

# ResultsPlus

## Examiners' Report January 2011

### GCE Geography 2 6GE02 01

**ResultsPlus**  
look forward to better exam results

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our Geography Subject Advisor directly by sending an email to Jon Wolton on [GeographySubjectAdvisor@EdexcelExperts.co.uk](mailto:GeographySubjectAdvisor@EdexcelExperts.co.uk).

You can also telephone 0844 372 2185 to speak to a member of our subject advisor team.

## ResultsPlus

ResultsPlus is Edexcel's free online tool that offers teachers unrivalled insight into exam performance.

You can use this valuable service to see how your students performed according to a range of criteria - at cohort, class or individual student level.

- Question-by-question exam analysis
- Skills maps linking exam performance back to areas of the specification
- Downloadable exam papers, mark schemes and examiner reports
- Comparisons to national performance

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus).

To set up your ResultsPlus account, call 0844 576 0024

January 2011

Publications Code US026346

All the material in this publication is copyright  
© Edexcel Ltd 2011

## Introduction

Once again, this paper proved generally accessible to candidates across the ability range. The additional 15 minutes continues to have had marked influence in both in terms of the quality of responses (more thinking time) and to reduce the number of non-completed scripts. Some candidates, however are wasting this additional time by writing more of the same. 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 4,500 candidates. Generally performance was good (improved from earlier 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 results at the top end and 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' an 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 very best responses were able to describe accurately the group or individual fieldwork they had done linked to real locations. Weaker candidates became lost in case study information not 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 again 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 1(a)

Most candidates did try to explain two extreme weather events. Disappointingly there was little use made of the data provided for Sheffield and most candidates merely used the resource to choose their weather phenomena. Pleasingly there were some excellent explanations of (increases in) flooding and drought, though other choices were often less successful. Natural factors such as climatic and meteorological change were covered well as were human causes like urbanisation and deforestation. The roles of jet-streams, pressure systems and El Nino were well represented whereas global warming was often poorly discussed.

#### EXTREME WEATHER

If you choose to answer Question 1, put a cross in the box .

1 Study Figure 1.

(a) Choose **two** of the extreme weather events shown, and suggest reasons why the number changes from year to year.

(10)

Extreme weather is severe and unexpected, therefore we do not know when it will occur. This suggests that the number and timing of events fluctuate as ~~in 1997 to 2002~~ also ~~different~~ they are unpredictable. Also the UK's weather patterns are diverse because we are affected by a number of different weather systems. More flood events in the years 2006-2008 for example may have been caused by a higher than average number of depressions and thunderstorms in this period. If there is a lot of rainfall, already saturated land can often make flooding worse and more likely. A higher than average number of winter anticyclones may have caused more freezing events in the years 2000 to 2002 as <sup>winter</sup> anticyclones tend to bring very low temperatures.

Another thing that affects our weather is air

masses. Heat or drought is often caused by tropical continental air masses which bring warm, dry conditions. A combination of this and ~~blocking~~ summer blocking anticyclones may cause more droughts and hot periods, for example in 2006-2008 when 3 <sup>of these</sup> ~~are~~ events occurred ~~to~~ compared to only one in other periods.

**ResultsPlus**

## Examiner Comments

L3 - Clear answer, two events, uses data over time and provides valid geographical reasons for both.

**ResultsPlus**

## Examiner Tip

Use the data in the resource as well as own knowledge and understanding.

## EXTREME WEATHER

If you choose to answer Question 1, put a cross in the box .

1 Study Figure 1.

- (a) Choose **two** of the extreme weather events shown, and suggest reasons why the number changes from year to year.

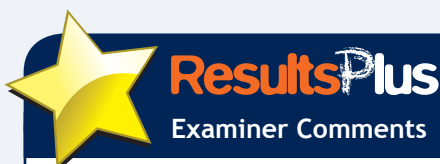
(10)

Flooding can fluctuate <sup>from</sup> year to year for a number of reasons. The depressions that cause flooding can vary in strength and duration, the latter of which greatly influences flooding. If the depression is followed by another or several, ~~causing~~ the continuous rainfall causes saturation in the soil. When the soil is fully saturated, ~~the~~ no more water can be absorbed so it becomes surface runoff. This means more water gets into the river from the drainage basin quicker, which will be likely to cause a flash-type flood. Urbanisation can be a factor, especially as in 2006-2008, the incidence of flooding was as high as the two previous years combined. Deforestation limits interception and absorption meaning more water can enter the river and the use of materials like concrete, an impermeable ~~sub~~ substance, means faster surface runoff rates into the river. Global warming may be a factor as the hotter

the global climate, the more water evaporates and leads to increased rainfall.

Drought/<sup>heat</sup> can be caused by global warming because the greenhouse gases trap the solar energy, which warms the planet up. Drought can be affected by poor farming techniques, which leads to desertification. Desert climates are known for low rainfall so the spread of this increases the number of reports of drought. Heat can be influenced by heavily built up areas like London, which has its own microclimate. ~~Hotter~~ temperatures become even hotter in London and similar cities. Heat can also be caused by the loss of snow or ice, which reflected the solar energy. Now, the albedo effect means it is absorbed and leads to increased temperatures.

The ~~year~~ events can be affected by La Niña, or intensification of normal weather, or El Niño, which is the opposite weather normal to that seen at that ~~to~~ time of year. As these years alternate, you can see a fluctuation in ~~to~~ either flooding or heat/droughts being reported, because they correspond to these weather phenomena.



Another strong L3 response. Candidate uses some data from table (last paragraph) but very strong on good geography with reasons.



**Question 1(b)**

The most popular choices here were hurricanes and flooding. For many candidates the temptation to stray into impacts rather than development was too great and so much of the subsequent responses were discounted. The characteristics of Atlantic hurricanes were well described by many and there were some sound technical explanations of their formation. Flood causes, often illustrated by examples, were similarly well described. Droughts were less well described or understood.

(b) For **one** type of extreme weather phenomenon, explain how it develops.

(10)

Named weather phenomenon: Hurricane

Hurricanes form at Inter-tropical convergence zones; areas of low pressure near the equator which migrate seasonally. They form perfect conditions for hurricanes to develop such as temperatures of  $26^{\circ}\text{C}$  and humidity over 75%.

The lowering pressure at an ITCZ cause cold, surrounding air to be pulled in and transformed into an upward spiral anticlockwise (in the northern hemisphere) spiral of increasing windspeeds. Water vapour from the ocean then rises and quickly evaporates forming a large cumulonimbus cloud around the eye. Condensation then occurs creating heat which further increases wind speeds and energy. The rising air is pushed up to 10km above sea level where it cools at the top, spreading out to form a large canopy of cloud cover.

As well as <sup>sustained</sup>  $\sim 120 \text{ km h}^{-1}$  wind speeds other effects include heavy precipitation (torrential rain) and storm surges. Hurricanes develop over the sea where they gain power and are directed towards land by the Coriolis effect where they gradually lose power/energy.

**ResultsPlus**

Examiner Comments

A well developed and technically competent response. Good use of geographical terminology secured maximum marks.

### Question 1(c)

This relatively straightforward question was about the impacts of extreme weather and the related opportunities for fieldwork and research activity. Once again it was floods and hurricanes which dominated the responses. There were some excellent outlines of fieldwork and research in places such as Keswick, Boscawen, and Carlisle. The information and data provided by some was not well identified and was written in a case study rather than research format. Candidates who wrote convincingly about what they had actually done gained marks much more easily, especially if the work was strongly linked to a real place.

(c) Describe the fieldwork and research you undertook to investigate the impacts of extreme weather.

(15)

The extreme weather hazard we chose to investigate was the impacts in flooding, and used the ~~Impact of the~~ Case Study Shrewsbury which was severely hit by flooding in 2007.

We began our secondary research by using various articles from a local newspaper, the Shropshire Star and online at ~~the~~ [www.BBC.co.uk/news](http://www.BBC.co.uk/news) where we found images of the impacts caused which we would later compare to field sketches. ~~We also~~ The internet resource was used again ~~in~~ in the form of blogs ~~of the residents effect and~~ (Richards blog) which gave us the effect of the residents and their opinion on flooding. We ~~found~~ used the PLVI website (Peak Land Value Intersection) to find values of properties and link this to the economic impact of flooding. The Environmental Agency provided flood risk maps which helped link to the flood plain zoning in Shrewsbury and areas of greatest risk such as Frankwell. Google Maps and Multimap were also used to note contour lines and land height of affected areas.

We also carried out primary fieldwork investigations to assess Shrewsbury's flood risk. Interviews of residents and business owners were used to find the impact and their opinion of Shrewsbury's flood management. This was also linked to the use of questionnaires to investigate the extent of flooding. We created flood land use maps by carrying out transects along the river to find the main land use and therefore value. Many areas along the river channel such as Frankwell and the Quarry were open land, ~~and~~ car parks and playing fields which showed us the flood zoning areas. We conducted transects perpendicular to the river noting ~~the~~ land use and land height, which was mainly residential or commercial. Field sketches and images were also used to compare to our research from local newspapers which showed the impact of flooding, mainly water height at both English and Welsh bridge compared to Bankfall. We researched this bankfall data from the Environmental Agency website ([www.environment-agency.com](http://www.environment-agency.com)) and were able to compare with previous flood records from newspaper archives sourced at ([www.bbc.co.uk/news/archive](http://www.bbc.co.uk/news/archive))

**ResultsPlus**

Examiner Comments

A very competent L4 answer with an extensive range of fieldwork and research discussed. Also real place specific. Some technical use of fieldwork described e.g. transects, PLVI etc adds depth and quality to this work.

(c) Describe the fieldwork and research you undertook to investigate the impacts of extreme weather.

(15)

Keswick  
 BCC Landuse map.  
 7. built up  
 Landuse value.  
 linked to GIS.  
 CC questionnaire  
 Edinburgh Woolen  
 Mill.  
 Newspapers.  
 SW. photo trail

I carried out fieldwork (primary research) and research (2ndary info) to investigate the economic, social and environmental impacts of the 2005 flooding event in Keswick (Lake District).

To investigate economic impacts of the event, fieldwork I undertook was a questionnaire which I did around the town centre. I did it at lunch time so there were lots of people about & used random sampling to choose my subjects to question. I asked questions such as 'Has the flood affect you?' and 'Did your insurance cover the cost of damage?'. I questioned the owner of 'Edinburgh Woolen Mill' who said that they had experienced a loss of trade & stocks were ruined however insurance covered most of the damage.

In terms of research I looked in various local newspaper articles from the time of the flood, eg the 'Herald' and picked out the impacts, grouping them into social, economic & environmental impacts. This gave me a good background knowledge of the impact & severity of the flood.



**ResultsPlus**

Examiner Comments

This candidate has used a mini-plan on the first page which has helped to provide focus to this clear answer (L4).



**ResultsPlus**

Examiner Tip

This is focused on impacts which is what the examiner is requesting. Many candidates insist on writing a generic account of the field-visit, rather than being specific and selective.

### Question 2(a)

As with 1(a) candidates often paid the resource scant attention, preferring to discuss the large body of research available on coastal erosion or potential fieldwork tasks. Better candidates probably did both! Average responses focussed too much on factors affecting erosion and relatively few dealt with the 'rapid' nature of the erosion on this (Holderness) coast.

#### CROWDED COASTS

If you choose to answer Question 2, put a cross in the box .

2 (a) Study Figure 2.

Suggest the range of evidence that could be used to show that coastlines such as this have experienced rapid erosion.

(10)

The figure shows a sketch of coast line that is ~~discord~~ discordant - this means that some rock types will erode faster than others because it is perpendicular.

In this sediment cell the long shore drift appears to be going in a southerly direction - we can tell because the spit is generated near Bimlington and Ravenser odd. The spit is formed from deposition at and erode area further up the coast.

The map clearly shows that over 30 villages have been lost this is shown by the smaller yellow dots. Many houses and services have probably also been lost. The three remaining towns and villages are also very close to disappearing. The dotted line indicates that 2000 years ago this stretch of coast was approximately 2-4 km further out to sea. It also shows lower on the map that new sediment has been deposited further down River Humber.

The different rock types are shown in different colours and the soft boulder clay has eroded faster creating a bay near Bridlington. The three new villages.



L3 (just) - very effective use of resource to describe coastal erosion. The candidate uses data and has applied map scales. However, only limited range of evidence used and they did not deal with rapid.

### CROWDED COASTS

If you choose to answer Question 2, put a cross in the box .

2 (a) Study Figure 2.

Suggest the range of evidence that could be used to show that coastlines such as this have experienced rapid erosion.

(10)

Rates of erosion are largely affected by the geology that makes up of the coast. From figure 2 it is clear how coasts made of boulder clay have eroded further back compared to the headland made of chalk. Boulder clay is not very resistant to erosion as sub aerial weathering of heavy rainfall makes the boulder clay more dense which results in slumping, and this sediment taken away by the sea. The coastline showing line showing the coastline 2000 years ago reveals how far back much land has been lost due to erosion. A large long fetch and powerful winds also increase the rate of erosion. The sand and shingle spit

reveals evidence of sediment been deposited in the area, this can occur through abrasion of cliffs and rocks along the coast forming sediment that is transported by longshore drift further down-drift. This movement of sediment down-drift results in sediment deprivation of the areas that have been eroded. From this, ~~beach~~ the width of beaches are made smaller allowing a greater rate of erosion due to waves not losing as much energy as they move up the beach. A clear factor of ~~how~~ that shows a rapid rate of erosion is the comparison of the chalk headland to the stretch of coast from Biddlington down to the sand spit.

**ResultsPlus**

## Examiner Comments

L3 - some use of map, shows understanding and own knowledge. Technically competent.

**ResultsPlus**

## Examiner Tip

It's a shame this candidate didn't make little more use of the map resource, e.g. using the scale, identifying lost villages etc.



### Question 2(b)

This was perhaps the most likely question on crowded coasts. Many candidates responded to the opportunity to describe the success of coastal defences in their chosen location and often referred to fieldwork/visits they had made. There were some excellent evaluations of the differing approaches used in the UK. Detailed accounts of coastal management in Start Bay, Holderness, Dorset, Lancashire and even Spain. Success was often well argued on environmental and economic grounds, or using CBA. Approaches included soft/hard, hold the line/retreat and sustainability.

(b) For **one** named stretch of coastline, comment on the success of coastal defences.

(10)

Named stretch: Holderness

There are a number of coastal defences along the Holderness that have been both successful and unsuccessful. At Bridlington they have been successful in holding the line using a sea wall. By looking at qualitative data such as old postcards and new photographs ~~and~~ and comparing we can see that there has been very little or no change at all to the shape of the coastline at Bridlington. An example of coastal defences which haven't been successful would be at Ulrome, where the weak boulder clay has been eroded away. There is a lack of funding to protect this area, at the caravan park the owner is losing land to the sea each year. He has invested £50,000 of his money in order to reduce the rate of erosion. However, he is still losing land, therefore the defences have been unsuccessful.

At Mableton they have been successful in their use of coastal defences. The grading of the cliffs enhances the natural environment, and provides a suitable access to the beach. Graded cliffs are good in the long term as they are hard to erode. Groynes protecting Mableton's beach has been successful, however if you look further down the coastline there is evidence of terminal groyne syndrome where beaches have become shorter making the cliffs more vulnerable to erosion. Slumping had caused fencing of the car park to be claimed by the sea.

**ResultsPlus**

Examiner Comments

L3 - a very clear response shows understanding of range of exemplified defences at a real locations which have been identified. Looks at success in some detail.

**ResultsPlus**

Examiner Tip

There is no need to fill up all the white space. This very good response runs to just over one side.

(b) For **one** named stretch of coastline, comment on the success of coastal defences.

(10)

Named stretch: Morecambe

Morecambe declined rapidly, like many other seaside resorts, when the package holiday was introduced. It also suffered from major flooding from storm surges resulting in many guesthouses becoming derelict. Due to the flooding, there was a severe lack of inward investment so Lancaster City Council began a coastal defence strategy.

The Victorian sea wall which was once overtopped and undermined by waves was reprofiled to reflect the wave energy. Behind this, a wave reflection wall was put into place which gave the promenade's water capacity a major boost meaning there was much less chance of flooding.

As further protection, a soft engineering technique was implemented, fishtail groynes. These worked with nature instead of against and they too proved very successful. They changed destructive waves to constructive waves by increasing the wavelength and absorbing wave energy leading to increased deposition of sediment. Furthermore, this gave both the increase in coastal protection and a calm enough environment for an important coastal ecosystem to form, salt marshes, which are now an important habitat and feeding ground for migrant wetland birds and waders.

This integrated management plan was extremely successful as Morecambe has not flooded since the scheme was put into place even in a time of increased ~~hydrological~~ hydrometeorological hazards, plus it has led to Morecambe becoming safe to invest in again and so has catalysed Morecambe's rebranding process.

**ResultsPlus**

Examiner Comments

Another excellent account of the success of coastal defences. This answer is technically good; it is also very well structured.

### Question 2(c)

The issue for candidates here, was understanding the idea of development over time. For a significant numbers this was simply seen as meaning change. Those who focused on the fieldwork they had done, such as land use mapping/questionnaires and then linking this to old maps/photographs and census data easily remained focused on the question. Too often case studies of Blackpool, Benidorm and Bournemouth took over in what is meant to be an opportunity to discuss investigative skills. Development of sand dune (ecosystem) coasts was accepted as was deposition, but accounts of coastal erosion were not really in the spirit of the specification.

(c) Describe the fieldwork and research you undertook to investigate coastal development over time.

(15)

I did fieldwork and research into the development of Ventnor, a coastal town ~~is~~ on the Isle of Wight Undercliff. In the Victorian era it became an incredibly popular tourist area due to the trend set by the Queen of visiting Seaside resorts. It ~~then~~ then boomed, ~~and~~ ~~was~~ however ~~since~~ it afterwards became deprived; I research the 2001 census information and found that Ventnor is one of the most deprived areas of IOW. To investigate the development I interviewed informed ~~the~~ stakeholders such as the owners/workers in Ventnor Heritage Centre, and learnt that the downfall of Ventnor was greatly due to the closure of the Railway station and that since the developments took place Ventnor is 'uglier and busier'. To compare the land use of Ventnor over time I performed a land use survey, taking ~~off~~ a systematic continuous sample following a route to make sure everything was covered and using a

key and comparing to photos to refer to I recorded the different land uses. I then used the GIS system ArcGIS and imported OS Mastermap files and creating layers of what I recorded to see what the different land uses were. ~~Due to~~ ~~the~~ I also handed out Questionnaires taking a stratified sample asking peoples views and opinions on the Coastal developments. I put the words used into 'Wordle' to find the most frequently used words. I ~~to~~ created a photoportfolio and did a field sketch of the developments and compared to historic photos gained from the Heritage Centre. ~~When done with the land use work & compared it to that done by students~~ ~~for~~ ~~the~~ I also did a building age survey and made a choropleth map to see ~~what~~ when most of the buildings were made. Due to its boom in the Victorian era the majority were Victorian, with very few 2000+ showing that the developments haven't focused on ~~&~~ improving buildings which is much needed to Victorian houses being out-dated and run down.

**ResultsPlus**

Examiner Comments

Some good evidence of technical fieldwork and research here, e.g. OS Mastermap, use of AEGIS system, stratified sample etc. Key is the fact that this candidate really has given a clear idea as to how they investigated coastal development and the 'time' dimension (before and after) is very evident.

(c) Describe the fieldwork and research you undertook to investigate coastal development over time.

(15)

In order to investigate coastal development overtime I visited the Dorset coast, South England. I ~~found~~ <sup>devised</sup> my transect of sample sites using G.I.S. ~~(ArcView)~~ and ~~the~~ in particular ArcView. I planned to visit the location and collect a number of primary data to then compare to with my secondary data to fully grasp the coastal development overtime and how it changed.

I started by visiting the town of Bournemouth and, using a map, I devised a route to collect ~~in~~ a land use survey. I used a systematic sample of recording <sup>179</sup> every ~~10th~~ 5th building ~~and~~ ~~was~~ collecting a land use survey would help me understand the types of development on Bournemouth's coast, whether they were high order or low order shops and whether more land has been used for development. The only way to ~~an~~ analyse this overtime would be to then compare what I find on my <sup>fieldtrip</sup> ~~fieldtrip~~ with secondary data such as researching oldmaps.com on the internet which provides me with old maps of <sup>new</sup> areas. <sup>I would also visit www.statistics.gov.uk to research the types of shops that used to be more</sup> So if I was to see an increase of land being <sup>used</sup> ~~used~~ or the types of shops being of a high order <sup>wealthy</sup> ~~appealing~~ appealing to the more <sup>rich</sup> ~~rich~~, I could conclude economically the area has become more developed overtime.

To assess the coastal development overtime and to see if <sup>development</sup> ~~it~~ has led to an increase in <sup>I wanted</sup> ~~tourists~~ <sup>coming to the area</sup> ~~tourists~~ I took a ~~few~~ character perceptions survey as a result

to which is where you record the number of different groups you see in an area. For example, ~~the groups~~ <sup>the groups</sup> would be locals, young, tourists, elderly etc. However to assess this overtime I would have to collect these surveys at different times of the year and different seasons. I would visit Boscombe, further down from Bournemouth, in Summer, winter and Spring to get enough ~~to~~ <sup>come to</sup> data to ~~get~~ <sup>draw</sup> a reliable ~~result~~ <sup>conclusion</sup>. I would then use secondary data, such as previous ~~press~~ <sup>media</sup> ~~articles~~ <sup>articles</sup> to reveal any correlations between the increase in development changing the demographics of the area.

then I would collect an EQA which is an environmental quality assessment which shows me the quality and maintenance of the environment and buildings in the area ~~then~~ I would then use secondary data ~~to~~ from sites such as statistics.gov.uk to compare old EQAs with my one to see if environmental quality of Bournemouth in particular has improved or declined overtime. ~~to do this~~

~~visit the local archives as secondary data to see understand the time period~~ At Both Bournemouth and Boscombe I would ~~take~~ <sup>take</sup> pictures and planned to compare these with pictures on flickr.com (secondary data) to see if, visually, the area looks more **(Total for Question 2 = 35 marks)** developed overtime. For example, I should see more buildings and infrastructure in the pictures I took.

**TOTAL FOR SECTION A = 35 MARKS**

Overall, my results may not be ~~fully~~ <sup>fully</sup> reliable due to the constraints and limitations.



## ResultsPlus

Examiner Comments

L4 response. Another well structured account of fieldwork methods and research areas, well focused on 'over time' aspect. Refers to wide range of investigations. Good technical vocabulary e.g. character perception survey etc.



## ResultsPlus

Examiner Tip

Students need to be selective in what they write about to provide a clear focus for their answer. 15 mark question on Unit 2 are also the fieldwork and research - not just a case study as many seem to think.



### Question 3(a)

This was an interesting question which prompted many differing responses. Most were able to suggest valuable improvements and/or extensions to the bi-polar concept (in fact this was similar to a previous coasts question last year). Candidates needed to recognise the need to discuss both improvements and extensions, but there was obviously overlap between the two.

#### SECTION B

Answer ONE question in this section.

Candidates should use the resources provided, their own ideas, and relevant fieldwork and research which they have carried out.

#### UNEQUAL SPACES

If you choose to answer Question 3, put a cross in the box .

3 Study Figure 3.

(a) Suggest ways in which this recording sheet could be improved and extended.

Stratford. Claydon Lane

graduated  
(10)

It could be improved by a more specific data base, by measuring the inequality with actual figures not random <sup>views</sup> perspectives. The categories are too specific to parts of a city or towns problem, they should be addressing in on a larger scale, such as 'use of buildings'

Also they could have used ~~qual~~ quantitative categories figures for employment, deprivation based on income. Benefits of areas to families. Childbirth figures, as these are representative of deprived areas, and are <sup>quantitative</sup>

Also the marking scheme is not accurate, and is random in the choice of the figures of +2 - -2.

Instead of asking for street furniture it should ask for shop surveys, of comparison or convenience goods.

Use more descriptive for words for the buildings than 'Attractive.'

It could also be extended to <sup>ask</sup> for transport infrastructure if it is frequent, or what type is used.

The recording sheet should incorporate more questions that are quantitative, but also the qualitative. And the <sup>student</sup> people should be <sup>state</sup> ~~let~~ how <sup>to</sup> ~~the~~ sample this information whether it be random or more appropriately stratified. Also self selected views and bias opinions, will be present in this recording sheet. The way it is marked ~~good~~ ~~be~~ should either have a key, or have good-bad, etc.



### ResultsPlus

#### Examiner Comments

A generally competent answer, certainly L3, which includes a number of suggested improvements and extensions. Good to bring in some own knowledge and understanding.



### ResultsPlus

#### Examiner Tip

Probably needs to make more use of the resource to get to the top of L3.

### Question 3(b)

An apparently straightforward question which asked for a description of a range of economic and social problems found in a single location. Inner cities, isolated rural villages and post-industrial towns were well represented with good accounts of problems in Hackney, Sheffield, Cornwall, Cardiff and LEDC communities seen. Many candidates structured their responses around health, infrastructure, employment, housing and education issues. Sometimes students do not fully deliver on the idea of inequality, often focusing too much on poverty and deprivation, rather than the uneven nature of it with respect to their chosen area.

(b) For **one** named urban area describe the problems caused by inequality.

(10)

Named urban area: Cardiff

Inequality in Cardiff has caused several issues. For example, the regeneration of Cardiff Bay has reduced inequality in that area but has increased Qutetown's level of inequality. As Cardiff Bay offers more shops and services, people take their custom there and Qutetown loses out, ~~and~~ becoming a zone of exclusion. Lack of activities for young adults has led to high levels of delinquency and crime. ~~Approximately~~ 50% of Qutetown residents lack any qualifications or rights, which impinges on their job prospects. Low job prospects or poorly-paid jobs are the norm, meaning people do not pay much in council tax and in fact, have to rely on the local council more for benefits like job seeker's allowance. The lack of taxes means money can't be spent tackling these issues or even ones like repairing potholes or ensuring frequent litter collection. Without these, the physical appearance of the area suffers as well as the number of people visiting or paying in that area.

The lack of health facilities and poor diets because of their low wages means approximately 50% suffer from ~~as~~ a chronic illness with a higher percentage in "poor health".

Ethnic groups are excluded because of their inability to speak English and there is a distinct lack of translators, meaning they can not access services like education or get jobs. This lack of stable incomes means they are unable to stop relying on the council for money and housing, adding to the strain on such services.

**ResultsPlus**

## Examiner Comments

Certainly a L3 answer well located and provides detailed facts and figures linked to problems of inequality.

**ResultsPlus**

## Examiner Tip

A little more on the nature of the spatial inequality could have made this answer even stronger, e.g. discussion / comparisons of wards / SOAs etc.

### Question 3(c)

For most this was an opportunity to describe fieldwork and research undertaken into schemes to reduce inequality, prompting accounts of investigations into urban regeneration/redevelopment or rural diversification/development. Initiatives in east London, Birmingham and Cornwall were well represented. However the real focus of the question was to explore the results and conclusions of candidates' investigations in this context. The weakest responses were little more than case studies. Better candidates described some of the fieldwork and research they had undertaken. A good balanced answer which outlined the results/conclusions of a range of activities and sources drew high marks, though these were relatively rare. Candidates must be prepared to focus on the exact nature of these types of questions.

(c) For either urban or rural areas, describe the results and conclusions of your fieldwork and research into schemes to reduce inequality.

(15)

Named area: Shrewsbury

I did fieldwork and research in Shrewsbury, which is in South West England near Wales, in the Shropshire Council. There I looked at the Harlescott and Sundome Super output areas (SOA: O03A and O03D) and looked at the Shrewsbury sports village and the Harberton community centre which both help with lack of access to services, economic inequality etc and tries to reduce exclusion and marginalisation.

For part of my fieldwork I collected qualitative, primary data from an interview with Nicky, who owned the Shrewsbury Sports village. I was told that she thought that the centre had helped with inequality and described the play & pay scheme, which enabled children to use the facilities for only a pound each for as long as they wanted. She also described how the sports centre had brought some social cohesion but that there were still groups e.g. old and young who didn't mix with each other.

For fieldwork in the Lantern I did a facilities audit that provided me with quantitative and qualitative data about the inequalities the centre was trying to solve. The centre has an Independent living plan association supplying aids to the old and disabled. It also had a VISS clinic which helped the deaf and the blind with any issues they had e.g. driving lessons, job interviews etc. It also had 24 computer for the local community to use.

For research I looked at census data from a government source giving me relatively reliable, secondary quantitative information about house prices, recent inward migration, green space etc and saw that they had all improved gradually over time after the development.

House prices were £150,000 but were now £230,000.

I also did some research and collected data from old maps of the area and saw that new businesses had moved into the area as well as more housing being built.

However some of my research and fieldwork suggests from bias and unreliability. For example Nicky could have told me data that would make the area she lives in better and thus this would have led to biased results.

In conclusion inequality has been solved in certain fields and has begun a positive multiplier effect but the differences and changes in the area could take some time.

**ResultsPlus**

Examiner Comments

A generally strong response, mostly characteristic of the top L3 or L4. There are some errors (location of Shrewsbury), but there is also some technical know-how that should be well rewarded. Schemes are certainly evident. Results and conclusions are mentioned, but should have formed more of a main theme to the answer.

**Question 4(a)**

This resource seemed to inspire many, who quickly grasped the differences seen in the two photos and the implications. The idea of changes in land use, building, history and activity were well reported. There was much use of detailed evidence from the resource. The continued use of the 'Titanic' theme was commented on by all. A few centres had clearly looked at/investigated Belfast and other similar locations of re-branding.

Candidates should use the resources provided, their own ideas, and relevant fieldwork and research which they have carried out.

**REBRANDING PLACES**

If you choose to answer Question 4, put a cross in the box .

4 Study Figures 4a and 4b.

(a) Suggest how the photos provide evidence that this former industrial area has been rebranded.

(10)

In figure 4a the background is industrial with a small row of terraced housing to the front of it. The entire foreground is crowded with men which further enhances the industrial image. The Harland and Wolff shipyard with the Titanic being built shows a time of prosperity in British industry that has now changed into an economy of banks and business. In figure 4b the shipyard has become a 'Titanic quarter' which shows that the planners have used a major historical event as a theme. The Citi bank building has a nautical theme with the vast amounts of steel and glass. The old docks have been cemented in to provide an expansive space but the old features have been left to enforce the nautical theme. The city is obviously making money from the area by having a tour bus travel through. The next step of the bus is

Queens University which may be another part of the rebranding of the area. Also the new streetlights, <sup>filees</sup> and informative sign are a sign of the council spending money improving the street furniture. Evidence against rebranding would be if you did a pedestrian count where in figure 4a is a lot busier than figure 4b.



**ResultsPlus**

Examiner Comments

Good use of evidence from Figure 4a and 4b. Language clear and generally well structured.

Candidates should use the resources provided, their own ideas, and relevant fieldwork and research which they have carried out.

#### REBRANDING PLACES

If you choose to answer Question 4, put a cross in the box .

4 Study Figures 4a and 4b.

(a) Suggest how the photos provide evidence that this former industrial area has been rebranded.

(10)

The two images highlight major differences and prove the area has been given a new image and identity.

Figure 4a, from 1911 shows the area is that of factories and a shipyard very busy with people. The more recent photo highlights it has been rebranded as a large new building



which has very contemporary infrastructure is in its place. Figure 4b also shows that Belfast has been rebranded as the tourist shows the area has focused on tourism to rebrand. The older photo shows poorly constructed roads and pavements. In the newer photo, the area is tidy and a clear path and road is to be seen showing the area has been rebranded by improvements of road lines. The new building in 4b is the Titanic Quarter, which involves figure 4a as you can see the old ship. This shows Belfast has used historic events

as a form of rebranding.

The photo 4b, shows Belfast has become a more commercial city rather than a physical working shipyard. Rebranding has taken place to give this area a new image and identity.

**ResultsPlus**

Examiner Comments

Another good response combining evidence from the photos with own knowledge and understanding of the rebranding process. Perhaps not quite as detailed as the previous extract above.

**ResultsPlus**

Examiner Tip

Use the detail of the resource to provide the answer.

### Question 4b

The concept of players and stakeholders was clearly understood and most were able to describe those involved in the rebranding of at least one location. There was a tendency for weaker candidates to produce a list of persons and then digress into the actual rebranding schemes themselves, often showing less than impressive recall of data and facts. Better candidates focused on the players involved and what their brief/role was. More structured responses identified different levels types of stakeholder (governmental, council, business, sponsor, etc) as well as their input (planning, financial, community, consumer, etc). There were some excellent accounts of the role of rural and/or urban players involved in Canary Wharf, Stratford(Olympic 2012), Birmingham city centre, Cornwall and many other case studies.

(b) With reference to examples, discuss the role of the players involved in rebranding.

(10)

There are many different players involved when rebranding an area. These various different players have different amounts of power and involvement.

Regional Development Agencies, in Newcastle's case, One North East provide funding so the development for the flagship scheme (The Baltic Gallery) and the Fleet Street comes with it.

The local councils and government allow for planning permission and get the developments under way.

The EU help fund in Newcastle as it is part of their scheme to rebrand 9 of Europe's cities that lie on the North Sea. Hull is also another UK city part of this programme.

Local companies provide funds, names (The Sage) and a chance for them to show they are just interested in the well-being of the local community and not just the profits they make.

The local people also are involved as a major player as if they don't meet their needs they won't spend their money on the different facilities that have been rebranded and built.

The lottery also fund a lot of different projects such as the Baltic Baltic. They add a lot of funding so local artists can have their paintings on show in that gallery.

**ResultsPlus**

Examiner Comments

A well structured account which considers the role of a number of players in some detail. Links to one example. Another example (range) would have probably allowed for maximum marks.

**ResultsPlus**

Examiner Tip

This types of reponses needs sufficient range and depth of exemplification.

(b) With reference to examples, discuss the role of the players involved in rebranding. (10)

Rebranding in an urban area occurs mainly because of deindustrialisation. Newcastle was a thriving urban area with a high number of people working in industry. As it became cheaper to import from abroad this caused Newcastle to be in a spiral of decline. In order ~~to~~ for Newcastle to be successful it became ~~pe~~ involved in the Waterfront Development. This is a largescale scheme set up to redevelop areas in decline. A major player involved in this scheme was a European team. They invested their money as they could gain recognition and boost the European economy. Another player involved was the National Lottery who invested \$100million into the development of the Sage. ~~Another~~ Newcastle Council is another major player involved, they provide knowledge of what is most needed in the area and have the local residents interest as a priority. Newcastle University is a key player involved, they provided money for the development of The Baltic Art Gallery which uses local art each week. This also ~~helps~~ encourages people in the area to enter the work into the gallery, as many of these people will

attend Newcastle University this encourages young people in the area. The last key player is the consumer, without them using the projects it would not be possible for them to be successful. Each player involved provides ~~and~~ money and supports the projects in place, each player has a different role as some are more significant than others with the support they provide. At the completion of each project in a scheme they gain much recognition which helps the company to develop further.

**ResultsPlus**

Examiner Comments

This one is on the border between L2 and L3. The candidate discusses a range of players and importantly tries to tell us about their roles. Some supporting facts and figures which locate it to a real place, but needs to be less like a 'story'. Room for improvement in terms of structure and flow.

### Question 4(c)

This question mirrored that of 3(c) with the additional idea of 'success'. On the one hand it was a likely topic to expect, but at the same time it is a complex one. For many, fieldwork and research was well documented and clearly carried out with enthusiasm, but the focus here was on results. Describing what they did was not what was wanted on this occasion and may have resulted in a level 2 mark only for some. Most candidates did however describe or summarise their findings about the schemes involved. Again examples of flagship schemes in urban locations were common. An account of results/conclusions from an investigation of a re-branding scheme with a comment on its success was an effective discriminator (13-15 marks), but some did just that!

(c) For either urban or rural areas, describe the results and conclusions of your fieldwork and research into the success of rebranding schemes.

(15)

Named area: London Docklands

The success of a rebranded can be obtained through the results and conclusions ~~of the~~ of the fieldwork/ research by looking at the social, economic and environmental factors.

For my Environmental Quality Survey that I conducted in the Docklands I found that the EQS overall score was +14 with areas such as transport receiving +2 and attractiveness/litter receiving a score of +1\*. This shows that the London Docklands is a very clean and attractive area which therefore can suggest that the rebrand was successful. To reinforce my fieldwork I researched the level of recycling in the area by looking at census data and found that <sup>45</sup>~~28~~% of the ~~the~~ inhabitants in the area recycle. \* on my bi-polar chart - <sup>why used?</sup> ⇒ shows results clearly.

come to visit London. This is a very large sphere of influence and therefore suggests that the area has undergone a successful rebrand as it is attracting visitors from great distances. My research also proved this as the census data showed that the area contained 50% ~~of~~ of high quality retail shops such as 'Next' ~~and~~ which shows that the rebrand has increased the economy of the area ~~thanks to its~~ <sup>shown</sup> illustrated through the expensive and high quality shops. \*Also my internet research data showed that for every £1 investment, \$10 was made <sup>shows great</sup> economic success.

//For my social fieldwork I conducted a questionnaire which involved questions such as 'Do you feel you are happier now after the rebrand?' This qualitative technique's results showed that the majority (<sup>95%</sup> ~~90%~~) of the community are now much happier after the rebrand, showing its success. Census data confirmed this as now crime rates ~~and~~ have dramatically been reduced from 20% down to 15%.

To conclude my fieldwork and research has proved on all aspects that the London Docklands rebrand was a success.



### ResultsPlus

Examiner Comments

This is characteristic of L4. It is well written and clearly focused. Results and conclusions feature throughout, rather than a general discussion of the 'field-trip'. Balance of fieldwork and research links to success.



### ResultsPlus

Examiner Tip

This kind of question is going to need some recall of facts and figures to get a high level mark, e.g. some census data (%), or an extract from an interview.

(c) For either urban or rural areas, describe the results and conclusions of your fieldwork and research into the success of rebranding schemes.

(15)

Named area: Cornwall

My research in Cornwall via the Area National census found there are now a higher percentage of people who are working in Cornwall than there were in previous years. This shows the rebranding scheme of the Eden project was successful in providing jobs for the area. The census also stated that the crime rate in ~~Cornwall~~ Cornwall had gone down which is a sign of successful rebranding.

I also went to Cornwall in did a graffiti assessment and found there was less graffiti in the area. I also made a questionnaire which provided me with qualitative and quantitative data. I asked questions like: "Do you feel the Eden project has been a success" and etc. I found there large percentage of the local people felt the rebranding schemes were effective and success.

I also ~~was~~ used 'google images' to look at and analyse the changes in Cornwall. I found them to show successful rebranding.

The bbc ~~was~~ website was also effective in finding facts about how success the eden ~~project~~ project was. The results found in had been successful in providing jobs for the people of Cornwall.

Also when I went to observe the area of Cornwall I found



the area to be of very good quality and thus rebranding had been successful.

My results from my questionnaire/<sup>interviews</sup> found 95% of the people in the area (I gave out questionnaire and interviews to 50 local people) said or recorded ~~the~~ that the rebranding e scheme of the Eden project was successful in ~~for~~ providing jobs for local people.

**ResultsPlus**

Examiner Comments

This is more of a typical response, tending to lack focus in places. Some mention of results / conclusions, but not really enough to reach the higher levels. Not much supporting data or facts and figures. Somewhat limited range. Typical of a lower L3.

## 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 [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code US026346 January 2011

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

