

Examiners' Report  
January 2013

GCE Geography 6GE02 01

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service. See the ResultsPlus section below on how to get these details if you don't have them already.

## ResultsPlus

### Giving you insight to inform next steps

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and Edexcel national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

### Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education.

Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk).

January 2013

Publications Code US034523

All the material in this publication is copyright  
© Pearson Education Ltd 2013

## Introduction

Once again, this paper proved generally accessible to candidates across the ability range. The additional 15 minutes seems to improve the quality of *some* responses (more thinking time) and to reduce the number of non-completed scripts. There remain a proportion of candidates who still write more than the space provided within the answer booklet. For many this is an insecure tactic, leaving them short on time to complete the rest of the questions.

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

Performance was mixed and there were very few examples of candidates committing rubric offences, e.g. two questions from either Question 1 + Question 2, or using the wrong resource to answer a question. Again, there were some outstanding results at the top-end and centres and their candidates are to be congratulated.

It is still pleasing to note that one area of continued improvement is the quality of responses associated with the 15 mark fieldwork and research questions. The majority of centres seem to be gaining a better understanding of the demands of this part of the exam. It was evident that many schools are using past papers, mark schemes and other assessment-focused resources to help prepare candidates for the examination. Many centres are using the specification as a way of signposting their way through the fieldwork, being more careful to match what they do with what should be done. Many candidates are also recognising more fully the role of 'research', with some explaining how it is a necessary precursor (e.g. to 'profile' an area) before embarking on the actual fieldwork itself. However there was some evidence in this series of candidates writing what appeared to be pre-rehearsed responses, which in many instances were not specifically answering the question set. 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 responses 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 number 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 unprepared for questions which asked them about post-fieldwork, i.e. results and conclusions. 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 and (ii) a description of the results, conclusions and how the work was 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 a really important skill to encourage prior to taking the examination (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 marks in the part (a) of some questions as they completely disregarded 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. 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 examples 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 such as, in this case, *strategies*, *spectrum*, *marginalised*, and *catalyst*. Such technical terms are important and almost always will come directly from the specification.

## Question 1 (a)

Many candidates were able to identify a range of impacts, both social and economic, in relation to variations in spring rainfall. In some cases however, these were perfunctory comments and were confined to hose pipe bans and flooding. Some concentrated too much on the description of rainfall patterns without going into enough detail on the impacts, either social or economic. Remember that impacts could be positive, e.g. selling more ice creams and "staycation".

Others candidates were able to give a range of possible impacts in the context of a more detailed reference to the patterns shown on the diagram.

The following is a top Level 3 response.

1 Study Figure 1.

(a) Comment on the possible **social** and **economic** impacts of the variations in spring rainfall shown on Figure 1.

(10)

As figure 1 shows different areas experienced different levels of precipitation. This is very much the case when looking at ~~England~~ England and Wales in particular as <sup>most</sup> it is of it is shaded dark brown therefore suggesting it is 50% or less below average precipitation. This could be particularly problematic for households in places like London in particular. As a wealthy city, London has a high consumption of water therefore having extremely low levels of precipitation may result in the supply of water not being able to meet the needs of the consumer. London in particular only has one major source of water for ~~its~~ all purposes including drinking, showering and other domestic purposes, which all comes from River Thames. It would therefore lead to a situation whereby the amount of water that is being used cannot be replaced. Consequently this may lead to having to import water which can prove costly. Due to the lack of rain, planting and vegetation

in general can be very difficult in certain areas in England. This would mean that foods and other ~~products~~ <sup>products</sup> that require a lot of water to grow would have to be imported ~~which is very expensive~~ which is very expensive. Furthermore, this also means that small time farmers and self sufficient households would not be able to make money through selling their goods as vegetation needs water to be able to grow. However, North West of Scotland faces the opposite problem to which England faces as it ~~is~~ is even over the average precipitation. This would lead to flooding which would not only damage businesses but also hinder the major tourist industry in Scotland. The damage that could be done through flooding would mean that vast amount of insurance would have to be paid as well as putting a strain on emergency services. This would be very costly for the government and mean a lot for people. Scotland also has major rivers running through it and places such as Inverness is a coastal area therefore, the risk of flooding is greater. Small businesses in the area would suffer from damages and losses to their livelihood which could be very damaging.



**ResultsPlus**

**Examiner Comments**

This is a very strong response with a good level of detail. The candidate also uses the resource to provide a framework for the 'comment on' instruction. The answer was awarded 10 marks.



**ResultsPlus**

**Examiner Tip**

'Comment on' are commonly used command words in this part of the examination paper. Candidates are expected to blend an understanding of the resource with their own knowledge to provide a sensible geographical discussion.

## Question 1 (b)

This question mainly elicited responses whereby the candidates listed a number of notable extreme weather events. In fact there was a lot of virtual re-writing / re-interpreting the question set rather than providing a credible response. Some were able to cite a range of examples from a range of different locations. On another level, other candidates included comments on global warming and the increasing sophistication of technology which enables us to predict and measure aspects of extreme weather events. However, fewer candidates were able to identify specific sources of evidence.

This response was awarded marks towards the top of Level 3.

(b) Using examples, examine the evidence that suggests extreme weather events are becoming more frequent.

(10)

Starting off with Britain, floods and snow are becoming more frequent each year. This is due to the jet stream moving into the Atlantic affecting the area of our prevailing wind. The jet stream carries weather from the Atlantic Ocean over to us. This weather includes the remnants of ~~tropical~~ hurricanes which have become minor tropical storms on the Saffir Simpson Scale. They also bring Britain low pressure systems and depressions which bring in winds and cumulonimbus clouds furthering the point of heavy rain. Floods which have occurred recently are the 2007 floods in Tyneside which flooded the entire area, and also the flash flood of Boscastle. In 2011 the average rainfall was 889mm, this is double Britain's normal average rainfall. During the winter, the polar maritime air falls over Britain and decreases temperature in the atmosphere causing heavy snowfall. Examples of this are in 2010 and 2011 where schools across the country were shut due to icy roads and

heavy snowfall. Global warming is affecting the frequency of extreme weather as the temperature

gets hotter and the sea levels rise from the polar ice caps melting. There is more water and more heat which obviously leads to more evaporation and ultimately precipitation on a bigger scale. Evidence of this are the hurricanes of North & South America as level 3-5 hurricanes are becoming more frequent due to the rise in sea level and heat. Examples are that of Hurricane Mitch, Hurricane Katrina in 2005 and also Hurricane Islene. The change in Earth's intrinsic temperature and sea level increases the amount of precipitation and therefore the amount of extreme weather, as extreme weather is just weather which is unusual in that area.



**ResultsPlus**

**Examiner Comments**

This candidate tried to respond to the question set, so was able to access high marks. Detailed knowledge and good geographical terminology are demonstrated.

The answer was awarded 9 marks.



**ResultsPlus**

**Examiner Tip**

This question is verbatim from the specification, but clearly for many candidates it came as a surprise; one that they had not prepared for.

## Question 1 (c)

On one level, candidates listed a range of fieldwork and research techniques with little reference to how people manage the impacts of extreme weather. At this same level, some neglected to refer to such techniques but wrote case studies of flood reduction/abatement schemes and in some instances in great detail. At another level, other candidates were able to detail the techniques at the same time as including details of their findings. In some of these cases there was extremely good use made of their own fieldwork studies showing a deeper level of knowledge of the various ways it is possible to reduce the impacts of extreme weather.

(c) Describe the fieldwork and research you undertook to investigate how people attempt to manage the impacts of extreme weather, such as flooding.

(15)

I undertook fieldwork and research on Harnham in Southbury. I investigated how flooding has impacted people in the past, and how flood defences have been used to reduce the impacts for the future.

I began by researching past impacts of flooding in the area. I found past newspaper reports which highlighted how significant the flooding had been. I found information from a local charity which helps to manage the area about what causes the flooding to occur. I then found researched documents from the Environment Agency which analysed how bad the flooding has been in the past, and what has been done to manage these impacts in the future. This showed that flood defences have been put in place in order to reduce these impacts. Finally I looked at maps on Google earth and used these to look at the land uses around the affected area.

I then visited the area and carried out fieldwork. I analysed using place checks, and Bishop's assessments different <sup>parts</sup> of the affected area to see how

effective the defences had been at reducing the impacts of flooding. I then carried out an environmental impact assessment to judge how the project had effected the sustainability of both the natural environment and the human environment. I also took photographs of the area as it currently is, which I then compared to the past photographs which were found in my research. Whilst there a presentation was given by the trust who manage the area, which explained why the area flooded and what had been done to reduce the impacts. I then compared to the information which I found in my research. Finally I measured the velocity of the river above the defences, this helped to back up the reasons why flooding is such an issue in this area.

Following this I wrote a report on how successful the scheme had been at managing the impacts. I was also able to draw conclusions about how a scheme can successfully manage extreme weather.



### ResultsPlus

#### Examiner Comments

This is a structured account which describes a balanced range of fieldwork and research. Techniques are discussed in a good level of detail and the fieldwork is also well tied to a place.

This is a Level 4 response which was awarded 14 marks.



### ResultsPlus

#### Examiner Tip

Use of technical fieldwork / research language is always well rewarded in the 15 mark questions.

## Question 2 (a)

In many cases candidates referred to the amount of *tourism* in Photograph A and then went on to compare how each area is attractive to tourists. Basic points such as 'mountain scenery', 'warm climate' and 'natural harbour' were made to justify these different locations as 'crowded' with tourists. Some however were able to see the different types of environment and to pick out detail such as the mangroves in Photograph A and the evidence of 'variety of use' in Photograph B. Pertinent points were fewer however and many made scant reference to most of the visible evidence. So it was good use of evidence combined with a candidate's own knowledge and understanding which generally provided a recipe for a successful outcome.

The following response was awarded Level 3 marks.

2 (a) Study Figure 2.

Comment on the evidence in Figure 2 which suggests that both locations are examples of crowded coasts.

(10)

The images shown in figure 2 have key pieces of evidence in terms of physicality that they are examples of crowded coasts.

Both photographs show high mountainous or hill regions all scaling down into small areas which are then connected to an area of water or sea. Photograph B of Lulworth in southern England presents a very small area of space which could suggest that any population in this area of coastline would be crowded. What can also be seen in photograph B is the number of cars in the area. This could suggest that a large number of people visit Lulworth and the small space means it becomes a very crowded place. As well as this, it seems that there may only be one road leading out and in to the area which can have contributing factors such as ~~the~~ increased traffic slow. Lack of buildings for accommodation can also be a contributing factor to this area being crowded and the number of boats docked in the cove may suggest an increased number of visitors making this coastline crowded.

Photograph A shows similarities in physical geographic terms to Photograph B in the sense that it is located on a low lying stretch of land connected to water. There are a large number of buildings in this image which suggests that there is a large population here so there is high demand for land and living space. Another factor which can contribute to this area of Northern Taipei being a crowded coast is the high rise buildings shown. This suggests that population has increased so much that no more land is available on the ground for things such as accommodation. This means space has to be built upwards in order to accommodate growing numbers of both visitors and people living here. A strong piece of evidence to suggest this area is indeed a crowded coast.



**ResultsPlus**  
Examiner Comments

This is a balanced Level 3 style of response which made use of both images. It is not an example of one of the very best answers, but it is certainly competent and was awarded 8 marks.

## Question 2 (b)

In the responses to this question there was a wide appreciation of the factors that attract visitors to coastal areas and that sometimes these visitors become permanent residents etc. In some cases, candidates could also describe the positive multiplier to great effect. On this level many candidates elaborated about 'nice weather' and tourist attractions. Others showed more imagination and in some cases detailed knowledge. These candidates were more detailed in their answers and were able to show an awareness of a range of factors that can lead to economic and population growth in coastal areas.

A range of examples were used to discuss growth, including the Spanish Costas, Brighton, Blackpool and Bournemouth. Some candidates, however, failed to provide either a range of factors or, more commonly, any depth of information about how they might be linked to growth. Candidates who had more information to hand were, for example, able to quote historical growth rates in population which was pleasing to see. Others however, sometimes drifted into a discussion of the advantages of population / economic growth, rather than the factors that had led to that growth.

(b) Using examples, examine the factors that have led to economic and population growth in some coastal locations.

(10)

In Bournemouth on the south coast of England, there has been large economic and population growth due to it being a top tourist destination, attracting thousands of tourists every year.

Bournemouth has 7 miles of beaches along its coast and was described as the U.K.'s second sunniest location. Therefore it has the potential to attract many tourists each year. So, investors took advantage of this and things such as the air show were introduced to attract more tourists. This influx of tourists led to a multiplier effect where businesses were set up, creating more jobs and attracting young people to the area. Bournemouth Vri was also developed after being given funds by the local council which attract more young, highly skilled ~~people~~ people to Bournemouth.

The population growth in Bournemouth is not due to natural increase; in fact Bournemouth actually declined in population ~~due~~ <sup>in terms</sup> of natural increase. However, it was actually inward migration that led to a massive increase in Bournemouth's population.

Another example of growth is in the area of Boscombe, further along the coast, where a new £1.4 million surf reef was developed to attract over 10,000 surfers every year. It

aimed to ~~increase~~ double the average of 77 good surfing days every year. Also, surfers on average spend 8% more than other tourists in shops. This surf reef bar, coupled with the regeneration of restaurants like Harvester on the coast have changed the seaside face of Bournemouth's seafront

and allowed it to take full advantage of the money from tourists, leading to great economic growth. Also, with more people living there due to an attractive environment, ~~less~~ <sup>less</sup> money is 'leaked' in other areas and rather spent in Bournemouth.



### ResultsPlus

#### Examiner Comments

This Level 3 response uses Bournemouth as the main case study and was awarded 8 marks.



### ResultsPlus

#### Examiner Tip

It is often a good idea to try and use 2 or 3 place examples in a response, each representing about a paragraph of writing. In this way examiners can see range as well as depth.

This is another example of a response to Question 2(b).

(b) Using examples, examine the factors that have led to economic and population growth in some coastal locations.

(10)

Many Mediterranean coastal towns have experienced rapid coastal population ~~of~~ and economic growth. ~~By Benidorm~~ Benidorm is on the South East coast of Spain. It has a warm, Mediterranean climate (highs of  $30^{\circ}\text{C}$  in August) which has attracted tourists mainly from the UK and Germany. Cheap package holidays increase the number of visitors because of budget airlines reducing the time and cost of travel. Benidorm has a microclimate because it is surrounded by the Sierra Helada mountains which means ~~to~~ its average yearly temperature is  $18^{\circ}\text{C}$ . This means tourists come all year round. The increased tourism leads to a positive multiplier effect, ~~because~~ because more tourists means increased spending, so this boosts the local economy, <sup>so</sup> ~~the~~ the infrastructure and living standards can be increased, so more tourists come. Economic migrants come to these tourist destinations either full-time or part-time, ~~but~~ because there will be almost guaranteed work in the tertiary sector. In 2010 in Benidorm, the population was 71,000 but in 1960 it was 6,200. This shows the effect of ~~the~~ the virtuous cycle created by tourism and economic migrants. Unlike many British coastal resorts, Mediterranean

resorts often have much larger growth for longer because of the guaranteed sun. Benidorm markets itself as a family-orientated destination because of its 3 blue-flag status beaches and theme parks. This means it will continue to grow in population and economy. Due to the influx of tourists, Benidorm has become very well connected so it is very easily accessible. It is close to Alicante international airport, the AP-7 highway (just north of Benidorm) runs to France (so people can drive here) and it is also close to the Eurostar.



**ResultsPlus**

**Examiner Comments**

This is a very thoughtful and well-focused response. It demonstrates excellent knowledge and a clear focus on the question set. It was awarded 10 marks; top of Level 3.

## Question 2 (c)

Simple lists of fieldwork and research techniques achieved less credit than those responses which were located and which identified specific methods and also described these in the context of detailed findings. On the 'simple lists' level some candidates were extremely vague and often referred to observational methods such as 'we looked at the cliffs' or 'we would look at the beach'. Others were able to be more specific about method and included specific sources of information such as website addresses etc. Better responses were given by candidates who were able to describe their own fieldwork/research and use their own case study material to back up their answers.

This is a Level 4 response.

(c) Describe the fieldwork and research you undertook to investigate **one** of the following:

- Rates of coastal erosion
- Degree of coastal flood risk

Put a cross in the box against the topic you have chosen.

(15)

To measure rates of erosion in Batten on Sea we first carried out primary research and data collection using various techniques.

Initially, I took photos of the area, looking for features that gave clues about the erosion taking place: were the waves at the foot of the cliffs? Were there pieces of masonry etc exposed on the face of the cliff showing buildings that were once there had been claimed by the sea?

I then carried out a beach profiling: measuring the steepness of the beach to examine how destructive the waves were (steeper = more destructive = faster erosion). I placed ranging poles at each change of slope and measured the angle from one to the next using a clinometer.

Next I carried out a sediment analysis, randomly sampling ten stones and measuring their size + commenting on their round/smoothness. In this way

I could ~~see~~ the smaller and smoother the stones were the faster the rate of erosion.

Another ~~technique~~ ~~techniques~~ techniques I used was to ask local people about their understanding/opinion of erosion i.e. if they thought it was an issue, how much land they had or knew had been lost.

After collecting this quantitative (set value - angle of beach) and qualitative (no set value/category - questionnaire) data I began researching secondary data to compare my findings against.

I used old photos of the areas I photographed and compared differences. I also found maps from the previous century on Old maps.com and compared them to current ones to see how far the coast had eroded. I then plotted these on SCAPGIS which allowed me to overlay the information and maps together.

Furthermore I studied local newspaper archives e.g. Daily Echo to see if any stories about cliff collapses, storm surges or loss of property had come up recently and how frequently. In all these ways I was able to draw my own hypothesis from my primary data and confirm them with researched secondary data.



### ResultsPlus

Examiners' Comments

This is a structured account describing a balanced range of fieldwork and research techniques, linked to rates of coastal erosion. It was awarded 14 marks.



### ResultsPlus

Examiner Tip

It is always good to read about the details of locations where fieldwork was carried out and to see technical language linked to the survey work, e.g. ideas about sampling, being used.

### Question 3 (a)

In many cases candidates did not refer to the figure and gave broad 'brush-stroke' reasons and impacts in relation to the distribution of broadband speeds. These answers were, in the main, confined to factors such as less demand and fewer employment opportunities for those living in more rural areas. Lots of candidates recognised speed as being controlled by topography, investment, number of people etc, so reasons tended to be reasonably well developed. Others were able to use the figures in the diagram within their answers and give a broader and more imaginative range of reasons and impacts in particular. Many candidates found it difficult, however, to see any possible impacts, other than stopping people working.

This is a Level 3 response.

#### 3 Study Figure 3.

(a) Comment on the **reasons** for, and possible **impacts** of, the different broadband speeds.

(10)

In villages and hamlets large numbers of people have less than 2.5Mbps of internet, 46%. This is because it is not as cost effective to provide fast broadband to those in rural areas compared to those in towns and large urban areas because the distribution of people in isolated settlements is greater than those in large urban areas. ✱

In small market towns most people have more than 10Mbps of internet because there is a high demand for internet because there are more people. This makes it more cost effective than having fast data in rural areas.

2% of large urban areas have less than 2.5Mbps of ~~internet~~<sup>internet</sup> speed compared to 46% in isolated villages because of the better infrastructure in urban areas in comparison to ~~towns~~<sup>rural areas</sup>. This means it is easier and cheaper to provide fast internet speeds in urban areas compared

to rural areas therefore internet speed in urban areas is likely to be greater.

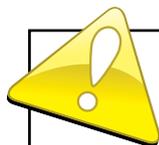
Isolated settlements may have a low number of people receiving more than 10Mbps of data ~~to~~ because the remote areas are less likely to receive strong broadband signals. This is because of the more treets and uneven terrain than in urban areas. The lack of access to fast broadband speed may lead to inequalities between those in urban areas in rural areas in the access to online shopping, resulting in more people in rural areas having to travel long distances to a shop.

✱ This may limit the number of people in rural areas being able to work from home because of poor internet speeds. Therefore they may have to commute to work, meaning more money spent on fuel in cars as opposed to those in urban areas.



**ResultsPlus**  
Examiner Comments

The candidate makes links to the resource and suggests valid ideas of reasons and impacts. The answer was awarded 8 marks.



**ResultsPlus**  
Examiner Tip

Candidates must always make reference to the figure when it is provided in this type of question. Note the resource was based on speeds, rather than whether places actually had access to the internet.

### Question 3 (b)

Many candidates' responses were descriptive accounts of the downward spiral effect of de-industrialisation or the effect on a community of marginalisation due to ethnic concentrations etc. These showed that most candidates appreciate the processes i.e. the causes of inequalities. Fewer answers were able to concentrate on specific *impacts* on the lives of those who live in such areas. The word 'impacts' tended to get lost in the interpretation of the question.

(b) Using examples, explain how inequality can have impacts on people living in urban areas.

(10)

Urban areas can be quite marginalised as there is a high density of people live in the city.

For example in Plymouth there are different wards in which the big inequality. In the Devonport ward it was mainly based around the secondary industry in the port area that has begun to decline there are impacts on the people living here. For example many people live in tall block flats and the 90 of SAT-C is very low compared to other wards as this can lead to struggle for getting jobs and being socially accepted. The crime rate is very high making people not want to invest in the area which is not giving the people who live there a chance to break the cycle they find themselves in. Also health in the ward isn't great leading people not being able to work and overall having a big negative impact on them.

In comparison to another, Chaddelwood ward  
This ward is on the outskirts of Plymouth  
with detached and semi detached houses  
with a much higher average income.  
The inequalities within just one  
urban area can be huge as people  
who live in Chaddelwood have a lot  
more spare capital allowing them to re  
invest and also with good health and  
education they can keep their lives  
stable.



**ResultsPlus**

**Examiner Comments**

This response tries to explain how inequality leads to impacts on people in urban areas. There is some exemplification, although it would need to be stronger to get to the top of Level 3. It was awarded 8 marks.



**ResultsPlus**

**Examiner Tip**

Candidates must always try to answer the whole of the question. In 3(b) many candidates missed the 'impacts' part of the question.

### Question 3 (c)

On one level candidates saw this question as an opportunity to write a description of a scheme to reduce inequality without reference to any fieldwork or research methods. Some candidates know a great deal about such schemes but unfortunately failed to achieve a higher level of answer because of their reluctance to include any methods. Others chose to write in depth about the methods without paying attention to results. Striking a balance proved difficult for many. In other cases there were some excellent attempts and these showed a real appreciation of the aims of such schemes together with a real grasp of the methods which can be used by Geographers to assess the success, or otherwise, of these development initiatives.

(c) For **either** an urban **or** rural area, describe the **results** of your fieldwork and research into the success of schemes to reduce inequalities.

Adelaide Park Home Zone,

(15)

Named area: Stonehouse, Plymouth

Stonehouse in Plymouth has recently ~~is~~ undergone a social transformation due to the Adelaide Park Home Zone creation, which costed over £2 million.

Using <sup>online</sup> newspaper articles <sup>from www.plymouth.co.uk</sup> ~~was~~ we able to establish a good success into the scheme. The scheme aimed slow traffic and improve ~~an~~ accommodation, aesthetics and community feel. These have all <sup>been</sup> done. For example, ~~ballards~~ bollards have been implemented to slow traffic. Regular parking and wide open spaces have been implemented to increase the community feel and aesthetics along with the installation of benches and seating areas. Through other methods of research it was clear that a park and basketball court had also been built to ~~reduce~~ reduce social inequalities and improve leisure facilities. Through local Plymouth newspaper articles it was ~~it~~ also clear that the scheme had been a success due to its response from agencies ~~and~~ ~~and~~ the government. For example, the Adelaide Park Home Zone won the Abercrombie Award for street design in 2007 and the government ~~an~~ award for regeneration projects in 2008. Online websites <sup>such as</sup> ~~as~~ <sup>www</sup>plymouth.gov.uk show through new photographs how the scheme has been successful in creating wider, more open, safer areas ~~as~~ as well as the installation of CCTV cameras.

The results of our fieldwork also showed the scheme to be a success. For example annotated photos and

field sketches were used. This allowed for the area to be visualised to show how its irregularities had been reduced since compared with old photographs. This also showed that Stonehouse had ~~been~~ become more spacious and the percentage of the natural environment had increased. A place check of the 20 quiet words that came into our head once entering the area was also helpful. The results showed through words such as "open, clear, clear, bright, grassy, safe" that the scheme had been a success. An Egan's wheel was also useful. It contains the eight characteristics associated with a thriving ~~community~~ community. The Adelaide Path Park Home Zone had visible factors in all categories apart from the economy which was harder to collect data for.



### ResultsPlus

Examiner Comments

This is an answer which is strong on locational detail and shows a good range of research which is linked to the focus of the question. Some results of fieldwork are also provided and there are some good approaches e.g. 'place check' and Egan Wheel. It was awarded 13 marks; low Level 4.



### ResultsPlus

Examiner Tip

Candidates need to focus on the results (which might include analysis and conclusions). Pre-prepared responses often lack the necessary linkage to the exact question set.

## Question 4 (a)

The majority of candidates were inclined to simply make a list of the reasons why each approach could be useful when investigating rural rebranding. At this level and in some cases, candidates were quite literal in their interpretation of the question and addressed each bullet point listed in Figure 4 by commenting on each of these in turn. Others neglected to refer to rural rebranding in their answers. At a higher level, some candidates were able to identify the limitations of each method (as well as their advantages) and to bring in other aspects to consider, such as the need for adequate sample sizes, for doing pilot surveys, the reliability of photographic equipment and the vagaries of the weather etc.

This is a solid Level 3 answer.

### 4 Study Figure 4.

(a) Comment on the **usefulness** of the three fieldwork approaches to investigate rural rebranding.

(10)

Questionnaires are cheap, easy to distribute and enable the individual to gain ~~quantitative~~ both quantitative and qualitative data. However, questionnaires can cause a bias due to the volunteers being overly helpful and not giving their true opinion (social desirability bias) and the true purpose of a question may be misunderstood. Questionnaires also have a low response rate and are time consuming to complete. Rural areas are often vacant of ~~people~~ a diverse range of people and it is arguable that many of questionnaires would be filled out by residents who have similar opinions.

Activity surveys, like questionnaires, are also able to obtain both qualitative and quantitative data and also present similar problems. Activity surveys can be easily statistically analysed but are time consuming and time intervals between activities may be too broad. Furthermore, the purpose/player of each activity may not be noted which, therefore, does not distinguish why people travel to rural areas and who.

Photographs are able to give a visual interpretation of key features of a rural landscape. They may also be able to incorporate ~~of~~ a GPS locator which can be geographically located when revising primary material. However, photos may become disorganised and their purpose forgotten by the time they are reviewed. Immediate comments of thoughts and emotions cannot be recorded on them and, therefore, a field sketch alongside a photograph may be more useful.



**ResultsPlus**  
Examiner Comments

Here, the candidate describes all three approaches and mostly links them to the context of rural rebranding. The idea of 'usefulness' is covered. The answer was awarded 9 marks.

## Question 4 (b)

Some candidates were rather superficial in their answers and simply stated that some areas are 'dirty', 'rundown' or they are 'littered' without referring to the causes of this decay. Others restricted their answers to a generalised description of de-industrialisation and downward spirals without being specific and without stating either the environmental or economic factors responsible. Mostly these aspects were implied in the responses and were not explicit. However, some responses were very detailed and showed both an understanding of a variety of causes of decline and a knowledge of specific facts and figures in relation to the chosen locations. Also at this level candidates were able to tease out the economic from the environmental factors.

The response below achieved Level 3 marks.

(b) Using examples, explain how **environmental** and **economic** decline have led to the need to rebrand urban areas.

(10)

In a number of urban areas, especially ~~northern~~ northern cities such as Manchester, ~~the~~ the economy has declined since the 1970s. This has been due to a number of industries, such as manufacturing and mining, going into decline around this time.

This resulted in a large number of people losing their jobs. This meant that they had less money to spend in ~~shops~~ shops and on services. This caused many shops and services to be forced to shut down, ~~mean~~ resulting in even more job losses, creating a vicious cycle of decline. Furthermore, the closure of transport services meant that ~~the~~ the poorer regions of some urban areas became ~~even~~ more isolated and inaccessible.

The high level of unemployment led to an increase in crime in many urban areas, as well as graffiti and vandalism. Many properties were also left abandoned, such as the Cardroom estate in east Manchester, where 50% of properties were either derelict or used as squats.

The environment of the urban areas declined, due to graffiti and vandalism, and the fact that local councils are often more willing to spend money on crime prevention and trying to get people back into employment than they are on green spaces.

These factors have resulted in the need to rebrand areas. City councils want to ~~decrease~~ decrease crime rates, as these can often be detrimental to surrounding areas and make the city feel unsafe. Unemployment means that the economy of an urban area can ~~shrink~~ shrink, and fewer people in employment means that less tax is received by the government and councils. Local groups may be the ones to precipitate this rebranding.



**ResultsPlus**

**Examiner Comments**

There are some good details of location which make this response characteristic of Level 3. This candidate did not, as some candidates did, write about whether rebranding was successful or not. This answer was awarded 9 marks.



**ResultsPlus**

**Examiner Tip**

Many candidates simply did not have the breadth of knowledge required to cope with this question. Some made the mistake of not always choosing urban, e.g. they wrote about rural areas in Cornwall (which could generate no credit as the question specifically requires urban).

## Question 4 (c)

This question produced an interesting range of responses, some of which were very competent at the top-end. Many centres seem to be aligning their fieldwork in a sensible way so that candidates are well prepared. It is good to see use of data, e.g. facts and figures which were linked to results of questionnaires for example. Some place / location confusion was shown by a handful of candidates, e.g. Eden Project in Somerset and Ipswich Docklands in London. Some innovative ideas in fieldwork are being used, e.g. 360 panoramas to evaluate places and also the use of websites such as Zoopla to get hold of geo-demographic data. There was also some interesting research to find out about places, e.g. educationprofler, ACORN profiles and ZOOPLA together with the use of 'epitome words' as a qualitative assessment of place and to help evaluate rebranding.

(c) For **either** an urban or rural area, describe the results of your fieldwork and research to investigate the success of rebranding schemes.

(15)

Named area: Saathampton.

In Saathampton ~~we~~ I carried out a housing survey in the St Mary's area. This involved rating the area from -5 to 5 on criteria including garden provision, parking and density of housing. Also in St Mary's I carried out a sustainability survey rating the area -5 to 5 again on access to services, view of the sky and amount of litter/general cleanliness. Finally in St Mary's I carried out a crime and vulnerability survey to see how safe the area was. ~~By~~ using all these methods of primary data collection I could examine the success of the top down, West Quay rebranding scheme. Unfortunately the attempt to attract new people and change preconceptions of the St Mary's area failed, shown by the low score of the surveys. Also compounding this conclusion were the photos ~~taken~~ I took of boarded up shops and run down houses.

In and around ~~that~~ West Quay my ~~primary~~ qualitative data collection of people's opinions of the centre showed a different story. Whilst conducting

a bi-polar survey, it became apparent that people, on the whole, thought West Quay was a good attempt at rebranding.

To try and confirm this theory I conducted secondary research using various techniques. I found out from the Southampton city council website that 16.5 million people visit the centre each year bringing valuable income. I also learnt from the West Quay website that the centre was built on the brownfield ~~site~~ Pielli type works site, further showing it has successfully rebranded the area. Furthermore I learnt that West Quay provides over 1500 jobs with many of these going to local people.

This, although contradicting my initial conclusions went to show that West Quay was a successful rebranding scheme as it improved the area both economically and socially even if not all areas around Southampton have felt the benefits just yet.



**ResultsPlus**  
Examiner Comments

This is a good example of a Level 4 response which scored 14 marks.

This is another strong Level 4 response.

(c) For **either** an urban **or** rural area, describe the **results** of your fieldwork and research to investigate the success of rebranding schemes.

(15)

Named area: London Docklands

Fieldwork and Research can either be Primary carried out at the place of study or Secondary before and after the study. Fieldwork and research can also be quantitative involving the collection of numeric data such as Pedestrian counts or Qualitative data in the form of Blogs or questionnaires.

For My Secondary research I decided to use GIS to look at what the area use to be like and see what it is like now. I also printed these maps so I could compare a 2nd use map with a good map later in the Primary section of my study. Furthermore I also went on websites such as "Up My Street" and received an ACORN Profile of the area from this I could work out what types of employment take place. I found out from this ACORN Profile that most jobs are in the <sup>tertiary</sup> ~~tertiary~~ sector i.e Finance Investment and Banking. I also found out from GIS it didn't allow use to be like this and so I carried on my research and found out about the LDDC: London Docklands Development Corporation.

The LDDC had 3 Aims to financially regenerate the area, ~~and~~ improve Environmental quality and to improve the Area.

For My Primary Fieldwork I decided to carry out Pedestrian counts a form of Quantitative data and found the result

to be extremely high. This suggests that the area had been improved in terms of Environmental Quality, Finance and image of the Pakistan court proved it to be populated. This means the LDDC was successful in transforming the diminished dock yard into a better place.

Furthermore I decided to investigate what type of jobs people carried out in the area. I did this by using a closed questionnaire with questions such as "Do you work in a tertiary sector?" This was a form of qualitative data and I found 79% of people worked in the tertiary sector. I carried out this in a random way by asking random people.

Lastly I decided to carry out my own fieldwork and get a feel for the image of the area. I found there to be many high rise buildings made of glass "very modern" in central areas. This proves the result of the LDDC to be successful in reimagining the area.

In conclusion the LDDC was found to be extremely ~~effective~~ successful in rebranding the dilapidated dock (Total for Question 4 = 35 marks)

into a vibrant tertiary sector environment.

TOTAL FOR SECTION B = 35 MARKS

TOTAL FOR PAPER = 70 MARKS



### ResultsPlus Examiner Comments

This answer is strong on fieldwork and research, although sometimes results / conclusions tend to be implied rather than explicit. The answer was awarded 14 marks. For maximum marks at this level, examiners would expect a greater level of results to be detailed.

This final example is a Level 2 response.

(c) For **either** an urban **or** rural area, describe the **results** of your fieldwork and research to investigate the success of rebranding schemes.

(15)

Named area: Boscombe.

Boscombe is an area in Bournemouth and is regarded as a 'twilight zone'. I did fieldwork and research to investigate the success of the rebranding schemes that had taken place.

The fieldwork I had done in the area was setting up a questionnaire and asking people from the public to see what they thought of the rebranding schemes. From the information I gained, I was able to see what the majority was, some of the questions I asked was, are you aware of the rebranding schemes, do you use the new park or the old one, and how successful you think it is.

I also did a housing and environment survey to see what the quality of housing is like and see how it differs from the seafront to the main centre and also see how the environment changes. Here I would be able to assess the success of rebranding to see if it had a knock on effect and improved the whole area or if it failed to do so.

Some of the research I done was look at old photos and see what has changed in the local area and see if there is a change, if it is a positive change. I also looked at old surveys and questionnaires when they were planning to rebrand to see what the local people wanted and whether they had listened to them and also seeing if they think the plans that had been written were liked by the local people.



**ResultsPlus**  
Examiner Comments

This response has a descriptive style with a recognisable area. However, results are missing so it cannot achieve more than Level 2 marks. This answer was awarded 7 marks.

## **Paper Summary**

Based on their performance on this paper, candidates should:

- be reminded not to write 'more of the same' but always be concise and succinct wherever possible
- read the questions carefully and focus on the actual question that has been set
- respond clearly and carefully to the research and fieldwork questions and not drift off at a tangent
- prepare themselves for questions which ask about the results and conclusions of the fieldwork they have done
- make sure they know the meaning of technical terms mentioned in the specification
- make use of the Unit 2 presentations and example work that is available on the Pearson / Edexcel website.

## **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>

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code US034523 January 2013

For more information on Edexcel qualifications, please visit

[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Rewarding Learning