

Examiners' Report
June 2016

GCE Geography 2 6GE02 01

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Introduction

The June 2016 paper was found to be accessible to candidates across the ability range. It is pleasing to see that there are now a smaller number of non-completed scripts as well as fewer candidates who do not complete their answers in the space provided. Unfortunately there was some evidence that candidates did not always have a clear focus on the question set, particularly in Question 3(b) and Question 4(c).

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

Although there was the usual range in performance there were far fewer candidates committing a rubric offence. As with the last examination series, there were some outstanding results at the top-end and centres and their candidates are to be congratulated for preparing their candidates so well.

The quality of responses associated with the 15 mark fieldwork and research questions continues to improve, particularly in Question 2(b) on coastal management and Question 4(b) on rebranding. 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 they researched Shoreline Management Plans as a precursor for investigating the success of coastal management. Unfortunately, as noted in previous reports, there was still evidence that candidates were writing what appeared to be pre-rehearsed responses, which in many instances were not specifically answering the question set. This was particularly evident in the Extreme Weather section where many candidates in Question 1(b) described the results and conclusions of their fieldwork and research on flood **risk** as opposed to the **impacts** of a flood event.

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. 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 did not offer an explanation but instead simply described the trends shown in the resource.

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. Examiners noted that the responses to these questions are now showing a pleasing improvement with many candidates showing a greater depth of knowledge and/or range of detail. This was particularly evident in Question 2(c) where there were some very detailed and informative responses to the conflicts between named stakeholders arising from coastal developments. It was particularly pleasing to see the case study of Dibden Bay being used in an appropriate way at last. One area where centres can help develop the candidates' answers is in developing the sense of place of the area that they are studying. In Question 3(c) and Question 4(c) there was often a lack of understanding of the causes of deprivation (Question 3(c)) and in particular the reasons some areas needed rebranding. In Question 4(c) many candidates instead wrote about the rebranding process and so were restricted to Level 1 marks.

Question 1 (a)

Candidates needed to focus on the possible variation in the impacts of a winter storm event on the British Isles. Some candidates described the variation in wind speeds shown on the map but did not suggest how these variations might cause variations in impacts. Impacts could be both economic and social and should have been related to population density, coastal/inland and upland/lowland areas as suggested by the resource. Many candidates related the wind speeds and the synoptic chart to correctly identify impacts such as flooding and storm surges as well as wind damage.

In this example the candidate has made good use of both maps in Figure 1.

There are also a range of impacts which are well linked to the meteorological processes. The response shows some exemplification and good terminology.

It was awarded Level 3, 10 marks.

1 Study Figure 1.

(a) Suggest how the impacts of the extreme weather event shown may have varied across the British Isles.

(10)

The impacts of the depression shown may have varied across the British Isles. These variations and the reasons for them shall be explored.

A depression is a weather event which occurs due to ~~high~~^{low} air pressure. During the passage of a depression various fronts pass by, causing precipitation and winds. As shown in the synoptic chart, the depression reached the UK of the west first, meaning it ~~is~~ moved from West to East. The areas that were affected first were cities ~~to~~ to the west of the UK, such as Mumbles or Torquay. These are ~~labeled~~ labelled as having the highest wind gust speeds (of over 70 knots). Being at the coast, these high speed winds ~~may~~ may have caused storm surges in these areas. Furthermore, the impacts on these

~~ese~~ areas may have been more extreme as high speed winds can cause the destruction of infrastructure such as pylons. By the ~~By~~ time the depression reached the Eastern part of the British Isles the wind speed had decreased (as shown by the more spaced out isobars), meaning that the wind-related impacts would have been much less harmful.

The impacts of the depression may have also varied according to the ~~or~~ degree of urbanisation of an area. Depression come with high levels of precipitation, which could cause river flooding (e.g. of the river Thames in London). Urbanised areas would be more likely to ~~be~~ be affected by flooding as the increase in impermeable surfaces decreases lag time, increasing the risk of flooding. Areas near upland regions could also ~~be~~ suffer from flooding as steep slopes also decrease lag time.

Overall, the impacts of a depression ~~would~~ could vary across the British Isles depending on level of urbanisation, steepness of land, and whether it is on the west or East (west is more affected by depressions)



ResultsPlus Examiner Comments

Many resources such as this (and that for Question 4(a)) have two parts to them. To gain Level 3 marks, candidates are expected to reference all parts of the resource in their response.



ResultsPlus Examiner Tip

Using the key words from the study of extreme weather such as lag time and storm surges lifts the answer within the level awarded.

Question 1 (b)

Unlike last year when many candidates carefully read the question set, this year many responses to this question focused on flood risk as opposed to the impacts of a flood event.

A minority also ignored the need for results and conclusions of their fieldwork and instead gave a description of a case study of an extreme weather event such as the Boscastle Flood of 2004 or Hurricane Katrina. These answers were self-penalising. Yet it was pleasing to see in other responses a great variety of techniques being used, such as the measurement of 'stand lines' for flood events as well as targeted questionnaires and interviews.

This candidate gives a description of both the results and conclusions (implied) of a range of fieldwork and research techniques, in particular showing good use of group fieldwork. There is also specific locational detail and good linkage to the impacts of an identified extreme weather event. Although there is good use of terminology it was considered that there were not enough detailed conclusions for full marks. The response was awarded Level 4, 14 marks.

(b) Describe the **results** and **conclusions** of the fieldwork and research you undertook to investigate the impacts of an extreme weather event.

(15)

Named extreme weather event February storms 2014 in Slapton Sands.

Slapton Sands is a coastal area in Devon, UK. During the storms we visited after the storms to investigate the impacts socially, economically and environmentally.

We did a range of Primary fieldwork and Secondary research.

Collecting quantitative and qualitative data types. Our primary data collection included: interviewing the local weather station keeper at the FSC site

who was present during the storms, he gave us valuable data such as

for example 17 inches of rain fell every hour for 2 days, he recorded wind speeds of over 60 knots, he also told us that his weather station equipment was

damaged by flying debris from a nearby building site. We also conducted

another 9 interviews^{and collected eye witness accounts} with local people and small business owners. We asked them how they prepared and what they did to repair and what economic

impacts they faced, one pub had £6000 worth of damage to their roof and had to shut for 3 weeks for it to be repaired. losing out on a

business. This helped us understand the impacts these storms had on the

local community. At Torcross entrance a sea wall that costed £2 million to build had lost 6m^{metres} of shingle providing extra protection. Due to the destructive waves and powerful storms & surges, this was environmental and economic as some shingle ^{thrown up by storms & surges} broke windows of the fish and chips shop. We also investigated what the weather conditions were like when we visited we kept a weather diary measuring rainfall, wind speed and direction, humidity, temperature and cloud cover and hours of sunlight. Unfortunately we experienced an anticyclone so it did not impact ~~the~~ our investigation into extreme events.

For our secondary research we looked at synoptic charts before, during (12-14th February) and after specifically at Slapton Sands we saw wind speeds of up to ~~60~~⁶⁸ knots and extremely low pressure of 948 millibars, this was helpful in predicting the type of weather they experienced i.e. heavy rain and storms & surges. We also looked at local footage of the ~~sea~~ waves hitting the curved sea wall and how high they got. We compared this with footage we ~~took~~ when we were there in our conclusions the waves were 20 meters closer to the shops and hit the sea wall during the storm than in an anticyclone. We also looked at photos ^{taken} during the storm as a way ~~to~~ to compare conditions ~~with~~ that we looked at, the photos we compared showed local defences of the car park, they were shingle baskets which were soft engineering and were destroyed but it protected the car park so very little erosion happened compared to what could have happened. The beach ~~is~~ also declined over 12 meters due to extra shingle being taken away in the storms.

To conclude we used different formats to present our data for example bar charts and pie charts and fabricated some of our data.



ResultsPlus

Examiner Comments

The most successful candidates focused on the results and conclusions of their fieldwork and research on the impacts of named and located extreme weather events as opposed to the less successful who wrote generic answers with little sense of place.



ResultsPlus

Examiner Tip

This answer was particularly strong on well-located fieldwork. The answer could have been improved by clearly stating how the results collected led to the candidate being able to make specific conclusions on the impacts of the extreme weather event.

Question 1 (c)

Although many candidates successfully explained the success of different strategies used to manage the impacts of extreme weather events a minority did not read the question carefully enough and as a result did not explain the success of the strategies. Others also misread the question and did not relate their answer to how the strategy reduced the impacts of extreme weather. These responses were therefore self-penalising.

This is an example of a response where a lack of understanding of the difference between the command words 'describe' and 'explain' has limited the marks that can be awarded to the candidate. It was awarded 4 marks.

(c) Explain the success of **two** different strategies used to manage the impacts of extreme weather.

(10)

~~2~~ Different strategies are implemented in different countries to manage the impacts of extreme weather, such as drought.

In Australia, in 2007, there was a major drought. The government had to recur to a series of strategies to alleviate the impacts. Firstly, they imported ~~water~~ water from other countries in order to ensure their supplies didn't run out. ~~They~~ The government also initiated campaigns to reduce water usage. 1-minute showers were encouraged and a limit was set for the amount of water that could be used (120 litres per person/day). Watering lawns and washing cars was prohibited. In agricultural areas,

irrigation methods were implemented to ensure the growth of crops, and the use of GM crops also supplemented the crop yield.



ResultsPlus

Examiner Comments

The candidate unfortunately had a limited explanation of the strategies used and instead described a list of strategies. There is a lack of explanation as to how these strategies could manage the impacts of extreme weather. The candidate also needed to indicate how successful these strategies were.



ResultsPlus

Examiner Tip

In questions such as these candidates are encouraged to carefully read the command words in the question and ensure that they answer the question set.

Centres could help improve candidates' performance by spending time on deconstructing the key words in these 10 mark extended writing questions so that they focus on the question set.

Question 2 (a)

Most candidates successfully used the prompts shown on the resource to clearly explain the physical processes leading to some coastlines being more vulnerable to flooding than others. At the top end, candidates contrasted the vulnerability of southern England due to isostatic downwarping to the vulnerability of low lying Pacific islands due to eustatic change. A minority did not read the question carefully enough and were side-tracked into explaining how human factors, such as management, also make some coasts more vulnerable than others. These were self-penalising.

The following candidate's response makes detailed use of Figure 2 with a consideration of the causes of flooding.

They suggest why some places are more vulnerable than others with good use of geographical terminology. This is a Level 3 response which was awarded 9 marks.

2 Study Figure 2.

- (a) Suggest how **physical factors** make some areas more vulnerable to coastal flooding than others.

(10)

Physical factors can make some areas more vulnerable to coastal flooding (flooding due to the oceans) than others.

One of the first factors would be the relief of the land, or its landscape. The flatter the landscape, the more vulnerable the land is to flooding. The country of Bangladesh is one such example, 80% of the land is either at or below sea level, making it more vulnerable to flooding.

Isostatic sea level change and eustatic change would be another factor. Isostatic change is the 'rising' and 'sinking' of land relative to sea level, so in areas such as South East England, coastal flooding will be more likely as a result of the relative sinking of the land. Eustatic change is either the change in volume of sea water, or a change in shape of the basin in which the water is stored. So with the melting of sea ice, the overall volume of water is on the rise, so flatter lands are more vulnerable. Beach width and height is another factor. The longer and higher the beach, the more energy from the waves is absorbed, reducing their

~~energy~~ destructive power and the ability to flood.

Characteristics of the winds and waves is another.

Wind strength increases the energy of a wave due to the friction between the surface and the air. In the North Sea, waves that reach the Holderness coast are destructive as a result, meaning they have a lot of energy to hit the coastline. The more destructive a wave, the higher ability to flood the land.



ResultsPlus

Examiner Comments

As noted in previous reports, the relevant use of the key words of the question (in this case *physical factors*) in the response ensures that the subsequent answer is focused on the question set.



ResultsPlus

Examiner Tip

A key characteristic of Level 3 answers is good terminology. The example clearly used good terminology and centres should encourage their candidates to develop a glossary of the key terms in each of their units of study.

Question 2 (b)

Although in previous reports it has been stressed that pre-learnt answers rarely exactly fit the question set, it was still evident that some candidates describe their fieldwork and research experience, in this case on the management of the coast, as opposed to describing the results and conclusions of their fieldwork and research. These answers were therefore self-penalising. Yet at the top end, centres must be congratulated for the detailed range of fieldwork and research techniques that they have carried out as well as the results that this fieldwork and research gave.

This candidate gave a good description of both results and conclusions from a range of fieldwork and research with specific details of location and good links to effective coastal management. There were some language errors which kept it from achieving maximum marks. It is a Level 4 response which was awarded 14 marks.

(b) Describe the **results** and **conclusions** of the fieldwork and research you undertook to investigate the effectiveness of coastal management on a named coastline.

(15)

Named coastline Unawatuna, Sri Lanka

My first conclusion is that the coastal ^{defence} breakwater was not successful. Unawatuna is in the southern end of Sri Lanka. The breakwater was built in the western side of the ^{Unawatuna} coastline. The evidence that would depict that the coastal management strategy was unsuccessful. We carried out questionnaire from the local businesses and the locals. 70% of the locals concluded that the eastern side of the beach ~~was~~ ^{was} washed away. This is former elevated by the google earth satellite images we took. 30% of the beach was completely washed away (eastern end) and the western end of the beach was 70% successful. Also with the use of postcard pictures which were taken few years before the construction of the breakwater, we compared

a picture taken after the construction and this showed the beach present and how it affected the local businesses.

My second conclusion is the sea Beach nourishment that took place. This was successful to an certain extent. We used questioners (random sampling due to the time constraints) from the tourists. Many complained about the rough sandy beach as the sediment was taken from the far end of the ocean, 65%. ~~was~~ stated the rough sediment. Also the questionnaires ~~used~~ from the locals mentioned that tourists levels have increase upto 60% after the beach replenishment project. We also had an interview with the coastal conservative department and the first beach replenishment that took place was a failure because the brought in the sand from Malani river and the sediment was too soft, so it washed ~~off~~ off within couple of months.

The 3rd conclusion is that ~~the~~ the replantation of coral by Jango Cement and the commercial bank was unsuccessful. We carried an environmental ^{impact} assessment and we counted the amount of ~~of~~ live reef coral. (systematic sampling) 10% of coral were alive, 60% of corals were

washed off and the rest were dead. According to the website, www.coralreefplantationdonation.co.uk, the ^{top of me} reviewer conveyed that they did not ask the locals before the plantation. Therefore, they were washed off.



ResultsPlus

Examiner Comments

Regrettably a small minority of candidates wrote a response that described the management at the coast with no attempt to describe the results and conclusions of the fieldwork and research they had carried out.



ResultsPlus

Examiner Tip

SPAG is a key part of the levels-based mark scheme and candidates are reminded to ensure the correct spelling of technical language.

Question 2 (c)

It was pleasing that the improvement in the knowledge-based 10 mark essay questions was continued this year. At last Dibden Bay was a useful example to use to show how conflicts between stakeholders could arise from coastal developments. Many candidates clearly understood the role of coastal development in creating conflicts between a variety of stakeholders.

This response was well focused on the conflicts between identified stakeholders and so was awarded Level 3, 8 marks.

(c) Explain how coastal developments can lead to conflicts between different stakeholders.

(10)

The coast has always been an extremely popular area to live, for industry, fishing, farming and more due to the coast usually being flat. This creates competition for the land use of coasts, as many groups of people want to use the coast for different uses.

The Spanish Costa is a prime example for coastal conflict. With wide areas of the coast being developed for tourism, railways and industry, this has led to only three natural areas left. This creates many conflicts between councils, development planners, locals and environmentalist groups.

The Spanish Costa is known for its sunny beaches and warm climate, so development planners believe that building second homes / apartments on the coast will bring in tourists and therefore boost the economy. This has been seen. However, many environmental groups, such as Greenpeace, are most of the time against coastal development, in particular when there are only a few natural strips of the coast left. Coastal development brings more coastalisation, which affects natural ecosystems, such as those that live on mudflats along the coast which have a rich biodiversity.

Local people also are a 'stakeholder' when deciding between coastal development or protect the coast. Some locals may believe that coastal development, for example constructing ports will bring more money into the local economy and bring more jobs and investment, so some are 'for' coastal development for the economic positives. This could apply to 'players' such as local/national governments who want to help boost the economy of an area.

However, some locals may believe that with development will bring noise and air pollution and the increase in litter. Some people may not see the need in spending so much money from taxes on coastal developments.

Because of all the opinion on how if coastal development should occur, planners must use cost/benefit analysis to weigh up the economic positives with the environmental losses.



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Examiner Comments

Although there was no need to have named places to answer this question, as an example could be a stakeholder or development, it was difficult to gain full marks without a named place. Centres are reminded that the best answers to these types of question will usually marry place specific detail with geographical theory and concepts.



ResultsPlus

Examiner Tip

This response would have gained higher marks if it had a little more case study detail such as the numbers of second homes or how much money would be brought into the area by this development.

Question 3 (a)

The resource was found to be accessible by the vast majority of candidates. Most clearly explained the causes of the lack of affordable housing but some struggled to then explain the consequences. Many could offer only an explanation of an impact being a lack of affordable housing rather than the social and economic changes that such demographic changes generate.

The candidate here makes good use of Figure 3 to identify a range of causes and impacts with some details on the causes and consequences of the lack of affordable housing in rural areas. The response was awarded Level 3, 8 marks.

(a) Explain the causes and impacts of the lack of affordable housing in rural areas.

(10)

~~Some of the causes~~ The main cause of lack of affordable housing in rural areas is second home owners. People who live in cities and are more affluent can afford to buy a second home in the countryside, to visit for weekend or holidays. This puts pressure on the number of housing availabilities, this causes the housing prices to go up.

Locals ~~that~~ who want to stay in this area may not be able to afford the housing due to their job income, pushing them further away from their desired locations.

Similarly, people who want to retire tend to retire in more coastal rural areas, due to them working their whole lives they tend to be able to afford the housing prices. Areas like the south west of England have a higher percentage in retirees, East Devon has 60% retired.

This also reduces the amount of available housing.

for locals and the prices are forced up. Initiatives have been made to help tackle this inequality, in East Devon there is the AFA - Affordable Housing Association, this helps people who are linked to the area have more affordable housing. They don't reduce the prices of properties, they make the houses more worth the money so the standards are higher than the money should usually achieve. This initiative helps to prevent economic exclusion.



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Examiner Comments

It is important for candidates to realise that different types of rural areas will have different aspects of inequalities. Centres are encouraged to at least discuss the differences between rural areas that are undergoing depopulation as well as those increasing in population due to counter-urbanisation.



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Examiner Tip

The response could have been improved through better use of terminology and perhaps some development of the social impacts of the lack of affordable housing.

Question 3 (b)

The question was clearly focused on the fieldwork and research on the schemes used to reduce inequality. It was pleasing to see that many centres had taken on board the comments made in last year's report and only a minority of candidates ignored the key command words and merely wrote how they investigated spatial inequalities.

This is a good answer that describes the fieldwork and research into a named scheme in an urban area. It was awarded Level 3, 12 marks.

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

Describe the **fieldwork** and **research** you undertook to investigate schemes to reduce inequality.

(15)

Named area Leicester

The scheme to reduce inequality in Leicester is called 'One Passion, One Leicester'. The poorer, more deprived areas of Leicester are Abbey and Westcotes (A and W) and the more affluent areas are Knighton and Ervington (K and E). The first fieldwork technique we used was a locals questionnaire. We asked a pilot survey first to ensure our questions worked and it asked 50 people to ensure our results were statistically significant. We asked people in A and W whether they thought the general quality of the area had improved or deteriorated in order to evaluate the effectiveness of the scheme. For research, we looked at data on neighbourhood statistics.gov.uk, in order to compare things like unemployment rates and education in the different

areas as this showed us the varying levels of social and economic inequality.

Another fieldwork technique we used was an environmental quality index. This included factors such as chipped paint. We did this at all four sites and compared the final scores as we did it as a bipolar analysis. This allowed us to compare the levels of environmental inequality. A research technique we used was looking at the different types of crime on www.police.co.uk. This showed that in A and W, there were higher levels of personal crime like violence whereas in K and E there were more burglaries.

A fieldwork technique we used was a litter count to investigate environmental inequalities. If the scheme has been successful, there should be a smaller disparity between the poorer areas and the more affluent areas. A research technique we used

was comparing current house prices with past house prices in the different areas on www.zoopla.co.uk. This allowed us to see whether the difference between house prices in the area had increased or decreased and therefore whether inequality had been reduced.



ResultsPlus

Examiner Comments

It is important to realise that, when planning fieldwork for this option, schemes to reduce inequality must be investigated. Candidates are expected to have knowledge of the scheme and some understanding on how the scheme could reduce inequalities.



ResultsPlus

Examiner Tip

The answer could have been improved by having a greater range of temporal as well as spatial fieldwork and research described.

Question 3 (c)

This was a question that elicited variable responses. Some candidates gave a wide range of socio-economic causes of why inequalities developed with good linkage to named urban areas. Others, unfortunately, wrote very generic answers and so were self-penalising. A small minority discussed rural inequalities.

This candidate has a detailed explanation of socio economic causes.

The response was awarded Level 3, 8 marks.

social - poor schools, poor housing
eco - low house income - start unemployment sector
crime - low house income

(c) Explain the socio-economic causes of inequalities in a named urban area.

Named urban area Hackney.

A social inequality could be poor or no affordable housing. In Hackney 45% rent from a social landlord and house prices are £588,000 (higher than London average). This is a main inequality as living in an area with high crime rates can reduce investment from businesses. This will then lead to high unemployment and underemployment rates 12% in Hackney in 1991 now 7% 2014.

Due to low house income it can lead to social polarisation where disabled/elderly are socially excluded. It can have a massive effect on the single parents and kids as they will find illegal ways to make money which often leads to high crime rates 133 per 1000 in Hackney. When young are effected their school achievements are also affected as Hackney has 58% 5 a-star to C GCSE grades.

As a result to poor housing it often leads to all the social problems.

The main economic problem is that a lot of underemployment and employment due to deindustrialisation can lead to a negative multiplier effect. This is where business, services will leave the town causing no more investment in the area. This will then lead to a break window syndrome of the Hackney which will reduce the amount of wealthy people coming in.

Another economic problem is that due to poor results and crime rates businesses do not want to invest in the area. This then pushes government to invest in different areas such as Stratford and building areas to those push wealthy people away from the area.

(Total for Question 3 = 35 marks)

Another social problem could be teenage pregnancies, racism and gangs. This is common in Hackney as ~~only~~ 30% not even 30% are white British. Gangs might be a problem due to lack of investment and lack of things to do for the youths.



ResultsPlus Examiner Comments

Centres are encouraged to ensure that candidates understand that inequalities can vary both spatially as well as between, and within, groups.



ResultsPlus Examiner Tip

Although the candidate clearly shows that they had a good understanding of the inequalities in Hackney they could have gained higher marks by clearly distinguishing between causes and consequences of this inequality.

Question 4 (a)

This question proved popular with the majority of candidates and many were able to suggest correct reasons for the trends in the additional income in Stratford. Some, however, ignored the resource and wrote their case study of the London Olympic Games. This meant that they missed two of the three trends and so were self-penalising. Unlike last year there were no rubric offences where candidates wrote about rural areas.

The candidate here makes detailed use of Figure 4. There are detailed reasons for trends in income levels. The response was awarded high Level 3 marks.

4 Study Figure 4.

(a) Suggest reasons for the trends in Stratford's additional income levels.

(10)

The income peaked at £8 billion additional income in 2012, this because of the London Olympic Games held predominantly in Stratford East London as over 100,000 extra visitors came during July-August for the games. These people spent money on accommodation, food and leisure during their stay so not just benefitting the government and sports industry but also local businesses. There is a sharp increase in 2011-2012 as many of the infrastructure for the Olympic legacy had been built for example the Westfield Shopping Complex, but also new residential buildings such as the Stratford Halo (42 storey apartment block) so people would have spent money on property when it was completed 2011-2012, it provided a mix of affordable and non-affordable housing to interest both local and foreign buyers. There is a steep drop from 2012-2014 but as people had left as the games were over however this part of London had been reimagined and regenerated so it attracted tourists back so it is a massive sustainable growth project as there has been an overall and projected total increase. In 2004-2006 it was low as the area was seen as unattractive due to many brownfield sites like the warehouse in figure 1. But as soon as the Olympic venue was announced in 2006 there was a steady increase until it skyrocketed during the games. The entire rebranding project was costed £10 billion it was the largest project to happen in EU ever.



ResultsPlus

Examiner Comments

Centres should remind candidates that they must use the resource in questions like these, and not simply use them as an excuse to write another 10 mark case study essay.



ResultsPlus

Examiner Tip

The candidate shows good examination technique as they have suggested reasons for the three trends in the resource as well as using all of the resource (photographs and the line graph). It is also concise – a key skill that centres should impress upon their candidates.

Question 4 (b)

As with the companion question (Question 3(b)), this question was looking for some details on the rebranding schemes that were the focus of the subsequent fieldwork and research. A substantial minority simply wrote about their fieldwork and research experience and did not link this to rebranding schemes that had been put in place.

This response gives a detailed description of both the results and conclusions of a range of fieldwork and research techniques that focused on the need for rebranding in a named place. Level 4 marks were awarded.

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

Describe the **fieldwork** and **research** you undertook to investigate the success of rebranding schemes.

(15)

Named area Sheffield

After the dissatisfaction with the Sheffield needed to rebrand itself. It did the most the rest of the city project.

The first field work I did was an EQI (Environmental Quality Index) at the transition in Sheffield. The score system was from -2 to 2 based on: noise levels, traffic, pollution, availability for bins and safety areas and graffiti. If it scored over 2 or at 3, rebranding would be successful.

The second fieldwork I did was a questionnaire in the winter gardens (Europe's largest green house opened by the Queen). This would give me qualitative and quantitative data. I asked 20 people I had walking around a number of questions based on whether they thought rebranding had been successful or not, for rebranding to be

successful in his area I set new goals for at least 25% of people to say positive comments on it.

The final fieldwork I did was a pedestrian count on Fargate. I stood for 10 minutes and counted every person who walked past me. For research to be successful I was looking for over 200 people to walk past me in those 10 minutes.

The final research I did was looking at newspapers in Sheffield like the Sheffield Star. This would give me people's opinions on the recent rebuilding of the new sports facilities near the Don Valley stadium in Sheffield. For this I was looking for around 70% of the comments to be positive as there is still business of the steel factories that use to run there in the 80s but are now closed down.

The second research I did was looking at house prices near the peace gardens in Sheffield. For this I looked on local estate agents websites. For research to be successful I was looking for at least a 10% increase in house prices in the area.

The final ^{mid} research I did was looking at old photos and recent photos of the town in Sheffield

The old photo was taken before ~~rebranding~~ rebranding and the more recent photo after rebranding. For rebranding to be successful I was looking for specific things the council has done like more people in the picture and a more sustainable approach like ~~the~~ more bins and trees.



ResultsPlus

Examiner Comments

As usual, the weakest responses were unfocused on the question, mainly consisting of lists of fieldwork – a 'narrative' of the day out.



ResultsPlus

Examiner Tip

This candidate clearly focused their answer on the success of rebranding by using a pleasing range of both spatial and temporal fieldwork and research.

Question 4 (c)

A substantial minority of candidates found this question very challenging. Although clearly flagged in the specification, many candidates only briefly explained one, or sometimes two, reasons why an area needed rebranding before explaining how it was rebranded and the success of this rebranding.

This response gives details about the chosen area. There are a range of explanations of reasons for the need to rebrand, it was awarded Level 3 marks.

(c) For a named urban area, explain why it was in need of rebranding.

(10)

Named urban area Detroit.

Detroit is the biggest city in the western side of ~~the~~ Michigan. Detroit was ~~popular~~ ^{popular} as ~~the~~ the centre of transportation and developed as the centre of the motor industry. This was due to Henry Ford (General Motors). Many people were attracted to Detroit from Europe and South America. Employment levels were extremely high. However in the 1960s, this led to a decline in the motor industry. The motor industry relocated towards the suburbs and many people got unemployed. Detroit was known as the rust belt region. Detroit was ~~being~~ ^{being} "out" and "shrinking". There was a doughnut effect (decentralization) people would move from the city to the suburbs in search of jobs. Detroit had the highest debt compared to any of the cities in the USA and they were close to bankruptcy. Also Detroit was known as the most racially segregated city. 85% of the Black community was unemployed and the white community fled to the suburbs. There were riots in 1967. The "12th Street riots". This was because of the acceleration of the "white flight" to the suburbs.

This increased crime scenes in Detroit. Many kids bombing houses down and kids been killed in one streets. This gave Detroit a negative image. Also 45% of the inner city population was illiterate. Therefore this increased the levels of unemployment which led to the spiral of decline. Also a negative multiplier effect.

Another example would be the Albert Dock in Liverpool. The introduction of containerized shipping led to the Albert Docks becoming redundant as it couldn't carry or unload ~~the~~ cargo from the ~~the~~ containerized ships and this led towards the closure of the Albert docks. Many buildings were abandoned and derelict, people unemployed and the isolated buildings attracted criminal activity and drug addicts leading towards the spiral of decline. Scabies were popular in Liverpool.

(Total for Question 4 = 35 marks)



ResultsPlus Examiner Comments

In all geography a sense of place is essential and centres are reminded that a geographical background to the present day is an essential part of explaining the rebranding process.



ResultsPlus Examiner Tip

The candidate has written a solid account of Detroit but then wasted time by writing on another urban area. Candidates are reminded to always read the entire question carefully.

Paper Summary

Based on their performance in the June 2016 6GE02 paper, candidates are offered the following advice:

- Ensure you use all of the information in a resource question, such as wind speeds/synoptic information in Question 1(a) and data and photographs in Question 4(a)
- Read the fieldwork and research questions very carefully. They will never be a general description of a fieldwork day but they will be specifically linked to key themes in the specification
- A description of results must include some quantification of the results obtained, i.e. 'This research showed that the total costs of the flood event exceeded £1.4 million' and not qualified descriptions such as, 'This research showed that the total costs of the flood event were very high'
- To answer a question that assesses the success or effectiveness of a management scheme some detail on the scheme is essential
- Ensure you read the essay style question carefully and do not write all you know about a particular case study, i.e. in Question 4(c) the question only required information on *why* an area needed rebranding and not *how* it was rebranded.
- Please refer to previous Principal Examiners' reports for other suggestions on improving candidates' 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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