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Mark Scheme (Pre-Standardisation)

Summer 2018

Pearson Edexcel GCE in Geography
Unit 2: Geographical Investigations
(6GE02)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words / phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:
- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

1 / means that the responses are alternatives and either answer should receive full credit.
2 ( ) means that a phrase / word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
3 [ ] words inside square brackets are instructions or guidance for examiners.
4 Phrases / Words in **bold** indicate that the <u>meaning</u> of the phrase or the actual word is **essential** to the answer.
5 ecf / TE / cq (error carried forward) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- show clarity of expression
- construct and present coherent arguments
- demonstrate an effective use of grammar, punctuation and spelling.

Full marks will be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated 'QWC' in the mark scheme BUT this does not preclude others.

Additional Comments specific to 6GE02

• Always credit bullet points and similar lists, but remember if the list is the **only response**, then this is unlikely to be able to get into the top-band (L3 or L4) based on QWC shortcomings. However, bullets and lists as **part of a response** should permit access to the top band.
• Credit reference to the full investigative fieldwork and research process when referred to in any sections of the paper.
• Credit reference to GIS as a fieldwork and research tool in all questions.
• Credit reference to candidates own fieldwork and research across ALL questions.
• Credit use of case studies and exemplar material where relevant.

Question Number **1(a)**	Suggest the advantages and disadvanatges of the flood management strategies shown.

Indicative content:

The resource shows three flood protection strategies – flood embankments with gabions, channelisation and flood plain storage. Resource highlights environmental and economic advantages / disadvantages but accept other advantages / disadvantages.

Flood embankments with gabions

Partial removal of bankside vegetation and habitat leading to a loss of biodiversity(-ve)
Perceived by locals as unsightly and offering poor protection (-ve)
£500 per metre and relatively cheap and can be considered as cost effective (+ve)
Can be built to protect areas against 1 in 10 year flood and so unsuitable to cope with larger floods (-ve)
Can be continually increased and so adapted for future flood events caused by climate change. (+ve)

Channelisation

Designed to protect against a 1 in 50 year event and so offers fair protection (+ve)
Relatively high cost of £10,000 per metre means only higher land values would be protected (-ve)
Speeds up flow of water downstream and so reduces flood wave (+ve)
Can transfer flood water from one protected area to an unprotected area causing flooding for one community at the expense of another (-ve)
Total removal of bed and bankside habitat, which destroys habitats of bottom feeders and so reduces biodiversity (-ve)

Flood plain storage

Designed to protect against a 1 in 100 year event and so offers good protection (+ve)
£2,000 per metre and so could be seen as good value and sustainable (+ve)
Protects areas downstream by storing flood water before it is then released back in to the river (+ve)
Loss of (usually) agricultural land in the flood plain (-ve)
Creates wetland habitat increasing biodiversity (+ve)

Accept other reasonable suggestions.

Level	Mark	Descriptor
Level 1	1-4	• Basic description of the flood protection strategies. • One or two ideas on flood protection poorly linked to Figure 1. • Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	• Some reference to either advantages and / or disadvantages of the flood protection strategies. • Suggests possible advantages and / or disadvantages of at least **two** of the strategies. • Some structure. Some geographical terminology is used. There are some written language errors.
Level 3	8-10	• Suggests possible advantages and disadvantages with some details, may have some exemplification.

		• Detailed use of Figure 1 using **three** strategies within a consideration of flood protection. • Well-structured and balanced response. Written language errors are rare. Geographical terminology is used.

Question Number **1(b)**	Describe the **results** and **conclusions** of your fieldwork and research into changing weather conditions.

Indicative content

Observation of changing weather conditions can be conducted over different amounts of time, e.g. few days to look at changes associated with a depression, or over 1 term / even a year. Expect candidates to talk about weather diaries that can take a mixture of forms, e.g. e-diary (on web), written notes, video / pictures as. Expect many candidates to record changes in air masses, weather systems, anticyclones and link to synoptic conditions.

There is a wide interpretation of 'results' and 'conclusions', to include actual data for results as well as overall statements for conclusions.

Fieldwork (primary):	Use of various local weather instruments, e.g. anemometer, thermometer, whirling psychrometer, rain gauges. Also more qualitative observations, e.g. changes in cloud cover, what it 'feels' like, whether the heating is required, seeing stars at night.
Research (secondary):	Use of various sources to get a picture of weather – websites, newspapers, blogs / forums. The best responses will provide detailed evidence of specific sources, e.g. specialist weather websites, rather than 'the internet'.

Results

Data and real places will be used in the more successful responses possibly with details of the passage of winter depression or a summer anticyclonic event. Statistical summaries such as percentages or means of qualitative survey such as questionnaires might also be examined.

Conclusions

Provides a summary of the data with clear links on how the results show the meteorological changes associated with changing weather patterns.

Level	Mark	Descriptor
Level 1	1-4	• Basic description of fieldwork / research. • Place / Location not mentioned or recognisable. • Does not refer to changing weather conditions in any meaningful way. • Lacks structure. Considerable errors in language, lacks geographical terminology.
Level 2	5-8	• Some description of fieldwork / research **OR** one or two statements about results and / or conclusions. • Some detail on place location. • Some links to changing weather conditions. • Limited use of geographical terminology. There are some written language errors.
Level 3	9-12	• Some description of results and / or conclusions of fieldwork and research into changing weather conditions. • Includes details on place location. • Linked to changing weather conditions. • Some use of geographical terminology. Response shows some structure, limited written language errors.

		Max 10 if response does not include results and / or conclusions from *both* fieldwork and research
Level 4	13-15	• A description of both the results and conclusions of a range of fieldwork and research techniques, shows good use of own / group fieldwork. • Specific details on place location. • Good linkage to changing weather conditions. • Good use of geographical terminology. Structured account; written language errors are rare.

Question Number **1(c)**	Choose **one** type of extreme weather event. Examine why its impacts vary in different parts of the world.

Indicative content

An extreme weather event could include tropical and temperate storms, snow and ice events and floods and droughts. Extreme can be interpreted as freak, severe or unusual. Impacts can be both social and economic and vary due to a range of both physical factors increasing vulnerability and human factors either exacerbating or reducing the underlying vulnerability. Candidates examining why the impacts of **flooding** varies might suggest that:

The level of economic development is a key factor in reducing the impacts of flood events as it allows the impacts of flooding to be reduced through prediction, preparation, protection and response.

Areas that are exposed to frequent extreme weather events such as areas exposed to tropical revolving storms in the Caribbean or those areas that experience flooding due to extreme monsoonal rainfall events such as Bangladesh, will have greater impacts than those areas exposed to less severe weather events such as mid-latitude depressions , e.g. the UK.

Areas that suffer from extreme weather events generated by the El Nino / La Nina cycles such as California (El Nino) and South East Australia (La Nina) will have greater impacts than those areas that are exposed only to the extreme weather events associated with the teleconnections that the ENSO cycle generates.

Areas that have flood intensifying factors such as steep slopes (Boscastle) and impermeable soils / geologies (Cumbrian floods) will have greater impacts than areas with gentle slopes and permeable geologies (River Lavant).

Human factors can exacerbate the impacts of extreme weather events through urbanisation, as in the case of the Hull floods as well as through deforestation.

Accept all other reasonable ideas for **any** extreme weather event.

Level	Mark	Descriptor
Level 1	1-4	• Generic causes of one extreme weather event with limited detail / list of impacts. • Limited explanation, lacks reference to why impacts vary. • Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	• Impacts of one type of extreme weather event with some details provided. • Some explanation reasons of why impacts vary. • Some structure. Some geographical terminology is used. There are some written language errors.
Level 3	8-10	• Impacts linked to one type of extreme weather event. • Detailed explanations of why impacts vary.

		• Well-structured and balanced response. Written language errors are rare. Good use of geographical terminology.

Question Number **2(a)**	Suggest the advantages and disadvanatges of the coastal management strategies shown.

Indicative content:
The resource shows three hard engineering strategies – a recurved concrete sea wall, an offshore breakwater with rip-rap and a wooden groyne. Resource highlights environmental and economic advantages / disadvantages but accept other advantages / disadvantages.

Recurved sea wall
This gives the highest level of protection for people from coastal erosion and flooding (+ve)
Sea walls are long lasting and so encourage further tourist development in the area creating job opportunities (+ve)
Sea walls have a high cost (-ve)
As they reduce erosion sea walls interfere with the sediment cell and can starve areas downstream of beach material leading to higher erosion rates and so loss of properties (-ve)
Destruction of backshore habitats. And can stop sand dune succession leading to loss of valuable dune ecosystem (-ve)
Perceived by locals as unsightly. (-ve)

Offshore breakwater
At £1,000 per metre is a relatively cheap form of coastal protection (+ve)
Reduces wave energy and so reduces erosion risk and so safeguards properties (+ve)
Increases beach size and so increases tourist potential (+ve)
Dangerous to children and so reduces `bucket and spade' tourism causing negative multiplier effects (-ve)
Increases rocky offshore habitat through colonisation by limpets / seaweed. (+ve)

Wooden groynes
Major impact on sediment transport as it stops longshore drift and starves areas down drift (+ve)
Protects backshore habitats and so increases biodiversity (+ve)
Helps protect sea walls from basal scour as it helps to develop a large beach (+ve)
Can limit access to the beach (-ve)
Are cheaper than sea walls at £2000 per metre (+ve)

Accept other reasonable suggestions.

Level	Mark	Descriptor
Level 1	1-4	• Basic description of the costal management strategies. • One or two ideas on coastal management poorly linked to Figure 2. • Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	• Some reference to either advantages and / or disadvantages of the coastal management strategies. • Suggests possible advantages and / or disadvantages of at least **two** of the strategies.

		• Some structure. Some geographical terminology is used. There are some written language errors.
Level 3	8-10	• Suggests advantages and / or disadvantages with some details, may have some exemplification. • Detailed use of Figure 2 using **three** strategies within a consideration of coastal management. • Well-structured and balanced response. Written language errors are rare. Geographical terminology is used.

Question Number**2(b)**	Describe the **results** and **conclusions** of your fieldwork and research into changes in coastal development and land use over time.

Indicative content

A range of both fieldwork and research methods should be described but the methods should be related to how the coastal development and land use have changed over time and not simply describing the land use at present. There is a wide interpretation of 'results' and 'conclusions', to include actual data for results as well as overall statements for conclusions.

Fieldwork (primary):	Create land use map and compare to historic plans; speaking to residents and visitors (questionnaires / structured interviews), oral histories, footfalls, parking, etc. Use of video or transcripts to record ideas (could be group approach).
Research (secondary):	Historic maps to illustrate change, e.g. www.oldmaps.co.uk; also local newspapers, blogs / forums, etc. Old photographs and postcards may be a useful source (again could be internet sourced). Possible use of GIS / electronic maps to illustrate change. The best responses will provide detailed evidence of specific sources, e.g. specialist local historical websites, rather than 'the internet'.

Results

Data and real places will be used in the best responses possibly with details of increases in areal extent of the urban coastal area. Statistical summaries such as percentages or means of qualitative survey such as questionnaires might also be examined.

Conclusions

Provides a summary of the data with clear links on how the results show how the coastal development land use has changed over time.

Provide credit for possible reference to sampling strategies that are part of the planning**,** e.g. systematic and stratified, number of people interviewed; also some candidates may have used a pilot survey, e.g. to format questionnaires.

In reality it is difficult to measure how coastal land use has changed – credit any acknowledgement that results may be partial and tentative.

Level	Mark	Descriptor

Level 1	1-4	• Basic description of fieldwork / research. • Place / Location not mentioned or recognisable. • Does not refer to the change in coastal development and land use over time in any meaningful way. • Lacks structure. Considerable errors in language, lacks geographical terminology.
Level 2	5-8	• Some description of fieldwork / research **OR** one or two statements about results and / or conclusions. • Some detail on place location. • Some links to the change in coastal development and land use over time. • Limited use of geographical terminology. There are some written language errors.
Level 3	9-12	• Some description of results and / or conclusions of fieldwork and research. • Includes details on place location. • Linked to the change in coastal development and land use over time. • Some use of geographical terminology. Response shows some structure, limited written language errors. **Max 10 if response does not include results and / or conclusions from *both* fieldwork and research**
Level 4	13-15	• A description of both the results and conclusions of a range of fieldwork and research techniques, shows good use of own / group fieldwork. • Specific details on place location. • Good linkage to the change in coastal development and land use over time. • Good use of geographical terminology. Structured account; written language errors are rare.

Question Number **2(c)**	Examine the reasons why some coastal areas are more vulnerable to rapid coastal erosion than others

Indicative content

The question asks for an examination of the reasons why some coastal areas are more vulnerable to rapid coastal erosion not a description of the impacts of rapid coastal erosion. Reasons can be both physical and human but the response must consider why some areas are more vulnerable than others.

Physical

Coastal areas with a large fetch, which generate large destructive waves such as the Holderness coast, will increase the vulnerability of some coasts compared to those coasts with a smaller fetch, such as the sheltered waters of the Solent.

Coastal areas with unconsolidated geology such as the North Norfolk coast (glacial till) will increase the vulnerability of some coasts compared to those coasts with more resistant geology, such as the Gower peninsula South Wales.

Coastal areas with a less resistant geological structure (joints, bedding planes, folds and faults) such as the Jurassic coast will increase the vulnerability of some coasts compared to those with a more resistant geological structure, such as the North Cornwall coast.

Coastal areas that have alternating strata in cliff profiles such as the South West of the Isle of Wight will increase the vulnerability to rapid coastal erosion compared to the North Devon coast.

Human

Coastal areas that have Hold the Line management approaches such as the Flyde peninsula will be less vulnerable than areas with a No Active Intervention approach.

Some might argue that the development of Hold the Line management approaches such as groynes (e.g. Mappleton) have a smaller vulnerability but cause increased vulnerability downstream in areas where there is a No Active Intervention approach such as Aldbrough.

Some might argue that vulnerability might refer to densely populated coasts such as parts of the South Hampshire coast (Barton on Sea), which have a higher vulnerability than coasts with low population densities such as parts of the East Sussex coast (Birling Gap to Eastbourne).

Accept other reasonable reasons.

Level	Mark	Descriptor
Level 1	1-4	• Generic reasons with limited detail on vulnerability. • Limited explanation, lacks reference to specific coastal areas. • Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	• Reasons with some details provided of vulnerability. • Some explanation of how vulnerability varies from place to place. • Some structure. Some geographical terminology is used. There are some written language errors.
Level 3	8-10	• Reasons linked to specific examples of coastal areas. • Detailed examination of the reasons why vulnerability varies from place to place. • Well-structured and balanced response. Written language errors are rare. Good use of geographical terminology.

Question Number **3(a)**	Suggest reasons for the pattern of deprivation in Kingston upon Hull.

Indicative content

Figure 3 shows that there are wide variations in the levels of deprivation in Kingston upon Hull. Generally, there are higher levels in the inner city, which reduce steadily to the outer suburbs. There are some exceptions. Areas surrounding the old industrial area (Salt End chemical works) have a high level of deprivation although they are some distance from the inner city. Local authority housing estates on the edge of the city also have high levels of deprivation. Other areas such as the regenerated dock area (Victoria Dock village) have lower levels of deprivation.

Reasons are therefore likely to be caused by:

Employment – less employment opportunities due to inner-city decline and deindustrialisation in the centre and inner city of Hull.

Income – impact of internal movement of residents (gentrification, filtering, migration) is clearly shown in the lower levels of deprivation in Victoria Dock as well as outer suburbs.

Housing and health – quality of housing stock in some areas such as the local authority housing estates will not only cause housing deprivation but will also impact on health.

Living environment – access to open space will cause lower levels of deprivation in the outer suburbs and negative externalities such as the industrial works will cause higher levels of deprivation.

Accept other reasonable suggestions.

Level	Mark	Descriptor
Level 1	1-4	• Basic description of differences in deprivation. • Basic reasons with limited links to the differences in the level of deprivation. • Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	• Some use of Figure 3 to identify differences in deprivation. • Some reasons suggested for the differences in the level of deprivation. • Some structure. Some geographical terminology is used. There are some written language errors.
Level 3	8-10	• Good use of Figure 3 to identify differences in deprivation. • Range of reasons suggested for the differences in the level of deprivation with some details. • Well-structured and balanced response. Written language errors are rare. Good use of geographical terminology.

Question Number **3(b)**	Choose either an urban or a rural area. Describe the fieldwork and research you undertook to examine the success of strategies to reduce inequality.

Indicative content

The fieldwork and research that is carried out must be capable of assessing the success of strategies(s).

Fieldwork (primary):	Visit location(s), collect qualitative and quantitative evidence, e.g. oral histories of change, perception of reputation, looking for evidence of change in functional hierarchy. Opportunities in rural areas to examine increases in provision of services whilst in urban areas the development of new employment opportunities could be investigated through the use of semi-quantitative bipolar surveys looking for evidence of improvements to social, economic and built environments.
Research (secondary):	Census data from websites such as Shine as well as CDRC could feature. Candidates could also cite websites such as Neighbourhood Statistics, which would give a profile of the area undergoing change. Also use of geo-demographic data, e.g. postcode checkers on the internet. Educational improvement through school league tables and numbers of free school meals could also feature. Data relating to actual strategies.

Provide credit for possible reference to sampling strategies, e.g. systematic and stratified, number of people interviewed, also some candidates may have used a pilot survey, e.g. to format questionnaires.

Note can be either urban or rural.

Level	Mark	Descriptor
Level 1	1-4	• Basic description of fieldwork / research. • Place / Location not mentioned or recognisable. • Does not refer to strategies to reduce inequality in any meaningful way. • Lacks structure. Considerable errors in language. Limited geographical terminology.
Level 2	5-8	• Some description of fieldwork / research. • Some detail on place location. • Some links to strategies to reduce inequality. • Limited use of geographical terminology. There are some written language errors.
Level 3	9-12	• Some description of fieldwork and research with some details. • Includes details on place location. • Linked to strategies to reduce inequality. • Some use of geographical terminology. Response shows some structure, limited written language errors. **Max 10 if only fieldwork or research.**
Level 4	13-15	• A detailed description of both fieldwork and research techniques, shows good use of own / group fieldwork. • Specific details on place location.

		• Good linkage to an examination of the success of strategies to reduce inequality. • Good use of geographical terminology. Structured account; written language errors are rare.

Question Number **3(c)**	Using examples, explain how inequality has negative social and economic consequences for people living in **rural** areas.

Indicative content

At its broadest sense inequality means not having equal shares of some common resource.

Inequality in rural areas can also be seen as the uneven distribution of opportunity within and between rural areas as well as between rural areas and urban areas.

Social impacts can include:

Education deprivation, particularly tertiary education, leading to low educational attainment; health deprivation particularly for some sections of the population such as older people leading to poorer health; access to both public and private services impacting on people's health as well as income as goods and services are more expensive in rural areas; personal mobility deprivation affecting access to education, healthcare and services, leading to selective outmigration.

Economic impacts can include:

Income deprivation due to high percentage of mainly poorly paid primary employment opportunities in rural areas; issues of seasonal employment (seasonal agricultural work / tourism) leading to low incomes; barriers to employment opportunities for some sections of society as many primary jobs are male orientated; barriers to housing due to affordability of homes.

There is an inevitable overlap between social and economic reasons.

Candidates may exemplify impacts through reference to the Index of Multiple Deprivation 2015 data or Census 2011 data.

Note – can be MEDC or LEDC.

Level	Mark	Descriptor
Level 1	1-4	• Limited details on the chosen named rural area. • A few generic impacts of inequality. • Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	• Some detail about the chosen rural area. • Some socio-economic impacts of inequalities but narrow in focus e.g. mostly economic. • Some structure. Some geographical terminology is used. There are some written language errors.
Level 3	8-10	• Detailed content about the chosen rural area. • Range of social and economic impacts of inequality; identifies different impacts on different groups. • Good use of geographical terminology. Well-structured and balanced response. Written language errors are rare.

Question Number **4(a)**	Suggest reasons for the social, economic and envirnomental improvements to Liverpool's waterfront area.

Indicative content

The resource shows the impacts of the rebranding of Liverpool's waterfront area between 2010 and 2017. The map shows the waterfront area has had a significant improvement with areas such as Albert Docks and Liverpool James Street all showing significant improvement. This has been brought about by the development of residential and commercial regeneration of the Albert Docks; the development of a major city centre shopping centre (Liverpool One); the development of sports led regeneration in the form of the Echo Arena, and; the development of heritage tourism with the Beatles Story.

The improvements to Liverpool's waterfront areas are likely to have been the result of:

Income – the heritage tourism and sports led regeneration is likely to attract tourists from both the UK and abroad who will increase spending in the area and so create employment and raise incomes. It will also create multiplier effects for local hotels and cafes. This will therefore increase the economic environment and reduce social deprivation and so increase the social environment.
Employment – the regeneration of the area would have created employment in areas such as the Liverpool One retail area and there would be permanent employment created in the Echo Arena. This is also likely to create multiplier effects on event days in local hotels and cafes and so also increase both employment and incomes and so increase the social and economic environments.
Education – the regeneration of the Albert Docks is likely to attract young professionals and so increase the social elements of the area. There is also likely to be multiplier effects as new restaurants will open leading to higher employment levels and incomes.
Housing - the regeneration of the Albert Docks is also likely to reduce the levels of poor housing and so increase the environmental aspects of the area.

Accept other reasonable suggestions.

Level	Mark	Descriptor
Level 1	1-4	• Description of the change in Liverpool's waterfront area. • Basic reasons for the improvements to Liverpool's waterfront area. • Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	• Some use of Figure 4 data and photographs to identify reasons for the improvements to Liverpool's waterfront area. • Some structure. Some geographical terminology is used. There are some written language errors.
Level 3	8-10	• Detailed use of Figure 4 data and photographs to support reasoning. • Detailed reasons for the improvements to Liverpool's waterfront area. • Well-structured and balanced response. Written language errors are rare. Good use of geographical terminology.

Question Number **4(b)**	Choose either an urban or a rural area. Describe the fieldwork and research you undertook to examine the success of rebranding schemes.

Indicative content

The fieldwork and research that is carried out must be capable of assessing the success of schemes.

Fieldwork (primary):	Visit location(s), collect qualitative and quantitative evidence, e.g. oral histories of change, perception of reputation, looking for evidence of change in functional hierarchy. Looking for evidence of improvements to 'place image', 'product' image, etc. Opportunity at busy rural or urban locations to determine sphere of influence (use of questionnaire). Photographic and video evidence expected, e.g. architectural icons / design features. Especially important as part of urban schemes (linked to rebranding).
Research (secondary):	Photos / Postcards illustrating change, changes in employment, visitor profile and published catchment survey data, etc. Urban areas, e.g. crime statistics, visitor numbers / footfall patterns. Data from town / city centre management. Also use of geo-demographic data, e.g. postcode checkers on the internet. Particular data relating to actual schemes.

Provide credit for possible reference to sampling strategies, e.g. systematic and stratified, number of people interviewed; also some candidates may have used a pilot survey, e.g. to format questionnaires.

Note can be either urban or rural.

Level	Mark	Descriptor
Level 1	1-4	• Basic description of fieldwork / research. • Place / Location not mentioned or recognisable. • Does not refer to the success of rebranding schemes in any meaningful way. • Lacks structure. Considerable errors in language. Limited geographical terminology.
Level 2	5-8	• Some description of fieldwork / research. • Some detail on place location. • Some links to the success of rebranding schemes. • Limited use of geographical terminology. There are some written language errors.
Level 3	9-12	• Some description of fieldwork and research with some details. • Includes details on place location. • Linked to the success of rebranding schemes.

		• Some use of geographical terminology. Response shows some structure, limited written language errors. **Max 10 if only fieldwork or research.**
Level 4	13-15	• A detailed description of both fieldwork and research techniques, shows good use of own / group fieldwork. • Specific details on place location. • Good linkage to an examination of the success of rebranding schemes. • Good use of geographical terminology. Structured account; written language errors are rare.

Question Number **4(c)**	Using examples, explain why some **rural** areas need to rebrand.

Indicative content

Some rural areas need to rebrand as a result of economic and social deprivation often leading to outmigration.

Economic deprivation is often caused by :
Low incomes caused by the high percentage of mainly poorly paid primary employment opportunities in rural areas. In some areas the impacts of external factors, such as foot and mouth in the Lake District, can devastate rural economies.
In other rural areas the loss of primary employment (such as the closure of china clay pits in Cornwall) causes high unemployment.
Poor employment opportunities particularly for some sections of society as many primary jobs are male orientated in areas such as North East Scotland in the area surrounding Ballater. In addition, many employment opportunities change due to issues of seasonal employment (seasonal agricultural work / tourism) leading to low incomes.

Social deprivation is often caused by:
Poor access to public services such as education and healthcare as local authorities have prioritised urban areas and, as a consequence, local village schools and cottage hospitals have closed.
Closure of village services as populations have declined and consumption has changed to net-based and superstore-based purchases.
Lack of both personal mobility and public transport deprivation affecting access to education, healthcare and services, leading to selective outmigration.

NB: no marks for urban rebranding examples.

Level	Mark	Descriptor
Level 1	1-4	• Limited details on the chosen named rural area. • A few generic reasons for why some rural areas need to rebrand, lacks explanation. • Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	• Some detail about the chosen rural area. • Some explanations of why some rural areas need to rebrand; may be narrow in focus, e.g. economic. • Some structure. Some geographical terminology is used. There are some written language errors.

Level 3	8-10	• Detailed content about the chosen rural area. • Range of explanations related to why some rural areas need to rebrand; identifies different contributing factors. • Good use of geographical terminology. Well-structured and balanced response. Written language errors are rare.