Mark Scheme (Results)

Summer 2013

GCE Geography (6GE02) Paper 01
Geographical Investigations

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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 <u>meaning</u> 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 and candidates will be expected 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.

Additional Comments specific to 6GE02

- Always credit bullet points and similar lists, but remember if the list is the only response, then this is unlikely to be able to get into the top-band (L3 or L4) based on QWC shortcomings. However, bullets and lists as part of a response should permit access to the top band.
- Credit reference to the full investigative fieldwork and research process when referred to in any sections of the paper.
- Credit reference to GIS as a fieldwork and research tool in all questions.
- Credit reference to candidates' own fieldwork and research across ALL questions
- Credit use of case studies and exemplar material where relevant.

Question Number	Question
1(a) QWC (i, ii, iii)	**Describe how the new technologies shown might be used to reduce the impacts of floods and storms.**
Series	Indicative content
	The new technologies might be used to reduce impacts by: **Hurricane app** Alerts users to the location, intensity and path of storms and so allows users to avoid the hazard by moving to safer areas. As it is portable and cheap such apps allows a greater number of people to have real time forecasting and not be reliant on updates on tv/radio therefore reducing the vulnerability of the population. Increases the time users have in seeking shelters One touch "I'm safe" messaging that allows users to broadcast reassurance to family and friends via social media outlets that they are out of harm's way reducing the areas rescue services have to search for victims. **Environmental Agency GIS flood risk map** Alerts homeowners to potential risk and so more likely to join floodline/increase insurance so reducing impacts. Alerts farmers to move livestock to areas outside areas at risk reducing loss. Allows emergency services to prioritise vulnerable areas in storm events. Allows managers to prioritise flood defences. Allows planners to place new developments away from flood risk areas reducing future impacts. There will be many other ideas – reward those that link the technologies specifically with reducing impacts. Credit descriptions of additional alternative technologies.

Level	Mark	Descriptor
Level 1	1-4	Basic description which is generalised with one or two ideas on how technology might reduce the impacts of weather hazards. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Some description on how the technology shown could reduce the impacts of either floods or storms, but is likely to be restricted either in range and or depth. Some structure and some written language errors.
Level 3	8-10	Detailed description that considers how both the technologies shown could reduce the impacts of floods and storms. Well structured; written language errors are rare.

Question Number	Question
1(b) **QWC** **(i, ii, iii)**	Using examples, explain how different strategies can be used to manage the impacts of **drought**.
Series	Indicative content

Impacts can be on people (ie. in terms of health) or agriculture (ie. in terms of yield) and the environment (ie. In terms of ecosystems).

Managing the impacts is likely to involve a mixture of improving water supply and as well as distribution, together with reducing demand through water conservation measures.

	Developed, e.g. UK	Developing, e.g. parts of 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 e.g drip irrigation - 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 description with one or two ideas only relating to 'more supply' or 'use less'. Little or no exemplification. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	**5-7**	Some explanation, but likely to be restricted either in range and or depth. Some exemplification is present but is generalised and / or not very well selected. Some structure and some written language errors.
Level 3	**8-10**	Detailed explanation with good exemplification providing depth and / or detail. For top of band expect some specific reference to managing the impacts. Well-structured and balanced response. Written language errors are rare.

Question Number	Question
1(c) **QWC** **(i, ii, iii)**	Describe the **results** and **conclusions** of the fieldwork and research you undertook to investigate river flood risk.

Series	Indicative content
	Note: use a wide interpretation of 'results' and 'conclusions', to include actual data for results as well as overall statements for conclusions. **Results** Data relating to real places will be used in strong responses. Also credit analysis: using a range of simple statistics may also be appropriate e.g. mode, mean and median; also inter quartile ranges for some of the quantitative data collected such as flood heights, risks etc. Other ways of analysing data may be more descriptive or qualitative, e.g. open-coding, geographical narratives, précising (of extended interviews), conceptual frameworks, and a interpretation of pictures of change through a timeline, e.g. during a flood. **Conclusions** Provides a summary of the data: patterns, trends and anomalies as revealed through the analysis of the range of data, e.g. functional change, photos, interviews. Makes overall judgement on their field work and research May include evaluation and comments on reliability – give credit. Credit presentation if relevant to results.

Level	Mark	Descriptor
Level 1	1-4	Basic description of fieldwork / research, with no reference to results or conclusions. Does not refer to flooding or risk in any meaningful way. Place / location not mentioned or recognisable. Lacks structure. Considerable errors in language.
Level 2	5-8	**Either** A description of fieldwork / research that focuses on methods rather than results/conclusions but has a recognisable area. **OR** One or two basic statements about results and/or conclusions linked to flooding and/or risk lacking in detail. Expect limited use of geographical terminology. There are some written language errors.
Level 3	9-12	Some description of results and/or conclusions of fieldwork and research into flooding and/or flood risk, but may lack details. Some use of geographical terminology. Response shows some structure, limited written language errors. **Max 10 if response does not include results and/or conclusions from both fieldwork and research**

| Level 4 | 13-15 | A detailed description of both the results and conclusions of a range of fieldwork and research techniques that focuses on both flooding and risk; shows good use of own / group fieldwork, with good use of terminology. Clear linkage to flood risk in a named area (s); Structured account; written language errors are rare. |

Question Number	Question
2(a) QWC (i, ii, iii)	Suggest how the photographs show possible **conflicts** between groups over the development of this coast.
Series	Indicative content
	The focus of the question is on conflicts between different groups. Responses that discuss issues with no reference to specific groups are likely to be level 1.

• Local people may feel their way of life / coastline is being ruined by more development (Photo A – infilling) and so conflict with incomers such a second home owners.
• Seasonal tourists creates traffic congestion (Photo B) and parking problems which may lead to the development of new coastal buildings which are aesthetically unattractive and so will conflict with local people.
• Unhappy youths through their use of graffiti (Photo C) could be a sign of disadvantaged and poorer people such as benefit claimants who will conflict with older residents who feel threatened.
• Planners worries over coastal squeeze (Photo A) where gardens are being built-on which creates tension (especially with high-value land sales) with local people keen to cash in on their only asset.
• Conservationists could worry about increased numbers of visitors (Photo B) causing more pollution in the sea and damage to marine ecosystems, footpath trampling / erosion and so conflict with tourists.

Accept any other sensible ideas on conflicts, linked to the broad concepts shown on the images.
Do not credit direct lifting from the photograph labels. |

Level	Mark	Descriptor
Level 1	1-4	Basic and generalised description of the photograph(s) with a focus on issues as opposed to conflicts. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Some conflicts between different groups, and issues, suggested with use of the photograph(s), but likely to be restricted either in range and or depth. Some structure and some written language errors.
Level 3	8-10	A range of conflicts between different groups suggested that are linked to at least two of the photographs. At top of band, conflicts are linked to the development of the resort. Well-structured; written language errors are rare.

Question Number		Question
2(b) **QWC (i, ii, iii)**		Using examples, explain how different strategies can be used to make coastal management more sustainable.
Series		Indicative content
		NB Although strategies are asked for in the question accept policies such as Strategic Realignment (Managed Retreat) and No Active Intervention (Do Nothing).
		Sustainable management encompasses a range of ideas and is best thought as being component parts of an Integrated Coastal Zone Management. IUNEP defines ICZM as
		"…a dynamic process for the sustainable management and use of coastal zones, taking into account at the same time the fragility of coastal ecosystems and landscapes, the diversity of activities and uses, their interactions, the maritime orientation of certain activities and uses and their impact on both the marine and land parts."
		Candidates may therefore explain parts of an ICZM or explain how an ICZM itself is sustainable. Specifically candidates may explain the following strategies/policies:
		Management of shorelines such as removal beach furniture banning motorised sport. Management of ecosystems such as dune stabilisation / regeneration, off-shore reefs. Strategies of soft engineering such as beach nourishment and beach profiling. Strategies designed to accommodate, copy or work alongside natural systems and processes. Coastal zoning may also feature e.g. conservation, industry, leisure. Policies such as No Active Intervention (Do nothing) allows the natural process of the coast to continue unhindered. Policies such as Strategic Realignment /Managed Retreat is where the sea is allowed to flood parts of the intertidal zone – thus creating mudflats and valuable salt marsh habitat.
Level	**Mark**	Descriptor
Level 1	**1-4**	Basic and generalised description with one or two ideas relating to coastal management. Very weak or no exemplification. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	**5-7**	Some explanation of coastal management strategies with some links to sustainability, but likely to be restricted either in range and or depth. Some exemplification is present but is generally vague and / or not very well selected. Some structure and some written language errors.

| Level 3 | 8-10 | Detailed explanation of sustainable strategies with good exemplification providing depth and / or detail. Well structured and balanced response. Written language errors are rare. |

Question Number	Question
2(c) **QWC (i, ii, iii)**	Describe the **results** and **conclusions** of the fieldwork and research you undertook to investigate the pressure of human activities at the coast.
Series	Indicative content
	Note: use a wide interpretation of 'results' and 'conclusions', to include actual data for results as well as overall statements for conclusions. **Results** Data relating to real places will be used in strong responses. Also credit analysis: using a range of simple statistics may also be appropriate e.g. mode, mean and median; also inter quartile ranges for some of the quantitative data collected such as beach quality data. Other ways of analysing data may be more descriptive or qualitative, e.g. open-coding, geographical narratives, précising (of extended interviews), conceptual frameworks, and a written commentary to accompany a video / DVD or series of images, e.g. analysis of pictures of change through a timeline e.g over the course of a development. **Conclusions** Provides a summary of the data: patterns, trends and anomalies as revealed through the analysis of the range of data, e.g. functional change, photos, interviews. Makes overall judgement on their field work and research May include evaluation and comments on reliability – give credit. Credit presentation if relevant to results.

Level	Mark	Descriptor
Level 1	1-4	Basic description of fieldwork / research, with no reference to results or conclusions. Does not refer to pressures of human activities in any meaningful way. Place / location not mentioned or recognisable. Lacks structure. Considerable errors in language.
Level 2	5-8	**Either** Description of fieldwork / research that focuses on methods rather than results/conclusions but has a recognisable area. **OR** one or two basic statements about results and/or conclusions linked to pressures of human activities lacking in detail. Expect limited use of geographical terminology. There are some written language errors.

Level 3	9-12	Some description of results and/or conclusions of fieldwork and research into pressures of human activities, but may lack details. Some use of geographical terminology. Response shows some structure, limited written language errors. **Max 10 if response does not include results and/or conclusions from both fieldwork and research**
Level 4	13-15	A detailed description of both the results and conclusions of a range of fieldwork and research techniques that focuses on pressures of human activities ; shows good use of own / group fieldwork, with good use of terminology. Clear linkage to pressures of human activities in a named area (s); structured account; written language errors are rare.

Question Number		Question
3(a) **QWC (i, ii, iii)**		Comment on how the processes shown can contribute to socio-economic and environmental change in urban areas.
Series		Indicative content
		The diagram shows how a series of linked processes leads to a general spiral of decline in urban areas, i.e. the area gradually gets worse and worse in terms of its reputation, crime, antisocial behaviour unless there is intervention to reverse the pattern.
		Candidates may start anywhere in the cycle but expect most to start with movement of people out of the area.
		Candidates may then try to **explain** the processes:
		- Deindustrialisation causing economic decline. - Ghettoization by housing authorities. - Closure of private and public services. - Broken window syndrome leading to environmental decline. - Negative multiplier effects causing further disinvestment. - Filtering as wealthy people leave.
		An alternative approach by candidates would be to link the processes listed to **changes** in the socio-economic and environmental characteristics of the area
		- Economic changes could include increases in unemployment, decreases in wage levels and changes in employment types. - Social changes could include changes to the ages of the population (both ageing and youthful could be accepted) as well as changes to the ethnic composition and even marital status, multiple occupancy housing. - Environmental changes are likely to focus on negative aspects such as graffiti and vandalism.
		Some may argue that this might lead onto gentrification or even re-generation and explain the changes that these processes might bring.

Level	Mark	Descriptor
Level 1	**1-4**	One or two basic ideas described from the resource but limited to simple lift-offs. Explanation of processes or likely changes are absent. Lacks structure and considerable errors in language.
Level 2	**5-7**	Some comments linked to the resource outlining the processes involved and/or the changes in either socio-economic and/or environmental change. Some structure; there are some written language errors. Likely to use examples of urban areas.
Level 3	**8-10**	Detailed comments linked to the resource outlining the processes or how the processes shown leads to socio-economic and environmental change. Well-structured and expect use of examples of urban areas. Written language errors are rare.

Question Number		Question
3(b) **QWC (i, ii, iii)**		For **either** an urban **or** a rural area, describe the fieldwork and research you undertook to investigate spatial patterns of inequality.
Series		Indicative content

There is a range of possible ideas here - they may include:

Fieldwork (primary):	Questionnaires / interviews / oral histories – reactions to problems. 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 to find reactions to particular problems, or see how an area has changed over time. Research access to employment, education, higher-order shopping. 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 maps may also be available.

Provide credit for possible reference to sampling strategies, e.g. systematic and stratified, number of people interviewed; also some candidates may have used a pilot survey, e.g. to format questionnaires.

Emphasis is on 'patterns' so credit candidates who discuss plans to look for spatial differences / contrasts / comparisons, rather than just an account of the techniques on the day.

Level	Mark	Descriptor
Level 1	1-4	Basic description of fieldwork / research. Fieldwork will probably not be appropriate or linked to patterns of inequality. Lacks structure. Considerable errors in language.
Level 2	5-8	Description of fieldwork / research linked to aspects of inequality. Unlikely to focus on the pattern of inequality. Likely to be lacking detail. Expect limited use of geographical terminology. There are some written language errors.
Level 3	9-12	Description of fieldwork and/or research approaches linked to the pattern of inequality with some detail. Some use of geographical terminology. Response shows some structure, limited written language errors. Max 10 if only fieldwork **or** research.

| Level 4 | 13-15 | Detailed description of a balanced range of fieldwork and research techniques with clear links to the pattern of inequality in a named area. Good use of terminology. Shows good use of own / group fieldwork. Written language errors are rare. Appropriate use of geographical terminology. |

Question Number	Question
3(c) **QWC (i, ii, iii)**	Using examples, explain the roles of different **players** in helping to reduce rural inequality.

Series	Indicative content
	Players are stakeholders, i.e. are individuals, groups or organisations who have an interest in the development or outcomes of a particular project. Their role is as interested parties: they may be involved financially or emotionally because the development is within a neighbourhood close to where they live. Depending on projects / examples chosen, there could be a number of stakeholders – 'bigger players' examples can include: • Public partners – e.g. Rural Community Councils, Housing Associations, Art Councils, Action with Communities in Rural England, or ACRE promotes local rural initiatives, Natural England – grants to farmers for various agri-environmental schemes. • Agencies eg. Lottery funding, Tourist Boards. • Not for profit organisations e.g. NP authorities, Water Aid. • Government/EU departments e.g. Objective 1 programme and LEADER programme One. Could also be local small-scale / bottom-up / community groups acting as stakeholders. Huge range of possibilities here. Roles will vary according to the player but expect all parts of the management process from being catalysts, to procuring funding all the way through to designing, managing and monitoring the schemes. Expect a wide range of responses, including examples drawn from MEDC and LEDC locations – all of which are acceptable. NB Max Level 1 if not rural, but credit reference to generic players or rural players in an otherwise urban account. NB A focus on one player only is likely to be self penalising.

Level	Mark	Descriptor
Level 1	1-4	Basic and generalised description of the roles of players in helping to reduce rural inequality or a description of rural management schemes designed to overcome inequality with very limited reference to players. Lacks structure and very limited use of geographical terminology. Limited or no reference to examples. Considerable errors in language.
Level 2	5-7	Some explanations of the roles of players in reducing rural inequality. Likely to be lacking in either range or depth, but shows some understanding of the concept of players. Some structure. Reference to at least one place / example. There are some written language errors.

Level 3	8-10	Detailed explanations of the roles of a range of players in helping to reduce inequality. Well structured and balanced response. Reference to places / examples or one place in detail. Written language errors are rare.

Question Number	Question
4(a) **QWC (i, ii, iii)**	Comment on how the **three** strategies shown could contribute to urban re-imaging.
Series	Indicative content
	The three photographs are components of how urban areas might re-image themselves. Urban areas re-image themselves to disassociate themselves with negative externalities such as poor housing, crime and pollution and instead highlight positive externalities such as the existing cultural heritage, retail experiences or leisure activities. This then attracts investment, new residents, visitors and tourists. The photographs might show that: **Components of Place -** Urban areas can re-image themselves through changing the perception of the physical townscape by: Reviving a pre-existing outdated place image (eg. Historic buildings). Changing a poor existing place image (eg. Scenic routeways and canals). Highlighting changes in the character in an area (eg. Interesting architecture). **Events and Services -** Urban areas can re-image themselves through changing the perception of the services and facilities available by: Creating destination facilities (eg. Shopping, theatres and cinemas) Associating a place with national or international events (eg. Festivals and cultural events). **Image and Reputation** - Urban areas also re-image themselves through changing the perception of the area by: Differentiating themselves from other places by highlighting the urban area as an exciting and cosmopolitan centre (eg. Charming and friendly, family orientated or spiritual). There will be many other ideas. Examples can be drawn from a range of contexts and locations.

Level	Mark	Descriptor
Level 1	**1-4**	One or two basic statements about how one or more strategies might be used in urban areas; descriptive and relies on lift-offs. Limited, if any, link to re-imaging. Lacks structure and considerable errors in language.
Level 2	**5-7**	Some comments on how some of the strategies could be used to help re-image urban areas, but lacking detail. Some structure; there are some written language errors. Max 7 if only two 'photos'.
Level 3	**8-10**	Detailed comments on how a range of strategies from Figure 4 could contribute to re-imaging urban areas; may refer to own examples and comment that some are better than others. Well structured; written language errors are rare.

Question Number		Question
4(b) **QWC (i, ii, iii)**		For **either** an urban **or** a rural area, describe the fieldwork and research you undertook to investigate why the area needed rebranding
Series		Indicative content
		There is a range of possible ideas in connection with determining why the area needs rebranding. A place-profile is ideal as it is an audit of what the area is currently like. Relevant fieldwork may include: • Various environmental quality surveys • Shopping quality / clone town surveys • Graffiti / index of decay • Place checks • Questionnaires and interviews with different people • Litter surveys There will also be a number of relevant research activities including socio-economic data, geo-demographic data, census, blogs, forums. Types and approaches will vary depending on whether it is an urban or rural area that is being investigated. Credit candidates who provide a real context for the fieldwork, e.g. discussion of comparison of areas and / or reference to real places. Also credit reference to sampling approaches and a discussion of any ways in which particular sites or areas were selected.
Level	**Mark**	Descriptor
Level 1	1-4	Basic description of fieldwork / research. Fieldwork will probably not be appropriate or linked to need for rebranding. Lacks structure. Considerable errors in language.
Level 2	5-8	Description of fieldwork / research linked to aspects of rebranding. Unlikely to focus on the need to rebrand. Likely to be lacking detail. Expect limited use of geographical terminology. There are some written language errors.
Level 3	9-12	Description of fieldwork and/or research approaches linked to the need to rebrand with some detail. Some use of geographical terminology. Response shows some structure, limited written language errors. Max 10 if only fieldwork **or** research.
Level 4	13-15	Detailed description of a balanced range of fieldwork and research techniques with clear links to the need for rebranding in a named area. Good use of terminology. Shows good use of own / group fieldwork. Written language errors are rare. Appropriate use of geographical terminology.

Question Number		Question
4(c) **QWC (i, ii, iii)**		Using examples, explain the roles of different **players** involved in helping to rebrand rural areas.
Series		Indicative content
		Players are stakeholders, i.e. are individuals, groups or organisations who have an interest in the development or outcomes of a particular project. Their role is as interested parties: they may be involved financially or emotionally because the development is within a neighbourhood close to where they live. Depending on projects / examples chosen, there could be a number of stakeholders – 'bigger players' examples can include: • Public partners – e.g. Rural Community Councils, Housing Associations, Art Councils, Action with Communities in Rural England, or ACRE promotes local rural initiatives, Natural England – grants to farmers for various agri-environmental schemes. • Agencies e.g. Lottery funding, Tourist Boards. • Not for profit organisations e.g. NP authorities, Water Aid. • Government/EU departments e.g. Objective 1 programme and LEADER programme One. Could also be local small-scale / bottom-up / community groups acting as stakeholders. Huge range of possibilities here. Roles will vary according to the player but expect all parts of the management process from being catalysts, to procuring funding all the way through to designing, managing and monitoring the schemes. NB Max Level 1 if not rural, but credit reference to generic players or rural players in an otherwise urban account. NB A focus on one player only is likely to be self penalising.
Level	**Mark**	Descriptor
Level 1	1-4	Basic and generalised description of the roles of players in helping to reduce rural rebranding or a basic and generalised description of rural management schemes designed to help rebrand rural areas with very limited reference to players. Lacks structure and very limited use of geographical terminology. Limited or no reference to examples. Considerable errors in language.
Level 2	5-7	Some explanations of the roles of players in rebranding rural areas. Likely to be lacking in either range or depth, but shows some understanding of the concept of players. Some structure. Reference to at least one place / example. There are some written language errors.
Level 3	8-10	Detailed explanations of the roles of a range of players in helping to rebrand rural areas. Well structured and balanced response. Reference to places / examples or one place in detail. Written language errors are rare.

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Llywodraeth Cynulliad Cymru
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Rewarding Learning