



Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE in Geography  
(6GE02)

Unit 2: 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 meaning of the phrase or the actual word is **essential** to the answer.
- 5 ecf/TE/cq (error carried forward) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

## Quality of Written Communication

Questions which involve the writing of continuous prose 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	Indicative content	
1(a)	<p><b>Distribution:</b></p> <ul style="list-style-type: none"> <li>• No State escapes the drought but the northern States have smaller areas that have extreme drought or abnormally dry conditions.</li> <li>• Worst hit areas are in the centre (Kansas, Colorado and Utah) and towards the south (Arizona, New Mexico and Texas).</li> <li>• There is possibly a SW/NE trend. Coastal areas are also less affected than those inland.</li> </ul> <p>There are a range of <b>impacts</b>. Most will be <b>negative</b>, but there also <b>positive impacts</b> which can be credited.</p> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• Food shortages and increasing costs of some foods due to shortage.</li> <li>• Increased mental and physical stress.</li> <li>• Possible water user conflicts (e.g. in Colorado Drainage Basin).</li> <li>• Public dissatisfaction with government regarding drought response.</li> <li>• Health impacts e.g. heat exhaustion</li> </ul> <p><b>Economic</b></p> <ul style="list-style-type: none"> <li>• Loss of national economic growth, slowing down of economic development.</li> <li>• Damage to crop quality, less food production.</li> <li>• Increased importation of food (higher costs).</li> <li>• Loss from dairy and livestock production.</li> <li>• Range fires and forest fires.</li> <li>• Income loss for farmers / unemployment.</li> <li>• Loss to recreational and tourism industry.</li> <li>• Costs of providing an alternative water supply</li> </ul> <p><b>Environmental</b></p> <ul style="list-style-type: none"> <li>• Damage / stress to animal species.</li> <li>• Reduction and degradation of fish and wildlife habitat.</li> <li>• Disease and increased predation.</li> <li>• Damage to plant species.</li> <li>• Increase in the number and severity of fires.</li> </ul> <p>Credit other relevant impacts.</p> <p>Credit the idea that because of <b>management</b> (better or worse) the impacts vary e.g. some areas have reservoirs, water conservation strategies.</p> <p>Overall a very severe drought so impacts are likely to be significant and long lasting.</p>	
Level	Mark	Descriptor
Level 1	1-4	Basic description which is generalised with one or two impacts and/or a description of the distribution of the conditions shown without identified impacts. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Some description of impacts which is linked to some aspects of the distribution of the conditions shown but is likely to be restricted either in range or depth. Some structure and some written language errors.
Level 3	8-10	Detailed description of impacts that clearly links these to the distribution of drought conditions. At the top end might consider the variation in economic, social and environmental impacts. Well structured; written language errors are rare.

Question Number	Indicative content	
<b>1(b)</b>	<p>Extreme weather events are usually defined as being severe (hazardous / disastrous) or unexpected (i.e. outside the range of normal variation).</p> <p>Candidates are able to choose from a range of events, e.g. <i>tropical cyclones, temperate storms, tornadoes, flooding (linked to heavy rainfall), blizzards, heat waves, fires and drought</i>.</p> <p>Accept a broad interpretation of 'technology' to include satellite / monitoring technology, ICT, GIS and civil engineering – but this <b>must be linked</b> to extreme weather events.</p> <p>Key to the question is how technology can be used to manage the impacts and so expect some comments on how impacts can be reduced.</p> <p>Technology has a number of roles in both <b>prediction</b> and <b>response</b> to extreme weather events and so aid in managing the impacts of these events. Possible ideas include:</p> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>• Satellite tracking of storms and use on mobile phone apps.</li> <li>• Computers to model storms / droughts.</li> <li>• Improved radar technology for rainfall distribution and intensity.</li> <li>• GIS flood maps risk assessment.</li> </ul> <p><b>Management</b></p> <ul style="list-style-type: none"> <li>• Social networking to alert peoples such as Twitter and FB.</li> <li>• Internet to advise and alert people.</li> <li>• Mobile phones to communicate with each other.</li> <li>• Latest flood barriers are technological feats.</li> </ul> <p>Credit other relevant suggestions.</p> <p><b>NB</b> only credit hydro-meteorological hazards / extreme weather events.</p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 1</b>	<b>1-4</b>	Basic description which is generalised with one or two ideas on technology with limited links to impacts. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
<b>Level 2</b>	<b>5-7</b>	Some explanation of how technology can be used to manage impacts but likely in be restricted either in range and or depth. May be unbalanced between technology / impacts. Some exemplification is present but is generalised and / or not very well selected. Some structure and some written language errors.
<b>Level 3</b>	<b>8-10</b>	Detailed explanation of how technology can be used to manage impacts with good exemplification providing depth and / or detail. Well-structured and balanced response. Written language errors are rare.

Question Number	Indicative Content	
1(c)	<p>The personal weather diary can take a variety of forms and be conducted over different periods of time e.g. a few days to look at changes associated with a depression, or over 1 term or even a year. The diary can take a variety of forms e.g. e-diary (on web), written notes, video / pictures.</p> <p>Expect many candidates to record changes in weather variables, air masses, weather systems (depressions / anticyclones and others), fronts. Credit both the planning and 'carrying out' phases of the investigation.</p> <p>Some candidates may also recognise that the most reliable records involve the use of a range of techniques and research opportunities. Data could also be pooled as a group.</p>	
	Fieldwork (primary):	<ul style="list-style-type: none"> <li>• Use of various local weather instruments: anemometer, thermometer, whirling psychrometer, rain gauges.</li> <li>• May use 'apps', or use school automated weather station such as Davis; Stephenson screens.</li> <li>• Also more qualitative observations: changes in cloud cover, what it 'feels' like, whether the heating is required, seeing stars at night.</li> <li>• Time when measurements taken, measurement methods, use of group and or individual data.</li> </ul>
	Research (secondary):	<ul style="list-style-type: none"> <li>• Use of various sources to get a 'picture' of weather (in near future 5 day forecast) – websites, newspapers, blogs.</li> <li>• The best responses will provide detailed evidence of specific sources such as specialist weather websites.</li> <li>• May use GIS to help select suitable locations / ensure fair testing. Links to local factors, topography, buildings, vegetation.</li> </ul>
	Credit reference to fair testing, repeat sampling / surveying to try and increase accuracy and / or reliability of results.	
Level	Mark	Descriptor
Level 1	1-4	Basic description of fieldwork / research. Fieldwork / research will be only partially linked to a weather diary and some may be inappropriate. Lacks structure. Considerable errors in language.
Level 2	5-8	Description of fieldwork / research linked to some aspects of compiling a weather diary. Unlikely to link to meteorological conditions. Limited use of geographical terminology. There are some written language errors.
Level 3	9-12	Description of fieldwork and/or research approaches linked to compiling a weather diary with some detail. Some link to meteorological conditions. Some use of geographical terminology. Response shows some structure, limited written language errors. <b>Max 10 if only fieldwork or research.</b>
Level 4	13-15	Detailed description of a balanced range of appropriate fieldwork and research techniques used to compile a weather diary with clear links to meteorological conditions. Shows good use of own / group fieldwork. Good use of terminology. Written language errors are rare.

Question Number	Indicative content	
<b>2(a)</b>	<p>Candidates should be suggesting why <b>managed natural retreat</b> (to include no defences / do nothing) a controversial choice – favoured by some but not by others.</p> <p>Candidates can use a range of ideas from Figure 2 to explore, for instance, the economic and environmental costs and benefits of managed natural retreat to support why some (people, individuals, groups, organisation might be mentioned) are in favour and some are not.</p> <p><b>The following points relating to the controversy could be raised (as well as others):</b></p> <ul style="list-style-type: none"> <li>• May be cheaper than traditional/hard engineering and so more resources can be spent on protecting other more valuable areas.</li> <li>• A long term solution and so cost effective over a period of years.</li> <li>• Areas down-drift will benefit from greater sediment inputs, increasing tourism.</li> <li>• It is less destructive on the shore ecosystem and so has less of an impact on biodiversity.</li> <li>• Works with nature and is more suited to coping with rising sea levels / future climate change.</li> <li>• Less visually intrusive along amenity coasts.</li> <li>• May even create new wetland habitat, though in other cases beach ecosystems are destroyed in favour of wetland ecosystems</li> <li>• People / businesses could lose out e.g. property; stress of moving</li> <li>• Loss of infrastructure e.g. roads, car parks</li> <li>• Decrease in property values</li> <li>• Politically more difficult for decision makers</li> <li>• Loss of land will however have an economic cost for some.</li> <li>• There is still a cost of building new defences inland.</li> </ul> <p>Examples may include Kent, North Norfolk, Essex, Holderness.</p> <p>Answers may attempt to look at why different people are for or against this approach or look at the advantages and disadvantages of such an approach.</p> <p>Credit own knowledge and understanding or use of other place examples.</p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 1</b>	<b>1-4</b>	One or two basic statements about managed natural retreat / how it might be used in coastal management; descriptive and relies on lift-offs. Limited links to controversy idea. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
<b>Level 2</b>	<b>5-7</b>	Some comments on the advantages and /or disadvantages (or similar) of managed natural retreat, but lacking in detail. Some links to controversy. May refer to an example (s) at top of this level. Some structure and some written language errors.
<b>Level 3</b>	<b>8-10</b>	Detailed reasons outlining why natural retreat is a controversial choice. Uses examples and Figure 2 to support reasons. Well structured; written language errors are rare.

Question Number	Indicative content	
<b>2(b)</b>	<p>Coastal development may give rise to a number of economic benefits and environmental costs. Coastal development examples could include new port/marina developments, refineries, housing, infrastructure, development and expansion of seaside resorts linked to tourism.</p> <p><b>Environmental costs</b></p> <ul style="list-style-type: none"> <li>• Land taken at coastal margin.</li> <li>• Land / coastal area degradation.</li> <li>• Possible marine pollution (e.g. BP Gulf of Mexico 2010), also beach / coral degradation.</li> <li>• Ecosystem damage / reduction in ecosystem quality (especially for 'high value' environments).</li> <li>• Loss of biodiversity / specialist habitats.</li> <li>• Visual impact / loss of aesthetic quality.</li> <li>• Increasing traffic / transport congestion and air pollution</li> <li>• Problems of fresh water supplies, e.g. Spanish Costas so linked pressure on ecosystems.</li> </ul> <p><b>Economic benefits</b></p> <ul style="list-style-type: none"> <li>• Jobs may be involved at various stages of development, e.g. construction phase, or operationally in terms of large facilities.</li> <li>• There are other obvious benefits in the development of associated support services (cumulative causation).</li> <li>• There may be more money in the local economy or other knock-on effects (multiplier effects).</li> <li>• New transport links and infrastructure.</li> <li>• New (affordable) housing may provide benefits to particular groups.</li> </ul> <p>Examples can include different types of development, different costs / benefits or place details.</p>	
Level	Mark	Descriptor
Level 1	1-4	Basic description which is generalised with one or two ideas on economic benefits and / or environmental costs with no links to coastal development. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Some explanation of the economic benefits and / or environmental costs but likely to be restricted either in range and or depth. May be unbalanced. Some exemplification is present but is generalised and / or not very well selected. Some links to coastal development. Some structure and some written language errors.
Level 3	8-10	Detailed explanation of both economic benefits and environmental costs with good exemplification providing depth and / or detail. Clear links to coastal development. At top of band might come to a view. Well-structured and balanced response. Written language errors are rare.

Question Number	Indicative content					
<b>2(c)</b>	<p>A range of both fieldwork and research methods should be described but the methods should be related to the success/failure of the defences and not simply describing the defences present.</p> <table border="1" data-bbox="316 367 1437 1010"> <tr> <td data-bbox="316 367 568 757">Fieldwork (primary):</td> <td data-bbox="572 367 1437 757"> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Use of video or transcripts to record findings (could be group approach).</li> <li>• Rates of coastal retreat can be sometimes calculated in the field from known reference points.</li> <li>• Some candidates may have also done cliff erosion / stability surveys.</li> </ul> </td> </tr> <tr> <td data-bbox="316 763 568 1010">Research (secondary):</td> <td data-bbox="572 763 1437 1010"> <ul style="list-style-type: none"> <li>• Historic maps to illustrate change in position of coast / coastal features, e.g. <a href="http://www.old-maps.co.uk">www.old-maps.co.uk</a>; also local newspapers, blogs/forums etc.</li> <li>• Old photographs and post cards may be a useful source (again could be internet sourced).</li> <li>• Possible use of GIS / electronic maps to illustrate changes.</li> </ul> </td> </tr> </table> <p>Provide credit for possible reference to sampling strategies that are part of the <b>planning</b> e.g. systematic and stratified, number of people interviewed; also some candidates may have used a pilot survey, e.g. to format questionnaires.</p> <p>In reality it is difficult to measure success – 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>		Fieldwork (primary):	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Use of video or transcripts to record findings (could be group approach).</li> <li>• Rates of coastal retreat can be sometimes calculated in the field from known reference points.</li> <li>• Some candidates may have also done cliff erosion / stability surveys.</li> </ul>	Research (secondary):	<ul style="list-style-type: none"> <li>• Historic maps to illustrate change in position of coast / coastal features, e.g. <a href="http://www.old-maps.co.uk">www.old-maps.co.uk</a>; also local newspapers, blogs/forums etc.</li> <li>• Old photographs and post cards may be a useful source (again could be internet sourced).</li> <li>• Possible use of GIS / electronic maps to illustrate changes.</li> </ul>
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Level	Mark	Descriptor				
<b>Level 1</b>	<b>1-4</b>	Basic description of fieldwork / research described. Fieldwork / research will be only partially linked to coastal defences /management and some may be inappropriate. Lacks structure. Considerable errors in language.				
<b>Level 2</b>	<b>5-8</b>	Description of fieldwork / research linked to some aspects of coastal defences / management. Unlikely to focus on success. Expect limited use of geographical terminology. There are some written language errors.				
<b>Level 3</b>	<b>9-12</b>	Description of fieldwork and/or research approaches linked to coastal defences with some detail. Some focus on success of coastal defences. Some use of geographical terminology. Response shows some structure, limited written language errors. <b>Max 10 if only fieldwork or research.</b>				
<b>Level 4</b>	<b>13-15</b>	Detailed description of a balanced range of appropriate fieldwork and research techniques used to investigate coastal management with clear links to success of coastal defences. Shows good use of own / group fieldwork. Good use of terminology. Written language errors are rare.				

Question Number	Indicative content	
3(a)	<p>'<b>Pub is the hub</b>' is just one scheme (<i>others can be mentioned</i>) that aims to tackle a number of social and economic problems associated with rural inequalities.</p> <p>There may be a number of ways in which this type of scheme aims to improve the lives of <b>rural people</b> and Figure 3 provides a number of clues to this:</p> <ul style="list-style-type: none"> <li>• Trying to support local people and their needs by offering a range of much needed key services locally (e.g. post office, internet access (online services)).</li> <li>• Social /community gathering place – create a sense of community / support lonely people (lunch club).</li> <li>• At the same time the pub receive more visitors / footfall and so may improve its viability and profitability.</li> <li>• May help people save time as key services available under one roof.</li> <li>• Reduce travelling required, carbon footprint and expense of driving (especially for elderly and young – mobility deprivation).</li> <li>• Overall – saves people money.</li> <li>• May also be some additional employment benefits – new staff for new facilities (opportunity deprivation).</li> <li>• Supports a bigger chain of local suppliers and businesses such as local farms.</li> <li>• Gives young people things to do (youth centre) and supports keeping young people / families in the village (crèche, schools meals) making population more sustainable.</li> </ul> <p>Accept any other reasonable ideas regarding this and other similar initiatives.</p>	
Level	Mark	Descriptor
Level 1	1-4	One or two basic statements about managing rural areas; descriptive and relies on lift-offs. Limited link to improving people's lives. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Some comments on how such initiatives can help improve the lives of rural people, but lacking in detail. Some structure and some written language errors.
Level 3	8-10	Detailed comments on how such initiatives can help improve the lives of rural people. May refer to own examples or similar initiatives. Well structured; written language errors are rare.

Question Number	Indicative content					
<b>3(b)</b>	<p>There are a range of possibilities for <b>analysis</b> and <b>presentation</b>, which may include:</p> <table border="1" data-bbox="331 264 1442 1406"> <tr> <td data-bbox="331 264 560 869">Analysis:</td> <td data-bbox="560 264 1442 869"> <ul style="list-style-type: none"> <li>• Basic data processing – working out percentages</li> <li>• Commenting on data / trends / patterns</li> <li>• Photograph analysis / annotation</li> <li>• Simple e.g. mode, mean and median; also inter quartile ranges for some of the quantitative data collected such as unemployment statistics or house price indices.</li> <li>• Some candidates will describe more complex statistical analysis such as difference of means test and Chi squared tests.</li> <li>• Other ways of analysing data may be more descriptive for 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.</li> </ul> </td> </tr> <tr> <td data-bbox="331 869 560 1406">Presentation:</td> <td data-bbox="560 869 1442 1406"> <ul style="list-style-type: none"> <li>• Choice will be largely influenced by data type, e.g. quantitative lends itself to graphs such as line, scatter, histogram, whereas qualitative analysis may use more descriptive narrative techniques, e.g. to describe a particular photograph illustrating change.</li> <li>• Data can be spatially represented, e.g. mini-pictures of evidence of changes in village on a large scale base map of the study area.</li> <li>• Power-point / posters / mind-maps / spider diagrams / oral presentations</li> <li>• Wordle / word clouds</li> </ul> <p><b>NB</b> <i>there is overlap between analysis and presentation methods e.g. mind-maps, or calculating data to then draw a pie chart.</i></p> </td> </tr> </table> <p>Expect a wide variety of ideas discussed, but the fieldwork and research process should provide a context to the answer, rather than dominate all of the response. Note L4 responses must refer to particular scheme(s). <b>Note can be either urban or rural.</b></p>		Analysis:	<ul style="list-style-type: none"> <li>• Basic data processing – working out percentages</li> <li>• Commenting on data / trends / patterns</li> <li>• Photograph analysis / annotation</li> <li>• Simple e.g. mode, mean and median; also inter quartile ranges for some of the quantitative data collected such as unemployment statistics or house price indices.</li> <li>• Some candidates will describe more complex statistical analysis such as difference of means test and Chi squared tests.</li> <li>• Other ways of analysing data may be more descriptive for 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.</li> </ul>	Presentation:	<ul style="list-style-type: none"> <li>• Choice will be largely influenced by data type, e.g. quantitative lends itself to graphs such as line, scatter, histogram, whereas qualitative analysis may use more descriptive narrative techniques, e.g. to describe a particular photograph illustrating change.</li> <li>• Data can be spatially represented, e.g. mini-pictures of evidence of changes in village on a large scale base map of the study area.</li> <li>• Power-point / posters / mind-maps / spider diagrams / oral presentations</li> <li>• Wordle / word clouds</li> </ul> <p><b>NB</b> <i>there is overlap between analysis and presentation methods e.g. mind-maps, or calculating data to then draw a pie chart.</i></p>
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Level	Mark	Descriptor				
Level 1	1-4	Basic description of fieldwork / research, with no reference to analysis or presentation. Does not refer to inequalities in any meaningful way. Place / location not mentioned or recognisable. Lacks structure. Considerable errors in language.				
Level 2	5-8	<p><b>Either</b> description of fieldwork / research that focuses on methods rather than analysis or presentation but has a recognisable area.</p> <p><b>OR</b> one or two basic statements about analysis and/or presentation linked to inequalities lacking in detail. Expect limited use of geographical terminology. There are some written language errors.</p>				

<b>Level 3</b>	<b>9-12</b>	Some description of analysis and/or presentation of fieldwork and research into inequalities, but may lack details. Some use of geographical terminology. Response shows some structure, limited written language errors. <b>Max 10 if only fieldwork or research.</b>
<b>Level 4</b>	<b>13-15</b>	A detailed description of <b>both</b> the analysis and presentation of a range of fieldwork and research techniques that focuses on <b>reducing</b> inequalities; with good use of terminology. Clear linkage to a named <b>scheme</b> (s); structured account; written language errors are rare.

Question Number	Indicative content	
<b>3(c)</b>	<p><b>Urban</b> inequality can lead to a number of social and economic problems for people:</p> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• Problems of lack of social cohesion caused by income inequality leading to high crime rates.</li> <li>• Problems in the provision of affordable housing which can lead to social segregation and poor living conditions.</li> <li>• Problems in housing quality which can lead to increased health problems and impact upon employment and educational opportunities.</li> <li>• Problems of educational attainment (and therefore opportunities) caused by inequalities in access to education.</li> <li>• Impact on other social indicators such as marital breakdown, prevalence of gangs, binge drinking, teenage pregnancies.</li> </ul> <p><b>Economic</b></p> <ul style="list-style-type: none"> <li>• Problems of both unemployment and underemployment leading to a reduction in household incomes and so exacerbating social problems.</li> <li>• Problem of NEETS (Not in Education, Employments or Training).</li> <li>• Problem of long-term unemployment caused by deindustrialisation leading to a culture of inequality (linked to deprivation) which is difficult to overcome.</li> <li>• Problem of a lack of access to retail services due to low incomes resulting in people having less choice and often paying more for what services are available.</li> </ul> <p>Answers may attempt to describe how inequality causes the social and economic problems or describe the resulting problems.</p> <p><b>NB</b> answers must be urban in focus.</p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 1</b>	<b>1-4</b>	Basic description which is generalised with one or two ideas on social and/ or economic problems. Limited link to inequality. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
<b>Level 2</b>	<b>5-7</b>	Some explanation of social and / or economic problems but likely to be restricted either in range and or depth. May be unbalanced. Some exemplification is present but is generalised and / or poorly selected. Some links to inequality. Some structure and some written language errors.
<b>Level 3</b>	<b>8-10</b>	Detailed explanation of both social and economic problems with good exemplification providing depth and / or detail. Clear links to inequality. At top of band might explain how one leads to the other. Well-structured and balanced response. Written language errors are rare.

Question Number	Indicative content	
<b>4 (a)</b>	<p>Figure 4 is a stimulus to develop own ideas / examples. It shows some key ways in which three contrasting areas use image to create their own unique selling point (USP) in order to try and attract new visitors.</p> <p>In the context of the resource 'new' can be either attracting groups /users/ individuals who had not been visitors in the past or a greater number of visitors.</p> <p><b>Kielder</b></p> <ul style="list-style-type: none"> <li>• Remote and rural location appealing to those who may want tranquillity and activity.</li> <li>• Seems to be trying to attract individuals and families on the basis on nature / naturalness / wildlife/ to try recreation-horse riding or cycling (adventure) as opposed to traditional uses such as fishing.</li> </ul> <p><b>Birmingham</b></p> <ul style="list-style-type: none"> <li>• City location, very much targeting families / young children to visit attractions such as the Sealife centre as opposed to a manufacturing centre.</li> <li>• Industrial history / heritage.</li> </ul> <p><b>Hong Kong</b></p> <ul style="list-style-type: none"> <li>• This world city is hoping to promote itself through a range of facilities.</li> <li>• Uses strap-line at the bottom (dine / drink, shop, accommodation) and powerful imagery to show a range of attractions depicting wildlife, culture / history, fashion, eating as opposed to image as a financial centre.</li> </ul> <p><b>NB:</b> if a candidate answers the question using other examples and does not use the resource, score is zero.</p>	
<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>Level 1</b>	<b>1-4</b>	One or two basic statements about how 'image' might be used to attract new visitors; descriptive and relies on lift-offs. Limited, if any, link to re-branding. Lacks structure and considerable errors in language.
<b>Level 2</b>	<b>5-7</b>	Some comments on how some of the places have used 'image' to attract new visitors, but lacking detail. Some linkage to rebranding. Some structure; there are some written language errors. <b>Max 7</b> if only two 'places'.
<b>Level 3</b>	<b>8-10</b>	Detailed comments on how the places shown in Figure 4 have used 'image' to attract new visitors by rebranding; may refer to own examples and comment that some are better than others. Well structured; written language errors are rare.

Question Number	Indicative content					
<b>4 (b)</b>	<p>There are a range of possibilities here, the focus could be on need to rebrand or success of rebranding:</p> <table border="1" data-bbox="347 277 1404 1420"> <tr> <td data-bbox="347 277 571 882">Analysis:</td> <td data-bbox="579 277 1404 882"> <ul style="list-style-type: none"> <li>• Basic data processing – working out percentages</li> <li>• Commenting on data / trends / patterns</li> <li>• Photograph analysis / annotation</li> <li>• Simple e.g. mode, mean and median; also inter quartile ranges for some of the quantitative data collected such as unemployment statistics or house price indices.</li> <li>• Some candidates will describe more complex statistical analysis such as difference of means test and Chi squared tests.</li> <li>• Other ways of analysing data may be more descriptive for 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.</li> </ul> </td> </tr> <tr> <td data-bbox="347 889 571 1420">Presentation:</td> <td data-bbox="579 889 1404 1420"> <ul style="list-style-type: none"> <li>• Choice will be largely influenced by data type, e.g. quantitative lends itself to graphs such as line, scatter, histogram, whereas qualitative analysis may use more descriptive narrative techniques, e.g. to describe a particular photograph illustrating change.</li> <li>• Data can be spatially represented, e.g. mini-pictures of evidence of changes in village on a large scale base map of the study area.</li> <li>• Power-point / posters / mind-maps / spider diagrams / oral presentations</li> <li>• Wordle / word clouds</li> </ul> <p><b>NB</b> <i>there is overlap between analysis and presentation methods e.g. mind-maps, or calculating data to then draw a pie chart.</i></p> </td> </tr> </table> <p>Expect a wide variety of ideas discussed, but the fieldwork and research process should provide a context to the answer, rather than dominate all of the response. L4 responses must refer to particular scheme(s). <b>Note can be urban or rural.</b></p>		Analysis:	<ul style="list-style-type: none"> <li>• Basic data processing – working out percentages</li> <li>• Commenting on data / trends / patterns</li> <li>• Photograph analysis / annotation</li> <li>• Simple e.g. mode, mean and median; also inter quartile ranges for some of the quantitative data collected such as unemployment statistics or house price indices.</li> <li>• Some candidates will describe more complex statistical analysis such as difference of means test and Chi squared tests.</li> <li>• Other ways of analysing data may be more descriptive for 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.</li> </ul>	Presentation:	<ul style="list-style-type: none"> <li>• Choice will be largely influenced by data type, e.g. quantitative lends itself to graphs such as line, scatter, histogram, whereas qualitative analysis may use more descriptive narrative techniques, e.g. to describe a particular photograph illustrating change.</li> <li>• Data can be spatially represented, e.g. mini-pictures of evidence of changes in village on a large scale base map of the study area.</li> <li>• Power-point / posters / mind-maps / spider diagrams / oral presentations</li> <li>• Wordle / word clouds</li> </ul> <p><b>NB</b> <i>there is overlap between analysis and presentation methods e.g. mind-maps, or calculating data to then draw a pie chart.</i></p>
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Level	Mark	Descriptor				
<b>Level 1</b>	<b>1-4</b>	Basic description of fieldwork / research, with no reference to analysis or presentation. Does not refer to rebranding in any meaningful way. Place / location not mentioned or recognisable. Lacks structure. Considerable errors in language.				
<b>Level 2</b>	<b>5-7</b>	<p><b>Either</b> description of fieldwork / research that focuses on methods rather than analysis or presentation but has a recognisable area.</p> <p><b>OR</b> one or two basic statements about analysis and/or presentation linked to rebranding lacking in detail. Expect limited use of geographical terminology. There are some written language errors.</p>				

<b>Level 3</b>	<b>8-10</b>	Some description of analysis and/or presentation of fieldwork and research into rebranding, but may lack details. Some use of geographical terminology. Response shows some structure, limited written language errors. <b>Max 10 if only fieldwork or research.</b>
<b>Level 4</b>	<b>13-15</b>	A detailed description of <b>both</b> the analysis and presentation of a range of fieldwork and research techniques that focuses on <b>rebranding</b> ; with good use of terminology. Clear linkage to a named <b>scheme</b> (s); structured account; written language errors are rare.

Question Number	Indicative content	
4(c)	<p>Rebranding can be used as a tool or catalyst to improve quality of places. <b>Sustainability</b> might link to <b>economic, social and environmental</b> - there are a range of linked ideas here. Inward investment attracting other businesses and positive multipliers. Perhaps important is the idea of longer-term success.</p> <p><b>Urban</b></p> <ul style="list-style-type: none"> <li>• Employment opportunities in unemployment black-spots, improving economic sustainability (incomes, spending, positive multiplier)</li> <li>• Building designs incorporating innovative energy efficient design and / or renewable energy generation, water conservation – environmental sustainability; new green spaces, recreation areas (link to people's health)</li> <li>• Preservation of heritage and culture alongside new builds – diverse, attractive, mixed use environment.</li> <li>• Attracting new residents making more sustainable demography / socio-economic mix and reversing depopulation / ageing / deprivation.</li> </ul> <p><b>Rural</b></p> <ul style="list-style-type: none"> <li>• Economically viable providing a range of employment opportunities; diversification, reducing reliance of declining primary industries.</li> <li>• Development of farmers markets reducing transport footprint</li> <li>• Training initiatives developing the skill base of young people; reversing population decline and out-migration.</li> <li>• Preservation / conservation of important habitats / landscapes combined with recreation opportunities / health benefits for visitors.</li> </ul> <p>Accept other valid points linked to sustainability.</p> <p>One of the issues with rebranding is to what extent sustainable schemes actually benefit <i>all</i> communities / groups / players, especially those that are the most deprived or have least say.</p> <p>Places can be <b>urban or rural</b>, and at a range of scales, e.g. regional to local.</p> <p>Credit discussion of top-down, bottom-up and partnership approaches.</p>	
Level	Mark	Descriptor
Level 1	1-4	Basic description which is generalised with one or two ideas on rebranding with limited link to sustainability. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	5-7	Some explanation of rebranding with some links to sustainability 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 of rebranding with clear understanding of sustainability, with two or more rebranding examples providing depth and / or detail. At top of band might explain how difficult it is to meet all of the sustainability criteria. Well-structured and balanced response. Written language errors are rare.

