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Mark Scheme (Results) January 2010

GCE

GCE Geography (6GE02)
Paper 01 Geographical Investigations

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General Marking Guidance

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

General Guidance on Marking

All candidates must receive the same treatment.

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

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

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

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

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

Using the mark scheme

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

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

Quality of Written Communication

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

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

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

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

Question Number		Question
1(a) QWC (i, ii, iii)		Suggest how the weather situation shown may lead to a range of weather hazards
Series		**Indicative content**
		Deep depression centred off the west of Ireland (L946), isobars closely packed together = possibility of strong or gale force winds (especially with passage of cold front. Heavy showers and rain are likely to follow in behind the cold front At the coast. Western coasts of UK are likely to take a battering, driving sea onshore – large waves likely. This could potentially cause coastal flooding and disruption to transport (rail / aircraft, ports - ferrys etc). Surges may be a bigger risk if combined with spring high tide. Inland. Hazards inland may be less due to lower wind strength but tree fall is a bigger risk, together with possible structural damage to buildings. Note as situation is March, credit possibility of incoming cold air leading to risk of snow / sleet. Expect most responses to look at UK, but can choose any other location(s) – so reward appropriately
Level	**Mark**	**Descriptor**
Level 1	1-4	Basic response only with very limited range / depth of detail. Very limited understanding of information on map. Lacks structure. Considerable errors in language.
Level 2	5-7	Shows some understanding of information on map and is able to make some links to possible weather hazards. Some structure, and some written language errors. Some use of terminology.
Level 3	8-10	A clear response with effective use of map. Identifies a reasonable range of places and possible hazards. Expect some mention of possible coastal flooding. Well structured and balanced response. Written language errors are rare.

<table>
<tr><th colspan="2">Question Number</th><th>Question</th></tr>
<tr><td colspan="2">1(b)
QWC (i, ii, iii)</td><td>Describe the fieldwork and research you would undertake in order to investigate the impacts of a named extreme weather event.</td></tr>
<tr><th colspan="2">Series</th><th>Indicative content</th></tr>
<tr><td colspan="2"></td><td>Candidates can chose a range of extreme weather events including:
river flooding, hurricanes, tornadoes, heat wave and drought. Expect floods since it is more realistic to do fieldwork on, although some candidates may have done others so credit.
The specification indicates the range of impacts may be social, environmental or economic. In the context of fieldwork and research it may be difficult to investigate all of these in any depth, although large events may have measurable / reported economic impact. Other impacts on health, infrastructure etc could also be suggested. Evidence of research into these should be well credited.
NOTE candidates should choose ONE extreme event only
Types of fieldwork and research chosen will vary according to the event, so the information below should just be taken as a guide. Fieldwork approaches can be linked to increasing risks and there is overlap.
<table>
<tr><td>Fieldwork (primary):</td><td>Flooding evidence can come from qualitative sources, e.g. historic / eye witness accounts. Use of interviews / focus groups. Evidence of levels may be anecdotal, i.e. come from marks on walls, ‘strand-lines’ etc, previous signs of damage. May also be some quantification of bankfull levels etc; use of hardware models, e.g. storm simulation. Also credit work which looks at perception of risk / impact, e.g. via interviews.</td></tr>
<tr><td>Research (secondary):</td><td>Use of various sources to get a picture of flood extent, especially GIS EA maps; also flood risk maps for insurance companies. Historic newspaper cuttings / reports and other documentary evidence e.g. newcasts etc
The best responses will provide detailed evidence of specific sources, e.g. specialist weather websites etc, National Rivers Flow Archive (NRFA), NOAA rather than ‘the internet’.</td></tr>
</table></td></tr>
<tr><th>Level</th><th>Mark</th><th>Descriptor</th></tr>
<tr><td>Level 1</td><td>1-4</td><td>Very limited range of fieldwork / research described. Fieldwork may not be appropriate / linked to a weather / flood event. Lacks structure. Considerable errors in language.</td></tr>
<tr><td>Level 2</td><td>5-8</td><td>Descriptive style but with some statements about either fieldwork or research approaches linked to a weather / flood event. May be a description that lacks focus on the question / less relevant techniques. Likely to be unbalanced and lacking detail. Expect limited use of geographical terminology. There are some written language errors.</td></tr>
<tr><td>Level 3</td><td>9-12</td><td>Describes a range of fieldwork and/or research approaches linked to a weather / flood event, but may lack balance. Some use of geographical terminology. Response shows some structure, limited written language errors.
Max 10 if only fieldwork or research.</td></tr>
<tr><td>Level 4</td><td>13-15</td><td>Structured account which describes a balanced range of personal weather / flood fieldwork and research techniques in detail; shows good use of own / group fieldwork, with good use of terminology. Written language errors are rare.</td></tr>
</table>

Question Number	Question
1(c) QWC (i, ii, iii)	Using examples, explain how different strategies can be used to reduce the impact of drought.

Series	Indicative content
	This is a big topic, so expect a range of strategies, including sustainable options. May be split short term vs longer term. Management is about redressing the balance between demand and supply. Candidates may also describe impacts of droughts. Reducing likely to involve a mixture of improved water harvesting and distribution techniques, together with water conservation measures (voluntary or forced via payment). Sustainable approaches are likely to protect or improve the quality / nature of the existing water resource. A range of countries and regions can be used to illustrate solutions, e.g. USA, Australia, Cyprus, China, parts of Africa etc; also UK, e.g. SE England. Farming is a big user of water so modification of crops and practices may form part of the solution.

	Developed, e.g. UK	Developing, e.g. Africa
New supplies	Seek out new supplies..issue of exploitation	
Reducing demand	Hosepipe bans etc, paying for consumption (water meters) & public campaigns, education etc	
Water collection and distribution	- abstract water from aquifers – - water from reservoirs in Wales - repair leaking infrastructure - government or business decisions	- use bunds, line of stones, etc - fit pumps, repair or dig new wells - communally owned/built facilities - help from aid and NGOs
Adapting farming techniques	- reduce irrigation use - shift to Mediterranean crops - use gene technology	- change from nomads to cultivators - use of drought resistant crops - use of intermediate technology
Recycling and conserving water	- recycle more river water - use more 'grey' water - reduce water footprint (meters)	- collect and store rain water underground until dry season - separate 'clean' and re-usable water

Some answers may contrast types of solution, e.g. community-led vs top-down / government or choose to contrast locations. Reward appropriately.

Level	Mark	Descriptor
Level 1	1-4	Basic and generalised with one or two ideas only relating to 'more supply' or 'use less'. Weak or no exemplification. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Some ideas examined, but likely in be restricted either in range and or depth. Some exemplification is present but is not comprehensive or very well selected. Some structure and some written language errors.
Level 3	8-10	A response where some range of examples and solutions are discussed providing or depth and / or detail. Examples are clearly incorporated. For top of band expect some specific reference to reducing impact. Well structured and balanced response. Written language errors are rare.

Question Number		Question
2(a) QWC (i, ii, iii)		Suggest reasons why the two resorts have developed in different ways.
Series		**Indicative content**
		Two resorts have very different development pathways, reasons may include: • Accessibility (20C air travel vs 18+19C rail) • Image of holidays / resorts / country • Weather and climate reliability • Cost of holiday (whilst there and cost of package / travel) • Family friendliness • Resort / hinterland facilities (for different groups etc) Alicante is a large resort city in SE Spain. It has an international airport close by and is popular holiday destination, drawing visitors from all over Europe. It is an historic Mediterranean port. The local economy is based on tourism, which has grown considerably since 1960's with advent of cheaper travel and the ubiquity of package holidays to the 'Costa'. Evidence of success can be seen from the picture with the large number of yachts and high-rise hotels (although these can be an environmental disaster). The future may become harder for this type of resort which are dependent on cheap air travel to bring in overseas tourists receipts. Great Yarmouth represents a typical UK seaside resort which had its tourism heyday with the coming of the railways in the mid 19C. Since then, like other UK coastal resorts, it has had mixed fortunes. It has suffered from loss of tourism as people have increasingly travelled overseas. The picture reveals Victorian buildings and a pier. There is a relatively high volume of traffic indicating popularity of the coastal strip. Like many UK coastal towns and cities it has also witnessed increased popularity from stag weekend etc; it also put forward a casino proposal, trying to attract more people. The future for Great Yarmouth may be brighter if people increasingly chose to take holiday closer to home to reduce their eco-footprint or air travel becomes prohibitively expensive. Candidates are expected to use their own knowledge and understanding of crowded coasts – reward appropriately. Credit candidates who provide sensible ideas on possible 'futures', although this is not required as part of the question.
Level	**Mark**	**Descriptor**
Level 1	1-4	Limited range of factors ideas suggested. May be limited to basic lift-offs from pictures. Very little evidence for own knowledge of coastal resorts. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Some range of comparative ideas / reasons linked to images. Likely to have limited depth of detail or range. Shows some knowledge of coastal resorts. Expect some written language errors, but generally satisfactory structure.
Level 3	8-10	A clear response with comparison of coastal locations and factors. Some detail in either depth or range. Likely to introduce own knowledge and understanding. Well structured good use of correct terminology. Written language errors are rare.

<table>
<tr><th colspan="2">Question Number</th><th>Question</th></tr>
<tr><td colspan="2">2(b)
QWC (i, ii, iii)</td><td>Describe the fieldwork and research you would undertake in order to investigate the impacts of coastal development.</td></tr>
<tr><th colspan="2">Series</th><th>Indicative content</th></tr>
<tr><td colspan="2"></td><td>Impacts could overlap with pressures, e.g. social (e.g. antisocial behaviour, noise), economic (over-reliance on tourism income) and environmental (e.g. litter, pollution etc). For the vast number of students, however, Fieldwork in coastal areas will likely focus on a range of interlinked themes beach pollution, trampling, litter, visitor surveys / activity patterns, ecosystem condition, patterns of growth etc. All of these are relevant and should be rewarded.

<table><tr><td>Fieldwork (primary):</td><td>Field sketches, video / dvd, focus groups and extended interviews with community groups, resort managers, local authorities etc, activity map.
Also: footpath analysis, litter surveys, graffiti surveys, biodiversity surveys (using plant keys etc) or assessment of ecological value is basic ACFOR scale, conflict matrix, landscape assessment sheet etc.</td></tr><tr><td>Research (secondary):</td><td>A range of historical documents may support impacts, e.g. newspaper extracts, postcards, local reports etc. Historic census for population increasesAlso GIS mapping using Google Earth to provide digitised backdrops. Water quality surveys from local authority / Blue Flag Award etc.</td></tr></table>Provide credit for possible reference to sampling strategies, e.g. systematic and stratified, no of people interviewed etc; also some candidates may have used a pilot survey, e.g. to format questionnaires.

Reward fieldwork and research which seems to be focused on impacts, rather than general coastal activities, e.g, beach profiles etc.
Credit any work which shows innovation.</td></tr>
<tr><th>Level</th><th>Mark</th><th>Descriptor</th></tr>
<tr><td>Level 1</td><td>1-4</td><td>Very limited range of fieldwork / research described. Fieldwork may not be appropriate / linked to impacts. Lacks structure. Considerable errors in language.</td></tr>
<tr><td>Level 2</td><td>5-8</td><td>Descriptive style but with some statements about either fieldwork or research approaches linked to impacts. May be a description that lacks focus on the question / less relevant techniques. Likely to be unbalanced and lacking detail. Expect limited use of geographical terminology. There are some written language errors.</td></tr>
<tr><td>Level 3</td><td>9-12</td><td>Describes a range of fieldwork and/or research approaches linked to coastal development impacts, but may lack balance. Some use of geographical terminology. Response shows some structure, limited written language errors. Max 10 if only fieldwork or research.</td></tr>
<tr><td>Level 4</td><td>13-15</td><td>Structured account which describes a balanced range of coastal impacts using fieldwork and research techniques in detail; shows good use of own / group fieldwork, with good use of terminology. Written language errors are rare.</td></tr>
</table>

2(c) QWC (i, ii, iii)		Using examples, explain how managing coastal environments increasingly relies on a spectrum of approaches from 'do-nothing' to hard engineering.
Series		**Indicative content**
		Spectrum idea goes from hard defences: breakwaters, gabions, embankments, rip-rap, sea walls, cliff re-grading etc) to soft engineering and management: beach nourishment, beach profiling, dune stabilisation / regeneration, offshore reefs etc. These are more sustainable approaches. Hard engineering is often designed to protect high value coastal locations, e.g. towns and energy installations, but suffer from problems of high expense, loss of amenity, and problems of failure especially with sea levels rise. Sustainable coastal defence / management attempts to accommodate, copy or work alongside natural systems and processes, with ecosystems often playing a key role. Typically such approaches are small scale, localised and bottom-up or community driven. They have the advantages of being environmentally friendly, sometimes cheaper and longer-lasting. Managed retreat is where the sea is allowed to flood parts of the intertidal zone – thus creating mudflats and valuable salt marsh habitat. Coastal realignment may be more controversial since it involves 'retreating the line', e.g. Kent, N. Norfolk and Essex. Many examples overseas where credit should be given. There may be reference to integrated coastal management, which sustainable / soft options vs hard defences may be discussed. Large coastal cells are broken down into smaller units and then action is taken via SMP (Shoreline Management Plans) – hence the 'spectrum' idea
Level	**Mark**	**Descriptor**
Level 1	1-4	Vague in both detail and depth. Very limited appreciation of concept. Lacks structure and very limited use of geographical terminology. Limited or no reference to an example. Considerable errors in language.
Level 2	5-7	Uses at least one example to support response. Some structure. Likely to be lacking in either range or depth, but shows / implies some understanding of management 'spectrum' principle. There are some written language errors.
Level 3	8-10	A clear response which shows understanding of concept. Well structured and balanced response which uses example(s) effectively (at least one in depth). Tries to address idea if 'increasingly' for max. Written language errors are rare.

Question Number		Question
3(a) QWC (i, ii, iii)		Suggest reasons for the variation in the number and location of wi-fi access points shown.
Series		**Indicative content**
		Large number of wi-fi access points shown**,** but with particular patterns and spatial distribution. Corridors of access tied to roads / motorways seem to be linear hotspots, also other concentrations at particular transport interchanges, e.g. Heathrow Airport. There is a distance-decay of access away from London. The far west of the map, in particular north of the M4 shows an area with very few hotspots – a wi-fi desert. The reasons for unequal provision are likely to be closely tied into population density and rurality. Hotspots tend to be found were people require access, e.g. in towns and cities, or at infrastructure hubs such as train stations and airports (idea of mobile offices / telecommuting). It is not cost effective to provide large scale coverage where there are not sufficient revenue gains. Credit candidates that mention that WiFi doesn't travel well in areas with hilly topography; also high density buildings can block signal (which may account for the larger amount of points in built up areas). Note: The map does not show all hotspots, there are likely to be may private access points that do not feature on the map.

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Level	**Mark**	**Descriptor**
Level 1	1-4	One or two basic items of data described from the map; limited to lift-offs. Lacks structure and very limited use of map evidence to support description. Explanation is very weak or non-existent. Considerable errors in language.
Level 2	5-7	Some range of comments through interpretation, but may lack either breadth or depth in description and or explanation. Some structure and expect use of direct map evidence to support ideas. There are some written language errors.
Level 3	8-10	A clear response with good use of both resources to illustrate inequality. Well structured and expect use of specific use of map data. For top of band both description and explanation are present and reasonably well developed. Ideas are sensible. Written language errors are rare.

Question Number	Question
3(b) QWC (i, ii, iii)	Describe how access to services can help to create marginalised groups in rural areas.
Series	**Indicative content**
	Marginalisation refers to aspects of separation, i.e. individuals or groups who are in some way divorced from common aspects of society. Lacks of access to services can take many forms: • Technology, e.g. mobile phone reception, wi-fi, high speed broadband etc • Bus / train / rail / port infrastructure proximity and frequency • Places for entertainment and leisure (range , affordability, availability etc) • Basic services such as electricity, sanitation etc Groups can take different forms, e.g. the elderly, the young, unemployed, single parents, disabled, ethnic minorities etc In MEDCs inequality more likely to be driven by physical barriers (e.g. mountains / hills), remoteness or the economics of delivery of a particular service. Population density (potential market) will also be a factor which links to marginalisation. Expect candidates to refer to lack of high speed broadband or poor mobile phone reception. LEDCs other factors at play. Note – can be examples from rural or urban locations Candidates may just do MEDC or LEDC.

Level	**Mark**	**Descriptor**
Level 1	1-4	Identifies one or two basic ideas only. Very little understanding of maginalisation. Not rural. Little structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Provides some ideas using either reasonable range / detail. Shows partial understanding of access to services. Some structure. There are some written language errors.
Level 3	8-10	A structured account which examines a range of focused ideas. Well structured and balanced. For top of band may expect specific comment about particular marginalised groups. Written language errors are rare.

Question Number	Question

3(c) QWC (i, ii, iii)	Describe the fieldwork and research you would undertake in order to investigate the success of strategies to reduce rural or urban inequality.
Series	**Indicative content**
	There are a range of fieldwork and research opportunities (both for urban and rural) – expect these to include: **Fieldwork (primary):** Questionnaires / interviews / oral histories – reactions to particular schemes. Interviews with key players / strategists. EQ surveys may also feature. Past vs present photographs and other archive information; also satellite images; use of DVD or video evidence. Shopping quality / retail health / diversity, or 'clone' surveys linked to historic data. May also use accessibility inequality, e.g. changes in town centre bus provision. **Research (secondary):** Use of internet blogs and forums etc to find reactions to particular schemes, or see how an area has changed over time. Research access to employment, education, higher-order shopping etc. Mobility and deprivation. Census data at the neighbour level is likely to be an important tool. For some urban areas GIS mapping facilities, e.g. crime may also be available. Provide credit for possible reference to sampling strategies, e.g. systematic and stratified, no of people interviewed etc; also some candidates may have used a pilot survey, e.g. to format questionnaires. Success it actually difficult to measure, so reward and credit for any sensible ideas, even if relying on qualitative approaches. Key idea is trying to establish base line historic data to compare Note – URBAN only

Level	Mark	Descriptor
Level 1	1-4	Very limited range of fieldwork / research described. Fieldwork may not be appropriate / linked to inequality. Lacks structure. Considerable errors in language.
Level 2	5-8	Descriptive style but with some statements about either fieldwork or research approaches linked to inequality. May be a description that lacks focus on the question / less relevant techniques. Likely to be unbalanced and lacking detail. Expect limited use of geographical terminology. There are some written language errors.
Level 3	9-12	Describes a range of fieldwork and/or research approaches linked to inequality and success of strategies, but may lack balance. Some use of geographical terminology. Response shows some structure, limited written language errors. Max 10 if only fieldwork or research.
Level 4	13-15	Structured account which describes a balanced range of fieldwork and research techniques in detail; shows good use of own / group fieldwork, with good use of terminology. Clear linkage to idea of 'success'. Written language errors are rare.

Question Number		Question
4(a) QWC (i, ii, iii)		Suggest how the information shows that some seaside towns are in greater need of rebranding.
Series		**Indicative content**
		Many coastal towns are in need of rebranding. There are some issues which are particular to coastal localities: • Dependent on seasonal resort economy • Periperality • Shrinking economy which lacks diversity • Decline in traditional industries, e.g. fishing, ship building etc • Challenges of high concentrations of migrant labour • In UK, Victorian houses and infrastructure which is not flexible The data shows that in general, the 3 seaside towns are experiencing some problems, e.g. low average wages compared to England average etc. Blackpool is perhaps the least problematic (e.g. average earnings closest to English average and only 1.0% new migrants). Skegness looks difficult with a very high proportion of working age claimants (>20%) and very high number of retired people, although relatively low numbers of economic migrants. In reality all seaside towns probably need rebranding to break cycles of decline / poverty and reduce deprivation etc. Factors controlling the degree of 'need' may relate to those above, e.g. peripherality + access to a tourist population, whether the economy has managed to diversify etc.

		Credit candidates who, in particular compare data to English average. Credit any reference to own fieldwork or case study material.
Level	**Mark**	**Descriptor**
Level 1	1-4	One or two basic lift-offs described only. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Some range of ideas linked to Q, but may lack either breadth or depth. Expect use of 2+ data items / evidence. Some structure and use of terminology. There are some written language errors.
Level 3	8-10	A clear response with good use of number of data items to support ideas / comments. Well structured good use of geographical terminology. May try to consider 'why' and the associated factors. Written language errors are rare.

Question Number	Question
4(b) QWC (i, ii, iii)	Describe how some places have used sport and leisure as a catalyst to 'kick-start' rebranding.
Series	**Indicative content**
	Sport is increasingly being used as a regeneration tool to attract investment to areas, especially urban areas which have witnessed decline of traditional industries such as manufacturing. Idea is that a pump-primed sports event (on the global stage) will attract private investment in the form of new housing, hotels, public services & transport etc as well as give the location a global brand (thus attracting inward investment etc). Classic examples include Barcelona ('Olympic effect') and Manchester Commonwealth (2002); also expect considerable mention of London 2012 and promises of great things. Sport will also acts a catalyst for tourism receipts, especially for global events such as World Cup. Candidates may also mention 'feel-good' factor. Not all examples have had undeniable success. Sheffield World Student Games (1991) was costly with limited impact on cities brand. Issues are 'white elephant' buildings and facilities that are not well suited to needs of the locals. Many people question the long term economic and social benefits. Key to success is often to make them part of a bigger regeneration strategy.

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Level	**Mark**	**Descriptor**
Level 1	1-4	Identifies one or two basic ideas only. Vague or no reference to a specific place(s). Little structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Identifies some examples using either reasonable range / detail. Shows some understanding of idea of 'catalyst'. Some structure. There are some written language errors.
Level 3	8-10	A structured account which likely examines successes and failures using either good range or detail. Well structured and balanced response which selects places well. Written language errors are rare.

<table>
<tr><th colspan="2">Question Number</th><th>Question</th></tr>
<tr><td colspan="2">4(c)
QWC (i, ii, iii)</td><td>Describe the fieldwork and research you would undertake in order to examine the success rebranding solutions in a rural area.</td></tr>
<tr><th colspan="2">Series</th><th>Indicative content</th></tr>
<tr><td colspan="2"></td><td>There are a range of fieldwork and research opportunities (similar for urban and rural contexts) – expect these to include:
<table>
<tr><td>Fieldwork (primary):</td><td>Visit location(s), collect qualitative and quantitative evidence, e.g. oral histories of change, perception of reputation, looking for evidence of change in functional hierarchy etc. Looking for evidence of improvements to ‘place image’, ‘product’ image and imaging rural people. Opportunity at busy rural rebranded locations to determine sphere of influence etc. Lots of photographic and video evidence expected, e.g. architectural icons / design features.</td></tr>
<tr><td>Research (secondary):</td><td>Photos / postcards illustrating change, changes in employment, visitor profile and published catchment survey data etc.
Also use of geo-demographic data e.g. postcode checkers on the internet etc.</td></tr>
</table>
Provide credit for possible reference to sampling strategies, e.g. systematic and stratified, no of people interviewed etc; also some candidates may have used a pilot survey, e.g. to format questionnaires.

In reality it is quite difficult to measure success – credit any acknowledgment that results may be partial and tentative; based on more subjective observations. An appreciation that ‘success’ requires looking at what the area was like before should be well rewarded.</td></tr>
<tr><th>Level</th><th>Mark</th><th>Descriptor</th></tr>
<tr><td>Level 1</td><td>1-4</td><td>Very limited range of fieldwork / research described. Fieldwork may not be appropriate / linked to solutions / strategies. Lacks structure. Considerable errors in language.</td></tr>
<tr><td>Level 2</td><td>5-8</td><td>Descriptive style but with some statements about either fieldwork or research approaches linked to solutions / strategies. May be a description that lacks focus on the question / less relevant techniques. Likely to be unbalanced and lacking detail. Expect limited use of geographical terminology. There are some written language errors.</td></tr>
<tr><td>Level 3</td><td>9-12</td><td>Describes a range of fieldwork and/or research approaches linked to solutions and success of strategies, but may lack balance. Some use of geographical terminology. Response shows some structure, limited written language errors. Max 10 if only fieldwork or research.</td></tr>
<tr><td>Level 4</td><td>13-15</td><td>Structured account which describes a balanced range of fieldwork and research techniques in detail; shows good use of own / group fieldwork, with good use of terminology. Clear linkage to idea of ‘success’. Written language errors are rare.</td></tr>
</table>

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