

Examiners' Report  
June 2015

GCE Geography 6GE02 01

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## Introduction

The June 2015 paper was generally accessible to candidates across the ability range. As with previous years, it was good to see that there were a smaller number of non-completed scripts. Centres are also to be congratulated that they have impressed upon their candidates the need to complete their answers in the spaces provided as well as having a clear focus on the question set.

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

Performance was mixed but unfortunately, as with last year, there were a small number of candidates committing a rubric offence. This was mainly in Question 1(a) where a minority of candidates misread the question and did not use any of the three pieces of meteorological equipment shown at all. This is discussed in greater detail later in this report. As with the last examination series, there were some outstanding results at the top-end and centres and their candidates are to be congratulated.

The trend commented upon in last year's report of an improvement in the quality of responses associated with the 15 mark fieldwork and research questions continued to be seen, particularly in the answers to Question 1(c) on flooding. Due to the hard work of the centres, candidates seem to be gaining a better understanding of the demands of this part of the examination through the use of past papers, mark schemes and other assessment-focused resources. It is pleasing that many centres are continuing to use the specification to match the fieldwork and research that they carry out to the requirements of the specification. Many students are also recognising more fully the role of 'research', with some candidates explaining how it is a necessary pre-cursor (e.g. to investigate the flood reports on the Environmental Agencies web site) before embarking on the actual fieldwork itself. Unfortunately, as noted in previous reports, there is still evidence that candidates are writing what appeared to be pre-rehearsed responses, which in many instances were not specifically answering the question set. This was particularly evident in the Rebranding question when many candidates simply ignored the word 'need' and wrote about the success of rebranding instead. Some of the better candidates argued that as the rebranding was a success there was no longer a need to rebrand the area further but this was a rare response - most simply assessed the success of the rebranding of the area that they had studied. These answers were therefore self-penalising.

Again, as stated in previous reports, the part (a) questions are always about responding to the resources which have been provided. Rehearsing how to respond to photographs, data and maps is an important skill 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, such as Question 3(a), as they did not offer a 'comment' but instead simply described the patterns shown in the resource.

The final group of examination questions are those in which candidates are encouraged to use a range of examples or case study information to support their responses. Examiners noted that the responses to these questions are now showing a pleasing improvement with many candidates showing a greater depth of knowledge and / or range of detail. This was particularly evident in Question 2(b) where there were some very detailed and informative evaluations of coastal defences. One area where centres can help develop the candidates' answers is in the process questions, such as Question 1(b). This was clearly seen in candidates' responses that explained the causes of tropical revolving storms. To gain Level 3 marks, candidates had to go beyond stating the factors that allowed these storm systems to develop (sea temperature, time of year etc.) and explain the processes that led to the extreme weather event occurring (evaporation, release of latent heat etc.).

## Question 1 (a)

Candidates needed to focus on how the three pieces of meteorological equipment could be used to monitor **changing** meteorological conditions. Some candidates described the equipment but did not explain how the equipment could then be used to show changing meteorological conditions such as the passage of a depression. Other candidates linked the equipment to climate change and were therefore self-penalising. Additionally, some wrote about equipment that was not shown on Figure 1 such as barometers and wet and dry bulb thermometers. Unfortunately these latter candidates committed a rubric offence and were not awarded any marks.

This was a question where the majority of the candidates successfully managed to obtain Level 2 marks by relating the equipment shown to their weather diaries but few could really link the equipment to changing meteorological conditions.

### 1 Study Figure 1.

- (a) Select **three** pieces of equipment and suggest how each might be used to monitor changing meteorological conditions.

(10)

A rain gauge collects precipitation and can therefore be used to measure and record how much rain falls over a certain period of time. A rain gauge should be checked at the same time each day e.g. 7am, the volume of water in it measured and recorded and then emptied and replaced in exactly the same spot. If this is repeated over a number of days or weeks then it will indicate the meteorological conditions. A long period with no rain collected suggests an anticyclone whilst a period of light rain followed by little rain, followed by heavy rain suggests a depression is passing over.

A digital thermometer should also be used at the same time each day and should record the air temperature out of direct sunlight. These recorded temperatures can show if the temperature stays fairly stable, so it is likely to be a high pressure

system, or if there are any sudden drops, suggesting a cold front passing over or rises in temperature, i.e. a warm front. Temperature can also indicate the presence of different air masses e.g. high temperatures suggest a tropical air mass.

A digital camera has many different uses and as such can ~~also~~ monitor changing meteorological conditions in many ways. Photos visually record the visibility, cloud cover, cloud type and ~~general~~ general outlook meaning that weather systems can be identified. For example a period of light cloud cover, followed by clear skies, then heavy cumulonimbus clouds in quick succession indicates a depression whilst continued clear skies indicate the presence of an anticyclone.

These pieces of equipment all work by recording the change in weather conditions over time and these results can then be used in conjunction with other data to show the weather systems ~~etc~~, e.g. depressions or anticyclones, and air masses causing them.



### ResultsPlus Examiner Comments

In this example the candidate has detailed suggestions on how a range of equipment can be used to monitor changing meteorological conditions. There was also good use of technical language.

This was a Level 3 answer which scored 10 marks.



### ResultsPlus Examiner Tip

Using the key words from the study of extreme weather such as air masses, anticyclones and cumulonimbus clouds lifts the answer within the level awarded.

## Question 1 (b)

Although this question specifically asked for the **causes** of one type of extreme weather, many candidates focused only on the **factors** that allowed extreme weather events to develop. This was often the case for flooding where many candidates listed factors such as steep slopes, deforestation and urban areas without explaining how these catchment conditions could cause flooding. Similarly, many candidates listed the conditions required for the development of tropical revolving storms without explaining the processes that cause these storms. Some candidates also explained the formation of a depression but did not link it to a named extreme weather event such as the St Jude's storm. These responses were therefore self-penalising.

Centres could improve candidate's performance by starting with the theoretical understanding of what **causes** extreme weather events before researching named examples of these events.

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

(10)

Type of extreme weather Tropical cyclone

A tropical cyclone, as a generic reference, forms in the Inter Tropical Convergence Zone, a band which covers between  $7^{\circ}$  N/S to  $20^{\circ}$  N/S of the equator. This band may extend slightly further to encompass the tropic reference points of Capricorn and Cancer ( $35^{\circ}$  N/S). However the effect is felt the most between and no more than  $20^{\circ}$  N/S, and most be at a latitude of more than  $7^{\circ}$  for the Coriolis effect to be strong enough to have an impact, the movement of the earth which causes tropical storms to veer north ~~westerly~~ easterly over the equator and in a south easterly direction in the southern hemisphere, this force is also responsible for the forming depressions; areas of low pressure rotation in a anticlockwise motion in the northern hemisphere, this demonstrates the impact of the Coriolis effect in motion.

The water the tropical cyclone is forming over must be consistently above  $26.5^{\circ}\text{C}$  this is essential to sea evaporation, a process which occurs whereby the energy which the ocean has in abundance due to its warm temperature, located around the tropics, is gathered upwards in a ~~jet~~ jet stream, a wall of wind 10 km above sea level, it then gathers momentum the continuous evaporation process sucks more energy upwards, and condensation occurs above, this pushes the water ~~air~~ air down, as it is denser so sinks, adding more energy to the growing storm. It must continue over a period with no disturbances in consistently hot water at least 500 km (300 miles) from the equator, as if any cold air enters the storm it will break it. A tropical cyclone is considered a hurricane when it reaches  $120\text{ km h}^{-1}$  from then it is classified on the Saffir-Simpson Scale with a rating of 1-5.



### ResultsPlus Examiner Comments

This candidate has given a detailed explanation which has clear sequential processes using detailed technical language. This is a Level 3 answer which was awarded 10 marks.



### ResultsPlus Examiner Tip

In questions such as these full marks can be given without the use of a named example.

### Question 1 (c)

In contrast to last year when many candidates did not carefully read the question set, this year many responses to this question showed the careful fieldwork and research that candidates had undertaken into the topic of river flooding. It was pleasing to see a great variety of techniques being used and in particular the use of the resources available on line from the Environment Agency.

The best answers were from candidates who focused on how their fieldwork and research investigated flooding in a named area as opposed to some who wrote generic answers with little sense of place.

(c) For a named area, describe the **fieldwork** and **research** you used to investigate river flooding.

(15)

Named area Skipton

We went to Skipton, a town in Yorkshire, to investigate the river flood risk.

First we carried out research. We looked at a local newspaper's old cuttings, Craven News, to analyse the frequency and magnitude of previous flood events. Furthermore, we investigated GIS environment-agency maps to assess the risks and impacts of previous flood events of different magnitudes on the town and surrounding areas. Then we compared Met office data of when the floods occurred, including pressure, humidity and precipitation with measurements we took whilst we were conducting fieldwork in Skipton. The Craven online museum gallery held photos of when the flood events took place, which we used to observe the level of impact, social, economic and environmental, these floods had on Skipton. Finally, we looked at Data collected

by Malham Tarn field centre to analyse which tributary, the Shribden or Eller Beck, posed the greatest flood risk. Also informed us of the physical factors, such as the soil permeability, levels of deforestation and catchment size, which would affect flood risk.

~~At~~ We then carried out primary fieldwork. To start we looked round the town and took note of any flood defenses, such as the shortbank road culvert, analysed how well maintained they were, and whether they would decrease flood risk. We then split into 5 groups, and were allocated 25 grid squares of the town each to investigate, so as a group we covered the whole town. First we went to the SW corner of each grid square, and measured altitude and distance from the nearest river point using a GPS. The lower the altitude and closer to the river, the higher the flood risk. We then measured land value using the map and our eyes, to and so scaled it from 1-5, 5 being high value, and would suffer the highest impacts of a flood. We also measured % build up using the same technique, scaled 1-5, 5 being 80% ~~up~~. The higher the % build up, the more

impermeable surface, the higher the level of surface runoff, the higher the flood risk. To conclude, using a choropleth map, the overall flood risk was high, especially from the Shribden Beck.

(Total for Question 1 = 35 marks)



**ResultsPlus**

**Examiner Comments**

The candidate gives a detailed description of a range of fieldwork and research techniques that focus on river flooding. It is a Level 4 answer which was awarded 13 marks.



**ResultsPlus**

**Examiner Tip**

This answer was particularly strong on fieldwork. The answer could have been improved by clearly stating how the research collected by the candidate - such as newspaper cuttings - developed their understanding of flooding in the area.

## Question 2 (a)

Most candidates successfully used the large number of stakeholders shown on the resource to identify and explain the pressures on the environment caused by these stakeholders. At the top end, candidates explored the idea of how it was the competition for space that led to these pressures and some even suggested ways in which the pressures could be eased.

Centres are encouraged to produce resources using their own fieldwork location and undertake similar exercises in photo-interpretation which would also strengthen Unit 1 examination technique.

### 2 Study Figure 2.

(a) Using Figure 2, suggest how competition for space puts pressure on coastal environments.

(10)

There are many different user groups that use the coast, as shown by the figure. This can create conflict if they wish to use the same area.

For example conflict may occur between campers and bird watchers as the birdwatchers may complain that the human activity in green spaces disrupts the birds - making them migrate to elsewhere.

Tourism can bring conflicts with conservationists if they pollute lakes, litter, or graffiti. This can ruin the environmental quality of the coastal area; destroying habitats such as sand dunes when they are trampled on by walkers. This can result in a reduce of ~~biodiversity~~ biodiversity if it provides habitats for animals and can also destroy natural buffers, preventing floods.

Recreational groups can cause conflict within themselves if they use the same area of the coast. For example swimmers and surfers may argue they cannot use the same area of sea at the same time or that swimmers are at risk if people are fishing from a pier above them.

Access to the coast such as ~~public~~ <sup>public</sup> may affect locals. For example in peak season there may be high levels of congestion from tourists which would prevent / slow locals down in their everyday routines like getting to work. Increased congestion may also cause air and noise pollution which residents may be unhappy with.

International <sup>important</sup> habitats may be at risk, such as the Lyme Regis if regular visitors destroy the AONB and SSSI such as sand dunes. National Parks and English Heritage are examples of players who may act as conflicts against developers if they want to keep natural coastal habitats untouched.



**ResultsPlus**

**Examiner Comments**

The candidate uses detailed suggestions on how competition for space leads to conflicts between different user groups with clear links to the resulting pressure. This is a Level 3 answer which scored 9 marks.



**ResultsPlus**

**Examiner Tip**

As noted in previous reports, the relevant use of the key words of the question (in this case *competition for space*) in the response ensures that the subsequent answer is focused on the question set.

## Question 2 (b)

It was pleasing that improvement in the knowledge-based 10 mark essay question was also seen this year. Many candidates clearly understood the economic and environmental issues surrounding the different approaches to coastal defences. Coastal defences could range from policies (hold the line, strategic realignment and no active intervention) to strategies (groynes, sea walls etc.). The best answers focused on approaches that were truly contrasting.

Although there was no need to have named places to answer this question, as an example could be a place or an approach, it was difficult to gain full marks without a named place. Centres are reminded that the best answers to these types of question will usually marry place specific detail with geographical theory and concepts.

(b) Using named examples, comment on the success of **two** contrasting types of coastal defence.

(10)

There are many different ways to defend the coastline from erosion. Some methods use hard engineering others use soft engineering. An example of hard engineering is rock groynes on the south coast of England in Bournemouth on sea. These groynes stop longshore drift from eroding away at the beach and moving sediment along the coast. You can see in this particular area that they are really successful because further east down the Bournemouth coast line there is managed retreat coast management where there are no groynes. This area has major slumping of the cliffs and is set much further back than the area that has the groynes. Erosion has been allowed to take place showing the success of the groynes. An example of soft engineering is beach replenishment in Bournemouth, again on the south coast of England. Here ~~the~~ they



## Question 2 (c)

Unlike last year when the question was on the management of the coast, this year's fieldwork and research question drew more variable responses. Although there was good evidence of fieldwork and research in many responses, with some excellent work on the pressures at the coast, there was a minority of candidates who tried to adapt a pre-learned answer on the development of the coast. As noted in previous reports, candidates should be describing their fieldwork and research experience, in this case the pressures at the coast, as opposed to explaining using case study detail how the coast has developed.

Regrettably a small minority of candidates wrote a response that described the pressures at the coast with no attempt to describe the fieldwork and research they had carried out. Others wrote about an investigation into the effects of a container port that was in fact never developed over a decade ago (Dibden Bay). Candidates are reminded that the 15 mark question will always be on their fieldwork and research experience and will examine all aspects of fieldwork process from planning, fieldwork, presentation and evaluation and will never be a question requiring a detailed case study. Centres are also reminded that case study material should be refreshed on a regular basis with accurate factual detail.

(c) For a named area, describe the **fieldwork** and **research** you used to investigate pressures at the coast.

(15)

Named area Studland Bay, Dorset

To investigate pressure at Studland Bay, Dorset, before I do my field work, as for research first thing I have seen was OS maps - OL 15, which showed me land use and facilities around the area of Studland Bay, helped me to aware of that many tourists identified such as hotels and yachts were located around the bay, which may put pressure on the coast. Also, by reading article from Daily Mail, that the anchor of the yachts in Studland bay endangers eel grass, habitat of sea horses, which are largely living in Studland Bay helped me to identify human pressure of the bay. Also, such online maps like Google Maps and Street View showed me that the road surround near Studland Bay was full of cars, which may mean that tourists are visiting Studland to a large extent, which can cause human pressure. Also, old photographs in comparison of photographs today at Studland Bay ~~but~~ showed me that Studland Bay has developed as a tourist attraction, from where in the past was just small rural local beach.

As for fieldwork, Firstly, I have done sketching. Sketching the area by observation of the Studland helped me to identify a few factors that may put pressure on Studland such as dogs, tourists, Yachts and summer houses. Also by taking photo and annotating it, I could ~~analyze~~ analyse some evidence of pressure like litter and dog waste which certainly put pressure on environment of Studland. After that such experiments like counting species, heights of vegetation and pH level of soil in comparison of protected and unprotected area showed me that there are pressure on the beach due to its development, ~~the~~ unprotected area showed about 2m shorter height of vegetation, 1-5 less species and about 1-2 lower pH level which showed the soil was ~~very~~ more acidic than protected area, those experiments allowed me to find out environments of Studland Bay is under pressure and disrupted.

Lastly, interviewing officer of National Trust, organization that owns Studland Bay helped me to identify the pressure the most. He said, 1.5 million tourists are visiting Studland Bay annually and their dog waste by their pets, littering puts large pressure on environment of Studland Bay, like as a solution, there is 200 bins along the beach and it cost £65-70,000 to clear the bins annually. Furthermore, he gave me information of Sea level rise, like it is predicted for sea level in Studland Bay to rise about 50cm in 30 years, and such storms like in 2013 and 2014 affects Bay like in 2013 12m of sandbanks and 160 car park slots were lost, also in 2014 9m of replanted marram grass were lost due to natural hazards.

Thus, Research and fieldwork helped me to identify such pressure from human like litter, waste as well as natural pressure like storm and sea level rise in Studland.



**ResultsPlus**  
Examiner Comments

This candidate has written a detailed description of a range of fieldwork and research focusing on pressures on a recognisable coast. There is a clear link between activities and pressures. This Level 4 answer was awarded 13 marks.



**ResultsPlus**  
Examiner Tip

To access the highest band candidates must focus on the question set. Notice how in the first paragraph the research technique described is clearly linked to both the human activity and so the resultant pressure.

### Question 3 (a)

It was pleasing that most candidates found this resource accessible. Centres should be congratulated as the candidates' responses clearly showed good examination technique. The majority of candidates were able to link the patterns of deprivation with plausible causes. Candidates are reminded that, in questions such as these, generic reasons such as deindustrialisation or the development of KBI jobs will always be accepted as no prior knowledge of London (or another urban area) is required.

This was a question that was answered well by the majority of candidates who were able to apply their knowledge of the factors causing unequal spaces to a new case study.

#### 3 Study Figures 3a and 3b.

(a) Comment on the differences in the levels of deprivation shown in Figure 3a.

(10)

As a general pattern, the closer a London borough is to central London, the more deprived it tends to be. Boroughs on the outskirts of London such as Hillingdon and Richmond have comparatively low levels of deprivation in comparison to boroughs such as Tower Hamlets and Waltham Forest. For boroughs near to Central London such as Camden, Islington and Tower Hamlets perhaps this is because of the central London bias resulting in a lack of and undercutting of funding for areas such as education where attainment at GCSE is at its worst (4 for Camden, 3 for Islington).

Richmond and Hillingdon being on the outskirts of London tend to have more suburban middle class families paying higher income and council taxes resulting in better services. Richmond, for example scores 1 across all indicators of deprivation. Hillingdon comes in close second with two 2s and two 1s respectively. This may also be a result of the Barnett Formula which calculates the amount of funding a constituency or borough receives. The Barnett Formula tends to have a more

rural bias which also works to explain why the most urban areas tend to be the most deprived.

Tower Hamlets is known for its high levels of temporary housing and many people move to the area for this. This results in less council tax to fund services which explains why it scored three 4s for indicators of deprivation. Camden is known for its high levels of available and affordable housing which may explain why it scored a 1 under 'living in temporary accommodation'.



**ResultsPlus**  
Examiner Comments

This candidate has detailed comments on the differences in the levels of deprivation; this is a Level 3 answer which scored 9 marks.



**ResultsPlus**  
Examiner Tip

The response is perhaps not always entirely accurate (is Tower Hamlets really *known* for its high levels of temporary housing) but the considered points made explaining the levels of deprivation in the boroughs of Richmond and Hillingdon lift the response into the top band.

### Question 3 (b)

Candidates' responses to this question were clearly focused on the results and conclusions of their investigation into the spatial patterns of inequality. It was pleasing to see that many centres had taken on board the comments made in last year's report and only a minority of candidates ignored the key command words and merely wrote how they investigated spatial inequalities.

It is important to realise that when planning fieldwork for this option a spatial pattern can only be investigated if two different places are studied, be it rural or urban. Regrettably there is a small minority of candidates who still describe the fieldwork and research they have undertaken in one location. These answers are necessarily self-penalising.

(b) Choose **either** an urban **or** a rural area.

Describe the **results** and **conclusions** of your fieldwork and research to identify patterns of inequality.

(15)

Named area EAST LONDON ~~cornwall~~

~~Within a linear transect in East London we examined patterns of~~  
inequality within Cornwall we investigated patterns of inequality within different towns such as Penwithick, Bodmin, Padstow, St. Blazey and St. Austell. We chose Cornwall due to its poverty with wages being considerably lower and it being Objective 1 on the EU's development scheme. In Cornwall there has been a huge decline in industry as well as damage to tourism due to the decline of the clay mining industry and the recession. We decided to examine social and economic inequality between areas and environmental

One fieldwork method we used was the environmental quality survey (EQS) which was carried out in each location. This investigation ranked the areas on a number of categories showing economic inequality due to conditions with results possible from -30 to +30. In ~~Penwithick~~ Padstow and Rock, due to recent investment they both scored late 20s for the EQS, while places such as St. Blazey got negative numbers. This demonstrated economic inequality in Cornwall which was backed up by secondary research <sup>with the census</sup> ~~on the census~~ statistics which examined house prices and wages. Padstow and Rock's house prices were much higher due to the influx of second home buyers (40%) while much of St. Austell, Bodmin and St. Blazey were

council housing and affordable housing. This demonstrated spatial inequality.

Another fieldwork method done for social inequality was a Bi-polar survey alongside a place check survey. Within each location we ranked from 1 to 5 on scales such as "noisy" to "quiet" or "maintained" to "disorderly". This could be quantified to display individual thoughts on the areas and created an average as there were 40 investigators. The place check survey alongside it listed the provisions that were available. Bodmin scored mostly 2s and 3s for the bipolar survey, with little service provisions with the exception of Costa but many boarded up shops. Padstow however boasts 2 Michelin restaurants that employ and source locally, gaining mainly 5s on the bipolar survey. This demonstrated huge social inequality within Cornwall, especially as the place check survey showed little travel provisions or schooling in St. Blazey and Penwithick. Neighbourhood statistics highlighted levels of crime and teenage pregnancy which is the highest in St. Blazey at 58/1000 people showing huge social inequality.

For environment inequality a graffiti survey was done in all areas recording word size, nature and colours of the graffiti to demonstrate crime and environmental levels. There was a lot of graffiti seen in St. Blazey in particular as well as streets in Bodmin which shows the lack of environmental standards. OS maps were used in secondary search to look for the proportion of green spaces which was high in every area which contrasted with results as inequality for environmental was shown not to be there.

In conclusion we ~~used~~ decided there was huge inequality in Cornwall due to better scores in EQS, Bipolar, place check and secondary research in areas like ~~Budva~~ Padstow in Rock in comparison to St. Blazey and St. Austell which had very low scores all round.



**ResultsPlus**

**Examiner Comments**

This is a good answer that describes the results and conclusions of both fieldwork and research into the spatial pattern of inequalities in a named area. It is a Level 4 answer and was awarded 15 marks.



**ResultsPlus**

**Examiner Tip**

The good use of terminology has lifted this response to the top of the band.

### Question 3 (c)

This was a question that elicited variable responses. Some responses gave a wide range of reasons why inequalities are difficult to manage in both MDCs (e.g. Cornwall) and LDCs (with some good answers that focused on Botswana). Unfortunately, a significant minority drifted into explaining the **causes of inequality** and not **why inequalities are difficult to manage**. Although there is clearly overlap between these two concepts those that did drift into causes were self-penalising. Please remind candidates to read the questions very carefully.

A small minority of candidates discussed urban inequalities.

(c) Using examples, explain why some inequalities are difficult to manage in rural areas.

(10)

When studying villages within East Devon, we found that the areas scored highly on environmental quality, but our secondary research implied that inequalities did exist. Inequalities in ~~areas~~<sup>villages</sup> like Cuppitt may be hard to manage as they the deprivation may be hidden, for example there was no graffiti and ~~very~~<sup>very</sup> little litter present in these areas. Another problem, is that villages, such as Payhembury, are isolated and fairly inaccessible because of their fairly remote location. The lack of transport services like <sup>regular</sup> bus routes stops people being able to commute to supermarkets and hospitals. As the average age of people in east Devon is 47 and 25% are over 65 this is a huge problem for pensioners who cannot drive. Also funding for these services is not available and charity work like ring and road schemes are extremely popular, but don't have the ability to access everyone. Another problem is unemployment, the relief of the land in East Devon, is hilly and this means that internet

connections and wifi is widely unavailable. As superfast connections like fibre optics are in place in areas like Broadbalking this reduces the likelihood of businesses opening located here and giving people job opportunities. These reasons make it hard to manage rural inequality because if people can't get jobs then they may become more unequal and economically excluded. The isolated location within East Devon means accessibility is a huge problem.



**ResultsPlus**  
Examiner Comments

This candidate has a detailed explanation of a range of reasons why it is difficult to manage inequalities. It is a Level 3 answer that was awarded 8 marks.



**ResultsPlus**  
Examiner Tip

Although the candidate clearly shows that they had a good understanding of why inequalities are difficult to manage in a named rural area they could have gained higher marks by using better exemplification.

## Question 4 (a)

This question proved popular with the majority of candidates and many were able to comment correctly on how heritage and culture could aid successful regeneration. It was pleasing to see that many candidates used a wide range of examples to exemplify the prompts that had been given to them in the resource. A small minority ignored the words heritage and culture in the question stem and simply wrote about the rebranding scheme that they had studied. These answers were self-penalising. A very small minority wrote on rural regeneration.

As with Question 2(a), centres are encouraged to take a similar course of action and produce flow charts of their own case studies as an initial stimulus for teaching re-branding.

### 4 Study Figure 4.

(a) Using examples, comment on the contribution heritage and culture can make to successful **urban** regeneration.

(10)

One way in which culture and heritage can lead to successful urban regeneration, as shown in the source, is that it ~~can~~ can create employment. The source shows lists museums and artist workspaces as a method of rebranding. These places need people to work in them, therefore jobs are created. This can bring income into the area, which can help reverse a spiral of decline. Furthermore the visitors attracted to these museums will boost the local economy by buying goods from local shops. An example of art museums and art being used for effective rebranding can be seen with the Tate Modern on the South Bank in London. This gallery rejuvenated the entire area.

Public art installations can also contribute to successful regeneration. Attractive sculptures bring people to a location, therefore it creates opportunities for local businesses to provide goods and services to the newly ~~attracted~~ newly attracted crowds. ~~As with galleries~~ Similarly to museums and art spaces this generates income for the local economy. However it also creates a sense of

civic pride which can lead to a greater sense of community and further regeneration projects. An example of a successful public art installation would be ~~Thomas~~ Thomas Heatherwick's "B of the Bury" sculpture in Manchester which helped bring people to the area.

Perhaps the biggest contributor to successful regeneration, shown in the course, is re-use of derelict buildings. Derelict buildings are an eyesore and they can depress local house prices. Therefore renovating them into buildings that are useful to the community can improve the perception of the area and also create employment. For example in my local area a derelict gym was converted into a Virgin Active which has bolstered the area's reputation and also provides local jobs.

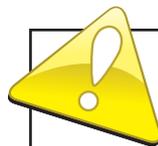


### ResultsPlus

#### Examiner Comments

This response gives a detailed explanation of the contribution of heritage and culture to the regeneration process of urban areas. It has good exemplification with links to both the economic and social aspects of regeneration.

The candidate scored 9 marks which is a Level 3 answer.



### ResultsPlus

#### Examiner Tip

The candidate shows good examination technique in the first paragraph when the focus of the question – how heritage and culture can lead to successful regeneration – is explained with reference to the employment opportunities that this can bring. Often candidates 'dive' straight into the resources without necessarily explaining to the examiner that they understand the concept/theory that is being assessed through the resource.

## Question 4 (b)

As with Question 3(b), the companion question, this question tested part of the enquiry process (results and conclusions) and not all of the enquiry process. Although there were some sound accounts of fieldwork in areas of Plymouth, Sheffield, Manchester and 'Olympic' London, a significant number of candidates ignored the word 'need' and wrote scripted accounts of the evidence for the success of rebranding of an area. Although in many cases there was the need for rebranding implicit in the candidates' work, this was often incidental to the overall answer. In addition, as with Question 3(b), some candidates ignored the words 'results and conclusions' and only described what the results were or in some cases just described the fieldwork and research they collected with no mention of results or conclusions at all.

As usual the weakest responses were unfocused on the question, mainly consisting of lists of fieldwork – a 'narrative' of the day out.

(b) For **either** a rural **or** an urban area.

Describe the results and conclusions of your **fieldwork** and **research** to investigate the need for rebranding.

(15)

Named area (Plymouth) – Urban

Plymouth is an urban area on the south west coast of the UK, in Devon, we used a number of <sup>techniques</sup> ~~social~~ to investigate the social, economic and environmental problems facing the region and why Plymouth needed to rebrand. We looked at four locations Barbican, Royal William Yard, Frankfort Gate, Drake Circus.

We conducted various <sup>environmental</sup> ~~social~~ techniques to investigate the ~~social~~ problems facing the region. One of these was an EDS (again using a bipolar scale). Drake Circus score +2, Frankfort Gate -1, Royal William Yard +3, and Barbican +3. From this we concluded that the area of Frankfort Gate had the greatest need to rebrand because of heavy ~~degradation~~ environmental problems. We also listened to aerial histories regarding ~~the~~ Royal William Yard, and why the deterioration and decline of the region made rebranding necessary. We also conducted an index of decay from 0-100, all areas scored around +50, but the Barbican scored +54, so this highlighted a potential need for rebranding in this region.

We also collected a lot of information regarding the economic problems facing the region. For example we looked at a newspaper or article to observe the huge economic losses that the previous shopping centre in Drake Circus was making (around £4m p/a) making rebranding economically necessary. We also conducted various land use surveys to investigate the number of vacant shops in areas e.g. Frankfort Centre we concluded a need for rebranding due to high shop vacancies.

We showed a number of methods to collect data regarding the social problems. For example we conducted a questionnaire, which <sup>on 10 people</sup> over 80% concluded <sup>in the</sup> that Frankfort Centre region, further rebranding was necessary. We also researched ~~SEA~~ census data from the 2001 census to observe a mean deprivation status to show that for example we concluded that in many areas Plymouth was part of the 20% most deprived regions nationwide. This suggested a significant need for rebranding.

In conclusion we conducted various data collection techniques to investigate the need for Plymouth to rebrand, in doing so we identified the social, economic and environmental problems the area faces.



**ResultsPlus**  
Examiner Comments

The candidate here gives a detailed description of both the results and conclusions of a range of fieldwork and research techniques that focus on the need for rebranding in a named place.

This Level 4 answer was awarded 13 marks.



**ResultsPlus**  
Examiner Tip

The candidate has clearly focused the answer on the need for rebranding by the use of the words in the first paragraph.

### Question 4 (c)

This question was answered well by many candidates using a wide range of examples but often using Cornwall as their case study. A range of ways in which rebranding had allowed places to attract both new businesses and visitors was demonstrated although a large number of candidates ignored the stem of the question and simply described the rebranding process.

Unfortunately, as with Question 3(c), there were also some very weak and very short responses included here; candidates need to be reminded that completion of all parts of the paper is vital if they want to obtain a reasonable outcome. Candidates should also be reminded that increasingly the question will focus on one area (rural only or urban only) as opposed to either rural or urban as they have done in the past.

(c) Using examples, explain the ways in which **rural** areas have been rebranded to attract both new businesses and visitors.

(10)

There are many ways rural areas have been rebranded to attract both new businesses and visitors. Cornwall has undertaken a wide range of rebranding to do this.

One way Cornwall tried to rebrand it through the building of the Eden Project in 2000. ~~This led to~~ This is a 2 biomes located near St Austell. This has been successful as it has brought environmental education to the area, and attracts 75,000 visitors each year. It is also the 3rd most visited attraction in the UK. This has <sup>also</sup> led to new businesses in the area as it had the positive multiplier effect as visitors spend £5 billion on site and a further £4.3 billion on site. This has increased the number of businesses in the area as more people visit each year.

~~Another way~~

Another way that Cornwall has ~~had~~ been rebranded is through FEAST. This tries to encourage local art communities to be inspired by offering affordable creative projects. This has brought new businesses to the area as it left a legacy of creative skills which has led to the Cornish Council spending £1 and getting £10 back over the long term.

Spend in creative businesses.

Another way Cornwall has been rebranded is through the unlocking Cornish Potential technique. This is where graduates and businesses are drawn to Cornwall through the use of subsidies and are given placements in Cornwall. This has left 260 businesses in Cornwall, with graduates, lifting up the skills of Cornish community.

Another way they have rebranded is by Jamie Oliver's Fifteen restaurant. This takes on apprentices in chefing which inspires young people to go into business like this. 90% of the 120 apprentices are now still in work today.

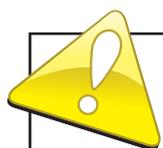
Overall, rural areas like Cornwall have been rebranded in a number of large scale and small scale ways in order to try and attract businesses and visitors.



### ResultsPlus Examiner Comments

This response gives a detailed explanation of the ways in which a rural area has been rebranded and attracted new businesses and visitors with good exemplification.

This Level 3 answer scored 9 marks.



### ResultsPlus Examiner Tip

The candidate has used a broad range of technical language such as multiplier effect. This is the key to accessing top band marks.

## Paper Summary

Based on their performance on this paper and on previous ones, candidates are advised to:

- Read the rubric very carefully and if it instructs you to refer to a resource, make sure you do so
- Read the questions carefully and answer the question set rather than one you hoped might be set
- Remember that the fieldwork and research questions may focus on methods, results and conclusions and how methods were evaluated rather than on the planning and execution of fieldwork
- Revise key words that appear in the specification and which are prerequisite knowledge for GCE candidates.
- Centres are also reminded to make full use of the Unit 2 presentations and example work that are available on the Pearson Edexcel website and the Pearson 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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