

# ResultsPlus

Examiners' Report

June 2011

GCE Geography 6GE02 01

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## Introduction

Once again, this paper proved generally accessible to candidates across the ability range. The additional 15 minutes continues to have had marked influence in both in terms of the quality of responses (more thinking time) and to reduce the number of non-completed scripts. There were also a large number of scripts (>1500) that exceeded the length of the paper. Candidates should be reminded to not write 'more of the same', but always to be concise and succinct wherever possible.

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

The total entry for this summer series 6GE02 was approximately 12,500 candidates. Generally performance was good (improved from earlier series) with very few examples of candidates committing rubric offences, e.g. two questions from either Q1+Q2, or using the wrong resource to answer a question. Again, there were some outstanding results at the top end and Centres and their candidates are to be congratulated.

It is still pleasing to note that one area of continued improvement is the quality of responses associated with the 15 mark fieldwork and research questions. Centres seem to be gaining a better understanding on the demands of this part of the exam. It was evident that many schools are using past papers, mark schemes and other assessment-focused resources to help prepare candidates. Many Centres are using the specification as a way of signposting their way through the fieldwork, being more careful to match what they do with what should be done. Many students are also recognising more fully the role of 'research', with some candidates explaining how it is a necessary pre-cursor (e.g. to 'profile' an area) before embarking on the actual fieldwork itself.

As part of examination preparation, it is very important that candidates appreciate the different demands of the parts of the questions:

As stated in previous reports, the part (a) or part (b) questions are essentially about responding to the resources which have been provided. Rehearsing how to respond to photographs, data and maps is really important prior to taking the exam (e.g. by using these resources as starters at the beginning of lessons), allowing candidates to deal with patterns, trends and anomalies. It is also very important that students establish whether the task is one of description or explanation. It is certainly not a place to deliver detailed or wide-ranging case studies.

The fieldwork and research questions are an opportunity for candidates to showcase appropriate fieldwork and research that they have carried out or discussed. It is pleasing to see the range of techniques attempted and the sources consulted in this work. Many candidates have an absolute armoury of fieldwork options and research resources at their disposal. As in previous series, the very best responses were able to describe accurately the group or individual fieldwork they had done linked to real locations. Weaker candidates became lost in case study information not focussing on the sources from which this data had come. Lists of fieldwork techniques can only gain a limited amount of marks and it is the use of these techniques in an investigation that the questions often require.

Unfortunately some candidates again seemed to be caught-out by questions which asked them about post-fieldwork, i.e. presentation. Remember that questions may not always focus on the planning and execution of fieldwork and research, but could also be focused on:

(i) A description of the methods used to present and analyse the data and; (ii) A description of the results, conclusions and how the work was evaluated.

The final group of exam questions are those in which candidates are encouraged to use a range of examples or case study information to support their responses. Choosing the most appropriate case study or examples is very important and can in itself lead to success or failure. There are often options in terms of MDC or LDC, rural or urban, economic and environmental. These questions often ask for examples which can mean types or named places. Often key words occur in these questions like (in this case) *strategies*, *spectrum*, *marginalised*, and *catalyst*. Such technical terms are important and almost always will come directly from the specification.

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

### Question 1 (a)

This was generally done well and a straight forward question. Some candidates showed poor spatial skills and vocabulary. Others wasted time explaining the causes of hazards. The best approach was to identify the hazard(s) type and then their severity region by region.

1 Study Figure 1.

(a) Describe the patterns of extreme weather hazards shown.

(10)

In the North of Italy including the area of the alps the main hazard event is snow/ice. This is because of the wintery conditions created by the alps. The risk in the Northern area is very varied with the west ~~potentially~~ having very dangerous weather and the east having potentially dangerous weather. On a whole the west side of Italy is the worse affected when compared to the south-eastern areas which have no weather risk. Snow and ice is the most occurring weather hazard with 6 areas being affected by it. joint second would be thunderstorms and rain which are located in the southern areas of Italy and on the Isle of Sicily. rain ~~are~~ events seem

to just bring dangerous conditions. However wind and thunderstorms only have a potential risk of being dangerous. Snow/ice are varied but has the only very dangerous conditions making the ~~the~~ snow/ice the most deadly and most common weather event though only restricted to the North.



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Examiner Comments

A strongly delivered response - good on patterns and locational detail. Also considers a range of different types of weather hazards. A solid L3 response.



**ResultsPlus**  
Examiner Tip

Focus on the describe rather than the explain.

## Question 1 (b)

Most students are now managing to discuss both research and fieldwork although too many are failing to tailor these methods and sources to the specific question asked. The 'cooks-tour' approach used in some Centres needs to be reviewed if their candidates are to be more successful. There was good use of EA and NRFA data whilst in fieldwork there was use made of land-use surveys, flood zones and GPS readings. Some candidates also discussed measurement of bankfull. The best answers were place specific and included detailed work from places such as Shrewsbury, Guildford, York and Keswick. The very best answers were focused on flood risk rather than on flood impacts.

I used a combination of primary and secondary research. First I used the internet to find the history of flooding in Hereford. I went on the National River Flow Archive (NRFA) website to analyse the long-term hydrographs and identify any patterns in flooding in the area. Also to investigate the land relief and landuse of area. Further secondary research included reading local newspaper and find the severity of flooding between different people — where they lived, work and age. Age because mobility might be <sup>more of</sup> a problem for elders during a flood.

For my primary research, I used an altimeter to measure the altitude of ~~the~~ Hereford and produced a landuse map to identify which areas would impact the local economy more. I also looked at the four new flood defences and rated them according to effectiveness, whether it was a problem for access and the appearance of it. One of the defences was right next to the river Wye and was a huge playing field with no houses or shops. This showed that the risk in this area wouldn't be high as little damage would take place. By measuring the altitude I was able to see where flood water would cover in a case of a flood. In Hereford, flood water would most likely cover the newer houses but with defences in place the risk is likely to be less. However ~~we~~ I was unable



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### Examiner Comments

Some mostly realistic fieldwork and research provided. The altimeter (2nd para) may not be workable, but otherwise mostly relevant, including some technical detail. Note this is just an extract from the answer (page 1) not the whole thing.



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### Examiner Tip

Always keep the response focused on the question set - including the fieldwork and research. Too many students give a narrative of ALL the fieldwork undertaken, rather than what is relevant to the Q set.

## Question 1 (c)

Although a good discriminator, this type of question was well prepared by many Centres. Many were able to discuss a good range of case studies and approaches. Schemes in New South Wales, Somalia and SE UK were often described. Weaker answers settled for drought impacts rather than drought management.

## Question 2 (a)

Most were well able to discuss the tourist potential of Miami, but were unable to respond effectively to the Milford Haven photo. A minority decided to ignore the resources totally which is clearly unwise whilst some diverted into other case studies, losing focus on the resources provided. Unfortunately some candidates saw both resources as tourist sites rather than very contrasting locations. Again, the skills of resource interpretation should be strengthened, to also help with Unit 1 responses.

Figure 2a ~~shows~~ is on the coast and has a port there. This will allow easy transportation of goods both produced and used by the investor company.

The large open space in the background will allow a plant to be built which will enable the company to also produce a car park for its employees.

The small village in the far background ~~is~~ will give the company a workforce close to the main area of work.

The gas field beneath the sea floor has led to LNG Terminal being built there.

The large open fields will also allow other companies to invest in the area.

Figure 2b, Miami is a place known for its hot climate and long sandy beaches, so it is an ideal place for tourist attractions and hotels to be built.

The high-rise buildings built along the beach are ideal apartments.

The calm ocean also would attract ~~per~~ investors as it ~~is~~ doesn't damage properties along the sand bar.

Properties behind the bar are safe from coastal flooding due to this natural defence and so this also attracts investors.

The lack of ~~poor~~ ~~beaches~~ usable beaches in figure 2a will also help the LHA company to grow and keep 'dominance' in the area.



### ResultsPlus Examiner Comments

It's always important to respond to the command, which in this case, was 'describe the factors'. Candidates who carefully looked for evidence from the two images were well rewarded. This answer (a L3) also has clear structure and follows a logical sequence.

### Question 2 (b)

Again good evidence of fieldwork and research was seen in many responses. Some excellent work on pollution/litter and impacts on coastal ecosystems. Also, some very good answers examining beaches quality, sand-dunes and reefs. There were a few exotic studies well away from the UK, including Spain, Dubai, and India. Regrettably a small minority of candidates were not ready for this question and simply wrote about coastal defences and their management. Holderness proved to be the 'wooden spoon' location this time.

## Question 2 (c)

Well done by many, with Dibden Bay / Southampton popular. The use of coral reefs and mangroves allowed students to score well as did some sand dune case studies. As usual, the best responses were well factually located and used supporting data to build-up their answers with a clear focus on environmental costs. Some inevitably strayed into coastal defence management.

(c) Using examples, explain how coastal development can lead to environmental costs.

(10)

Coastal development leads to an increased reputation and popularity of the coast, however it brings environmental consequences.

In Studland Bay, as many as 1.5 million people visit yearly for the rare sand dune heath. However these sand dunes are very rare, fragile and a ~~site~~ <sup>special</sup> site of scientific interest. The increased popularity has caused footpath erosion of the dunes, the vegetation ~~of~~ <sup>on</sup> the dunes to be trampled upon and some ~~erosion~~ <sup>air</sup> pollution due to the influx of tourists and cars. A project to develop the Boscombe Surf reef, ~~was~~ <sup>was</sup> initially thought to have improved the economy, however severe environmental costs have come instead. The waves are up to 4m high and have a very strong gust, therefore destructive waves remove the sand from sand dunes and destroy the habitat. It has increased the reputation, therefore there is added air pollution, litter and reduction of the SSSI sand dunes.

Florida is a popular coastal area, human developments have led to a loss of fragile land. ~~To~~ To this date almost 80% of the everglades have been lost due to development as the demand for accommodation. This has therefore reduced water supplies ~~so~~ <sup>so</sup> other areas ~~seen~~ <sup>become</sup> deprived. Also about 10%.

of Florida has almost ~~more~~ <sup>increased</sup> above sea level, the development has increased surface run off and now a greater amount of people are at risk from flooding and the loss of more of the environment.

Finally, the Fowley oil reserve found in the estuary of Southampton waters close to the ~~west~~ <sup>coast</sup> had a massive oil leakage of ~~two~~ <sup>two</sup> million tonnes of crude oil. This not only affected the estuaries but went on to affect coastal areas. Cleaning by using detergent caused even greater damage. It was estimated that 600 birds were affected directly, there were impacts to the food chains and a great reduction to the salt marsh.

In conclusion development leads to severe environmental ~~costs~~ <sup>costs</sup> all due to human activity and the demand for space and resources.

(Total for Question 2 = 35 marks)

TOTAL FOR SECTION A = 35 MARKS



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### Examiner Comments

A clear and generally well structured response which shows knowledge and understanding of coastal developments and associated costs. Perhaps not all of the response is always accurately focused, but nonetheless a L3 type answer. There is a good range of places discussed.



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### Examiner Tip

It's always good to include factual detail to support case studies, particularly place information and relevant data / evidence in numerical format.

## Question 3 (a)

As in 2a, many candidates showed poor map skills/vocabulary often describing individual items (sports halls / grass pitches) not their patterns/distribution. For many there were few reasons provided other than 'more towns' and 'up North'. The best were able to examine differences between the number and the type of facilities and did use terms like 'dispersed', and 'clustered'. They also recognised the importance of the coastal strip and roads as nodes of accessibility.

Answer ONE question in this section.

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

#### UNEQUAL SPACES

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

3 Study Figure 3.

(a) Comment on the unequal provision of sport and leisure facilities in the two areas shown.

(10)

The <sup>centre</sup> ~~town~~ of ~~car~~ Carlisle has the most number of grass pitches and sports halls compared to the ~~towns~~ <sup>areas</sup> near by (within 25km range) such as Bothel and Longtown have less than 1 sports hall.

However this does not compare to the large number of sports fields and grass pitches in Brighton which has about 30 fields and pitches in just one 10km stretch.

This is far more than Carlisle which has a very few fields and pitches about 5 in one 10km stretch.

The grass pitches and fields in Brighton ~~has~~ are more evenly distributed than in Carlisle ~~is~~ which most are focused in the centre.

Even though a major road (M6) passes by Carlisle the development of leisure facilities is considerably lower than Brighton which does not have a major road pass through it.



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### Examiner Comments

In this extract (just the first page is shown) there is a good range of interpretation of information from both maps. The response is well structured and relevant. This is indicative of a high L3 answer.



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### Examiner Tip

The command 'comment on' is asking candidates to both use the resource (in this instance to look and compare patterns / distributions) and then to use their own knowledge and understanding to suggest possible reasons for the patterns shown.

### Question 3 (b)

This question generated a very mixed quality of responses. Clearly some candidates were confused (or un-prepared) by the request to describe methods of presentation. A significant number failed to mention any presentation techniques at all in their responses. Others implied methods of presentation and there was sometimes an effective reference to the use of technology vis-a-vis presentation methods. Others gave good responses which covered a wide range of collection methods for both research and fieldwork and then successfully linked these to some more sophisticated ways of representing the data, e.g. gain-loss bar charts for bi-polar quality data.

Named area: Hastings.

To collect information on inequality in Hastings, we used both primary and secondary research methods.

Primary methods involved and included average housing quality, street quality and environmental quality surveys. This showed us how affluent the area was, as well as the level of small crime (graffiti). We also carried out questionnaires to investigate what percentage of the population were people shopping were locals, and what percentage were tourists. These were recorded in tables, and an average of everybody's questionnaires were taken, so that the percentages could be put into a bar chart pie chart.

We also used questionnaires to determine how far the catchment area was for the town, and the local schools. We visited estate agents, who gave us information about house prices, and the number of houses and

properties to sell and to let. The average house prices were recorded in a table.

Secondary research included visiting the census website to gather data on unemployment, qualification, health, and the percentage of the population who owned their own houses. The information required was copied to a table, and then made into pie charts to visually compare the percentage employed, underemployed, and unemployed. Bus timetables, train timetables, and the number of places in the nearby area that could be accessed or gain access to Hastings were investigated on the local council website and national rail.

All these activities were repeated for Eastbourne, a more affluent coastal resort further along the coast. We then put all the information into two tables, to easily compare it.

Then the differences were discussed, and a conclusion and evaluation of the fieldwork and research was written.



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#### Examiner Comments

A strong answer detailing a good range of relevant fieldwork and research approaches. It's a shame the 'present' part is not more fully discussed, and is rather mentioned in passing.



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#### Examiner Tip

This answer could be further improved if some consideration was given to how sites were selected (part of the methodology). Students should be reminded not to just provide a narrative of all the fieldwork and research but to try and be selective.

### Question 3 (c)

The use of good case studies saved many on what was a question that discriminated very effectively. But unfortunately answers were vague and the lack of examples used was perhaps an indication of the lack of understanding. What many did was to write about inequalities rather than how to deal with them. Some also chose an inappropriate scale - global - rather than local or regional. There were 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.

(c) Using examples, explain why inequalities are difficult to manage.

(10)

Inequality is difficult to manage as it stems from a number of things, all of which work together to form a cycle whereby it is difficult to see a start, a direct initial cause and an end.

For example, in Hackney, ~~are~~ a lot of deprivation is suffered despite the fact it is located in one of the richest cities in the world - London. Here the inequality originally stems from the closing down of the area's main jobs provider, - industry and the docks. Many people lost their jobs. This was difficult to manage as the new jobs set up were in the service sector "city jobs" which required some skill level, ~~something~~ something which few people in the area had ever previously needed. The fact that many people were unemployed meant ~~they~~ their children couldn't afford to stay in education further meaning they too could not succeed in gaining access to these important service sector jobs.

Richer people begin to move out of the area, meaning housing prices fall, making it a more desirable location for people with less money to move to. This is difficult to manage the increasing unequal area as you cannot stop people choosing ~~to~~ where they want to live and so a downward spiral is created where the rich continue to move out and the poorer continue to move in. The area also becomes a prime spot for immigration, putting pressure on schools where children do not speak English. This pressure



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**Examiner Comments**

In this first page extract the student is displaying a clear L3 response. It is well structured and has well selected case studies. There is also some focus on 'difficulty to manage', rather than just telling us about the difficulties.



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**Examiner Tip**

More facts and figures to support the response would have made it even better, e.g. what industries were shut etc, numbers of unemployed.

## Question 4 (a)

A significant minority of candidates totally ignored the 4 strategies and came up with either their own 2 strategies to examine, or their own two named examples. This severely limited the range of marks open to them. The weaker answers were limited to describing the strategies rather than explaining their contribution to the rebranding process. The words in the resource encouraged a lot of 'lifting' from the less able – something that restricts candidates to the lower mark bands.

### 4 Study Figure 4.

(a) Choose **two** strategies and comment on how they could contribute to rural rebranding.

(10)

Strategy 1 Rural tourism A Strategy 2 Adding value locally C

Rebranding is the development of an area to change the perception of it to a particular target audience.

Strategy A rural tourism could contribute to rural rebranding as recently due to the ~~see~~ credit crunch people may not be able to afford to go away abroad on holiday so rural breaks may be more accessible. Also it would appeal to adrenaline seekers and adventure lovers from the recreational benefits it holds such as quad biking. It is also a very ideal and relaxing idea of farmhouse bed and breakfast holiday cottages which would appeal to more elderly people or someone from the city who wanted a weekend break. Also rural areas tend to be that of natural beauty so again is likely to attract more elderly people who are unable to spend much.



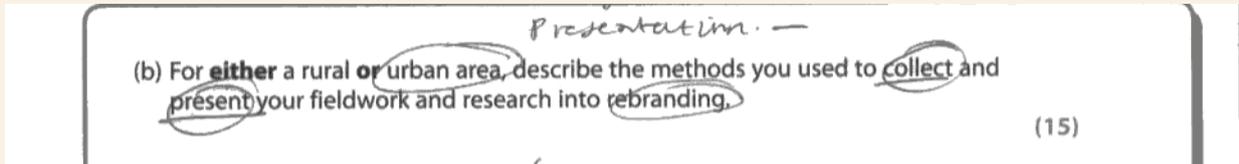
### ResultsPlus Examiner Comments

In this extract the candidate clearly focuses on the resource and uses their own knowledge and understanding to develop ideas, based on Strategy A.

## Question 4 (b)

As in 3b there were sound accounts of fieldwork in areas of Birmingham, Sheffield, Manchester and 'Olympic' London. The mix of fieldwork/research/case studies ranged from the unconvincing to the spectacular. There was good reference to ICT skills in the presentation phase, especially using located charts of GIS maps etc.

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



### ResultsPlus Examiner Comments

The candidate has recognised the specific demands of the question which has helped to focus their response and avoid being too generic.



### ResultsPlus Examiner Tip

It is really important to deconstruct the title and understand the focus. In this extract the student has highlighted the key words and recognised that 'present' forms part of the answer.

(b) For either a rural or urban area, describe the methods you used to collect and present your fieldwork and research into rebranding.

(15)

Named area: Manchester, North East England.  
Research (Secondary data collected by another source) included www.nationalstatistics.gov.uk for geo-demographic information on factors such as employment. In the 1981 census, 40% of the males in Manchester were unemployed. In the 2001 census, this had decreased by a third, and women employed at risen because of the emergence of tertiary ~~industry~~ industry. This quantitative data was presented on a line graph, showing the change over time. Statistical techniques included Spearman's Rank as the data ~~is~~ was correlated with factors such as business decline. The yellow pages from twenty / thirty years ago showed a decline in heavy industries such as the Dunlop tyre factor, which led to the derelict, and unemployment seen on the census.



**ResultsPlus**

**Examiner Comments**

In this extract there is a clearly focused response using good terminology and well structured. Lots of relevant supporting research is well linked. Presentation is also mentioned and is justified (change over time comment).

### Question 4 (c)

This was well answered by many using a wide range of examples but often using Cornwall, London Docklands and 2012 as their case studies. A range of potential reasons were given and some candidates showed a real appreciation of the combination of factors which often afflict these failed attempts. Approaches such as 'bottom up' and 'top down' were used well. The phrase 'not always entirely successful' did confuse some who wrote at length about a successful example of rebranding initially, rather than focussing on the lack of success.

(c) Using examples, explain why rebranding strategies are not always entirely successful.

(10)

Rebranding strategies aren't always entirely successful, ~~this~~ such as the Sheffield Student Games.

It was hoped that hosting the games would bring a more positive image to the area, and bring it out of decline. ~~However,~~ there was a lack of government ~~the~~ support, but the games still went ahead, and in the end the total cost of hosting them was ~~£39.1~~ £39.1 million, an overspend of £10.1 million.

After the games, the area still had a negative image, and was largely in debt, so using sport to promote and rebrand Sheffield was not successful.

Another example of unsuccessful rebranding is the World Cup hosted in <sup>South</sup> Africa in 2010.

Although it gave ~~the area~~ South Africa a massive economic boost at the time, <sup>(£6.1 billion)</sup>, and

tourism receipts, now, ~~the~~ the stadiums are hardly used. African football teams only attract an audience of around 5000 which is not enough to fill the stadiums, so they can't afford to use and maintain them, and

many of the jobs supplied were short term, eg. 160 construction jobs, so the rebranding strategy wasn't entirely successful.

South-west film studios was a rebranding strategy funded by Objective One. ~~£320~~ The studio was hardly used and was only open a short time before it had to close due to a lack of interest and use. This strategy was ~~considered~~ unsuccessful as a large amount of money (£320,000) was spent on this project - £160,000 from Objective One funding, £80,000 from the South West Development Agency, £40,000 from the ~~local~~ local council and £20,000 from the bank.

(Total for Question 4 = 35 marks)

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



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Examiner Comments

A very strong L3 answer, well linked to the question. 'Success' is considered in many ways. Facts and figures are also used to support. There is good terminology used throughout.

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