

Section A

Qu	Pt	Marking Guidance	Total marks
01	1	<p>Which term is best defined by the phrase, ‘the increasing percentage of the population living in towns and cities’?</p> <p>One mark for the correct answer B: Urbanisation AO1 = 1 mark</p>	1
01	2	<p>Complete the following paragraph to describe the changes shown in Figure 1.</p> <p>One mark for each correct word or number. The lowest increase in proportion of urban population 1950 – 2050 is expected to be in HICs. From 2020 the rate of increase is expected to slow down in NEEs. Between 2000 and 2050 lower income countries are projected to have almost doubled the percentage living in urban areas. AO4 = 3 marks</p>	3
01	3	<p>Describe the pattern of reasons for migration shown in Figure 2.</p> <p>The question focusses on the pattern shown by the pie chart, which covers both push and pull factors. Credit inference of use of Fig 2 One mark for an initial overall descriptive comment or single relevant descriptive statement e.g.</p> <ul style="list-style-type: none"> • The biggest factor is the war against terror (1) • Push factors are the most important (1) • Push factors are a bigger cause of migration than pull factors (1) • All of the pull factors relate to new opportunities (1) <p>Second mark may be a second separate point simply stated as with suggestions above or developed point for further descriptive clarity e.g.</p> <ul style="list-style-type: none"> • The single biggest factor is the war against terror (1) with this being equal in size to the combined pull factors (d)(1) • Push factors are a bigger cause of migration than pull factors (1) these almost entirely relate to fleeing conflict (d)(1) • All of the pull factors relate to new opportunities (1) combined they are equal to the single biggest push factor (d)(1) <p>No credit for listing items even if with percentage figures. AO4 = 2 marks</p>	2
01	4	<p>Using Figure 3 suggest one problem faced by people in Bangalore as a result of traffic congestion.</p> <p>Must be visible in the twitter comments and reasonably considered to present a</p>	2

		<p>challenge. One mark for the initial observation or statement of challenge, e.g.</p> <ul style="list-style-type: none"> • The roads are bad / poor quality (1) • There is poor / not enough public transport (1) • The traffic moves really slowly (1) <p>Second mark for developing the idea to suggest why this is a challenge, e.g.</p> <ul style="list-style-type: none"> • The roads are bad / poor quality (1); which means that people will have to drive slowly (d) (1) • There is poor / not enough public transport (1); this means that the transport will be less efficient as it is all private / personal (d) (1) • The traffic moves really slowly (1); leading to longer journeys / people being late for work (d) (1) <p>AO3 = 2 marks</p>	
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01	5	<p>Use Figure 3 and a case study of a city in a LIC or NEE to suggest why managing traffic congestion and air pollution may be challenging.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Level</th> <th style="width: 15%;">Marks</th> <th style="width: 70%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3 (Detailed)</td> <td style="text-align: center;">5–6</td> <td> AO2 – Shows detailed understanding of the need for management of traffic congestion and air pollution in the context of a named LIC/NEE city. AO3 – Demonstrates thorough application of knowledge and understanding to offer considered analysis of the challenge faced in managing traffic congestion and air pollution. </td> </tr> <tr> <td style="text-align: center;">2 (Clear)</td> <td style="text-align: center;">3–4</td> <td> AO2 – Shows clear understanding of the need for management of traffic congestion and /or air pollution in the context of a named LIC/NEE city. AO3 – Demonstrates some application of knowledge and understanding to offer clear analysis of the challenge faced in managing traffic congestion and /or air pollution. </td> </tr> <tr> <td style="text-align: center;">1 (Basic)</td> <td style="text-align: center;">1–2</td> <td> AO2 – Shows limited understanding of the need for management of traffic congestion and /or air pollution in the context of a LIC/NEE city. AO3 – Demonstrates limited application of knowledge and understanding through basic analysis of the challenge faced in managing traffic congestion and/or air pollution. </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant content.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Level 3 (detailed) responses will cover the Figure and a named city and provide a considered analysis of the challenge. 	Level	Marks	Description	3 (Detailed)	5–6	AO2 – Shows detailed understanding of the need for management of traffic congestion and air pollution in the context of a named LIC/NEE city. AO3 – Demonstrates thorough application of knowledge and understanding to offer considered analysis of the challenge faced in managing traffic congestion and air pollution.	2 (Clear)	3–4	AO2 – Shows clear understanding of the need for management of traffic congestion and /or air pollution in the context of a named LIC/NEE city. AO3 – Demonstrates some application of knowledge and understanding to offer clear analysis of the challenge faced in managing traffic congestion and /or air pollution.	1 (Basic)	1–2	AO2 – Shows limited understanding of the need for management of traffic congestion and /or air pollution in the context of a LIC/NEE city. AO3 – Demonstrates limited application of knowledge and understanding through basic analysis of the challenge faced in managing traffic congestion and/or air pollution.		0	No relevant content.	6
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		<ul style="list-style-type: none"> • Level 2 (clear) responses will show reasonable understanding of the problem(s) using the Figure and a case study or more considered analysis for just the Figure or case study. • Level 1 (basic) responses will show simple understanding of the problem(s) using the Figure and / or a named city. <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Additional place specific detail for the named city is not an essential requirement for L3 nor is balance between traffic and air pollution. • Reference to Figure 3 may be inferred even if not explicitly stated through comment on the slow speeds of travel, delayed repairs and poor quality roads, lack of public transport and the frustration of slow journeys. • The command ‘suggest why’ requires an appraisal of the scale of the task faced to provide adequate physical / infrastructural services when transport use grows so fast e.g. 40% of new cars in Nigeria are registered in Lagos, 40% growth in number of cars in Rio in the last decade. • Equally sheer population growth such as 2 million population increase Mumbai 2001-2011 means that the problem grows faster than it can be addressed. • Depending on the city chosen candidates may consider the physical difficulties of the city’s site e.g. steep mountains in Rio, the narrow peninsular site of Mumbai, the coastal lagoon of Lagos, as presenting particular challenge. • There is also the challenge of changing behaviour when residents resort to private transport as a response to lack of public provision. • Older and poorer quality vehicles with higher emissions e.g. motorcycle taxis which dominate traffic in LICs/NEEs will cause more air pollution. • Rapid industrialisation and lack of regulation will also be major contributors to air pollution. • Appraisal of the challenge may also cover ideas that historically cities in LIC/NEEs have continued to function and find a way to operate and indeed prospered e.g. 8.5% GDP growth in 2016 in Bangalore so that perhaps the problem is less serious. <p>Max top L2 if only named city or Figure 3 covered.</p> <p>Max top L2 if only traffic congestion or air pollution covered.</p> <p>Max top L2 if HIC city but comments could still apply</p> <p>AO2 = 3 marks, AO3 = 3 marks</p>	
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01	6	<p>Calculate the range in GCSE scores shown in Figure 4.</p> <p>One mark for the correct answer</p> <p>62 (369 - 307)</p> <p>AO4 = 1 mark</p>	1
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01	7	<p>Using Figure 4 and your own understanding, suggest reason(s) for inequalities in education in urban areas in the UK.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 (Clear)</td> <td style="text-align: center;">3-4</td> <td>AO2 – Shows clear understanding of the concept of inequality in urban areas of the UK AO3 – Uses Figure 4 and offers development to interpret the links between urban areas and processes and increased inequality in education.</td> </tr> <tr> <td style="text-align: center;">1 (Basic)</td> <td style="text-align: center;">1-2</td> <td>AO2 – Shows limited understanding of the concept of inequality in urban areas of the UK. AO3 – uses Figure 4 OR own understanding to begin to interpret the links between urban areas and processes and increased inequality in education.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant content</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Level 2 (clear) responses will apply geographical understanding in combination with the Figure to present a reasoned explanation. • Level 1 (basic) responses will be simplistic or simply assert a cause / effect link. <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Answers should make use of Figure 4 which could be clear through reference to data from the Figure or more implicit through reference to city centre / inner city. Development need not be through named places but use of a case study is likely to add clarity. Development may also be found in explanation of processes of change and widening gaps in cities. • Candidates may refer to a range of processes of change and may achieve full marks through full development of one: • De-industrialisation leading to inner city decline and subsequent deprivation leading to poorer education in inner areas, e.g. Leyton / Stratford chosen as the Olympic Site as the most deprived areas in the UK. • Deprivation and change tend to be cumulative such that areas will also have lower employment levels, poorer health, lower incomes and poorer educational outcomes. 	Level	Marks	Description	2 (Clear)	3-4	AO2 – Shows clear understanding of the concept of inequality in urban areas of the UK AO3 – Uses Figure 4 and offers development to interpret the links between urban areas and processes and increased inequality in education.	1 (Basic)	1-2	AO2 – Shows limited understanding of the concept of inequality in urban areas of the UK. AO3 – uses Figure 4 OR own understanding to begin to interpret the links between urban areas and processes and increased inequality in education.		0	No relevant content	4
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		<ul style="list-style-type: none"> Urban change has gone hand in hand with this so that those on higher incomes either create wealthy enclaves in the centre or are able to move to the outskirts; accessing better housing, employment and healthcare; leaving behind a more elderly and disadvantaged population, worsening the situation above. Credit those who discuss inner city / suburban differences, with the requirement to use the Figure to reach level 2. It would also be possible for candidates to argue that targeted education programmes in inner city areas e.g. City Academies have improved the situation so that GCSE scores in some central London wards for example are amongst the best in the country. <p>Max L1 for non-UK answer if the comments could still apply.</p> <p>Max L1 for general description of inequalities in urban areas.</p> <p>No credit for description of the inequalities in education in isolation as this is shown on the graph.</p> <p>AO2 = 2 marks, AO3 = 2 marks</p>	
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01	8	<p>Outline one way that national migration has led to change in the character of a named UK city.</p> <p>Credit one migration and consequent change only. One mark for a basic statement, e.g.</p> <ul style="list-style-type: none"> Migration from elsewhere in the UK means many cities have had to build large new housing estates (1) Birmingham is the most popular city for people leaving London so its population is growing again after recent decline. (1) <p>Two marks for a developed idea, e.g.</p> <ul style="list-style-type: none"> Migrants create a need for more housing often built on the outskirts (1) such as Croxteth Park, Liverpool which lead to urban sprawl / loss of individual character (d) (1) Migration may have added to an increase in underground passengers in London (1). As a result a majority of passengers now regard commuting as stressful and say it spoils the city (d) (1) <p>Max 1 mark if city not named or clearly able to be inferred.</p> <p>No credit if the migration is not national, at least implicitly, or the change does not relate to character, at least in inference.</p> <p>AO1 = 2 marks</p>	2
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01	9	To what extent has urban change created environmental challenges in a UK city you have studied?	9															
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		<ul style="list-style-type: none"> • Level 3 (detailed) responses will provide a more considered assessment of the extent of challenges, supported with precise knowledge and understanding. • Level 2 (clear) responses will provide specific knowledge and understanding with implicit assessment of challenge(s) or generically accurate knowledge and understanding and a well-reasoned assessment of challenge(s). • Level 1 (basic) responses will show simple knowledge and understanding of whether or not challenge(s) result. 																
		<p><u>Indicative content</u></p> <ul style="list-style-type: none"> • The question specifies the challenges as environmental. Answers must refer to a named UK city. 																

	<ul style="list-style-type: none"> • The command ‘to what extent’ requires some appraisal of the degree to which urban change in the UK create environmental challenges: • Decline of nineteenth century industrial areas such as Toxteth in Liverpool and Stokes Croft in Bristol has led to derelict buildings, many of which are large warehouses so that the scale of the challenge is similar. • Previous industrial areas are frequently contaminated which presents a challenge in the clean-up costs. • More modern challenges might cover the loss of habitats and space in the green belt around e.g. London due to urban sprawl. • Dealing with the amount of waste generated with an increasing population may be seen as a challenge, especially as landfill becomes less acceptable. • Another significant challenge lies in tackling air pollution e.g. London regularly exceeding EU limits for NO₂ pollution from road vehicles. • Candidates may approach part of the ‘to what extent’ through arguing that in fact urban change creates opportunities for ‘urban greening’ such as regenerating derelict areas and wasteland so the challenge is reduced. Only credit this as part of a wider answer that does address the challenge. <p>Max Level 1 if no named city or city name unable to be inferred</p> <p>Max Level 1 if named city is LIC/NEE.</p> <p>Max Level 1 for non-environmental challenges</p> <p>AO1 = 3 marks, AO2 = 3 marks, AO3 = 3 marks</p> <p>Spelling, punctuation and grammar (SPaG)</p> <p>High performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate <p>Intermediate performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate <p>Threshold performance</p> <ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate <p>No marks awarded</p> <ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question <p>The learner’s achievement in SPaG does not reach the threshold performance</p>	<p style="text-align: right;">3</p> <p style="text-align: right;">2</p> <p style="text-align: right;">1</p> <p style="text-align: right;">0</p>
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		level, for example errors in spelling, punctuation and grammar severely hinder meaning.	
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Section B

Qu	Pt	Marking Guidance	Total marks
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02	1	<p>Calculate the median value for the GNI data in Figure 5.</p> <p>Award 2 marks if answer correct even if no working. Allow one mark if evidence of attempting to work out correctly e.g. ranking of Figures on the table but answer subsequently wrong. Dollar sign not necessary. Median = 11 960 AO4 = 2 marks</p>	2
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02	2	<p>Suggest one reason why the GNI per person varies between the countries shown in Figure 5.</p> <p>Credit any reasonable suggestion. Candidates should make reference to Figure 5 through using country name(s) and / or data provided, e.g. Some of the countries are poor e.g. Kenya (1) Haiti has a lower GNI than most other countries because it has a poorly developed economy (1) European countries have the highest GNI scores because they have economies based around high value services (1) The GNI scores in the middle of the range are in NEEs as their economies have developed to create higher value. (1)</p> <p>AO3 = 1 mark</p>	1
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02	3	<p>Give one disadvantage of using an economic measure of development such as GNI.</p> <p>Credit one reason only, there is no requirement to use the Figure. They should show an awareness of how economic measures, especially simplistic measures such as GNI, can be misleading e.g.</p> <ul style="list-style-type: none"> • Economic measures do take any account of people's quality of life which is important in social terms (1) • Economic measures tend to be per person / are an average figure so do not allow for extremes of wealth and poverty (1) • Many economic measures are in US\$ so do not allow for the relative spending power of different currencies (1) <p>No credit for general answers regarding the unreliability of single measures other than economic. AO2 = 1 mark</p>	1
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