

Examiners' Report
June 2014

GCE Geography 6GE02 01

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Introduction

The June 2014 paper was generally accessible to candidates across the ability range. Centres are to be congratulated that in comparison with previous years there are now a smaller number of non-completed scripts. Centres are also to be congratulated that they have impressed upon their candidates the need to complete their answers in the space provided as well as having a clear focus on the question set.

As in previous series, Question 2 ('Coasts') and Question 4 ('Rebranding') were by far the most popular and Question 3 ('Unequal Spaces') the least.

Performance was mixed but unfortunately there was a slight increase in the number of candidates committing a rubric offence. This was mainly in Question 4(a) where a minority of candidates misread the question and did not use the resource at all. This is discussed in greater detail later in this report. As with the last examination series, there were some outstanding results at the top-end and centres and their candidates are to be congratulated.

One area of continued improvement is in the quality of responses associated with the 15 mark fieldwork and research questions. Due to the hard work of the centres, candidates seem to be gaining a better understanding of the demands of this part of the examination through the use of past papers, mark schemes and other assessment-focused resources. It is pleasing that many centres are continuing to use the specification to match the fieldwork and research that they carry out to the requirements of the specification. Many candidates are also recognising more fully the role of 'research', with some candidates explaining how it is a necessary pre-cursor (e.g. to investigate the Shoreline Management Plan of a coastal area) before embarking on the actual fieldwork itself. Unfortunately, as noted in previous reports, there was still evidence that candidates were writing what appear to be pre-rehearsed responses, which in many instances were not specifically answering the question set. This was particularly evident in the Unequal Spaces and Rebranding questions when many candidates simply ignored the word 'analyse'. Candidates must be able to respond clearly and carefully to the fieldwork and research question set, and not drift off at a tangent which is only of limited relevance (just because they had been out there and done that piece of fieldwork).

The fieldwork and research questions are an opportunity for candidates to showcase appropriate fieldwork and research that they have carried out or discussed. It is pleasing to see the range of techniques attempted and the sources consulted in this work. Many candidates have an absolute armoury of fieldwork options and research resources at their disposal. As in previous series, the very best responses were able to describe accurately the group or individual fieldwork they had done linked to real locations. Weaker candidates became lost in case study information not focusing on the sources from which this data had come. Lists of fieldwork techniques can only gain a limited amount of marks and it is the use of these techniques in an investigation that the questions often require. Unfortunately some candidates again seemed to be caught-out by questions which asked them about post-fieldwork, i.e. analysis and presentation. Centres and candidates should remember that questions may not always focus solely on the planning and execution of fieldwork and research, but could also be focused on:

- (i) a description of the methods used to present and analyse the data;
- (ii) a description of the results and conclusions;
- (iii) how the methods of fieldwork and research were evaluated.

As stated in previous reports, the part (a) questions are always about responding to the resources which have been provided. Rehearsing how to respond to photographs, data and maps is an important skill to encourage prior to taking the exam (e.g. by using these resources as starters at the beginning of lessons), allowing candidates to deal with patterns, trends and anomalies. It is also very important that candidates establish whether the task is one of description or explanation, or both (e.g. a “comment on” type question). It is certainly not a place to deliver detailed or wide-ranging case studies. Some candidates were restricted to Level 1 in the part (a) of some questions (such as Question 4(a)) as they completely disregarded the resource and simply explained how some areas used image to rebrand themselves.

The final group of examination questions are those in which candidates are encouraged to use a range of examples or case study information to support their responses. These often yield the weakest responses as they are written with only limited depth of knowledge and / or range of detail. Choosing the most appropriate case study or example is very important and can in itself lead to success or failure. There are sometimes options in terms of MDC or LDC, rural or urban, economic, social and environmental. These questions often ask for examples which can mean types, schemes or named places. Often key words occur in these questions like (in this case) *sustainable* and *inequalities*. Such technical terms are important and almost always will come directly from the specification.

Question 1 (a)

Candidates needed to focus on the likely variations in the impacts of the drought conditions shown, not simply the distribution of the drought conditions shown on the map. Many candidates wrote good descriptions of the conditions but missed how they might then cause variations in economic, environmental and social impacts.

This was a question where the majority of the candidates successfully managed to obtain Level 2 marks but few could apply their own ideas of impacts to an unfamiliar situation.

The following is a Level 3 response which scored 10 marks.

1 Study Figure 1.

(a) Describe how the possible impacts of the conditions shown in Figure 1 might vary from state to state.

(10)

Droughts are long periods of time with high temperatures and little or no precipitation or below average levels. Where there is extreme drought in the states Colorado, Kansas, Utah and Arizona among others, the impacts of drought will be worse and more extreme. Socially there will most likely be water restrictions which mean people have to change their lifestyles & find other ways to water their plants and wash cars and windows without ~~using~~ ^{using} water. Also, job losses in agriculture are also likely to be high so people will have no income and a low quality of life and standard of living. Health may deteriorate as water shortages mean people can become dehydrated which may put strain on hospitals as vulnerable people like children & the elderly get ill with things like hyperthermia and heat stroke. Economically, due to the decline of the agriculture industry food prices will become higher as they have to be imported from elsewhere, water will also become more expensive. The local economy will also be negatively affected as people have lost jobs so have less disposable

income to spend on businesses in the area, forcing them to close.

However, in hot conditions sales of ice cream may increase.

Environmentally, lots of vegetation & plants will die, this destroys habitats and may mean some species have no shelter or food source & have to migrate in order to survive, leading to a decreased bio diversity. The occurrence of wild fires & dust storms will also increase.

In states which are abnormally dry impacts won't be as worse, for example in Nebraska and Oklahoma, they won't have major food or water shortages as some plants will be able to survive these conditions & wild fires won't occur as often, financial costs will be much lower.

In areas of no drought like Washington the drought will have no impact, they could even have positive effects as other states could buy water from them, boosting their economy.



ResultsPlus
Examiner Comments

In this example the candidate has a good range of impacts, including social, economic and environmental - some with a range of distribution of areas also included. Positive impacts are noted and credited.



ResultsPlus
Examiner Tip

Using the key words from the specification (social, economic and environmental) lifts the answer within the level - notice how the candidate clearly sets out the different types of impacts at the start of the answer.

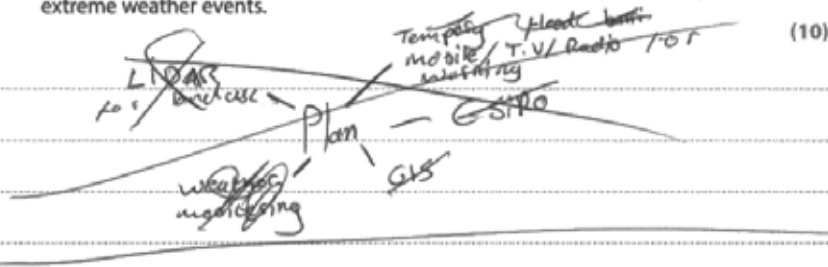
Question 1 (b)

Although this question specifically asked for how technology could reduce the impact of extreme weather events, many candidates focused only on drought. This approach was acceptable as long as the candidates did not drift into technologies designed to reduce the impacts of aridity. A good example of this was the use of desalination – this is an approach to deal with aridity and not an extreme weather event. Despite this, many candidates were able to discuss a good range of case studies and explain how the use of technology reduced the impacts of extreme weather events, such as how satellite data could reduce the impacts of hurricanes and GIS were used to reduce the impacts of floods. A small minority did, however, confuse extreme weather events with tectonic hazards and wrote about the use of technology in aseismic buildings as well as in predicting tsunamis.

Centres could help improve candidates' performance by encouraging them to develop a glossary of key words from the specification as well as located case studies where these key words are highlighted.

This is a Level 3 answer which scored 9 marks.

(b) Using examples, explain how **technology** can be used to manage the impacts of extreme weather events. (10)



The growing use of modern technology allow governments and groups to manage and reduce the social and economic impacts of extreme weather

The use of Global Information satellite systems allows for the monitoring of weather to help emergency services take action where required. GIS also allows for improved weather forecasting to be made, for example the EU recently launched its copernicus satellites which help monitor weather world wide. Supercomputers also are utilised at the met office to help predict weather and allow for services and people to respond.

The growth of genetically modified crops is also allowing impacts to be managed. crops can be modified to be resistant to excess water from flooding and in Australia the Commonwealth Science and Research Organisation (CSIRO) developed drought resistant wheat.

The use of Line Detection and Ranging (LIDAR) has allowed the UK Environment Agency to make detailed land use and flood risk maps. These allow them to see where physical and human damage is a possibility and they can take action to reduce its impact.

Increasingly governments are using mobile technology and the internet to reduce impacts. In Bangladesh, where technological leapfrogging has occurred, government officials send people texts to warn them of floods and in the USA FEMA and NOAA have Hurricane Information weeks of TV and on their websites to educate people on the best ways to defend themselves therefore reducing human cost and helping protect against economic losses.



ResultsPlus Examiner Comments

The candidate has used a range of examples of relevant technologies with good case study detail and a range of different examples.



ResultsPlus Examiner Tip

Using a range of named examples from both MDCs and LDCs is what examiners are often looking for in a Level 3 response.

Question 1 (c)

This was a good example of a question that was successfully answered by those candidates who carefully read the question. The key word in the question was *meteorological conditions*. This is directly from the 'What students need to learn' part of the specification which states that

'Fieldwork and research using a weather diary and synoptic maps, into meteorological conditions (air masses, pressure systems and fronts) which can influence changes in temperatures, precipitation and winds'.

Unfortunately a substantial minority of candidates ignored these words and gave instead a simple description of how, where and when a weather diary was compiled that was not linked to any of the meteorological conditions listed above. Centres should encourage their candidates to read the 15 mark fieldwork and research questions carefully and not assume that, as the question is similar to a previous question, a model answer prepared for a previous question will necessarily also be given a Level 4 mark. The best answers focused on how their weather diary showed the passage of a depression or the weather associated with an anticyclone. It was not necessary to explain the meteorological conditions, but it was important to link the observations to the meteorological conditions experienced.

This is a Level 4 answer which was awarded 13 marks.

(c) Describe the fieldwork and research **methods** you used to complete a weather diary of meteorological conditions.

(15)

In Autumn of 2013 I used a range of both primary and secondary ~~sources~~ ~~and~~ methods to record the weather occurring across one week. The information ~~was~~ ~~was~~ was collected from a ~~ve~~ sources so I could see the weather systems acting on East Devon.

My fieldwork included creating and using a rain gauge, ~~cat~~ placed in my garden to measure precipitation in millilitres across the week to indicate possibility of a depression. I ~~measured~~ the wind direction and speed. I also used a local weather station which measured the pressure in the area in millibars to see if an area of high or low pressure was acting on the area. It also ~~it~~ recorded the minimum and maximum temperatures daily. I could access ~~the~~ these results online and take a screenshot daily. Lastly, I took a photograph of the sky, twice a day, at the same time every day in the same location. This gave an indication of the weather occurring and allowed me to identify the cloud type which could suggest a warm, cold or occluded front.

My research included recording the weather

forecast from 'www.bbc.co.uk' which suggested the weather expected for the area that the next day. I also recorded the UV recording from the BBC weather section, a measurement at 07:00 that suggested cloud cover and temperature. I took a screenshot of a daily synoptic chart from the Met Office website. These images showed me areas of high and low pressure, cold-warm and occluded fronts and so suggested depressions and anticyclones. I also used media, by looking through both national and local newspapers to see if we had extreme or unusual weather occurred and made headlines and only articles on weather, for example, in The Times, The Sun and The Western Morning News.

The method I used to record this data was a booklet so that I could include images and recordings which I then annotated.

In conclusion, I used a range of methods to complete the weather diary that showed a variety of different weather systems and their impacts on East Devon.



ResultsPlus

Examiner Comments

The candidate has described a well-located weather diary with a clear, specific time frame which has a balanced range of fieldwork and research that is linked to meteorological conditions.



ResultsPlus

Examiner Tip

The answer was strong on a sense of place but could have been improved by clearly stating how the changing meteorological conditions could have had an impact on the data the candidate collected.

Question 2 (a)

Most candidates used the photograph and accompanying text to give a range of ideas to explore why such a management policy was controversial. At the top end, candidates explored the ideas of how different interest groups would view the coastal policy in different ways which would then lead to controversy. Some candidates, however, only listed the advantages and disadvantages of such as policy. Although this was acceptable for Level 2 marks, candidates are advised to read the question carefully and focus on the question asked. Centres are encouraged to reproduce such resources using their own fieldwork location and undertake similar exercises in photo-interpretation which would also strengthen Unit 1 examination technique.

This is a Level 3 response which was awarded 10 marks.

2 Study Figure 2.

(a) Using Figure 2 and examples, suggest why **managed natural retreat** is a controversial choice for coastal management.

(10)

Managed natural retreat is controversial because there are many advantages and disadvantages for a variety of different groups involved. For example, the stretch of coast from Highcliffe to Barton, there are some areas which are not being protected. These areas, Chewton Bunny and Becton Bay are considered not to be of economic value to the council. This is a good thing if you live in Barton or Highcliffe as more money can be used to protect those areas. However, people that have homes and businesses, for example Chewton Bunny caravan site and Bectons golf course, this is not a welcomed decision. ^{as shown in figure 2} People who are likely to lose their homes are going to face not just the upset but also likely to have thousands of pounds worth of damage, as with businesses. It can also leave the area unsafe, with rocks falling down etc. So there is a health risk. However, managed natural retreat can have economic benefits, as figure 2 suggests. It does

mean that there is more money for the government to be used on other things, although insurance pay outs are likely to be high. Managed retreat can have environmental drawbacks and advantages. Sometimes the site may be important for biodiversity, and losing it would be a big loss. Furthermore, At Abbots hall farm, this method has worked well. Not only creating a marsh in which many animals thrive on, it also protects the farm from flooding. Managed natural retreat involves no economic costs in terms of providing defence, does not require maintenance and often creates a salt marsh, such as at Abbots hall farm, which is a natural flood defence.



ResultsPlus
Examiner Comments

The candidate has used good examples and provides detailed exemplification that shows clear understanding of managed natural retreat as a policy. The answer also has clear links to controversy.



ResultsPlus
Examiner Tip

As noted in previous reports, the relevant use of the key words in the question (in this case *controversy*) in the opening few sentences of an answer helps to ensure that the subsequent answer is focused on the question set.

Question 2 (b)

In contrast to previous examinations, where some candidates only had a vague idea of the concept examined, it was pleasing to see that most candidates clearly understood the economic and environmental issues surrounding coastal development. Instead of candidates simply writing all they knew about a case study (such as Brighton) and hoping the examiner would pick out the relevant parts of the case study, most of the responses to this question clearly identified that development might bring economic benefits but these would often come at an environmental cost. Although some candidates cleverly used the decision *not* to develop Dibden Bay in Southampton Water to show how environmental concerns were more important than economic benefits and as a result gained a Level 3 mark, others were under the impression that the port development was either going ahead or had been completed. In fact it was in 2004 that the scheme was rejected. Level 3 marks can only be awarded for accurate case study material and so centres and candidates are encouraged to always update their case studies.

This is a Level 3 answer which was awarded 10 marks.

(b) Using examples, explain how **coastal development** (such as housing and industry) can have both economic benefits and environmental costs.

(10)

Areas such as Southampton water have industry in oil and natural resources; Fawley oil refinery has developed in order to gain oil and export this to gain an economic income. Oil is extremely in demand, so there is serious economic benefits to having this refinery. It also offers a multiplier effect of providing jobs to those working at the refinery, which means an increased income for these people. This would lead to them having more disposable income to spend on the Southampton region's services, leading to overall economic growth.

However, Fawley oil refinery development has led to oil spills occurring into the water; this has a serious impact on marine life and may mean certain species inhabiting these water may suffer as an environmental cost. The water contamination may also cause oysters (which are grown for sale from these waters) to become unsellable due to contamination, meaning a serious industry decline.

Coastal development in areas such as Poole Quay switching from the manufacturing to the tourism industry has meant more visitors have come to the area, massively increasing tourism, and therefore employment and the overall financial stability of Poole. It's also created housing and residents for ~~pop~~ locals as it's becoming more in demand for the elderly due to it's warm coastal location. However, this increase in building has lead to many species of birds being unable to settle on these areas and decreases biodiversity. As well as this, Poole are also continuing on Sunseeker ~~the~~ manufacture which causes massive amounts of pollution during the process, which ~~is~~ is a possible contributor to global warming.



ResultsPlus
Examiner Comments

The candidate has given a detailed explanation of economic benefits and environmental costs for two detailed case studies and there are good links between the two.



ResultsPlus
Examiner Tip

Notice how in the first paragraph there is good use of technical language, such as multiplier effect and disposable income, which clearly links to the key words in the question (economic benefits).

Question 2 (c)

There was good evidence of fieldwork and research in many responses with some excellent work on the relative success of different coastal defences. These can be both strategies such as groynes, rip-rap and sea walls as well as policies such as Hold the Line and Strategic Realignment. Candidates are reminded that the 15 mark question will always be on their fieldwork and research experience and will examine all aspects of fieldwork process from planning, fieldwork, presentation and evaluation and will never be a question requiring a detailed case study.

Regrettably a small minority of candidates wrote a response that merely evaluated a stretch of coastline with no attempt to describe the fieldwork and research they had carried out.

This is a Level 4 response which was awarded 13 marks.

(c) Describe the fieldwork and research **methods** that you used to investigate the success of coastal defences along a named stretch of coastline.

(15)

Named stretch of coastline Swanage, Dorset.

Swanage is located in the Isle of Purbeck in Dorset and has undergone coastal management in order to protect homes and businesses there and the tourist industry.

The fieldwork methods we undertook included a beach profile. We measured the angle ^{and gradient} of the beach at ~~various~~ ^{8 different sample} points using a tape measure and a clinometer. This allowed ^{us} to identify whether the management of beach replenishment ~~and~~ was working. We also ~~also~~ took groyne measurements in order to identify whether they were working and longshore drift was trapping sediment. We measured the distance from the top of the groyne upright to the beach below at each of the uprights ^{on either side of the groynes}. We also measured the width of the beach from the sea front to the sea on the North and South of the groyne. We did this for 10 different ~~to~~ groynes along the beach. We carried out field sketches to locate the management taking place along the seafront including the sea wall. Questionnaires and interviews were carried out with local people, visitors and businesses to get ~~there~~ ^{their} opinion.

on the success of the coastal defences in Swanage.

The research methods included using past and present photographs to make comparisons between before and after the coastal defences were built. Newspaper ~~articles~~ articles both local and historical eg. the Dorset Echo were consulted in order to gain a history of management in Swanage. Search engines and various websites were looked at eg. Dorset Explorer to gain a full understanding of the location of the coastal defences and what management was being done in Swanage. Old maps were also ~~looked at~~ ^{looked at} to gain knowledge into previous land use and coastal management in Swanage.

In conclusion, both ~~research~~ fieldwork and research was used to investigate the success of coastal defences in Swanage, Dorset.



ResultsPlus

Examiner Comments

The candidate has written a detailed description of a balanced range of fieldwork and research that investigates the success of a range of coastal defences.



ResultsPlus

Examiner Tip

To access the highest band candidates must focus on the question set. Notice how in the second paragraph the fieldwork technique described is clearly linked to the requirement of the question.

Question 3 (a)

It was pleasing that most candidates found this resource accessible. Centres should be congratulated as the candidates' responses clearly showed good examination technique. Candidates are reminded, however, that questions using the words 'such as these' are explicitly asking for the candidate to use their own examples to develop the ideas and concepts shown in the resource.

Centres are encouraged to research online for the most recent initiatives, particularly in increasing broadband connectivity in rural areas. Some of the initiatives described in the text books that were published in 2008 are now out-of-date and the rise of social media is now playing a key role in many deprived rural areas

This is a Level 3 response which was awarded 8 marks.

3 Study Figure 3.

(a) Describe how initiatives such as the 'pub is the hub' can help to improve the lives of rural people.

(10)

Initiatives such as 'pub is the hub' will help improve the lives of rural people in many ways.

First of all it provides a social center where everyone can go in their free time to meet new people or make friends. It is an activity that benefits the local community as money is being spent on something that everyone wants and with money it will improve.

Also if everything is near each other such as the cafe, pub and post office it will save people from travelling further distances which will save people time and money. This may prove especially beneficial to elderly people who don't like travelling great distances.

Another factor is that it provides an internet facility. As I live in a village it can be hard to get internet so this may prove helpful to people who need to get online. Perhaps a student may use this facility in order to complete a research task.

Another benefit is that this initiative offers a crèche. This may be helpful to new parents who work during the day. They would be able to put their child into safety whilst pumping money into the local community and while they work.

Also this scheme provides a youth centre. A place where young people can go. This will take them off the streets which could potentially mean less crime in the local area. 50% of all crime is committed by under 18 year olds.

This initiative will bring the community closer together creating stronger relationships between residents and make the community a happier place thus improving lives.



ResultsPlus

Examiner Comments

The candidate has detailed comments on how such initiatives can help improve the lives of a range of people living in rural areas.



ResultsPlus

Examiner Tip

The response shows detailed comments which were linked to the resource outlining how the initiative would help different *groups* of people in different *ways* a key requirement of obtaining a Level 3 answer.

Question3 (b)

The question was clearly focused on how the candidate *analysed* and *presented* the results of their investigation into the *schemes* designed to reduce inequality not just how spatial inequality could be investigated. A minority of candidates, however, ignored the key command words and merely wrote how they investigated spatial inequalities. There was also a substantial minority of candidates who focused more on the results of the investigation as opposed to the analysis of the results. Although there is clearly an overlap between the analysis of the results gained and a description of the results, it was difficult for such an approach to gain top band marks. In common with the fieldwork and research questions in Section A there were also too many scripted responses that ignored the key words in the question – analysis, present and schemes. Centres and candidates are reminded that all parts of the investigation process can be the focus of the question and that simply writing *all* of the parts of the investigation process (i.e. collection, analysis, presentation, results, conclusions and evaluation) will usually contain much information that is irrelevant and is unlikely to gain a good mark.

This Level 4 response scored 13 marks.

(b) Choose **either** a rural **or** an urban area.

Describe how you **analysed** and **presented** the results of your fieldwork and research into schemes designed to reduce inequalities.

(15)

Named area Stonehouse, Plymouth

In Stonehouse, Plymouth, ~~we~~ ^{me} investigated the age of cars by looking at their number plates. This told ^{me} how wealthy a person there was, whether they were able to afford a new car. I then put the ages onto a bar graph, allowing me to see clearly that the ~~in average~~ ^{average} modal car age was from being made in 2001-2005. I could then easily compare this to the car age in Hackett and Modley, two other areas in Plymouth. This showed me that the car age was still older in Stonehouse, and that the Adeline Park Home Zone Regeneration Scheme had helped change that, ~~reducing~~ ^{reducing} the inequalities.

Using francisfrith.co.uk, I found an image showing Adelaide Street back in 1996, before the regeneration scheme. I then looked at the same street and drew a field sketch of what I saw. I then ~~annotated them~~ ^{thoroughly annotated them} both thoroughly and stuck the diagrams side by side allowing me to see the changes - it was pedestrianised now, more aesthetically pleasing and no gridded stairwells, as well as regeneration on the outside of properties.

Using an iPad app called 'Sketch', I went round, taking photos of any evidence of crime before annotating each photo. Unfortunately, despite the regeneration scheme, there was still high level of crime, particularly graffiti, fly-tipping and graffiti. To present this, I printed off the annotated photos and stuck them on an OS

map to show where about the Stonehouse the crime was.

Using oldmaps.co.uk, I identified what the area was like back in 1996, before the regeneration. Looking at it, I noticed there was no central park, no Doctor's surgery, no nursery and a lot more roads, ~~that these are~~ different to what it's like today. To present my ~~data~~ findings, I took a photo of each of these differences and stuck them on ^{an overlay of the} the old map, allowing me to easily see the differences that have come from the regeneration scheme.

Overall, however, I don't think the Adelaide Park Home Zone has been successful in reducing inequalities, shown by what one man said to me 'despite the new glossy exterior, it's the same world behind those doors'. This was like supported by me looking at Neighbourhood Statistics, which still showed high deprivation levels for Stonehouse.



ResultsPlus Examiner Comments

A sound answer that analyses and presents the results of both fieldwork and research into a named scheme designed to reduce inequalities.



ResultsPlus Examiner Tip

Higher marks could have been gained had there been more detail on the scheme.

Question 3 (c)

It was pleasing to see that the responses to this question showed a good understanding of both how inequalities lead to social and economic problems as well as the interrelationships between social and economic problems. Examples ranged from both MDCs, such as Newham, to LDCs with some good answers that focused on Kibera in Nairobi, Kenya. There were again some very weak and very short responses included here; candidates are reminded that completion of all parts of the paper is vital if they want to obtain a reasonable outcome. They are also reminded that increasingly the question will focus on one area (rural only or urban only) as opposed to either rural or urban as they have done in the past. This is important as there were a significant number who wrote about rural as opposed to urban areas.

This Level 3 response scored 8 marks.

(c) Using examples, explain how inequality in **urban** areas can create **both** social and economic problems for people.

(10)

Inequality in ~~rural~~ ^{urban} areas can result in a downward spiral and result in further deprivation. For example deindustrialisation in ~~Sheffield~~ Hackney resulted in a large proportion of the population losing their jobs. This reduces each household's income. With a reduced income this resulted in some people moving out of the area to try and get better jobs. This led to further economic problems as due to people's limited spending power and reduction in the area's population, more jobs were lost as services could not be maintained.

A lack of services result in social deprivation, for example if healthcare facilities are lost, then more people may not get suitable treatment. This has a social impact as carers may be needed, for example for the elderly.

The reduction in jobs also has a social impact as crime may result due to bored teenagers who can't get a part time job. Or in extreme cases burglary due to people not being able to afford items and being reduced to stealing items instead. Hackney is one of the most deprived areas and has one of the highest crime rates.

Social problems can also occur in LIC environments.

such as Mumbai, where a poor income results in slums, which these slums have social deprivation due to the increased spread of disease and overcrowded housing.



ResultsPlus
Examiner Comments

The candidate provided a good explanation of both social and economic problems caused by inequality in a named urban area.



ResultsPlus
Examiner Tip

Although the candidate clearly showed that they had a good understanding of the causes of inequality and could link this to social and economic problems they could have gained higher marks by using better exemplification.

Question 4 (a)

This question proved popular with the majority of candidates and many were able to comment on how the three places had used image to attract new visitors. Despite comments in the last report, a small minority continued to ignore the resource and simply wrote about the case study material they had revised. As the question was specifically linked to the three photographs (Describe how *the* three rebranded places....) and did not use a phrase such as 'such as these' these responses could not, unfortunately, gain any credit as they did not describe the places in the resource. As with Question 2(a), centres are encouraged to take a similar course of action and produce photographs of their own case studies as an initial stimulus for teaching re-branding.

This is a Level 3 response which was awarded 8 marks.

4 Study Figure 4.

(a) Describe how the three rebranded places are using 'image' to attract new types of visitor.

(10)

Changing the image of a place is a way of marketing it to attract different types of visitor. The Kielder example is using changing its location from being a problem, to being attractive because of it. The natural resources are being made the most of, shown in the advertisement, making it attractive for multiple activities like cycling, birdwatching, and horse riding. It is being reimagined to make the 'water and forest park' good for all ages, and using its resources as well as it can, being unique.

Birmingham is preserving the image of a children's area, and a place to 'explore with the family'. It is marketing itself as an easy access, 'heart of England' place to visit. The leisure is being promoted strongly, as it changes from an industrial city. The use of brighter colours gives the sense of fun for children.

Hong Kong is imagine itself as Asia's world city, and therefore the city to visit for

a range of cultures it is using its ex-oriental
connotation to link it with Britain and the westernised
culture and bring it to Asia. The advert shows a
range of activities, reimagining it as like a world within
a city with music, nature, food, a nightlife, and
shopping. It is predominantly a service based
city.

These reimagining techniques are aiming to bring in
a new group of visitors, changing it from
what it used to be, but using its past, and
natural qualities as its strength.



ResultsPlus
Examiner Comments

The candidate makes detailed comments on how the places shown in Figure 4 have used image to attract new visitors.



ResultsPlus
Examiner Tip

The candidate shows good examination technique in the first paragraph when the focus of the question – how a change in the image of a place attracts new visitors – is explained. Often candidates 'dive' straight into the resources without necessarily explaining to the examiner that they understand the concept/theory that is being assessed through the resource.

Question 4 (b)

As with its companion, Question 3(b), this question tested part of the enquiry process (presentation and analysis) and not all of the enquiry process. Although there were some sound accounts of fieldwork in areas of Birmingham, Sheffield, Manchester and 'Olympic' London, a significant number of candidates ignored the word 'schemes' and wrote scripted accounts of the evidence of rebranding or the success of rebranding of an area. Although in many cases there was a scheme implicit in the candidates' work, this was often incidental to the overall answer. In addition, as with Question 3(b), many candidates ignored the word analysed and only described what the results were and how they presented these results. Although there is clearly an overlap between the analysis of the results gained and a description of the results, it was difficult for such an approach to gain top band marks. Centres and candidates are reminded that any part of the investigation process can be the focus of the question and that simply writing about all of the parts of the investigation process (i.e. collection, analysis, presentation, results, conclusions and evaluation) will usually yield much information that is irrelevant and is therefore unlikely to gain a good mark. As usual the weakest responses were unfocused on the question, mainly consisting of lists of fieldwork – a 'narrative' of the day out.

This is a Level 4 response which was awarded 13 marks.

(b) Choose **either** a rural or an urban area.

Describe how you **analysed** and **presented** the results of your fieldwork and research into rebranding schemes.

(15)

Named area ~~to~~ East London.

Questionnaires taken in the East London as to the success of the rebranding of the Dockland's area into Canary Wharf were analysed into exactly what degree of success had occurred and whether this was economic, environmental or social success. The Canary Wharf area questionnaires were mainly shown to have an economic success through employment created. This was presented as a bar chart in terms of how many residents thought the building of Canary Wharf had had economic/social/environmental benefits. Census research was also done in order to ~~also~~ observe whether there was an employment increase after the rebranding from older derelict docklands, to the high-end shops of Canary Wharf. The ^{census} ~~results~~ _{on Zoopla} results were further analysed by comparing this houseprices in local areas such as Millwall, as if employment was rising in Canary Wharf, then surely the demand for housing would also increase in this area, which may lead to an increase in house prices. These were analysed against each other, and the rebrand was shown to have increased unemployment massively in Canary Wharf, ^{leading} ~~to~~ to high house prices in Millwall (in comparison to less high-end, less in-demand unrebranded areas such as Canning Town). This was presented as a correlation graph. This correlation graph would display the relationship between the houseprices of the rebranded area with employment at Canary Wharf.

Fieldwork in the form of gaining information environmental quality surveys were also carried out comparing unrebranded Canning Town with rebranded Millwall). ~~The results were then analysed~~ The results were then analysed by comparing it to the Queen Mary University of London's questionnaire on the quality of life at Canning Town and displaying if there was a relationship between the environmental quality shown by the EQS ~~in~~ during fieldwork and what the university students said. However, the results from the QM university of London were further analysed as the people taking part in this research questionnaire were likely to have differing priorities to the EQS carried out by me in Canning Town, as the university students may be less concerned with environmental quality but more concerned about nightlife. These results of the EQS and the Queen Mary survey were presented as profiles of results, with the Queen Mary survey results converted to quantitative data which could be compared to the EQS of Canning town that we did during fieldwork.

Soundscape were also done to display biodiversity verses the ~~suburb~~ business area and which is more prominent. This was presented in the form of a representative sound clip which could be replayed and analysed into the impact of rebranding on the noise pollution of the area.



ResultsPlus Examiner Comments

In this answer the candidate has provided detailed description of both the analysis and presentation of the results of the fieldwork plus research into schemes of rebranding in a named area.



ResultsPlus Examiner Tip

The candidate has analysed the data through comparison of the data that was collected with reference material leading to an analysis of the results gained as opposed to just stating the results.

Question 4 (c)

This was answered well by many candidates using a wide range of examples but often Cornwall, Curitiba and the London 2012 Olympics were cited as their case studies. A range of ways in which rebranding had allowed places to become more sustainable were given and some candidates showed a real appreciation of the combination of elements of sustainability (economic, environmental and social) and did not just focus on a narrow 'green' approach. As with Question 3(c) there were again some very weak and very short responses included here; candidates are again reminded that completion of all parts of the paper is vital if they want to obtain a reasonable outcome. Candidates should also note that increasingly the question will focus on one area (rural only or urban only) as opposed to either rural or urban as they have done in the past.

This response is a Level 3 answer which scored 10 marks.

(c) Using examples, explain how some places have used rebranding to become more sustainable.

(10)

Areas such as Cornwall have rebranded itself by the building of the Eden Project which has created a sustainable environment as the plants and trees inside the artificial biomes act as a carbon sink. The conversion to ~~an~~ ^{from} an old quarry to this project has led to increased biodiversity and a more sustainable area.

^{75% of} The ~~for~~ employees at the Eden project were also previously unemployed, displaying more of a bottom-up rebranding programme which involves the locals who are in need. This has led to a 6% decrease in unemployment in the Cornwall area.

It has also led to less money 'leaking' out of Cornwall due to TNC chains taking over the region and instead ensures the finances generated go to locals and the ~~total~~ ^{people} employed ~~of the area~~ at the Eden Project.

Due to farming deteriorating massively in Cornwall due to cheaper competition, it has become diverse in its use of farmland by overing the land as possible holiday homes or petting zoos, which is an alternative and more longlasting source of income for farms. Lobb's farm is an example of this; a farm which has completely diversified in order to generate long term income through ~~the~~ visitors numbers increasing in farms, rather than the unpredictable and seasonal industry of farming.

Since the London Olympic Park development, they have become very environmentally sustainable as 97% of the old building materials from the disused buildings in the Stratford area were reused in the development of the Olympic Park area.

It's also sustainable environmentally as it's led to the planting of over 400,000 plants in the Olympic Gardens. These gardens are further used as a source of tourism for the area, as opposed to being left derelict after the games (which many previous Olympic hosts allowed to happen).



ResultsPlus
Examiner Comments

The candidate has provided a detailed explanation of rebranding with clear understanding of sustainability. There is good case study detail from a range of urban and rural areas.



ResultsPlus
Examiner Tip

The candidate has used a broad range of technical language such as carbon sink and biodiversity in the first paragraph. This is the key to accessing top band marks.

It is also important to realise that sustainability refers to more than just green sustainability; social and economic, particularly in urban areas, are also important aspects of the rebranding process.

Paper Summary

Based on their performance on this paper, candidates are advised to:

- Read the rubric very carefully and if it instructs you to refer to a resource, make sure you do so
- Read the questions carefully and answer the question set rather than one you hoped might be set
- Remember that the fieldwork and research questions may focus on methods, results and conclusions and how methods were evaluated rather than on the planning and execution of fieldwork
- Revise key words that appear in the specification and which are prerequisite knowledge for GCE candidates
- Refer to previous Principal Examiners' reports on suggestions for improving candidate performance.

Centres are also reminded to make full use of the Unit 2 presentations and example work that are available on the Edexcel website and Edexcel Communities.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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