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Examiners' Report
June 2010

GCE Geography 6GE02 01

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Introduction

Once again, this paper proved generally accessible to candidates across the ability range. The additional 15 minutes, as in January, had a marked influence in both in terms of the quality of responses (more thinking time) and seemed (based partly on anecdotal evidence and statistics from Epen), to reduce the number of non-completed scripts. As in previous series Question 2 ('Coasts') and Question 4 ('Rebranding') were by far the most popular and Question 3 ('Unequal Spaces') the least.

The total entry for this summer series 6GE02 was approximately 11,000 candidates. Generally performance was good (as noted already improved from 2009 series) with very few examples of candidates committing rubric offences, e.g. two questions from either Q1+Q2, or using the wrong resource to answer a question. There were some outstanding pieces of work at the top end with a number of candidates getting 70/70 raw marks. These centres and their candidates are to be applauded.

It is still pleasing to note that one notable area of improvement is the quality of responses associated with the 15 mark fieldwork and research questions. Centres seem to be gaining a better understanding on 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. Many centres have also embraced the notion of more contemporary approaches to fieldwork and are less focused on quantitative measurements which can be difficult to implement for inequality and rebranding. They have also considered more carefully the role of 'research', with some candidates explaining how it is a necessary pre-cursor (to 'profile' and area) before embarking on the actual fieldwork itself.

As part of examination preparation, it is very important that candidates appreciate the different demands of the parts of the questions:

The part (a) or part (b) questions are essentially about responding to the resources which have been provided. Rehearsing how to respond to photographs, data and maps is really important 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 students establish whether the task is one of description or explanation. It is certainly not a place to deliver detailed or wide-ranging case studies.

The fieldwork and research questions are an opportunity for candidates to showcase the investigative work 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. The strongest responses were able to describe accurately the group or individual fieldwork they had done in real locations. Weaker candidates became lost in case study information not focussing on the sources from which this data had come. Lists of fieldwork techniques can only gain a limited amount of marks and it is the use of these techniques in an investigation that the questions often require.

Unfortunately some candidates seemed to be caught-out by questions which asked them about post-fieldwork, i.e. results and conclusions. Remember that questions may not always focus 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

The final group of exam questions are those in which candidates are encouraged to use a range of examples or case study information to support their responses. By now they and their teachers should be aware that such questions may be part (b) or part (c) items. Choosing the most appropriate case study or examples is very important and can in itself lead to success or failure. There are often options in terms of MDC or LDC, rural or urban, economic and environmental. These questions often ask for examples which can mean types or named places. Often key words occur in these questions like (in this case) strategies, spectrum, marginalised, and catalyst. Such technical terms are important and almost always will come directly from the specification.

Please refer to previous Principal Examiners' reports on suggestions for improving candidate performance. Centres are also advised to make full use of the new Unit 2 presentations that are now available on the Edexcel website.

Question 1a

One of the most accessible questions on the paper for many candidates and candidates who were adequately prepared did well. Mostly responses dealt with both distribution and details, although some drifted into case study mode ("all I know about hurricane Katrina"). Those who chose to write about floods or drought generally scored lower as they seemed to find it more difficult to add specific detail regarding either the characteristics or distribution. There were a few rubric errors with candidates unfortunately describing tsunamis and earthquakes.

1 (a) Describe the **characteristics** and **distribution** of **one type** of extreme weather event.

(10)

A Humcane is formed from a ~~high~~ low pressue weather system called ~~Depressions~~ depressions, were conditions in the sea temperature are above 26 degrees. The temperature of the sea is important in the formation of a humcane as the warm conditions of the sea increase evaporation causing moist air to rise and condensate causing precipitation.

Humcanes usually occur in (I.T.C.Z)s Inter-tropical convergence zones on latitudes between 5° and 15°; these latitudes causes the 'spin' on a humcane as they are subject to the coriolis effect where the rotation of the earth causes rotational deflection in a tropical storm.

Hurricane's usually brings harsh conditions to an area such as adverse rainfall for a period of time and also wide-scale destruction caused by windy conditions.

ResultsPlus

Examiner Comments

A well structured and clear response which tries to deal with both distribution and characteristics.

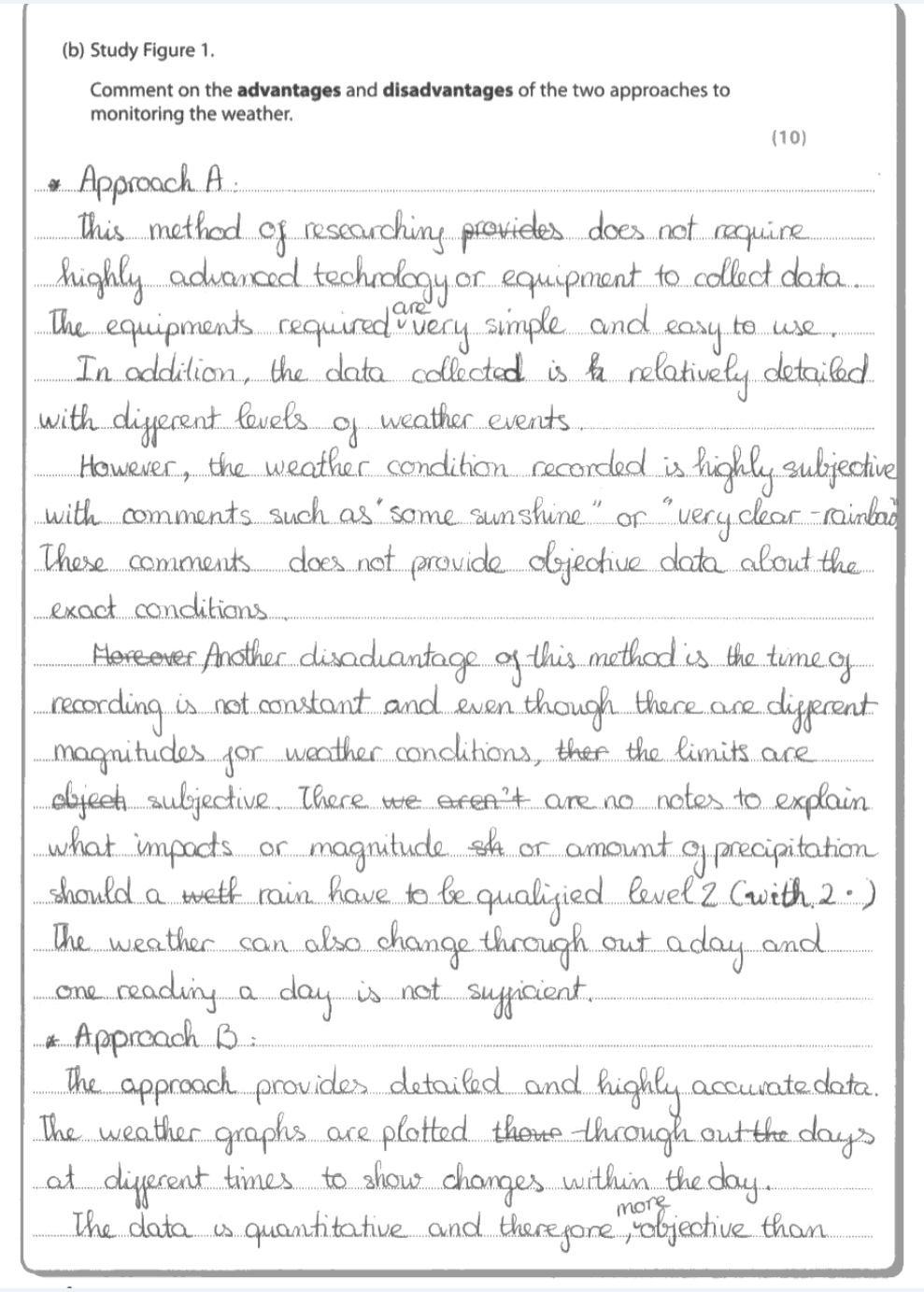
ResultsPlus

Examiner Tip

Perhaps a little more detail on characteristics whould ensure max marks.

Question 1b

Most candidates were able to understand the demands of the question and therefore it proved to be a good discriminator. The weaker answers tended to discuss a limited range of points and found it more difficult to highlight disadvantages of the automated log of which there were many. There was also a tendency at the bottom end to write separate accounts of the advantages and disadvantages for each method and in general lacking any overview. The stronger answers often integrated either a comparison of the methods or of the advantages or disadvantages, making good use of connectives. Some candidates also provided justified reasoning at the end saying "A was better than B because……."



(b) Study Figure 1.

Comment on the **advantages** and **disadvantages** of the two approaches to monitoring the weather.

(10)

* Approach A:

This method of researching ~~provides~~ does not require highly advanced technology or equipment to collect data. The equipments required are very simple and easy to use.

In addition, the data collected is relatively detailed with different levels of weather events.

However, the weather condition recorded is highly subjective with comments such as "some sunshine" or "very clear - rainbo These comments does not provide objective data about the exact conditions.

~~Moreover~~ Another disadvantage of this method is the time of recording is not constant and even though there are different magnitudes for weather conditions, ~~ther~~ the limits are ~~objecti~~ subjective. There ~~we aren't~~ are no notes to explain what impacts or magnitude ~~sh~~ or amount of precipitation should a ~~wetl~~ rain have to be qualified level 2 (with 2·) The weather can also change through out a day and one reading a day is not sufficient.

* Approach B:

The approach provides detailed and highly accurate data. The weather graphs are plotted ~~there~~ through out ~~the~~ days at different times to show changes within the day.

The data is quantitative and therefore, more objective than

vague comments in approach A. The range and accuracy of values is also greater, allowing greater precision of data.
However, this approach requires specialised equipment. E.g. Wind direction connot be measured by unprofessional individuals to achieve the graph of ~~the~~ wind ~~direction~~ in degrees.
Moreover, the data is too detailed and becomes hard to provide a representative value. There must be deasions to chose between mode, mean and median. This is inconvenient for a larger side of data.
Another weakness of B is that unprofessional individuals may not be able to understand the data and have dizficulties ~~in~~ in making conclusions.

ResultsPlus

Examiner Comments

A very workman-like approach, but covers a range of ideas in some detail easily getting to the top band. Good use of terminology, e.g. "subjective". Cleraly structured.

Question 1c

On the whole, there was a better use of research techniques than fieldwork. Fieldwork answers often did not go beyond the use of a digital camera and candidates often neglected to develop points on how the use of a digital camera could assist fieldwork. A proportion of candidates missed the fact that the question was requiring both technology and equipment. Equipment was liberally interpreted as anything from questionnaires to tape measures and metre-sticks.

Research answers demonstrated a good knowledge and understanding of GIS in particular, with the strongest answers often going into significant detail e.g. regarding the use layers and the plotting of images and other information onto a GIS generated mark. One examiner reported, however, a new phenomena - 'the Googleisation of Geography' – it is the answer to all geographers' prayers according to many candidates. The apparent lack of technology employed in some fieldwork situations meant that some students found it more difficult to complete this question, whereas some schools are clearly using more sophisticated equipment for fieldwork and this clearly helped candidates in their answers.

ResultsPlus
Examiner Comments

Good range of technology discussed, plus fieldwork, plus some research providing a balanced response.

(c) Describe how **technology** (digital camera, websites, GIS etc), and any other equipment could assist in the **fieldwork** and **research** into **flood risk management**.

(15)

In fieldwork, it assists with the collection of primary data. For flood risk management, we need to accurately capture pictures/photography of marks on walls (of where the water rose) and other anecdotal data arose. So digital cameras were used to get these pictures, so that they can be annotated and assessed. The pictures were transferred to a computer and printouts were also taken, so they were both computationally and manually assessed. However, using a computer seemed more efficient, because GIS were used to 'geo-locate' layers of infrastructure that were close to flood risk areas. Also, better technology means advanced measurements from remote rain gauges and measuring instruments that were used to measure precipitation levels and the river water levels.

With research and the collection of secondary data, it proved to be even more useful, as websites provide a lot of information. BBC weather mapping and Google earth were used to get exact locations. Online journal geography magazines and information sites, such as www.geography review.com helped to understand the flood management

schemes already in place so that they can be studied. BBC, newspaper articles posted online, blogs and forums and expert opinions can all be found on the worldwide web, (www) where flood management can be read about. Also, virtual fieldwork can be carried out, where investigations into flood managements by groups of people abroad were shared (via chat). In addition, videos from Youtube and pictures from Google Images enhance our understanding of flood risk management, giving us a better picture of weather.

belt transects

weather mapping

statistical tests on PC.

infiltration / GIS

(Total for Question 1 = 35 marks)

ResultsPlus

Examiner Tip

A little more range depth of detail and more place sepcific information (where their fieldwork was actually carried out) may have secured a slightly higer mark.

Question 2a

Answers tended to focus on geology / lithology / waves although some of the best answers developed some detail on the impact of concordant/discordant coastlines. Weaker answers tended to reflect a narrow range of features e.g. cliffs only.

There was however, a worrying number of candidates who did not really know what a human factor actually was. This was OK if they were able to link human activity to the physical attributes of an area. Many thought that coastal management techniques were physical factors. One examiner reported that he had two answers that linked physical factors to "Dumbledoor" in Dorset- did they mean Durdle Door? Clearly a knowledge of some place details is going to be important to access the L2 and L3 in this question, especially when discussing such classic geography locations.

2 (a) Describe how **physical factors** lead to a variety of coastal environments.

(10)

Coastal factors such as the geology of the coast can change the environment. Tough limestone cliffs or chalk can form tall headlands (parts of the coastline that project into sea) as well as coastal features such as stumps, stacks and arches caused by erosion. Areas of the coast formed by softer materials such as boulder clay are likely to form bays or be most affected by erosion as they are weak and crumbly.

Another physical factor is the type of waves a coastline is exposed to – destructive or constructive. If the waves are destructive the area is more likely to be hit by erosion.

Direction of wind and Longshore Drift can alter the coastline. For example at the Holderness coast in Yorkshire, there is a North-easterly fetch of 800km which affects wave speed and therefore erosion on the coastline.

Direction of LSD can determine which areas of the coast are sandy beaches, as it carries

sediment along with it in one direction.
Another physical ~~of~~ factor is ~~the~~ the location of the coastline. For example at the Exe Estuary in South Devon, a spit has been formed across it, projecting from the coastline at Dawlish Warren. This spit has been formed by the deposition of sediment that has been carried by the river, as well as the sediment carried by LSD.

ResultsPlus
Examiner Comments

A wide range of clearly expressed ideas which are well structured. Reference to particular places adds the finishing touches in terms of quality.

ResultsPlus
Examiner Comments

A different style of answer, which discusses at length coastal ecosystems, but factors are also embedded within the response. There is also good factual place information to support the coherent response.

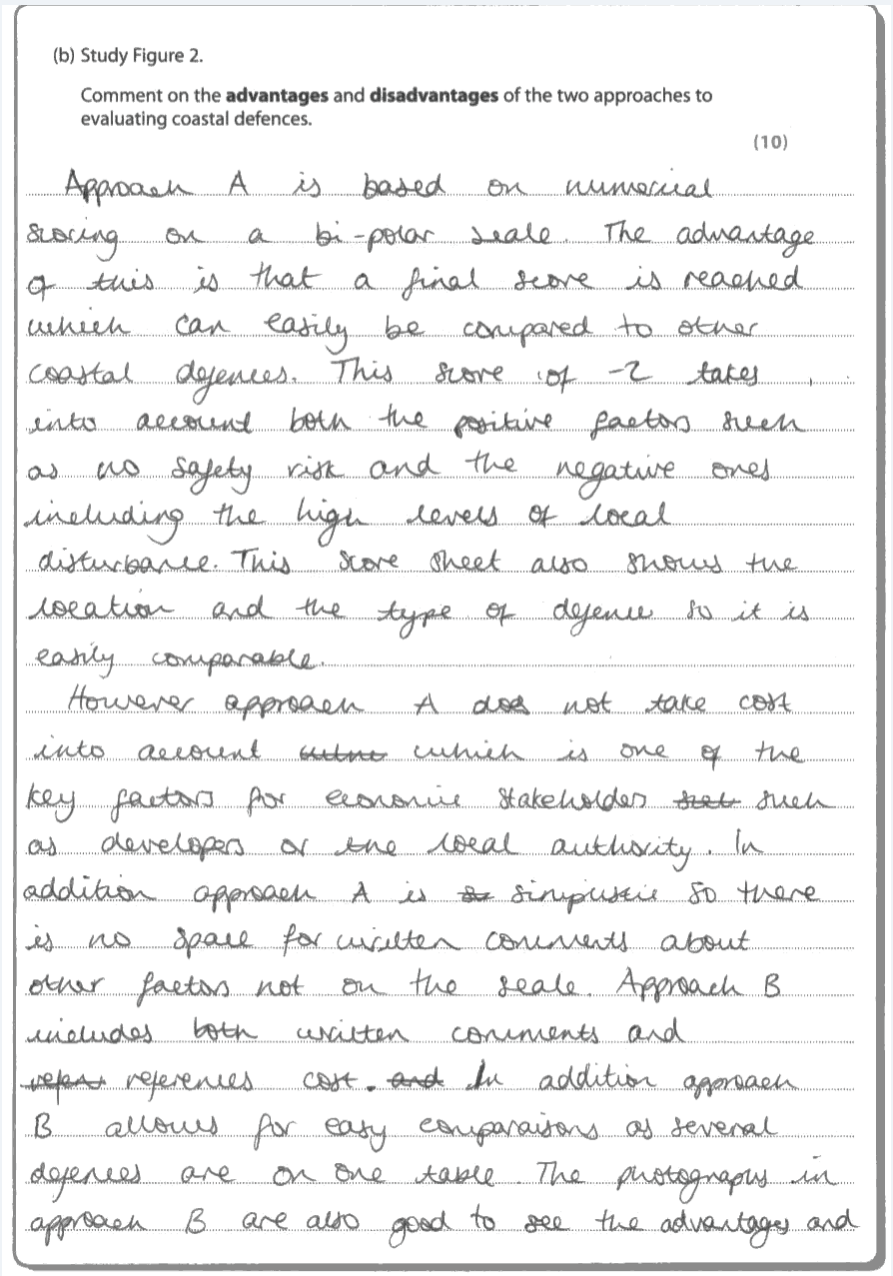
ResultsPlus
Examiner Tip

Make the physical factors a bit more obvious.

Question 2b

The mark scheme very accurately described how the candidates dealt with this question. The ablest commented on techniques very effectively many were able to use their knowledge and understanding to achieve level 3. There were a substantial number who wrote separate accounts of the advantages and disadvantages for each method / approach and lacked the overview characteristic of the best answers.

It was worrying however, that a number of candidates failed to use the resource at all and many evaluated coastal defences, thus capping themselves to the Top of L1 in the mark scheme. There answers were case-studies only. It is clearly very important to read the stem of the question and to accurately interpret the information within the resource.



(b) Study Figure 2.

Comment on the **advantages** and **disadvantages** of the two approaches to evaluating coastal defences.

(10)

Approach A is based on numerical scoring on a bi-polar scale. The advantage of this is that a final score is reached which can easily be compared to other coastal defences. This score of -2 takes into account both the positive factors seen as no safety risk and the negative ones including the high levels of local disturbance. This score sheet also shows the location and the type of defence so it is easily comparable.

However approach A does not take cost into account ~~which~~ which is one of the key factors for economic stakeholders ~~such~~ such as developers or the local authority. In addition approach A is ~~so~~ simplistic so there is no space for written comments about other factors not on the scale. Approach B includes both written comments and ~~repair~~ references cost. ~~and~~ In addition approach B allows for easy comparisons as several defences are on one table. The photographs in approach B are also good to see the advantages and

disadvantages clearly as well as the visual impact of the defences.

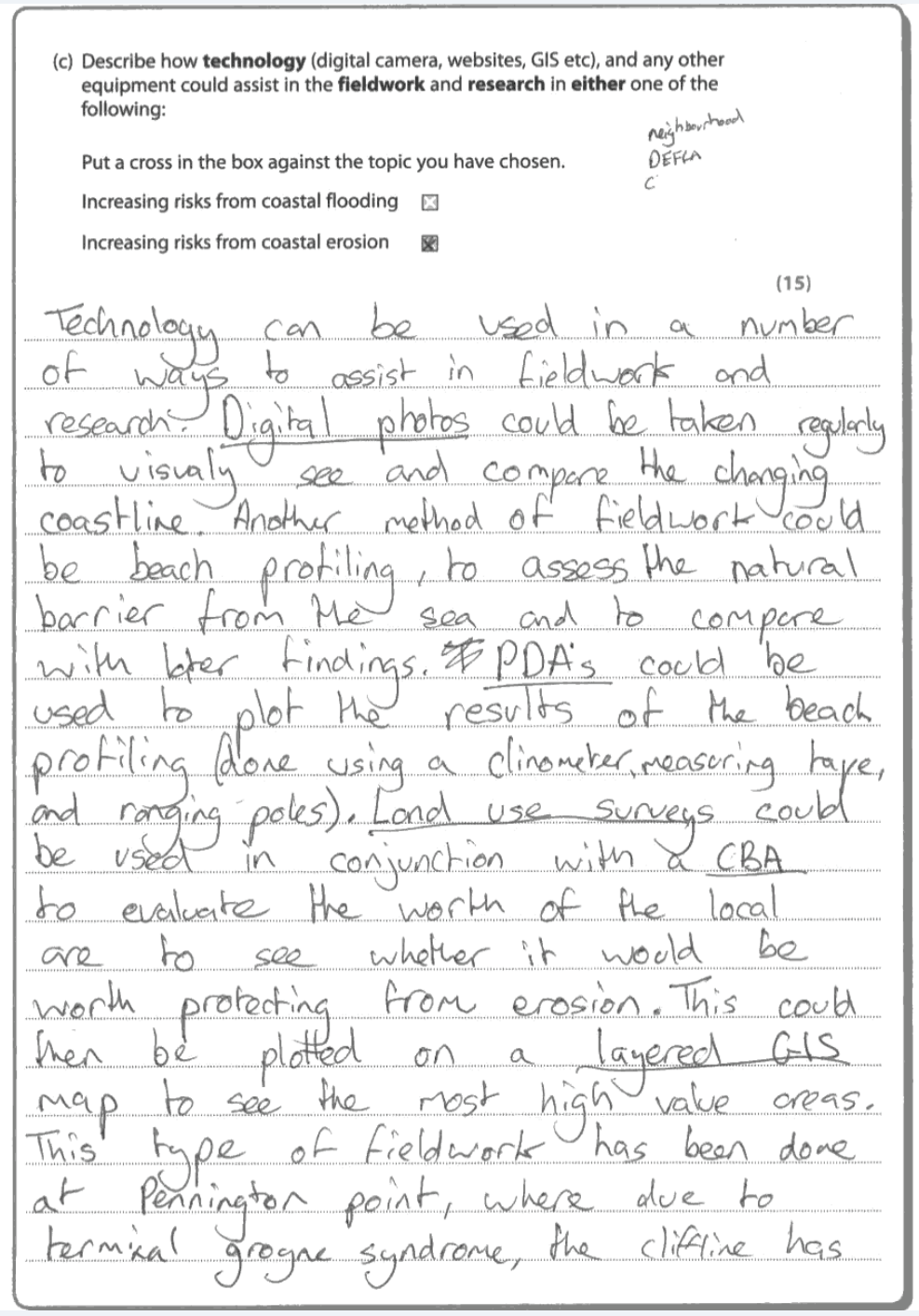
However without a final numerical score for each defence approach B is not as clear as approach A. In addition neither approach consider sustainability of the various coastal defences or their affect on areas along the coastline, therefore neither are 100% appropiate or effective.

ResultsPlus
Examiner Comments

A clear and accurate response, well focused on the demands of the question. Comments on both advantages and disadvantages of both approaches. Well balanced with a good style.

Question 2c

As in 1c the emphasis in this question was on how to investigate rather than what was found out. Those candidates who focussed on the term 'technology' in any appropriate context, were rewarded well. Many went beyond the examples suggested in the question, e.g. GIS, internet, etc, and showed knowledge of fieldwork equipment, data loggers and processing, media use and hi-tech GPS. The strongest answers often included a high level of detail / realism on specific coastlines and were able to demonstrate how the technology and equipment have helped them both in the field and in their background research.



(c) Describe how **technology** (digital camera, websites, GIS etc), and any other equipment could assist in the **fieldwork** and **research** in **either** one of the following:

neighbourhood
DEFRA
C

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

Increasing risks from coastal flooding ☒

Increasing risks from coastal erosion ☒

(15)

Technology can be used in a number of ways to assist in fieldwork and research. Digital photos could be taken regularly to visualy see and compare the changing coastline. Another method of fieldwork could be beach profiling, to assess the natural barrier from the sea and to compare with later findings. PDA's could be used to plot the results of the beach profiling (done using a clinometer, measuring tape, and ranging poles). Land use surveys could be used in conjunction with a CBA to evaluate the worth of the local are to see whether it would be worth protecting from erosion. This could then be plotted on a layered GIS map to see the most high value areas. This type of fieldwork has been done at Pennington point, where due to termixal grogne syndrome, the cliffline has

been retreating at 1.5m per year (previously just 0.2m).

An example of research could be by looking at environmental reports on websites such as www.DEFRA.co.uk and www.environmentagency.com. Past erosion statistics for an area may also be found at www.national-statistics.gov.uk. We could also see the views of local people by watching video interviews, reading newspapers such as the Westsomerset Gazette, and video clips on Youtube.com.

(Total for Question 2 = 35 marks)

TOTAL FOR SECTION A = 35 MARKS

ResultsPlus
Examiner Comments

Well structured, good use of a range of technology and equipment; does do research also. Terminology coherent. Tries to focus on the question and avoids waffle.

ResultsPlus
Examiner Tip

Can be a little generic in places, and some equipment / technology is not well enough linked to coastal erosion + increasing risks.

(c) Describe how **technology** (digital camera, websites, GIS etc), and any other equipment could assist in the **fieldwork** and **research** in **either** one of the following:

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

Increasing risks from coastal flooding ☒

Increasing risks from coastal erosion ☒

(15)

Technology can greatly assist any research chosen to be done ~~of~~ before the fieldwork, particularly the internet in looking at the increasing risks from coastal erosion. For example, www.norfolkguide.com/coastal explains why the North Norfolk coast is so susceptible to erosion, with the soft glacial sands ~~cocks~~ mat, and from this we can deduce ~~of~~ the risk of coastal erosion is increasing, as it is vulnerable.

Digital photos can also greatly aid fieldwork, as well as speeding it up. Photos can be taken of sea defences, and beaches, as a quicker way of doing a field sketch and from the photos you can see if the area is at risk from erosion, for example in Sea Palling, North Norfolk, you could see the risks of erosion was helped by 4 offshore reefs, as on the photo we could see tombolo's had been formed between them

ResultsPlus

Examiner Comments

Fieldwork and research discussed are well linked to question. Good use of place-specific examples adds depth and detail. Tries to focus on the erosion aspects so the response is focused.

and the beach, reducing wave energy.

Technology can help with comparing any fieldwork done ~~to~~ to the coast in the past, for example you could go along the coast and see which villages ~~are~~ were right on the edge, and then compare this with an old map online, for example you can find old maps of North Norfolk on www.visionofbritain.org.uk/maps, and see that Happisburgh was not always right on the edge.

Finally for fieldwork, technology could help with presenting the results to compare them, for example after doing a beach profile at Sea Palling, Overstrand & Bacton we could make them into graphs on Microsoft Excel and notice that ~~sea Palling~~ Overstrand had a destructive beach, despite the sea defences suggesting an increase in erosion risk.

Finally for research, Google maps a GIS system can show the sheer rate of erosion as some roads end up in the sea eg. at Happisburgh. GIS such as this can also provide a way to ~~se~~ predict the rate of erosion, and to see if they are speeding up ~~so~~ that the risk is increasing.

(Total for Question 2 = 35 marks)

TOTAL FOR SECTION A = 35 MARKS

Question 3a

The data in this question was often well used and candidates identified the differing patterns of transport use in each type of location. What was perhaps more challenging were the reasons behind these differences, although many candidates provided valid ideas which were well rewarded. Weaker candidates produced very simplistic and stereotypical responses.

3 Study Figure 3.

(a) Comment on the **distances travelled** and the **types of transport** used in the different settlement types.

(10)

In London, a small proportion of travel is done via car due to congestion and congestion charges. Long journey times and costs of £8 per day (in inner-city London) have contributed to reduce ~~cost~~ car travel. Furthermore, much less travelling is done as a whole in London as services and amenities are generally in close proximity, removing the necessity for most ~~the~~ journeys. The high number of miles travelled by train is partly due to the efficient, cheap tube system available. Furthermore less people share cars, perhaps due to hostility or dependants (under 16's and over 60's) getting free travel provided.

In large urban areas nearly 6,000 of the 7,000 miles travelled are by car. People travel further than in London as services are more spread out.

In small towns, only around 20% of travel is ~~from~~ not in cars. This is perhaps due to a combination of less public transport provision and having further to go to access services, meaning

in a lower tendency to use public transport or to walk.

In rural areas ~~only~~ 90% of the miles travelled is by car. This could be due to poor public transport. People in rural areas travel further than anyone else as services are likely to be much further away. For example, some places on Dartmoor are over 20 miles from a supermarket but in London, there is on average one supermarket every 1km. Cars are more popular here than anywhere else as public transport is often infrequent, ~~and~~ slow and follows only a few routes. Furthermore, use of private transport other than cars is higher in rural areas than anywhere else and I think this is partially due to people in rural areas using agricultural machinery as this forms the basis of most primary industry jobs in rural areas.

Obviously within regions there will be ~~some~~ anomalies (eg long-distance commuters)

ResultsPlus

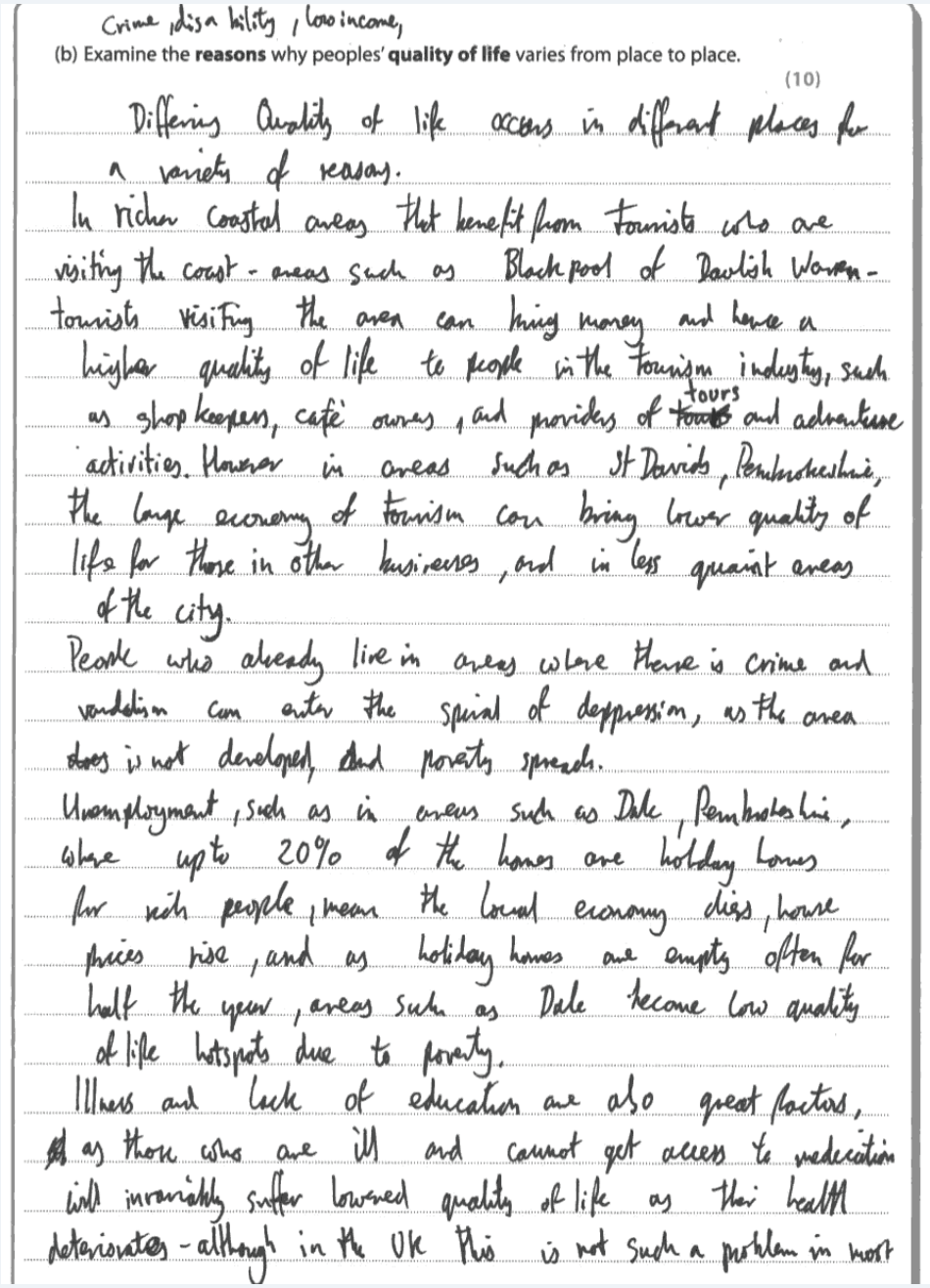
Examiner Comments

A successful mix of data from the resource, plus well-thought out reasoning to provide a clear and coherent response. Clear use of own knowledge and understanding of the topic.

Question 3b

This was again a very direct question though many candidates did not develop various aspects of quality of life. There was plenty of scope to deliver detailed knowledge as responses could be rural and/or urban, LDC and or MDC. The key idea was to describe a variation and then explain it. Neighbouring areas of UK cities or contrasts with third world counterparts were common examples used.

Unfortunately many answers were just descriptions of areas suffering from deprivation. The best ideas briefly considered the reasons for inequality; there were some very high quality answers showing a mature depth of understanding in relation to socio-political reasons rather than just a reiteration of the cycle of deprivation.



Crime, disability, low income,

(b) Examine the **reasons** why peoples' **quality of life** varies from place to place.

(10)

Differing Quality of life occurs in different places for a variety of reasons.

In richer coastal areas that benefit from tourists who are visiting the coast - areas such as Blackpool of Dorset women - tourists visiting the area can bring money and hence a higher quality of life to people in the tourism industry, such as shop keepers, café owners, and providers of ~~food~~ tours and adventure activities. However in areas such as St Davids, Pembrokeshire, the large economy of tourism can bring lower quality of life for those in other businesses, and in less quaint areas of the city.

People who already live in areas where there is crime and vandalism can enter the spiral of deprivation, as the area does not developed, and poverty spreads.

Unemployment, such as in areas such as Dale, Pembrokeshire, where upto 20% of the homes are holiday homes for rich people, mean the local economy dies, house prices rise, and as holiday homes are empty often for half the year, areas such as Dale become low quality of life hotspots due to poverty.

Illness and lack of education are also great factors, as those who are ill and cannot get access to medication will invariably suffer lowered quality of life as their health deteriorates - although in the UK this is not such a problem in most

areas. This can also be the case with education - which although being legally mandatory, many may not attend and will suffer a worse quality of life.

ResultsPlus
Examiner Comments

A generally very competent response that mixes good use of own knowldge and undertsanding of topic with real places. Some range of reasons provided.

ResultsPlus
Examiner Tip

May have been a good idea to 'unlock' a bit more about quality of life at the start of the answer - this would have provided more structure.

Question 3c

The key idea here was evaluating a scheme or schemes which had been designed to tackle urban inequality or deprivation. There were good examples of how urban areas were and are being transformed. Fieldwork in city districts like Birmingham CBD, large sporting developments as well as local towns, was well used as was valuable web-based research into these schemes. Some candidates, however, thought this was simply a case study question and provided no link to any fieldwork or research they had done.

In a change from previous series (but similar to the Sample Assessment Materials) the emphasis of this question was to both describe the results of an investigation as well as how it was done. Those candidates who focussed on their results and conclusions about the value of schemes were rewarded well.

(c) Summarise the **results** and **conclusions** of your **fieldwork** and **research** into the success of schemes to reduce **urban inequalities**.

(15)

Our fieldwork was conducted in terms of the Plymouth, St Peter SRB2 scheme. Its aim was to: help provide employment and training in an area where almost 20% of adults had no qualifications, make the area both more appealing and safe and provide good quality housing for those living in degraded flats.

The Home Park scheme aimed to provide such housing in the area and in order to do this we conducted building quality surveys on the homes in a ward currently in the top 5% most deprived of the country. The results showed dramatic improvements with our scoring of the buildings going from £2, run down to 4, good quality. Money had also been spent increasing the environmental quality of the area. Trees were planted and raised beds built which did initially improve the area however our results showed that such a raise in environmentally quality (also based on a points system) was based only in pockets rather than ward wide and also short lived. Our results showed only initially maintenance had been done and some 25% of the greenery we viewed had become over grown.

Our results in terms of safety showed physical positivity. The number of street lights in a particular area we looked at had increased from 5 to 9 and according to questionnaires taken of residents in the area had made both them feel safer, and had deterred criminals. However when we surveyed non-residents in the area 85% still maintained they would not want to either be in the area at night or live there. Also our research on the

Acorn website (secondary data) also concluded that society had not improved nor had the areas status - still being listed as low class residential with high crime rates.

The SRB2 scheme, a grant of government and EU money, had also attempted to increase levels of education in the area. However our surveys of young people (age 16-25) suggested that little had been seen 'on the ground' in terms of this, and getting both into employment and apprenticships had remained in terms of our questionaire 'hard - difficult'.

Affordable housing scheme results were much more positive, our questionaries and look at local estate agents websites had shown that more housing was now more available and was of a high quality. Fundamentally this meant a small reduction in the numbers of both homeless people in the area (figures found using GIS) and the number of young families in rentable accomodation.

Overall the research showed small success to reduce inequality, however schemes didn't tackle the roots of the problem e.g. drug use remained high in the area.

(Total for Question 3 = 35 marks)

ResultsPlus
Examiner Comments

Real places described add depth and detail to the response. Also there is reference to a real scheme (links to the question).

ResultsPlus
Examiner Tip

Perhaps a bit more description on particular research sources would have improved the response. Also more information about the outcomes of their primary fieldwork results for the top of L4.

Question 4a

The data here was simple enough to read though many candidates were content to pick out three places and record their % of deprivation. Disappointingly, the idea of 'need' was not well developed and stereotypical reasons for this situation were suggested. Few candidates used any knowledge of these places effectively – e.g. Northern cities - or commented on the data's provenance – e.g. its date, and based on household deprivation only. On some rarer occasions candidates decided that they were going to discuss how the areas could be rebranded based and completely disregarded on the figures shown. This style of response, regrettably, had very little to do with the original question set.

4 Study Figure 4.

(a) Comment on how the **data** shown for the large urban areas indicate a **varying need** for regeneration.

(10)

This data shows that some areas, such as Liverpool, are in great need of regeneration, due to it's high deprivation score of about 50%. Areas with a high deprivation score often need regenerating for several reasons. Firstly, there is usually a high unemployment rate - before its regeneration in the 90s, the London Docklands had up to 60% of its adult male population unemployed. The high unemployment rate often leads to a negative multiplier effect, as crime levels rise and businesses are not attracted to the area due to its bad image: meaning the area is also in need of reimaging as part of its rebranding scheme.

In contrast, other areas, eg: Bristol, are shown to have a high percentage (about 15%) of low deprivation, and a relatively low level of high deprivation - 10%. Areas such as these may have no need for rebranding or have already undergone a regeneration scheme. Rebranding schemes aim to create a positive multiplier effect by encouraging

businesses to move to the area. These businesses then bring jobs, reducing both crime and unemployment rates, and benefit the local government by bringing in revenue in the form of taxes. However, in some places this does not always succeed, eg: businesses moved into Cardiff after it's recent rebranding, but as they were often tertiary sector businesses, the local people lacked the skills to work there, and so the locals themselves did not benefit.

Therefore this data shows a varying need for regeneration due to the difference of 40% between the most and least deprived areas.

ResultsPlus
Examiner Comments

A very clear response with excellent use of resource to suggest valid ideas linking togther both the deprivation data and the need to rebrand. Evidence of own knowledge and understanding of ideas, e.g. example of Cardiff. Response is also very well structured.

Question 4b

Many candidates did not really explore the idea of deprivation (i.e. economic, social and environmental) but simply referred to few jobs, poor transport. However the use of Cornwall as a rural case study allowed many to gain high marks, as it enabled them to show their knowledge of a range of problems there and go on to explain a number of schemes which have helped rebrand the region. Not picking up on the RURAL aspect was a crucial error by some. Other weaknesses included sweeping LDC generalisations and the need for development, along with made-up facts and figures for spurious rebranding locations.

(b) Examine the **link** between deprivation and the need for rebranding in some **rural** areas.

(10)

Rebranding is the way or ways in which places can be ~~reimaged~~ redeveloped and marketed so it gains a new identity. It has been sighted that there might be a link between deprivation and the need to rebrand some rural^areas because of crime, brain drain, an aging populatin and that some places are not economically active. In this essay I will examine the link between deprivation and the need for rebranding in a rural area, such as Cornwall.

Cornwall, can be linked to deprivation because many of the young people/family are moving out of cornwall and into urban areas which has resulted in the brain drain. This means that a link between education can be found, as many area in Cornwall do not have adequete facilities expecially for university students. This has caused Cornwall to rebrand its areas so that it does not lose everyone who is economically achve.

Also, deprivation is linked to the need of rebranding in rural areas so that an aging population does not unfold in a particular area. If a place is deprived then rebranding is crucial so that it can ~~finate~~ finacially become a better place to live. The Eden project has allowed Cornwall to rebrand, even though Cornwall has the lowest paid wages in the UK. The project has allowed around £ 10,000 extra people a year to come and see the different biomes on show causing towism. Therefore, the level of deprivation will reduce through

rebranding in Cornwall. finally, ~~Link between~~ deprivation is evident in Cornwall as it does not get enough money inputted into its economy. As it is placed in most Southernest point in the UK, it is around 6-8 hours away from the Core - the economic hub. This would suggest that the ~~lack~~ deprivation in Cornwall will befelt as ~~money might~~ the council will not have enough money to fund rebranding projects.

In Conclusion, Level of deprivation can be linked with the rebranding of places. If there is not efficent amount of rebranding in an rural area then deprivation is most likely going to increase but if there is rebranging strategies in placed in Cornwall than level of deprivation will increased. I believe that the is an link between deprivation and the need for rebranding.

ResultsPlus
Examiner Comments

A very well structured and clear response which shows a meaningful insight into the topic area. Successfully discusses the idea that deprivation may lead to a need to rebrand and answer maintains focus throughout.

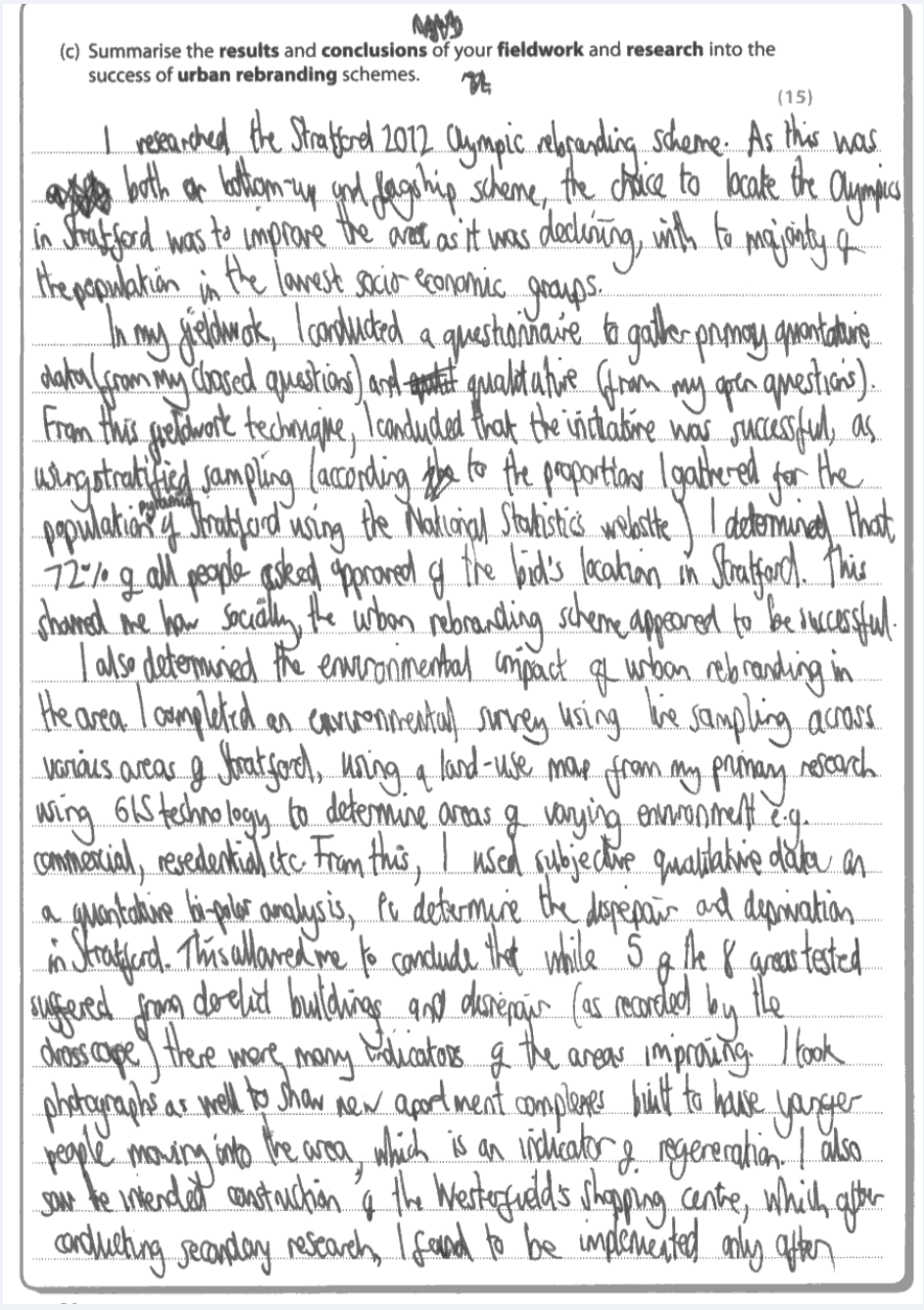
ResultsPlus
Examiner Tip

Perhaps use an additional locality as a case study to provide contrast, e.g. where rural rebranding has been less successful.

Question 4c

4c generates similar comments to 3c. Whilst there were some excellent examples of well focused work at the top end, too many candidates were writing their answers merely as a case study with no reference to own (or group) fieldwork and research. The 15 mark questions on this paper are always going to be based on some aspect of fieldwork and research – candidates need to be fully aware of this before the exam.

Centres are reminded that 6GE02 tries to examine the whole of the fieldwork and research process from the initial planning phases to reaching conclusions and evaluation. Part of this paper is in effect a replacement for coursework. Meaningful follow-up (which can be group-work) to aspects of the field visit is necessary.



(c) Summarise the **results** and **conclusions** of your **fieldwork** and **research** into the success of **urban rebranding** schemes.

(15)

I researched the Stratford 2012 Olympic rebranding scheme. As this was both a bottom-up and flagship scheme, the choice to locate the Olympics in Stratford was to improve the area as it was declining, with to majority of the population in the lowest socio-economic groups.

In my fieldwork, I conducted a questionnaire to gather primary quantitative data (from my closed questions) and qualitative (from my open questions). From this fieldwork technique, I concluded that the initiative was successful, as using stratified sampling (according to the proportions I gathered for the population of Stratford using the National Statistics website) I determined that 72% of all people asked approved of the bid's location in Stratford. This showed me how socially the urban rebranding scheme appeared to be successful.

I also determined the environmental impact of urban rebranding in the area. I completed an environmental survey using line sampling across various areas of Stratford, using a land-use map from my primary research using GIS technology to determine areas of varying environment e.g. commercial, residential etc. From this, I used subjective qualitative data as a quantitative bi-polar analysis, to determine the disrepair and deprivation in Stratford. This allowed me to conclude that while 5 of the 8 areas tested suffered from derelict buildings and disrepair (as recorded by the cross cope) there were many indicators of the areas improving. I took photographs as well to show new apartment complexes built to house younger people moving into the area, which is an indicator of regeneration. I also saw the intended construction of the Westfield's shopping centre, which after conducting secondary research, I found to be implemented only after

Stratford on the Olympic bid. As well as environmentally, these factors allowed me to conclude that the scheme would also be economically a success in the long term. This was further supported by my secondary research using resources (secondary) I collected from the viewing platform at the Olympic site and a Guardian article that discussed the future of the site. The conversion of the athlete's village would bring prosperity to the local area and this allowed me to conclude that the short and long term benefits of the scheme designated it a success.

ResultsPlus
Examiner Comments

This is generally a well produced answer with clear use of both own fieldwork and research as well a discussion of findings. There is also good use of data. Stratford is going to be difficult to assess the success since the event has not hapenned yet, but nonetheless there is plenty of evidence of schemes.

ResultsPlus
Examiner Tip

There needs to be more a bit more description of the research sources. One obvious one is the output area data from National statistics.

(Total for Question 4 = 35 marks)

TOTAL FOR SECTION B = 35 MARKS
TOTAL FOR PAPER = 70 MARKS

Grade	Max. Mark	A	B	C	D	E
Raw Mark Boundaries	70	51	47	44	41	38
Uniform Mark Scale Boundaries	80	64	56	48	40	32

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