Examiners' Report
June 2012

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 seems to improve the quality of some responses (more thinking time) and to reduce the number of non-completed scripts. There remain a proportion of candidates who still write more than the space provided within the answer booklet. For many this is an insecure tactic, leaving them short on time to complete the rest of the questions. Candidates should be reminded not to write 'more of the same', but always to be concise and succinct wherever possible. They should also be reminded to only focus on the question set.

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

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

It is still pleasing to note that one area of continued improvement is the quality of responses associated with the 15 mark fieldwork and research questions. The majority of centres seem to be gaining a better understanding of the demands of this part of the exam. It was evident that many schools are using past papers, mark schemes and other assessment-focused resources to help prepare candidates. Many centres are using the specification as a way of signposting their way through the fieldwork, being more careful to match what they do with what should be done. Many candidates are also recognising more fully the role of 'research', with some candidates explaining how it is a necessary pre-cursor (e.g. to 'profile' an area) before embarking on the actual fieldwork itself. However there was some evidence in this series of candidates writing what appeared to be pre-rehearsed responses, which in many instances were not specifically answering the question set. Candidates must be able to respond clearly and carefully to the fieldwork and research question set, and not drift off at a tangent which is only of limited relevance (just because they had been out there and done that piece of fieldwork).

The fieldwork and research questions are an opportunity for candidates to showcase appropriate fieldwork and research that they have carried out or discussed. It is pleasing to see the range of techniques attempted and the sources consulted in this work. Many candidates have an absolute armoury of fieldwork options and research resources at their disposal. As in previous series, the very best responses were able to describe accurately the group or individual fieldwork they had done linked to real locations. Weaker candidates became lost in case study information not focusing on the sources from which this data had come. Lists of fieldwork techniques can only gain a limited 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 solely on the planning and execution of fieldwork and research, but could also be focused on:(i) a description of the methods used to present and analyse the data and; (ii) a description of the results, conclusions and how the work was evaluated.

As stated in previous reports, the part (a) questions are always about responding to the resources which have been provided. Rehearsing how to respond to photographs, data and maps are really important skills to encourage prior to taking the exam (e.g. by using these resources as starters at the beginning of lessons), allowing candidates to deal with patterns, trends and anomalies. It is also very important that candidates establish whether the task is one of description or explanation, or both (e.g. a 'comment on' type question). It is certainly not a place to deliver detailed or wide-ranging case studies. Some candidates were restricted to Level 1 in the part (a) of some questions as they completely disregarded

the resource.

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. These often yield the weakest responses as they are written with only limited depth of knowledge and / or range of detail. Choosing the most appropriate case study or examples is very important and can in itself lead to success or failure. There are sometimes options in terms of MDC or LDC, rural or urban, economic, social and environmental. These questions often ask for examples which can mean types, schemes or named places. Often key words occur in these questions, such as (in this case) strategies, spectrum, marginalised, and catalyst. Such technical terms are important and almost always will come directly from the specification.

Question 1 (a)

There were a pretty polarised set of responses here with some candidates spotting variance, frequency, categories, etc while others preferred to write generally about weather hazards often drifting into case study territory. The request for examples drew mainly upon flood and drought scenarios. Consideration of the 'help with understanding' aspect was often ignored and this was a requirement to access the highest marks. Note that the diagram used for this resource was adapted from an Edexcel PowerPoint which supports the unit and can be freely downloaded from the Edexcel website.

EXTREME WEATHER

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

1 Study Figure 1.

(a) Using examples, comment on how Figure 1 can be used to help understand different types of extreme weather.

(10)

Figure 1 can be used to help understand different types of extreme weather because it shows the difference between normal weather to very extreme different weather types. It can be used to compare flooding with the effect of temperature. For example we can use it to be able to notice patterns, like if temperature increases, does precipitation increase. This could help us to understand hurricanes because increased temperatures and precipitation will mean more evaporation, causing latent heat for due to condensation causing the formation of cumulonimbus clouds. It could also lead to strong winds, and storm surges. On land the relationship between precipitation and.

temperature can also be understood better with the help of figure 1, because we can see when different extreme weathers tend to form, for example hurricanes only tend to form between May and November when sea temperatures can reach 27°C. By comparing precipitation and temperature we can use figure 1 to help predict when flooding may occur, because figure 1 helps us to understand that increased precipitation and increased or decreased temperatures can lead to flooding, due to banks becoming full. Figure 1 can be used to help understand draught as when there is higher temperatures and reduced rainfall there will be drought. We can view what levels of precipitation and temperature will lead to extreme weather events.

Question 1 (b)

This was again a question which drew a wide range of answers. Weaker responses focused too much on a 'what we did' approach, not fully explaining how data was measured or collected. Others had a prepared shopping list of fieldwork tasks and research sources which were crudely implemented, paying limited regard to the specific question asked. The planning focus of the question was responded to by many, but was often limited to ideas about timing and basic location (site and situation would have been useful considerations). Excellent answers linked their investigations to the passing of a depression or the integration of field and research activities. Of particular note was the good use of technology in some responses, e.g. use of specific weather apps for recording information.   Some candidates would have benefited from knowing the specific terminology associated with naming types of equipment, e.g. anemometer rather than 'wind speed thing'. There are lots of opportunities for good research linked to weather diaries, e.g. getting local and regional data from websites such as 'weatherunderground'.

(b) Describe the fieldwork and research you used to plan and complete a weather diary.

(15)

One form of fieldwork that was required to complete a weather diary was the setting up of a weather station in the local area. The weather diary was used to record, humidity, maximum and minimum temperatures, rainfall, cloud cover, wind speed and direction and air pressure. In order to complete the weather diary we used a varcity of manual and electronic instruments over a two week period. A barometer was used in order to record air pressure, and the readings were simply taken at Midday everyday. A hygrometer to record humidity was also operated in the same way. In addition a tipping rain gange was used in order to record rinfall and if snow was lying then it would be recorded in a separate "notes" column of the weather diary. For wind speed and direction, an digital anemometer was used at Midday everyday and the cloud cover was recorded using a cloud mirror which again was measured at Midday. Finally there was a digital thermometer in use which recorded the maximum and minimum temperature for each 24 hour period which was then catalogged when all the 6ther measures were taken

this was all housed in a Stevenson screen in order to try and make the readings as reliable as possible.

A form of research that was carried out in order to help complete the weather diary was BBC weather website, which gives a basic summary of all the weather over one day and provides a forecast which was used to help check the results which ensured the measurements were correct and to see the accuracy of the weather forecasts and whether the conditions predicted were ~~carried~~ born out in the same way.

Another form of research that was used was to check the Meteorlogical ~~Met~~ office website and examine the synoptic charts there. This would help with the ~~what~~ weather diary because it would ~~help~~ tell us whether the conditions we are recording are parts of a depression and it's associated weather fronts, or whether we are recording an anticyclonic system. Thus adding further information to the weather diary.

All of these methods combined together helped create a comprehensive and accurate weather diary.

Question 1 (c)

This was answered well by most candidates with hurricanes being the most popular choice and well learned by many. Unfortunately, some candidates gave too much on the impacts (case study: e.g. what happened in Katrina), rather than the causes and therefore missed the focus of the question. There was some poor knowledge displayed about some extreme weather events, and a failure to link to how they cause high winds, rain etc. Droughts tended to be more weakly covered and less well understood in general. Floods were perhaps a more difficult choice, with some of the weaker candidates not mentioning meteorological causes at all. Depressions, when mentioned in the context of this question, were poorly understood. A number of floods were covered, especially Boscastle, but here geomorphologic and human causes were mentioned - there seemed little knowledge of the meteorology.

(c) Explain the causes of **one** type of extreme weather.

(10)

Named type of extreme weather _____ Hurricane

Hurricanes are tropical storms with sustained wind speeds in excess of 120km/h. They are severe and unexpected and occur during July to October ~~in the tro~~ between tropics.

They form in low pressure zones, in the inter-tropical convergence zones. They are caused by thunderstorms that group together in the oceans where the temperatures are 26.5°c and an air humidity of 75%.

The low pressure causes warm air to rise in an upward anticlockwise spiral, as it pulls cool air in. This creates rapid ~~condensation~~ evaporation of water as the hurricane gains energy.

Condensation releases latent heat and this increases wind speeds further, increasing it magnitude as they can grow to several kilometres wide.

The condensation also causes cumulonimbus cloud formation around the central eye, and cirrus clouds at the surface as cool air spreads out.

The coriolis effect deflects its path

Question 2 (a)

Various aspects of this diagram were explained by candidates, though few answered the question in its entirety, i.e. understand choice of coastal management strategy. The most popular approach was to suggest that this was a cost benefit device and then go on to look at each of the four types of coastal defence and locate examples. There were good examples from the Dorset, Norfolk and Yorkshire coastlines. Others looked at two contrasting types and explained these in more detail. There was a tendency for some candidates just to write about different types of coastal defences without linking them to the resource, i.e. a hard vs soft engineering type of approach - linked to examples. Dubai doesn't seem to deliver as a case study of coastal management in the context of this question.

CROWDED COASTS

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

2   Study Figure 2.

(a) Using examples, comment on how Figure 2 could be used to help understand the choice of coastal management strategy.

(10)

The figure shows different management strategies and as the land becomes more exp valuable then the cost of protection more hard engineering methods are used. It is an example of cost-benifit analysis.
It helps people to understand that if the cost and protection of the land is low then the best option is to do nothing. This was the method chosen in Birling Gap sussex because the area behind it was mainly greenland and a few properties.

Furthermore if the land behind the coast is valuable due to economic reasons suchas a resort or environmental reasons such as that it is a site of special interest then more extreme measures should be taken such as holding or advancing the

line. This was done in Blackpool where a messive concrete sea wall was built because of the cost value of the resort behind it. Moreover the wall stopped over 1,500 homes and businesses being ~~flooding~~ destroyed by flooding.

The option of Managed Retreat if we look at the figure shows the value of land could be greater or less than the cost of protection so it would be up to the stakeholders to decide. The managed retreat method was implemented in Abotts Hall farm in 2002 in which they allowed 80 hectares of land to be flooded by sea water because 5 flood defences were breached. This allowed the land to revert back to salt marsh.

Question 2 (b)

There was some loss of focus on coastal management by some candidates who strayed into development and even 'rebranding' issues. Carrying out fieldwork and research in one location (perhaps on the same occasion) for both Question 2 and Question 4 may be a good way to manage the fieldwork, but is confusing for some candidates unless they can see how to use it in different ways. A wide range of investigative work was seen and 'planning' was addressed often in ideas such as comparing what happened over time (current fieldwork, photos, maps, Google earth, websites, versus earlier evidence) or by choosing differing types of coastal defence to study. There were some excellent responses to a quite demanding question. Unfortunately there was also some evidence that, regardless of the question, candidates gave a 'stock' response that was not directed towards the focus set. Again, some candidates drifted into a case study, which did not form part of the answer required. The response did not require a comment on the success of coastal management schemes.

(b) Describe the fieldwork and research you used to investigate a range of coastal management schemes.

(15)

I carried out my fieldwork and research in the town of Porthcawl in South Wales, UK. Before I started my investigation, I carried out research in order to understand more about the area before visiting. I started by researching, using old newspapers from the area and current ones in order to search for articles relating to the installation of any coastal defences or any articles which could give me an idea of the schemes in these area. I researched using the Western Mail and the South Wales Echo. Following this, I researched internet blogs (eg. porthcawl.co.uk) and the local councils website to look for discussions relating to management schemes in the area. As well as this, I looked at old postcards for the area and pictures on Flickr to see if I could discover or recognise any defences (which would suggest management scheme were in place).

I then went on to carry out my fieldwork. I started by walking along the beach of Porthcawl in order to identify if there were any visible defences as signs of management schemes. I took field sketches in order to note down these observations. I also carried out questionnaires along the seafront with any residents to find their opinion. Before carrying out the initial questionnaire I did a pilot study in order to make sure that my questionnaire was effective. I then asked some of the residents of the Trecco Bay caravan Park and those people in the town of Porthcawl who identified themselves as residents. I asked them if they knew of any schemes that were in place
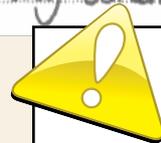
Question 2 (c)

Candidates did tend to achieve the best marks when they used 2-3 case studies, developed in reasonable depth and supported by realistic facts and figures. 'Examples' in the question stem was intended to refer to places, as well as specific examples of economic costs and benefits. There obviously had to be a focus on both economic costs and benefits, but the mark scheme also allowed reward for candidates who considered environmental costs as well. Holderness and Boscombe were common and major coastal developments such as Dibden Bay and Dubai were also described.

Mappleton
@ Boscombe

(c) Using examples, explain how coastal development can have economic costs and
benefits.

(10)

Coastal development such as the installment of
sea defences can have economic costs and benefits.
For example in Mappleton on the Holderness coast,
which is the fastest eroding coast in Europe,
groynes and a sea wall were put in place. The
economic benefits of these are that they are successfully
protecting the road that is so close to the cliff
edge. Mappleton is also a tourist location and
so the building up of the beach by groynes has
attracted more tourists, helping boost their
economy even further. However the sea defences
put in place at Mappleton, has had impacts further
east of the coast in Great Cowden. Due to
the stopping of long shore drift that comes with the
building of groynes, Cowden is suffering from a lack
of sediment replacement, and its beach has declined
rapidly. The rate of erosion has increased from 2
metres per year to 40 metres per year. This impacts
local farmers losing their farms to the sea, e.g. Sue tuck;
making them economically worse off.
Other coastal developments include trying to increase
an economy by installing new things, for example
in Boscombe in Dorset, the first artificial surf reef in
Europe has been created, and it has had economic

costs and benefits. ~~So~~ It has successfully encouraged 10,000 surfers a year, who on average spend 8% more than normal tourists. ~~and that~~ The investment has created a multiplier effect as the investment for the 'Boscombe village spa project' (surf reef, pier regeneration) created more tourism, which has attracted further development, making ~~the~~ Boscombe economically better off. However it has affected local bed and breakfasts and hotels, ~~so~~ as this increase in surfers has not affected them positively, as surfers are more likely to stay in hostels than hotels, making them economically worse off.

Question 3 (a)

Candidates answering this question gained from having marks for simple description, although few covered all areas. Other reasons for educational variation varied from the perceptive (immigrants that don't speak English or poor families with low aspirations) to the inaccurate (no buses to school etc). Some schools had clearly practised using these kinds of resources. This was a strategy that paid dividends for many.

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) Describe and suggest reasons for the inequalities shown.

(10)

The high amount of education inequality shown in some areas of Sheffield, such as Brightside and Attercliffe could be due to a culture of underachievement in the area. Brightside has the highest number of unqualified people in Sheffield, with 22.85% having no qualifications. This culture creates an underclass of people without desire or motivation to achieve, which gets passed on to their children, and so on.

A low number of people in Brightside & have a university degree (15% and under) compared to Hallam which has 59.33%. This could be due to, again, a lack of previous qualifications, but also due to the economic cost of university. Brightside and Attercliffe may also suffer from economic deprivation meaning that few can afford to go to

university. Furthermore, people qualified people may decide to move from the poorer areas of Sheffield, and new qualified residents would probably prefer to live in Hallam, around other qualified people, or in a more affluent area.

Question 3 (b)

There were some good ideas about factors leading to marginalisation here, but some candidates were let down by the fact that they had limited depth of detail about more than one place, or just tended to write too generally, e.g. in 'rural place like Norfolk they have only one bus an hour'. These kind of shallow responses were typically top of Level 1 or bottom of Level 2. The question was probably answered better on rural than urban areas, where issues such as unemployment, house prices, poor transport, shop closure etc were often well documented and exemplified. Urban answers often seemed a lot more general and did not always address the marginalisation issue clearly. Answers tended to be based on whole cities rather than on neighbourhoods.

(b) Using examples from **either** rural **or** urban areas, outline the factors that cause
some groups of people to become marginalised.

(10)

In rural areas, groups of people especially the elderly and long term sick are marginalised in society.

For example, in Penwith in Cornwall, only 49% of settlements have a local shop. This means that people living in these areas have to travel a long distance to obtain necessities. Due to low threshold populations from the fact that rural areas are sparsely populated, few services are viable in short distances. Therefore, people who have to visit services such as GPs, hospitals, shops and schools have to make their own way.

Rural Transport in rural areas is another service which is often unreliable, especially buses which run few times a day, and there is often no railway network. Consequently people need to be able to drive to access services. Many elderly people cannot drive, or do not like to, and this leads to them being unable to access services, making them marginalised.

Other groups who are marginalised include the unemployed, or low paid, people. Average wages in Cornwall were 1/5 less than the national average in 2006, and this lack of income impacts on people's lives. They may then not be able to afford a car, which prevents access to many essential services, and they will struggle to participate fully in society. House prices are often higher due to second

home ownership; as Penrith is the 3rd ~~place in~~ least affordable place in the England, with house prices being 6.5 times local annual earnings. This causes local people who cannot afford house prices to have to move away to more remote areas where the demand for 2nd homes is not as high, and this will remove them further from services: they too will be marginalised.

Question 3 (c)

Some fieldwork was only partially relevant or appropriate to the question, and again simply writing a prepared account may help gain a pass, but it will not enable a good score. There was a lack of more technical fieldwork language, e.g. transect, sampling etc; candidates must refer to which newspaper, street name or website they use. This was quite a demanding question and the request to identify patterns in inequality was a further aspect that candidates did not always answer. Those who compared two locations within one city often found this a more straightforward task. There were some good urban case studies of Birmingham, Manchester, East London and some south coast resorts.

(c) For **either** an urban **or** a rural area, describe the fieldwork and research you undertook to identify patterns of inequality.

(15)
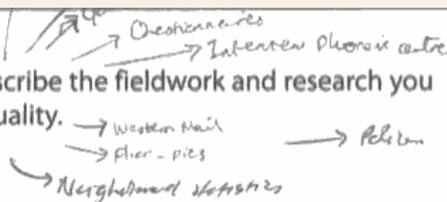
Named area: Swansea, South Wales

I carried out my fieldwork and research in a large town in South Wales. Before visiting Swansea, I first carried out my research. I understood that inequality changes in different areas of a town, typically. The outer suburbs tend to suffer less than the inner city. So, I first used neighbourhood statistics in order to understand more about the population of Swansea. I looked at the population number, percentage unemployed, GCSE figures, percentage of those in good health. This helped to identify general inequalities. I then homed in on three areas, Town Hill, Uplands and SA1. I found the same data for each area in order to compare their statistics and to look for differences. Following this, I researched old newspapers and current newspapers for the area, eg. the Western Mail and the South Wales Echo. I looked for articles in these which suggested the inequalities and the opinions of locals to do with this. I also researched local internet blogs and the council website to see if I could identify inequalities in the area.

(c) For **either** an urban **or** a rural area, describe the fieldwork and research you undertook to identify patterns of inequality.

→ Questionnaires
→ Interview Phoenix centre
→ Western Mail → Politics
→ Flier - pics
→ Neighbourhood statistics

(15)

Named area: Swansea

Patterns of inequality in Swansea were very structured due to the housing, schooling & general communities that lived there. There was Town Hill which we investigated to be the 'richer' area. This contrasting 'Castle' which was quite destitute & marginalised from society.

At both places we did a lot of questionnaires, asking local shop owners how they tailor their products & services to their customers. Many agreed that they often lower prices to raise sales as the general community found it difficult to buy things above their budgets. Before going on & questioning, we made a 'pilot study' to ensure it was suitable for our targets. We also interviewed local residents asking about the environment. Almost all said they don't like the air quality & litter in the area.

An EQA helped us dive further into the issue of environmental inequalities. By using a bipolar scoring tool, we decided on what was the score for the areas. In Town Hill, the surrounds overall scored 6.9 as opposed to Castle which only scored 3.7.

We went down to the Phoenix centre in Swansea to ask about the inequalities there. We interviewed the CEO of it & asked him about crime etc. He said that the area had experienced a lot of crime but it had reduced.

For research, we checked Neighbourhood Statistics looking for census data to evaluate the inequalities between these 2. We specifically looked at education & in Town Hill, there was a

about ~~60~~ 60% of students achieving 5 A*s - C as opposed to about 38% in Castle. This statistic shows that the education differences create more inequality and complications, concerning employment, crime etc. leading to a spiral of decline in the area.

We looked at Police.co.uk to investigate the differences in crime in the area & the results were staggering showing major inequalities between them both. In Castle many crimes including murder were abandoned. The

Question 4 (a)

The diagram gave candidates plenty of ideas to respond to, but many simply wrote a prose version of the information seen, not fully answering the question which was 'why'. A number of candidates made the mistake of using urban, rather than rural, examples in an attempt to exemplify their response. Discussion about London 2012 was unfortunately quite common in some responses. There seems an underlying feeling that students do not like having to use rural data, and would prefer to study only urban rebranding.

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 Figure 4.

   (a) Using Figure 4, suggest why rural rebranding often involves a wide range of players.

(10)

It is often, that a wide range of skills are required for rural rebranding at different stages along the process, and different players can make their input.

By looking at Figure 4, you can clearly see that at the beginning of the rebranding process, a general theme has to be agreed on and this has to be down to the people who know the area well and have expertise - such as the County Council and local community groups.

As the process continues, it is more important to involve people that would be helpful in that area. For example, the figure shows us that to get funding, requires the players with money e.g lottery grants and local parish grants. Additionally the players come from both local areas, and more national boards. This is because (in the figure specifically) the rebranding is being done in a partnership. This is good because both locals and professionals elsewhere in

the country can get involved, meaning a larger pool of expertise and help.

For stages such as 'reviewing and designing the infrastructure' in figure 4, it would involve only local players because it has to be accepted by the local community, the area has to be fully willing before the scheme goes any further. But again, when selling the final concept, national players are required such as the Tourist board so places all around the country can be made aware.

Overall the figure indicates a wide range of players need at a local and national level in order to fulfill different tasks adequately and to ensure rural rebranding is successful.

Question 4 (b)

Most successful responses to this question seemed to use 2-3 well developed urban case studies, including a good depth of data and detail. One common weakness was that the planned focus on visitors (instead of general regeneration) was soon forgotten by many. There were some interesting locations, e.g. Ludlow food town, Manchester for striking architecture, Liverpool - city of culture and of course the 2012 London Games.

(b) Using examples, outline the ways in which **urban** areas have re-imaged themselves to attract more visitors.

(10)

Urban rebranding can be achieved in several different ways. Some areas, such as Glasgow, have drawn on their cultural and historical heritage whilst others, such as Barcelona, have achieved higher visitor numbers via using sport as a catalyst for urban renewal.

Glasgow is Scotland's largest city with 600,000 people, but has suffered the effects of deindustrialisation. To counter this, it has employed rebranding schemes to highlight its cultural potential and attract a higher-class visitor to it. The renovation of the 'Titan', an old and famous industrial crane, has helped to attract more investment around it. In addition, the Glaswegian government has made a concerted effort to advocate its museums and theatres. It has renovated two large museums and opened two brand new ones. Finally, to highlight its interesting architecture, many of Glasgow's buildings are lit at night. This also creates a sense of vibrancy. These factors have helped to build a large tourist industry in the city.

Barcelona hosted the Olympics in 1992 and used the games as a catalyst for development. Previously an industrial zone, 83% of the budget for the games went to infrastructural development including a ring-road,

two air terminals and general urban regeneration. Old coastal industrial regions were also replaced with beaches. During the games, media coverage was made to focus on the city and its viability as a cultural and conference travel can as well. The tourist board even invited 2000 journalists to stay for free to improve coverage. Barcelona is now the world's 12th most popular city destination.

Urban areas can use several strategies to rebrand and boost visitor numbers. Cultural and historical heritage often plays a part in this. Big events such as the Olympics can often be used to spur on this process.

Question 4 (c)

One again, candidates need to be encouraged to use more technical language/vocabulary to support their descriptions of fieldwork and research. Unfortunately some candidates wrote about the success of rebranding, rather than the need, which would typically limit them to Level 2 marks as a maximum since their responses remained unfocused. Other candidates focused their efforts of mainly describing results, rather than on the need for rebranding. Others sadly drifted into 'case-study' mode. This perhaps demonstrated the danger of pre-learning responses in anticipation of 'set' questions. Some discussed at length fieldwork in places that had been rebranded e.g. Denbies Vineyard, rather than looking at whether they needed to be rebranded.

(c) For **either** an urban **or** a rural area, describe the fieldwork and research you undertook to investigate the need for rebranding.

(15)

Named area: Stratford, Newham (urban)

Stratford, Newham in the east of london is an area that has a need for rebranding as the deindustrilisation of the area has occured leaving the population dense, there is a deprivation in skills for young people and education. Rebranding this area means re-imaging it making the area more attractive and attracting new visitors, jobs and businesses.

The fieldwork I undertook in this investigation is a bipolar survey or an environmental impact assessment where I looked at the state of the area and by my own perspective I looked at the features from land, litter and population. I conducted this to see the need for rebranding and if the area is deprived. I saw that the area needed a lot of improvement with its social, economic and environmental issues.

Secondly I did a questionnaire in the main centre near Stratford Station asking residents their opinion on the rebranding of an area and most said that it will help promote East london as well as creating a better economy with more jobs and encouraging young people to be skillful. Some said that it had a bad impact where

hundreds of businesses have been lost and homes of people have been destroyed. This was done to create a new site and the goverment will build new homes.

Lastly a conflict matrix was ~~done~~ completed by me to analyse the different players including developers, local council, goverment and residents aswell as visitors and conducted on what would benefit and cost them. Through this I conducted that in a long term basis, the redevelopment was needed and will benefit the area in the future.

For research I looked online at the GIS maps and researched the gradual change which photographs the area of Stratford on the construction of the area. It shows the derelict land to demolishing of buildings but also the development and rebranding of the area which looks more modern and attractive.

Secondly the research I did on the census data of 2001 shared the levels of deprivation in Newham where education deprivation rose up to 35% whereas the UK average is 24%. Through rebranding this will encourage people to get jobs and businesses. Lastly www.dd-maps.co.uk shared the area in the 1900's full of industry with a rapid decline ~~in~~ resulting to demonstrification.

(Total for Question 4 = 35 marks)

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

(c) For **either** an urban **or** a rural area, describe the fieldwork and research you undertook to investigate the need for rebranding.

(15)

Named area: Hastings

Hastings is located in the county of east sussex in south east England and it is the area I studied to investigate the need for rebranding. It is an urban area.

The first method of research I would do is text analysis of the local newspaper- 'Hastings Observer'. This would tell me about the issues and problems that arise in Hastings and inform me about any opinions or negative attitudes. For example, in 2011 the Hastings observer said 'parts of Hastings are pockets of crime and antisocial behaviour', suggesting a need to rebrand.

A second research method was to look at socio-economic data from websites like upmystreet.com. These showed to me that exam pass rates were 50% below national average which 4shows a need to rebrand through education.

A final research method would be to use websites such as www.nationalstatistics.org.uk to look at the population of Hastings. This can be compared to census data from the past. If the population has decreased, this suggests people are moving away because Hastings is unattractive- showing a need for rebranding.

A method of fieldwork I used was to conduct a land use survey, recording which spaces were used and which were empty. These can be compared to good maps to see if vacancy rates have decreased or increased. A lot of vacant shops would suggest shops were to expensive, or businesses closed due to lack of service - suggesting a need to rebrand.

Secondly, I used carried out a pedestrian count using a systematic stratified sample every 20m away from the main part of the town. There was not a big correlation between peop amount of people and the distance from study area. This suggests a need to rebrand as the main part of the town, if successful, would be the main attraction.

Finally, I conducted a questionnaire for local people. This used a range of open and closed questions. From this, I was able to find out that 85% of people felt Hastings needed to rebrand. I also found that the most common issues were transport and employment opportunities.

To conclude, I found out, using both fieldwork and research, that Hastings does need to rebrand.

(Total for Question 4 = 35 marks)

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

ResultsPlus
Examiner Comments

This is another well written, top-band answer. It has a focus on the 'need' for rebranding and there are good details of fieldwork in places, e.g. land-use survey.

Paper Summary

Please refer to previous Principal Examiners' reports on suggestions for improving candidate performance. Centres are also reminded to make full use of the Unit 2 presentations and example work that are available on the Edexcel website and Edexcel Communities.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx

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