

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

### Assessment of spelling, punctuation, grammar and use of specialist terminology (SPaG)

Accuracy of spelling, punctuation, grammar and the use of specialist terminology will be assessed via the indicated 9 mark questions. In each of these questions, three marks are allocated for SPaG as follows:

- **High performance** – 3 marks
- **Intermediate performance** – 2 marks
- **Threshold performance** – 1 mark

Qu	Part	Marking guidance	Total marks
01	1	<p>One mark for the correct answer</p> <p>A city with more than ten million inhabitants</p> <p>AO1 – 1 mark</p>	1
01	2	<p>One mark for each correct word or number.</p> <p>The greatest increase in the number of megacities is shown in <b>Southern Asia</b>. There are no new megacities in <b>half</b> of the continents on the 2030 map. The continent of <b>Africa</b> shows a 100% growth in number of megacities between 2015 and 2030.</p> <p>AO4 – 3 marks</p>	3
01	3	<p>The question focuses on the pattern shown by the pie chart, which is quite distinct.</p> <p>One mark for an initial overall descriptive comment, eg</p> <ul style="list-style-type: none"> <li>• Food is clearly the item on which the most is spent (1)</li> <li>• Food accounts for over 60%/nearly 2/3 of the household spending (1)</li> <li>• Two items, food and transport, are nearly 75% of the total spending (1)</li> </ul> <p>Second mark for adding <b>further</b> descriptive clarity of the pattern, eg</p> <ul style="list-style-type: none"> <li>• All other spending combined excluding transport is approximately 25% (1)</li> <li>• In contrast all the other named items are less than 5% (1)</li> <li>• Each of the other named items is between 1 and 4% with rent clearly the smallest. (1)</li> </ul> <p>No credit for listing items even if with percentage figures.</p> <p>AO4 – 2 marks</p>	2
01	4	<p>Must be visible in the photograph and reasonably considered to present a positive possibility.</p> <p>One mark for the initial observation or statement of opportunity, eg</p> <ul style="list-style-type: none"> <li>• They can collect rubbish for sale (1)</li> <li>• There will be jobs operating the machinery/tractors (1)</li> <li>• They can salvage material that has been thrown away (1)</li> </ul> <p>Second mark for developing the idea to suggest why this is an opportunity, eg</p> <ul style="list-style-type: none"> <li>• They can collect rubbish for sale (1); which provides informal employment suited to unskilled migrants in squatter settlements (d) (1)</li> <li>• There will be jobs operating the machinery/tractors (1); when skilled or formal jobs will be rare in poorer cities (d) (1)</li> <li>• They can salvage material that has been thrown away (1); some of which may be able to be re-sold so money can be earned (d) (1)</li> </ul> <p>AO3 – 2 marks</p>	2

01	5	<b>Level</b>	<b>Marks</b>	<b>Description</b>	6
		3 (Detailed)	5-6	AO2 – Shows detailed understanding of the relationship between service provision and population in the context of a named LIC/NEE city AO3 – Demonstrates thorough application of knowledge and understanding to offer judgement as to the scale of the challenge faced in providing services	
		2 (Clear)	3-4	AO2 – Shows clear understanding of the relationship between service provision and population in the context of a named LIC/NEE city AO3 – Demonstrates some application of knowledge and understanding by considering the difficulties faced in providing services	
		1 (Basic)	1-2	AO2 – Shows limited understanding of the relationship between service provision and population in the context of a LIC/NEE city AO3 – Demonstrates limited application of knowledge and understanding through basic consideration of the difficulties faced in providing services	
			0	No relevant content	
<b>Indicative content</b>					
<ul style="list-style-type: none"><li>• <b>Level 3 responses</b> will cover both the figure and a named city and provide a considered assessment of the challenge.</li><li>• <b>Level 2 responses</b> will show reasonable understanding of the problem using the figure and a case study or more considered assessment for just the figure or case study.</li><li>• <b>Level 1 responses</b> will show simple understanding of the problem using the figure and/or a named city.</li><li>• Answers should make use of both figure 3 and a named city in a LIC/NEE.</li><li>• The concept of services may include clean water, sanitation systems, energy, health, education and waste disposal. Students need not refer to all but should refer to more than one as the question is in the plural. Balance is not required.</li><li>• Reference to figure 3 may be inferred even if not explicitly stated through comment on the informal economy, the implicit lack of education of those who work there, some of whom may be viewed as quite young, and the provision of adequate waste disposal.</li><li>• The command ‘assess’ requires an appraisal of the scale of the task faced to provide physical/infrastructural services when cities in LICs/NEEs are growing so fast eg 600,000 growth per year in Lagos, when the resources available to meet demand are limited in poorer countries. Also poor existing provision of physical services such there is a challenging point from which to start eg in Lagos: only 40% of waste currently collected.</li><li>• There is also challenge in providing access to social services eg only 55% of Rio’s population having access to a health clinic and only half of children</li></ul>					

		<p>continue education past the age of 14.</p> <ul style="list-style-type: none"> <li>Assessment may also cover ideas that historically many squatter settlements have improved themselves so that eg in Rocinha, Rio de Janeiro, 90% of the housing is now brick built and with electricity, running water and sewerage and the favela has its own newspapers and radio station; so therefore the challenge is limited.</li> <li>Max top L2 if only named city or figure 3 covered.</li> </ul> <p>AO2 = 3 marks, AO3 = 3 marks</p>	
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01	6	<p>One mark for the correct answer</p> <p>9 years</p> <p>AO4 – 1 mark</p>	1
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01	7	<table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>2 (Clear)</td><td>3-4</td><td>AO2 – Shows clear understanding of urban areas and processes and the concept of inequality AO3 – Uses Figure 4 effectively and offers development to evaluate the links between urban areas and processes and increased inequality</td></tr><tr><td>1 (Basic)</td><td>1-2</td><td>AO2 – Shows limited understanding of urban areas and processes and the concept of inequality AO3 – use Figure 4 OR own knowledge to begin to interpret the links between urban areas and processes and increased inequality.</td></tr><tr><td></td><td>0</td><td>No relevant content</td></tr></table>	Level	Marks	Description	2 (Clear)	3-4	AO2 – Shows clear understanding of urban areas and processes and the concept of inequality AO3 – Uses Figure 4 effectively and offers development to evaluate the links between urban areas and processes and increased inequality	1 (Basic)	1-2	AO2 – Shows limited understanding of urban areas and processes and the concept of inequality AO3 – use Figure 4 OR own knowledge to begin to interpret the links between urban areas and processes and increased inequality.		0	No relevant content	4
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<p><b>Indicative content</b></p> <ul style="list-style-type: none"><li>• Level 2 responses will apply geographical explanation in combination with the figure to present a reasoned explanation.</li><li>• Level 1 responses will be simplistic or simply assert a cause/effect link.</li><li>• Answers should make use of Figure 4 which may be inferred through reference to inner city/rural-urban fringe differences in health indicators. 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.</li></ul> <p>Students may refer to a range of processes of change and may achieve full marks through full development of one:</p> <ul style="list-style-type: none"><li>• De-industrialisation leading to inner city decline and subsequent deprivation leading to poorer health in inner areas, eg Aston amongst the most deprived areas in the UK. They may also comment that unhealthy behaviours such as smoking and drinking are more common in deprived areas so that life expectancies are lower.</li><li>• Urban sprawl and the growth of commuter settlements has gone hand in hand with this so that those on higher incomes are able to move out of the</li></ul>															

		<p>centre; accessing better housing, employment and healthcare; leaving behind a more elderly and disadvantaged population, exacerbating the situation above.</p> <ul style="list-style-type: none"> <li>It would also be possible for students to argue that redevelopment and regeneration programmes in inner city areas eg Aston Pride in Birmingham have improved the situation so that health in many deprived areas is not as poor as it once was.</li> </ul> <p>No credit for description of the inequalities in health in isolation.</p> <p>AO2 – 2 marks, AO3 – 2 marks</p>	
01	8	<p>Credit one migration and consequent change only.</p> <p>One mark for a basic statement, eg</p> <ul style="list-style-type: none"> <li>Migration from other countries means some cities have areas dominated by the new population (1)</li> <li>People from other countries bring shops and building styles that are different from what was there before (1)</li> </ul> <p>Two marks for a developed idea, eg</p> <ul style="list-style-type: none"> <li>Migrants from other countries will often live near to each other for support (1) and so they will become the majority population in the area, meaning you are as likely to hear the migrant language spoken on the street as you are English (d) (1)</li> <li>The clustering of many migrants from China in one place in London has led to the development of Chinatown (1) where many buildings are in Chinese style and there are a number of Chinese supermarkets (d) (1)</li> </ul> <p>Max 1 mark if city not named or clearly able to be inferred or non-UK city. No credit if the migration is not international, 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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Level	Marks	Description
3 (Detailed)	7-9	AO1 – Demonstrates detailed and precise knowledge of places and processes in urban environments. AO2 – Shows a thorough understanding of how an urban area in the UK provides opportunities. AO3 – Demonstrates thorough application of knowledge and understanding to make thorough judgement of the extent to which an urban area in the UK provides opportunities.
2 (Clear)	4-6	AO1 – Demonstrates reasonable knowledge of places and processes in urban environments. AO2 – Shows clear understanding of how an urban area in the UK provides opportunities. AO3 – Demonstrates reasonable application of knowledge and understanding to make partial judgement of the extent to which an urban area in the UK provides opportunities.
1 (Basic)	1-3	AO1 – Demonstrates limited knowledge of places and processes in urban environments. AO2 – Shows limited understanding of how an urban area in the UK provides opportunities. AO3 – Demonstrates limited application of knowledge and understanding to make limited judgement of the extent to which an urban area in the UK provides opportunities.
	0	No relevant content

Indicative content

- **Level 3** responses will provide a considered assessment with conclusion of the extent of opportunities, supported with precise knowledge.
- **Level 2** responses will give reasoned assessment supported with either precise or generically accurate knowledge.
- **Level 1** responses will show simple understanding of whether or not opportunities are created.
- The question does not specify the nature of the opportunities so social, economic and environmental are all valid. Answers must refer to a named UK city.

The command ‘to what extent’ requires some evaluation and appraisal of the degree to which urban areas in the UK provide opportunities for people:

- In migration means that urban areas provide a cultural mix unlikely to be found outside cities and the consequent opportunity for wider experiences such as a range of foods and festivals e.g the ‘Golden Mile’ and Divali in Leicester.
- Opportunities for recreation and entertainment are greater in cities such as museums, multiplex cinemas, concert venues and larger sporting facilities. Retail redevelopments also create large shopping and leisure complexes such as Liverpool One.
- Cities will also have wider employment opportunities, notably in the service

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	<p>sector such as tourism, retail and finance. Some cities have also targeted jobs in the creative industries, a growth industry for the UK, by creating large spaces in former industrial areas e.g The Titanic Quarter in Belfast, a centre for tourism and the film industry.</p> <ul style="list-style-type: none"> <li>• Whilst manufacturing is a declining sector of the UK economy it is in cities that manufacturing jobs are largely located such Nissan on Tyneside.</li> <li>• Many cities are also increasing the range of environmental opportunities through urban greening through regenerating derelict areas and wasteland.</li> <li>• Negative arguments may be presented through considering that opportunities may not be widely available for example to those who lack the skills or levels of education for new industries. Growth and development is also more prevalent in some parts of cities and the old inner city areas and their inhabitants are still left behind.</li> <li>• Industrial decline has increased unemployment and therefore reduced income which then restricts access to opportunity.</li> <li>• Students may also comment on the very high cost of living in many cities, particularly those in the South of the UK which again restricts access to the opportunities to those on higher incomes.</li> <li>• <b>Max level 2</b> if no evaluation.</li> <li>• <b>Max Level 1</b> if no named city.</li> </ul> <p>AO1 = 3 marks, AO2 = 3 marks, AO3 = 3 marks</p> <p><b>Spelling, punctuation and grammar (SPaG)</b></p> <p><b>High performance</b></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul> <p><b>Intermediate performance</b></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul> <p><b>Threshold performance</b></p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul> <p><b>No marks awarded</b></p> <ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> </ul> <p>The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</p>	<p><b>3</b></p> <p><b>2</b></p> <p><b>1</b></p> <p><b>0</b></p>
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