

6GE02 Geographical Investigations Mark Scheme

Question Number		
1(a) QWC (i, ii, iii)		
Series		Indicative content
		<p>Flooding is the inundation of land by water which is not normally submerged. GIS (Geographical Information systems) are software tools and digital maps that allow users to create interactive queries (user created searches), analyze spatial information, edit data, maps etc. It can help with assessing current and future scenarios. Increasingly GIS is being used for a number of key areas linked to flooding and flood impacts:</p> <ul style="list-style-type: none"> • Management and risk analysis of land uses near / adjacent to flood prone areas. • Identification of people/groups and property at risk (from different magnitude flood events). • Potential risks of climate change, e.g. modelling increased rainfall (frequency and intensity). • Helping in decisions about flood management, e.g. cost benefit of hard vs soft solutions and where to locate defences). • Can help various agencies involved in supply of services (water, telecommunications, electricity, roads, hospitals etc) to understand potential risks and impacts linked directly to their own facilities and infrastructure. • Can help EA better plan flood warning systems, e.g. identifying populations at risk etc. <p>A key element of the GIS system with regard to impacts is that various layers can be turned on you off to reveal who might be affected and the infrastructure etc. Some candidates to consider these layers which are indicated in the key.</p> <p>Do NOT credit work which is coastal rather than river flooding.</p>
Level	Mark	Descriptor
Level 1	1-4	Limited structure and basic response using lift offs only. No real understanding of resource and its use. Considerable errors in language.
Level 2	5-7	Some use of stimulus to develop own ideas. Some focus on impacts linked to some understanding of resource/idea of layers. Some structure, and some written language errors. Some use of terminology.
Level 3	8-10	A clear response with effective use of resources linked to impacts, with a range of ideas. Expect understanding of GIS i.e. layers and ability to change for different uses. Well structured response. Written language errors are rare.

Question Number						
1(b) QWC (i, ii, iii)						
Series		Indicative content				
		<p>Basic assumption is that you would probably need to complete a land use map and then obtain other data relating to flood risk.</p> <table border="1"> <tbody> <tr> <td>Fieldwork (primary):</td> <td>Basic land use map. Flooding evidence can come from qualitative sources, e.g. historic / eye witness accounts. Use of interviews / focus groups. Evidence of levels may be anecdotal, i.e. come from marks on walls, 'strand-lines' etc. Also could measure river discharge; bankfull measurements, infiltration etc. Also credit primary weather data collection.</td> </tr> <tr> <td>Research (secondary):</td> <td>Use of various sources to get a picture of flood extent, especially GIS EA maps; also flood risk maps for insurance companies; gauging station data. Historic newspaper cuttings / reports and other documentary evidence e.g. newscasts. The best responses will provide detailed evidence of specific sources, e.g. specialist weather websites etc, rather than 'the internet'.</td> </tr> </tbody> </table> <p>Some candidates may refer to sampling strategies, i.e. land-use along a transect or by 'gridding' (this would give a more complete picture). Limited number of categories are required, e.g. types of residential, retail and open space etc.</p> <p>The link between land use and flooding could be examined using overlays, or GIS. Also potential for statistical linking, e.g. Chi squared.</p>	Fieldwork (primary):	Basic land use map. Flooding evidence can come from qualitative sources, e.g. historic / eye witness accounts. Use of interviews / focus groups. Evidence of levels may be anecdotal, i.e. come from marks on walls, 'strand-lines' etc. Also could measure river discharge; bankfull measurements, infiltration etc. Also credit primary weather data collection.	Research (secondary):	Use of various sources to get a picture of flood extent, especially GIS EA maps; also flood risk maps for insurance companies; gauging station data. Historic newspaper cuttings / reports and other documentary evidence e.g. newscasts. The best responses will provide detailed evidence of specific sources, e.g. specialist weather websites etc, rather than 'the internet'.
Fieldwork (primary):	Basic land use map. Flooding evidence can come from qualitative sources, e.g. historic / eye witness accounts. Use of interviews / focus groups. Evidence of levels may be anecdotal, i.e. come from marks on walls, 'strand-lines' etc. Also could measure river discharge; bankfull measurements, infiltration etc. Also credit primary weather data collection.					
Research (secondary):	Use of various sources to get a picture of flood extent, especially GIS EA maps; also flood risk maps for insurance companies; gauging station data. Historic newspaper cuttings / reports and other documentary evidence e.g. newscasts. The best responses will provide detailed evidence of specific sources, e.g. specialist weather websites etc, rather than 'the internet'.					
Level	Mark	Descriptor				
Level 1	1-4	Very limited range of fieldwork / research described. Fieldwork may not be appropriate / linked to weather / flooding. Lacks structure. Considerable errors in language.				
Level 2	5-8	Descriptive style but with some statements about either fieldwork or research approaches linked to flooding. May be a description that lacks focus on the question/less relevant techniques. Expect limited use of geographical terminology. There are some written language errors.				
Level 3	9-12	Describes a range of fieldwork and/or research approaches linked to a flooding, but may lack balance. Some use of geographical terminology. Response shows some structure, limited written language errors. Maximum 10 if only fieldwork or research.				
Level 4	13-15	Structured account which describes a balanced range of flood fieldwork (should mention 'risk') and research techniques in detail; shows good use of own / group fieldwork, with good use of terminology. Written language errors are rare.				

Question Number		
1(c) QWC (i, ii, iii)		
Series		Indicative content
		<p>Range of new technology ideas:</p> <ul style="list-style-type: none"> • Better computer modelling to forecast / predict loactions, durations and likely impacts, e.g. GIFS Global Intercative Forecasting System which uses advanced grid computation technology. • Weather radar - rainfall density over a large area. Doppler radar allows accurate measurement of wind systems in severe storms. • Satellites can be used to estimate rain rate etc - help in the forecasting of floods. • GIS can be used to prepare mathematical models for extreme weather forecasting - it can process complex spatail information. <p>Also accept other reasonable suggestions, e.g. drought monitoring - interpretation of satellite images. Flexible interpretation of the word 'new'.</p> <p>Technology is important, but there are issues where extreme weather can affect vulnerable communities and there is not the technical capability locally to implement new strategies. Costs of technology and staff expertise (training/support) may be issues in some parts of the world. May also be issues with standardisation of information/data across agencies and countries.</p> <p>Credit any exemplification and case study material.</p>
Level	Mark	Descriptor
Level 1	1-4	Basic and generalised with general ideas on forecasting and/or management. No comment regarding value. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Some ideas examined, refers to technology/methods of forecasting and/or management; implied value. Likely to in be restricted either in range and or depth. Some structure and some written language errors.
Level 3	8-10	A response which refers to new technology and covers both forecasting and management. For top of band expect some discussion of value, possibly linked to an example. Well structured and balanced response. Written language errors are rare.

(Total 35 Marks)

Question Number	Question	
2(a) QWC (i, ii, iii)		
Series	Indicative content	
	<p>GIS (Geographical Information systems) are software tools that allow users to create interactive queries (user created searches), analyze spatial information, edit data, maps etc. In its strictest sense GIS data is underpinned by a database of values (array) which gives a spatial identity and value to points on a map. Can help with assessing current and future scenarios. Increasingly GIS is being used for a number of key areas linked to coastal management and strategies:</p> <ul style="list-style-type: none"> • Management and risk analysis of land uses near / adjacent to areas at risk of coastal inundation. • Identification of people (groups?) and property at risk (from different future shoreline retreat scenarios). • Potential risks of climate change, e.g. modelling changes in coastal erosion due to sea level rise. • Helping in decisions about coastal protection, e.g. cost benefit of different solutions (rip rap, gabions, groynes etc) and where to locate defences / implement sustainable strategies. • Can help various agencies involved in supply of services (water, telecommunications, electricity, roads, hospitals etc) to understand potential risks and impacts linked directly to their own facilities and infrastructure. Bacton gas facility is especially important in this respect (hence 'hold the line'). • Can help local authority better plan infrastructure , new housing etc. • At coast GIS particularly important for mapping coastal wildlife / biodiversity. Can see impacts of various management options on shoreline and biodiversity. • Also credit knowledge of the four types of coastal management strategies. <p>A key element of the GIS system with regard to impacts is that various layers can be turned on you off to reveal who might be affected and the infrastructure etc. Expect candidates to consider these layers which are indicated in the key.</p>	
Level	Mark	Descriptor
Level 1	1-4	Basic response only with very limited range/depth of detail. May be basic lift-offs from figures only. No real understanding of resource and its use. Considerable errors in language.
Level 2	5-7	Uses figures as a stimulus to develop own ideas. Some focus on management and some understanding of resource. Some structure, and some written language errors. Some use of terminology.
Level 3	8-10	A clear response with effective use of resources linked to different types of management. Expect understanding of GIS i.e. layers and ability to change for different uses. Well structured and balanced response. Written language errors are rare.

Question Number	Question					
2(b) QWC (i, ii, iii)						
Series	Indicative content					
	<p>There are a range of fieldwork and research opportunities - expect these to include:</p> <table border="1"> <tbody> <tr> <td>Fieldwork (primary):</td> <td>Measurement / evaluation of existing defences, e.g. use of field sketch, video, digital pictures, use of bi-polar sheet; speaking to residents and visitors (questionnaires / structured interviews / oral histories). Use of video or transcripts to record findings (could be group approach). Rates of coastal retreat can be sometimes calculated in the field from known reference points. Some candidates may have also done cliff erosion / stability surveys.</td> </tr> <tr> <td>Research (secondary):</td> <td>Historic maps to illustrate change in position of coast / coastal features, e.g. www.old-maps.co.uk; also local newspapers, blogs/forums etc. Old photographs and post cards may be a useful source (again could be internet sourced). Possible use of GIS / electronic maps to illustrate changes.</td> </tr> </tbody> </table> <p>Provide credit for possible reference to sampling strategies, e.g. systematic and stratified, no of people interviewed etc; also some candidates may have used a pilot survey, e.g. to format questionnaires.</p> <p>In reality difficult to measure effectiveness - credit any acknowledgment that results may be partial and tentative; based on more subjective observations. Evidence needs to come from a variety of sources to build up a more complete picture.</p> <p>N.B. Candidates who outline fieldwork and research to investigate increased risk of coastal erosion and flooding with <u>no reference</u> to coastal management schemes can access at most the top of level 3.</p>		Fieldwork (primary):	Measurement / evaluation of existing defences, e.g. use of field sketch, video, digital pictures, use of bi-polar sheet; speaking to residents and visitors (questionnaires / structured interviews / oral histories). Use of video or transcripts to record findings (could be group approach). Rates of coastal retreat can be sometimes calculated in the field from known reference points. Some candidates may have also done cliff erosion / stability surveys.	Research (secondary):	Historic maps to illustrate change in position of coast / coastal features, e.g. www.old-maps.co.uk ; also local newspapers, blogs/forums etc. Old photographs and post cards may be a useful source (again could be internet sourced). Possible use of GIS / electronic maps to illustrate changes.
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Research (secondary):	Historic maps to illustrate change in position of coast / coastal features, e.g. www.old-maps.co.uk ; also local newspapers, blogs/forums etc. Old photographs and post cards may be a useful source (again could be internet sourced). Possible use of GIS / electronic maps to illustrate changes.					
Level	Mark	Descriptor				
Level 1	1-4	Very limited range of fieldwork/research described. Fieldwork may not be appropriate/linked to coastal management schemes. Lacks structure. Considerable errors in language.				
Level 2	5-8	Descriptive style but with some statements about either fieldwork or research approaches linked to a coastal management schemes. May be a description that lacks focus on the question/less relevant techniques. Expect limited use of geographical terminology. There are some written language errors.				
Level 3	9-12	Describes a range of fieldwork and/or research approaches linked to coastal management schemes, begins to examine effectiveness/implies effectiveness. Some use of geographical terminology. Response shows some structure, limited written language errors. Max 10 if only fieldwork or research.				
Level 4	13-15	Structured account which describes a range of fieldwork and research techniques in detail and examines the effectiveness of management schemes; shows good use of own / group fieldwork information, with good use of terminology. Written language errors are rare.				

Question Number		
2(c) QWC (i, ii, iii)		
Series		Indicative content
		<p>Sustainable coastal defence/management attempts to accommodate, copy or work alongside natural systems and processes, with ecosystems often playing a key role. Typically such approaches are small scale, localised and bottom-up or community driven. They have the advantages of being environmentally friendly, sometimes cheaper and longer-lasting. Consideration needs to be taken so that schemes are compatible with adjacent coastal areas.</p> <p>Integrated coastal management may include sustainable/soft options as well as hard defences. Large coastal cells are broken down into smaller units and then action is taken via SMP (Shoreline Management Plans). Numerous players/organisations are involved in SMPs - can be difficult to coordinate and manage.</p> <p>Managed retreat is where the sea is allowed to flood parts of the inter-tidal zone - thus creating mudflats and valuable salt marsh habitat. Coastal realignment may be more controversial since it involves 'retreating the line', e.g. Kent, N. Norfolk and Essex. Is often viewed by local residents as the do-nothing and easy opt out. Politically can be difficult to execute.</p> <p>Credit any exemplification and case study material - schemes or locations.</p>
Level	Mark	Descriptor
Level 1	1-4	Basic and generalised with a few ideas on coastal management. No appreciation of sustainable/integrated. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Some ideas, implied understanding of sustainable and/or integrated approaches. Likely to be restricted either in range and or depth. Some structure and some written language errors.
Level 3	8-10	A response which examines sustainable and/or integrated approaches; deals with value. Reward exemplification either schemes or locations. Well structured response. Written language errors are rare.

(Total 35 Marks)

Question Number		
3(a) QWC (i, ii, iii)		
Series		Indicative content
		<p>Some general patterns in inequality between urban and rural-</p> <ul style="list-style-type: none"> • Considerable different between urban and rural areas in terms of number of services. • But, rural areas have more than 50% of petrol stations and post office. • Rural areas <5% of jobcentres, about 10% of free cash points and only ~15% banks and building societies. <p>Arguably bigger inequalities between sparse, less-sparse and total rural:</p> <ul style="list-style-type: none"> • E.g. sparse hamlets only have 2 of the 1519 banks and building societies in rural areas. • E.g. 9 out of 1253 of bigger GP surgeries. • BUT not an even picture, has a greater share of post offices and free cash points. <p>Therefore the data suggests considerable inequality in terms of numbers of services. Lots of points can be made, especially credit students who use data in a more sophisticated manner, e.g. calculate percentages or put places into rank order etc.</p> <p>No credit for any explanation or suggestions of limitations in the way in which the data was measured.</p>
Level	Mark	Descriptor
Level 1	1-4	One or two basic items of data described, i.e. simple lift offs. Lacks structure and considerable errors in language.
Level 2	5-7	A range of descriptive comments related to the data, but may not link to inequality. Some breadth or depth. Some structure and uses data to support ideas. There are some written language errors.
Level 3	8-10	A detailed response with effective use of resource to illustrate inequality. Well structured good use of data from table. Written language errors are rare.

Question Number						
3(b) QWC (i, ii, iii)						
Series		Indicative content				
		<p>There are a range of fieldwork and research opportunities -these may include:</p> <table border="1"> <tr> <td>Fieldwork (primary):</td> <td> <p>Accessibility audit of the urban environments, focusing on key groups, i.e. wheelchair users (using photos to support and describe), location of 'dial a ride', zones of exclusion etc. Could culminate in a local town accessibility map. Maps which examine the geography of access in terms of public transport, parking etc. Questionnaires / interviews / oral histories - how and why groups of people are excluded or feel inequality. EQ surveys may also feature. May also be surveys of crime, graffiti or 24hr city ideas, e.g. land-use maps linked to exclusion.</p> </td> </tr> <tr> <td>Research (secondary):</td> <td> <p>Use of internet blogs, forums etc to find the 'hidden' or excluded, e.g. skateboarders (who frequently do not have a voice). Research access to employment, education, higher-order shopping. Creation of personal/group isochrone maps, e.g. for access to services. Researching 'geo-demographic' data, e.g. neighbourhood profiles, census etc.</p> </td> </tr> </table> <p>Provide credit for possible reference to sampling strategies, e.g. systematic and stratified, no of people interviewed etc; also some candidates may have used a pilot survey, e.g. to format questionnaires.</p> <p>Note - if not URBAN then rubric. Allow flexible interpretation of 'urban'. Unnamed general descriptions of urban places will tend to be self penalising.</p>	Fieldwork (primary):	<p>Accessibility audit of the urban environments, focusing on key groups, i.e. wheelchair users (using photos to support and describe), location of 'dial a ride', zones of exclusion etc. Could culminate in a local town accessibility map. Maps which examine the geography of access in terms of public transport, parking etc. Questionnaires / interviews / oral histories - how and why groups of people are excluded or feel inequality. EQ surveys may also feature. May also be surveys of crime, graffiti or 24hr city ideas, e.g. land-use maps linked to exclusion.</p>	Research (secondary):	<p>Use of internet blogs, forums etc to find the 'hidden' or excluded, e.g. skateboarders (who frequently do not have a voice). Research access to employment, education, higher-order shopping. Creation of personal/group isochrone maps, e.g. for access to services. Researching 'geo-demographic' data, e.g. neighbourhood profiles, census etc.</p>
Fieldwork (primary):	<p>Accessibility audit of the urban environments, focusing on key groups, i.e. wheelchair users (using photos to support and describe), location of 'dial a ride', zones of exclusion etc. Could culminate in a local town accessibility map. Maps which examine the geography of access in terms of public transport, parking etc. Questionnaires / interviews / oral histories - how and why groups of people are excluded or feel inequality. EQ surveys may also feature. May also be surveys of crime, graffiti or 24hr city ideas, e.g. land-use maps linked to exclusion.</p>					
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Level	Mark	Descriptor				
Level 1	1-4	Very limited range of fieldwork/research described. Fieldwork may not be appropriate/linked to inequality. Lacks structure. Considerable errors in language.				
Level 2	5-8	Descriptive style but with some statements about either fieldwork or research approaches linked to a general study of inequality. May be a description that lacks focus on the question/less relevant techniques. Expect limited use of geographical terminology. There are some written language errors.				
Level 3	9-12	Describes a range of fieldwork and/or research approaches linked to the study of the pattern of inequality, but may lack balance. Some use of geographical terminology. Response shows some structure, limited written language errors. Maximum 10 if only fieldwork or research.				
Level 4	13-15	Structured account which describes a balanced range of patterns of inequality fieldwork and research techniques in detail; shows good use of own / group fieldwork information, with good use of terminology. Written language errors are rare.				

Question Number						
3(c) QWC (i, ii, iii)						
Series		Indicative content				
		<p>Sustainable solutions make take may forms: economic, socio / cultural and environmental. Expect focus on local and community based activities, bottom-up and requiring low start-up / running / implementation costs. Candidates may also refer to Objective 2b funding etc as a pump-primer in rural areas. Also expect a MEDC / UK focused response, but equally credit LEDC ideas. Examples of sustainable solutions in different contexts:</p> <table border="1"> <tr> <td>MEDC</td> <td> <ul style="list-style-type: none"> • Provision of (affordable) rural housing through a Rural Housing Enabler. • Community transport links, e.g. dial-a-bus and Medi-bus. • Key Services Centres to provide essential services for smaller settlements in the hinterland; also combined services, e.g. post-office in the pub etc. • Encouraging employment opportunities, e.g. promotion of farmers markets/selling of local produce/viticulture and other diversification strategies. • Community radio. • Art etc festivals to bring people together and create business/trade opportunities. • Renewable fuels businesses and energy schemes. </td> </tr> <tr> <td>LEDC</td> <td> <ul style="list-style-type: none"> • Use of local people as capacity builders to ensure projects continue when NGO leaves. • Electrification of areas and providing new infrastructure. • Promote farm related health, education projects and health posts in rural villages. • Use of appropriate/intermediate technology for farmers • Eco-friendly/environmental approach (dairy goats an issue) to prevent land degradation. </td> </tr> </table> <p>Key idea is 'examine success', so expect discussion of how well particular schemes have or haven't worked.</p> <p>Note - more than one scheme in one place acceptable. Note - if not RURAL then rubric. Allow flexible interpretation of 'rural'.</p>	MEDC	<ul style="list-style-type: none"> • Provision of (affordable) rural housing through a Rural Housing Enabler. • Community transport links, e.g. dial-a-bus and Medi-bus. • Key Services Centres to provide essential services for smaller settlements in the hinterland; also combined services, e.g. post-office in the pub etc. • Encouraging employment opportunities, e.g. promotion of farmers markets/selling of local produce/viticulture and other diversification strategies. • Community radio. • Art etc festivals to bring people together and create business/trade opportunities. • Renewable fuels businesses and energy schemes. 	LEDC	<ul style="list-style-type: none"> • Use of local people as capacity builders to ensure projects continue when NGO leaves. • Electrification of areas and providing new infrastructure. • Promote farm related health, education projects and health posts in rural villages. • Use of appropriate/intermediate technology for farmers • Eco-friendly/environmental approach (dairy goats an issue) to prevent land degradation.
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Level	Mark	Descriptor				
Level 1	1-4	Vague in both detail and depth. Very limited appreciation of sustainable solutions. Lacks structure and very limited use of geographical terminology. Limited or no reference to an example. Considerable errors in language.				
Level 2	5-7	Uses at least one example to support response. Moves towards understanding of sustainability. Some structure. Likely to be lacking in either range or depth, but shows general understanding of principle. There are some written language errors.				
Level 3	8-10	A clear response which shows understanding of sustainable solutions, linked to reducing rural inequality. Well structured and balanced response which uses example(s) effectively (at least one in depth). Written language errors are rare.				

(Total 35 Marks)

Question Number										
4(a) QWC (i, ii, iii)										
Series		Indicative content								
		Data gives mixed views about the 'health' of Wem - in summary								
		<table border="1"> <tr> <td>Shop unit data (as annotation on pictures)</td> <td>Large no of unused shop units compared to total available; lots of vacant floor-space (35%); 11% vacancy in terms of shops units.</td> </tr> <tr> <td>Fact file</td> <td>Limited number of high order/comparison goods, but NOT cloned. 'Quaint' nature may discourage certain businesses / economic activity.</td> </tr> <tr> <td>Local residents</td> <td>Range of comments, on balance more negative compared to positive (5:3) - related to services, shut shops, and image.</td> </tr> <tr> <td>Photos</td> <td>Photos show more of a mixed picture: top image - food retail outlets - night-time economy, but shut during day = problem. Bottom image - higher diversity of local shops. Specialists. Road closed picture may signal problems or improvements and could be taken either way. Lack of pedestrians and cars may signal problems, i.e. limited customers for businesses.</td> </tr> </table>	Shop unit data (as annotation on pictures)	Large no of unused shop units compared to total available; lots of vacant floor-space (35%); 11% vacancy in terms of shops units.	Fact file	Limited number of high order/comparison goods, but NOT cloned. 'Quaint' nature may discourage certain businesses / economic activity.	Local residents	Range of comments, on balance more negative compared to positive (5:3) - related to services, shut shops, and image.	Photos	Photos show more of a mixed picture: top image - food retail outlets - night-time economy, but shut during day = problem. Bottom image - higher diversity of local shops. Specialists. Road closed picture may signal problems or improvements and could be taken either way. Lack of pedestrians and cars may signal problems, i.e. limited customers for businesses.
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Photos	Photos show more of a mixed picture: top image - food retail outlets - night-time economy, but shut during day = problem. Bottom image - higher diversity of local shops. Specialists. Road closed picture may signal problems or improvements and could be taken either way. Lack of pedestrians and cars may signal problems, i.e. limited customers for businesses.									
		On balance, data <i>does</i> suggest Wem needs re-branding, but not all doom and gloom.								
Level	Mark	Descriptor								
Level 1	1-4	One or two basic lift-offs. Lacks structure and very limited use of geographical terminology. Considerable errors in language.								
Level 2	5-7	Some range of evidence which is commented on linked to the need to re-brand, but lacks either breadth or depth. Some structure and uses data to support ideas. There are some written language errors.								
Level 3	8-10	A clear response with effective use of evidence linked to the need to re-brand. Expect use of data to support ideas. Well structured good use of geographical terminology. Written language errors are rare.								

Question Number						
4(b) QWC (i, ii, iii)						
Series		Indicative content				
		<p>There are a range of fieldwork and research opportunities - expect these to include some of the following:</p> <table border="1"> <tr> <td>Fieldwork (primary):</td> <td>Visit location(s), collect qualitative and quantitative evidence, e.g. oral histories of change, perception of reputation, looking for evidence of change in functional hierarchy etc. Looking for evidence of improvements to 'place image', 'product' image and imaging urban people. Opportunity at busy rural or urban re-branded locations to determine sphere of influence etc (use of questionnaire?). Lots of photographic and video evidence expected, e.g. architectural icons / design features. Especially important as part of urban branding process.</td> </tr> <tr> <td>Research (secondary):</td> <td>Photos/postcards illustrating change, changes in employment, visitor profile and published catchment survey data etc. Urban areas e.g. crime statistics, visitor numbers/footfall patterns. Data from town/city centre management. Also use of geo-demographic data e.g. postcode checkers on the internet etc.</td> </tr> </table> <p>Provide credit for possible reference to sampling strategies, e.g. systematic and stratified, no of people interviewed etc; also some candidates may have used a pilot survey, e.g. to format questionnaires. In reality its is quite difficult to measure evidence - credit any acknowledgment that results may be partial and tentative; based on more subjective observations.</p> <p>Note - if not URBAN then rubric. Allow flexible interpretation of 'urban'.</p>	Fieldwork (primary):	Visit location(s), collect qualitative and quantitative evidence, e.g. oral histories of change, perception of reputation, looking for evidence of change in functional hierarchy etc. Looking for evidence of improvements to 'place image', 'product' image and imaging urban people. Opportunity at busy rural or urban re-branded locations to determine sphere of influence etc (use of questionnaire?). Lots of photographic and video evidence expected, e.g. architectural icons / design features. Especially important as part of urban branding process.	Research (secondary):	Photos/postcards illustrating change, changes in employment, visitor profile and published catchment survey data etc. Urban areas e.g. crime statistics, visitor numbers/footfall patterns. Data from town/city centre management. Also use of geo-demographic data e.g. postcode checkers on the internet etc.
Fieldwork (primary):	Visit location(s), collect qualitative and quantitative evidence, e.g. oral histories of change, perception of reputation, looking for evidence of change in functional hierarchy etc. Looking for evidence of improvements to 'place image', 'product' image and imaging urban people. Opportunity at busy rural or urban re-branded locations to determine sphere of influence etc (use of questionnaire?). Lots of photographic and video evidence expected, e.g. architectural icons / design features. Especially important as part of urban branding process.					
Research (secondary):	Photos/postcards illustrating change, changes in employment, visitor profile and published catchment survey data etc. Urban areas e.g. crime statistics, visitor numbers/footfall patterns. Data from town/city centre management. Also use of geo-demographic data e.g. postcode checkers on the internet etc.					
Level	Mark	Descriptor				
Level 1	1-4	Very limited range of fieldwork/research described. Fieldwork may not be appropriate/linked to evidence of re-branding. Lacks structure. Considerable errors in language.				
Level 2	5-8	Descriptive style but with some statements about either fieldwork or research approaches linked to a re-branding study. May be a description that lacks focus on the question / less relevant techniques. Expect limited use of geographical terminology. There are some written language errors.				
Level 3	9-12	Describes a range of fieldwork and/or research approaches linked to the study of evidence of re-branding, but may lack balance. Some use of geographical terminology. Response shows some structure, limited written language errors. Maximum 10 marks if only fieldwork or research.				
Level 4	13-15	Structured account which describes a balanced range of re-branding fieldwork and research techniques in detail; shows good use of own / group fieldwork information, with good use of terminology. Must link to 'evidence'. Written language errors are rare.				

Question Number		
4(c) QWC (i, ii, iii)		
Series		Indicative content
		<p>Success can be indicated by:</p> <ul style="list-style-type: none"> • Economic data, e.g. numbers of new businesses, use retail space vs vacant space, visitor numbers and tourists, footfall counts, rateable values. Number of renovations • Evidence of new high profile developments, e.g. farm diversification / post-production schemes. Comparing new agri-environmental schemes to old intensively farmed landscape. • Giving the place a new 'image', e.g. linked to a TV series such as Holmfirth - Last of the Summer Wine country. Piggy-backing culture, food and art, e.g. through restaurants, festivals, food weeks etc. • Examining who has benefited from changes - positive and negative impacts of neighbourhoods and communities. Blogs and forums may provide evidence for this. <p>The focus could be social, economic or environmental.</p> <p>To really look at success recent re-branding efforts might be compared to baseline data <u>before re-branding</u> to see change.</p> <p>Note - more than one scheme in one place is acceptable.</p> <p>Note - must be RURAL if not rubric. Allow flexible interpretation of rural.</p>
Level	Mark	Descriptor
Level 1	1-4	Identifies one or two basic ideas only. Vague or no reference to a specific place. Little structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Describes some rural re-branding and moves towards commenting on success. Uses an example to support response. Some structure. There are some written language errors.
Level 3	8-10	A structured account which examines success of schemes. Well structured response which uses examples effectively. Written language errors are rare.

(Total 35 Marks)