Credit was not given for responses that referred to movement away from urban areas, as this became confused with counter-urbanisation, which is a separate process.

Q14.

Whilst there were some outstanding answers to this question, there were also many weak responses only gaining L1 or L2 credit. This was mainly due to their not evidencing what urban regeneration policies were. Many students simply referred to generic ideas such as affordable housing or minimum wage rather than actual regeneration policies. Such responses often focused on describing the causes of economic inequality or social segregation. Some students also saw gentrification as a regeneration policy, thereby failing to access credit. Better responses discussed how regeneration policies caused gentrification, therefore creating increased social segregation. This was a perfectly legitimate response.

Typical good responses used examples such as the LDDC, City Challenge, New Deal for Communities and Partnership schemes. They then considered these in a timeline approach evaluating each of them in turn, coming to an overall evidence-based conclusion. Students who were able to evaluate at least two or more policies linked to specific examples and evidence frequently went on to score Level 4, with many accessing full marks.

Q17.

This caused few problems for students with around 93% accurately selecting option B.

Q20.

This question proved to be relatively straightforward, just less than 90% correctly identifying option B as the correct response.

Q24.

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

Questions on Urbanisation, mark schemes and examiners reports

higher marks. Despite the challenge, nearly two-thirds gained at least Level 3.