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Mark Scheme (Results)

Summer 2015

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.

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)		Observed changes are over a few days / weeks or even longer. This is the idea behind being able to 'monitor' so that enough data can be collected to perform meaningful analysis / look for patterns. • Candidates may pick passage of a depression, anticyclone vs cyclonic conditions, winter/summer for a meaningful difference / comparison. • Credit use of secondary research to help set up sampling / plan, e.g. Met Office weather forecasts. • Credit precautions taken to ensure accuracy / reliability, e.g. repeat measurements. • Credit use of appropriate units of measurement when describing equipment. **Anemometer / hand held wind-speed meter -** Measures wind speed (ms/s, knots, mph). Held in the air, say 1 min duration to get a reliable wind speed measurement. Wind speeds will rise, fluctuate and then fall with the passage of a depression but accept other changing meteorological conditions. **Digital thermometer -** Measuring air temperatures (possibly at different altitudes in Centigrade or Fahrenheit). May make several readings to get an average. Temperatures will rise, fluctuate and then fall with the passage of a depression but accept other changing meteorological conditions. **5" standard rain-gauge -** For monitoring rainfall (mm), usually measured once over a 24hr period. Water is collected in a bottle. Rainfall will rise, fluctuate and then rise again with the passage of a depression but accept other changing meteorological conditions. **Digital camera (could be with video)** - Monitoring cloud conditions, other aspects of weather, e.g. state of ground (flood, frost, drying out). Could be used in movie-mode. Cloud cover will build with the passage of a depression but accept other changing meteorological conditions. Accept recording of impacts of meteorological event e.g. flooding.
Level	**Mark**	Descriptor
Level 1	**1-4**	One or two basic statements about how one or more pieces of equipment might be used to measure meteorological conditions. No mention of meaningful ways to measure changing conditions. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	**5-7**	Some suggestions on how some of the pieces of equipment could be used to measure meteorological conditions, but lacking detail. Some linkage to idea of changing conditions. Some structure and some written language errors. Max 7 if only two pieces of equipment described.
Level 3	**8-10**	Detailed suggestions on how a range of pieces of equipment from Figure 1 could be used to measure meteorological conditions. Clear links to changing meteorological conditions; may refer to own use of meteorological equipment. Well structured; written language errors are rare.

Question Number		Indicative content
1(b)		Extreme weather events are usually defined as being severe (hazardous / disastrous) or unexpected (i.e. outside the range of normal variation). Candidates are able to choose from a range of events, e.g. tropical cyclones, temperate storms, tornadoes, flooding (linked to heavy rainfall), blizzards, heat waves, fires and drought. Causes will be particular to the type of event, but expect a range of natural / physical factors, e.g. threshold temperatures, levels of precipitation, topography, antecedent conditions, plus linked comments possibly relating to patterns and spatial distributions. The role of people may also be significant, e.g. modification of catchment in relation to flooding. Note: accept 'depression' if clearly linked to idea of tropical storm OR extreme mid latitude / extra tropical event. May refer to an event such as St Jude Storm 2013. Otherwise max L1.
Level	**Mark**	Descriptor
Level 1	**1-4**	Basic and generalised with one or two descriptive ideas only relating to the chosen extreme weather. Very little on causes / processes. Unlikely to be exemplified. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	**5-7**	Some explanation of the causes of one type of weather event, with some details of processes although these may not always be sequential e.g. list of factors which may not be linked. Some physical process terminology. May have some exemplification but likely to be restricted either in range and / or depth. Some structure and some written language errors.
Level 3	**8-10**	Detailed explanation of the causes of one type of weather event possibly with good exemplification providing depth and / or detail. Sequential explanation of processed is evident. Good physical process terminology. Well-structured and balanced response. Written language errors are rare.

<table>
<tr><td colspan="2">Question Number</td><td>Indicative content</td></tr>
<tr><td colspan="2">1(c)</td><td>Various techniques could be used to investigate flooding:

<table><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’. Also could measure river discharge; bankful measurements, infiltration, etc. Altitude/slope measurement using app data. Also credit primary weather data collection.</td></tr><tr><td>Research (secondary):</td><td>Various flood risk maps to support planning and site selection. Use of various sources to get a picture of flooding / risk, 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, blogs, YouTube. National Rivers Flow Archive. The best responses will provide detailed evidence of specific sources, e.g. specialist weather / flood websites, rather than ‘the internet’.</td></tr></table>
Some work on recording the weather may also be appropriate and should be given credit.</td></tr>
<tr><td>Level</td><td>Mark</td><td>Descriptor</td></tr>
<tr><td>Level 1</td><td>1-4</td><td>Basic description of fieldwork / research, with place / location not mentioned or recognisable. Does not refer to river flooding in any meaningful way. Lacks structure. Considerable errors in language.</td></tr>
<tr><td>Level 2</td><td>5-8</td><td>Some description of fieldwork / research that is linked to flooding but lacking in detail. May lack focus on river flooding. Expect limited use of geographical terminology. There are some written language errors.</td></tr>
<tr><td>Level 3</td><td>9-12</td><td>A clear description of fieldwork and research into river flooding in a recognisable area with some detail. Some use of geographical terminology. Response shows some structure, limited written language errors.
Max 10 if only fieldwork or research.</td></tr>
<tr><td>Level 4</td><td>13-15</td><td>A detailed description of a range of fieldwork and research techniques that focuses on flooding; shows good use of own / group fieldwork, with good use of terminology. Structured account; written language errors are rare.</td></tr>
</table>

Question Number		Indicative content
2(a)		Candidates can use a range of ideas from the diagram to explore how competition between different activities puts pressures on coastal environments. • There are a large number of activities indicated at the coastal strip, i.e. tourism, farming, fisheries, wildlife. • The largest number of activities and so greatest competition is closest to the sea. • Some activities and land uses may be incompatible with each other, e.g. wildfowling and campsite / caravan park, whilst others can peacefully co-exist e.g. coastguard and recreation. • Resulting pressures are likely to be conflicts between different activities, damage to environments, loss of biodiversity and reduction in amenity value. • Credit reference to idea of zonation and how this may lead to tighter planning controls to manage the competition for space and so reduce pressures. • Candidates may discuss other examples of places they have studied where there are similar (or different) activities that lead to pressures on coastal environments. • Coastal environments can be both physical and human. Credit own knowledge and understanding, use of other place examples.
Level	**Mark**	Descriptor
Level 1	**1-4**	One or two basic statements about pressures on coastal environments. Descriptive and reliant on lift-offs. The idea of how competition for space leads to pressures is largely ignored as part of the response. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	**5-7**	Some suggestions of how competition for space puts pressure on coastal environments, but likely to be restricted in depth and detail. Some structure and some written language errors.
Level 3	**8-10**	Detailed suggestions of how competition for space puts pressures on coastal environments. May refer to own examples. For top of band expect candidates to suggest that some pressures are inevitable given the range of activities at the coast. Well structured; written language errors are rare.

Question Number		Indicative content
2(b)		Candidates are likely to compare 'hard' vs 'soft' or 'sustainable' defences. Coastal defences can be either strategies or policies. **Hard defences:** breakwaters, gabions, embankments, rip-rap, sea walls, cliff re-grading) are often designed to protect high value coastal locations such as towns and energy installations. They, however, suffer from problems of high expense, loss of amenity, and problems of failure especially with predicted rises in sea level. **Soft engineering**: beach nourishment, beach profiling, dune stabilisation / regeneration, offshore reefs. These are more sustainable approaches. May be successful as they work in the longer term. Some, however, need constant replenishment and are not suitable to protect high value installations. **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. **Hold the line policy**: maintain or create strategies that maintain the present coastal line. Often linked with hard defences. **Managed retreat/strategic realignment policy:** the sea is allowed to flood parts of the inter-tidal zone – thus creating mudflats and valuable salt marsh habitat. By 'retreating the line' some existing land uses will be lost. There may also be reference to integrated coastal management, in which sustainable / soft options vs hard defences may be discussed. Large coastal cells are broken down into smaller units and then action is taken via SMP (Shoreline Management Plans). This is also acceptable as a form of coastal defence. One type of Coastal defence Max L1.
Level	**Mark**	Descriptor
Level 1	**1-4**	Basic and generalised description with one or two ideas relating to coastal defences. Very weak or no exemplification. Lacks structure and very limited use of geographical terminology. Considerable errors in language.
Level 2	**5-7**	Some explanation of the success of two coastal defences with some exemplification (type or place) but likely to be restricted either in range and or depth. Some structure and some written language errors.
Level 3	**8-10**	Detailed explanation of the success of two coastal defences with good exemplification (type or place) providing depth and / or detail. For top of band expect some overview. Well-structured response. Written language errors are rare.

<table>
<tr><th>Question Number</th><th>Indicative content</th></tr>
<tr><td>2(c)</td><td>Pressures will overlap with impacts, e.g. social (e.g. antisocial behaviour, noise), economic (over-reliance on tourism income) and environmental (e.g. litter, pollution) and are the result of human activities. Top band marks should be reserved for those candidates who make the link between human activity and the resulting pressure.
Fieldwork in coastal areas could focus on a range of themes such as beach pollution, trampling, litter, visitor surveys / activity patterns, ecosystem condition, patterns of growth and development. All of these are relevant and should be rewarded, especially when thoughtfully described.
<table>
<tr><td>Fieldwork (primary):</td><td>Field sketches, video / dvd, focus groups and extended interviews with community groups, resort managers, local authorities, activity map.
Also: footpath analysis, litter surveys, graffiti surveys, biodiversity surveys (using plant keys) or assessment of ecological value using basic ACFOR scale, conflict matrix, landscape assessment sheet. Pilot surveys as part of plan.</td></tr>
<tr><td>Research (secondary):</td><td>A range of historical documents may support impacts, e.g. newspaper extracts, postcards, local reports etc. Historic census for population increases. Old maps and postcards to see growth. Also GIS mapping using Google Earth to provide digitised backdrops. Water quality surveys from local authority / Blue Flag Award.</td></tr>
</table>
Provide credit for possible reference to sampling strategies that are part of the planning, e.g. systematic and stratified or number of people interviewed; also some candidates may have used a pilot survey, e.g. to format questionnaires.</td></tr>
</table>

Level	Mark	Descriptor
1	**1-4**	Basic description of fieldwork / research, with place / location not mentioned or recognisable. Does not refer to pressure / human activities in any meaningful way. Lacks structure. Considerable errors in language.
2	**5-8**	Some description of fieldwork / research that is linked to pressure / human activities but lacking in detail. May lack focus investigating pressures at the coast e.g. coastal development rather than pressure / human activities. Expect limited use of geographical terminology. There are some written language errors.
3	**9-12**	A clear description of fieldwork and research into pressure / human activities in a recognisable area with some detail. Some use of geographical terminology. Response shows some structure, limited written language errors. **Max 10 if only fieldwork or research.**
4	**13-15**	A detailed description of a range of fieldwork and research techniques that focuses on pressures at the coast; clear link between human activity and resulting pressure; shows good use of own / group fieldwork, with good use of terminology. Structured account; written language errors are rare.

<table>
<tr><th>Question Number</th><th>Indicative content</th></tr>
<tr><td>3(a)</td><td>
In terms of deprivation the differences are
<table>
<tr><td>Richmond</td><td>The area with the least deprivation.</td></tr>
<tr><td>Hillingdon</td><td>The area with the next least deprivation.</td></tr>
<tr><td>Islington</td><td>Average levels of deprivation, except for child poverty and education which have higher levels.</td></tr>
<tr><td>Camden</td><td>Slightly below average levels of deprivation for unemployment and high levels of deprivation for education.</td></tr>
<tr><td>Waltham Forest</td><td>Average in most of the indicators but highest level of deprivation for education.</td></tr>
<tr><td>Tower Hamlets</td><td>Has the highest levels of deprivation, 3 x ‘4’ scores. Note the average level of deprivation in education</td></tr>
</table>
Candidates might comment on differences in the indicators of deprivation. Living in temporary accommodation has the least deprivation, followed by unemployment, then child poverty with education having the most deprivation in the boroughs selected.

Possible reasons:

Historical factors, e.g. planning, land ownership, location of docks/industry
Personal choice / preferences / internal movement of residents (gentrification, filtering, migration)
Accessibility
Employment opportunities, high vs low paid jobs
Access to good / bad education; quality of schools
Quality of housing stock, housing costs
Positive externalities such as public open space

NB accept generic reasons for the differences in the levels of deprivation – they do not have to be specific to London
</td></tr>
</table>

Level	Mark	Descriptor
1	**1-4**	One or two basic descriptions of the differences in the levels of deprivation. Lacks structure and considerable errors in language.
2	**5-7**	Some comments on the differences in the levels of deprivation but lacking detail. Likely to use data from the resource. Some structure; there are some written language errors.
3	**8-10**	Detailed comments on the differences in the levels of deprivation with good use of the resource; may refer to own examples. Written language errors are rare.

Question Number	Indicative content
3(b)	Note: use a wide interpretation of 'results' and 'conclusions', to include actual data for results as well as overall statements for conclusions. **Results** Data relating to real places will be used in strong responses. Also credit analysis: using a range of simple statistics may also be appropriate e.g. mode, mean and median; also inter quartile ranges for some of the quantitative data collected such as IMD2010 data or 2011 Census data. Other ways of analysing data may be more descriptive or qualitative, e.g. open-coding, geographical narratives, précising (of extended interviews), conceptual frameworks, and a written commentary to accompany a video / DVD or series of images, e.g. analysis of pictures **Conclusions** Provides a summary of the data: patterns, trends and anomalies as revealed through the analysis of the range of data, e.g. functional change, photos, interviews. Makes overall judgement on their field work and research May include evaluation and comments on reliability – give credit. Credit presentation if relevant to results. In reality it is quite difficult to get evidence – credit any acknowledgment that **patterns** may be unclear and based on subjective observations. As question relates to patterns, credit any spatially-linked ideas. Answers which fail to focus on the topic, patterns of inequalities, and instead focus on the success of the management of inequalities, will tend to be self-penalising. **Note can be either urban or rural.**

Level	Mark	Descriptor
1	**1-4**	Basic description of fieldwork / research, with no reference to results or conclusions. Does not refer to inequalities in any meaningful way. Place / location not mentioned or recognisable. Lacks structure. Considerable errors in language.
2	**5-8**	**Either** A description of fieldwork / research that focuses on methods rather than results/conclusions but has a recognisable area and patterns of inequality **OR** one or two basic statements about results and / or conclusions linked to patterns of inequalities lacking in detail or identification of patterns. Expect limited use of geographical terminology. There are some written language errors.
3	**9-12**	Some description of results and / or conclusions of fieldwork and research into the pattern of inequalities but may lack details. Some use of geographical terminology. Response shows some structure, limited written language errors. **Max 10 if response does not include results and/or conclusions from both fieldwork and research**
4	**13-15**	A detailed description of both the results and conclusions of a range of fieldwork and research techniques that focuses on patterns of inequality; shows good use of own / group fieldwork, with good use of terminology. Structured account; written language errors are rare.

Question Number	Indicative content
3(c)	Management of inequalities may be difficult for a number of reasons, depending on examples chosen: • Inequality / deprivation may be 'hidden' in rural areas (e.g. no graffiti, litter but has 'Chocolate Box' photogenic appeal masking inequality). • Lack of rural employment opportunity, e.g. limited new business start-up grants or planning issues in National Parks. • New technologies may not be available / realistic in some remote communities. • Rural people may have less 'voice' / political sway or interest. • They may also be difficult to manage due to lack of funding caused by recent austerity measures. • Some inequalities are the result of physical factors such as topography leading to isolation which is difficult to overcome. Accept cultural / historical inequalities All management requires resources and political will in the long term. Accept any reasonable ideas. Note: Can be LEDC, but expect UK example(s). Note: Accept an urban answer up to max 4 marks if focused on reasons for generic difficulties in managing inequalities.

Level	Mark	Descriptor
1	**1-4**	Basic and generalised with a few ideas on inequality. Lacks structure and very limited use of geographical terminology. Very limited or no reference to examples. Considerable errors in language.
2	**5-7**	Some explanation of why it is difficult to manage inequalities with some exemplification (difficulties of managing / places) but likely to be restricted either in range and / or depth. Some structure and some written language errors.
3	**8-10**	Detailed explanation of why it is difficult to manage inequalities with good exemplification (difficulties of managing / places) providing depth and / or detail. For top of band expect some overview. Well-structured response. Written language errors are rare.

Question Number	Indicative content
4(a) QWC (i, ii, iii)	Diagram is aimed as being a stimulus to own ideas / examples. The diagram, however, shows some important aspects of how heritage and culture can 'kick start' urban regeneration: **Physical regeneration –** Heritage and culture through the development of new museums and artist workspaces, often in iconic buildings can 'kick start' urban regeneration such as in Barcelona. Public art installations can attract visitors back into urban areas such as in Liverpool. The conservation of the built environment with heritage landmarks such as Covent Garden in London can also 'kick start' successful urban regeneration. **Economic gains** - This physical regeneration brought about by heritage and culture will then attract both visitors and new business back into the urban area. This increases employment as well as creating the multiplier effect. It is likely to change the structure of the employment from secondary to tertiary and quaternary sectors and so raises incomes. It is also likely to lead to further investment. Property prices rise though some might argue that this is not good for all local people. **Social gains –** The economic gains could lead to increases in civic pride in the area. These increases in civic pride as well as increased employment and incomes could mean crime levels might drop. The perception of the area increases and so attracts more people to live in the area through gentrification thereby re-establishing a local community, though some might argue that there is filtering with local people forced out by incoming service classes.

Level	Mark	Descriptor
1	**1-4**	One or two basic ideas and / or using one or two lift-offs only. Aspects of heritage and / or culture in the process of the regeneration of urban areas largely ignored; very weak or no exemplification. Lacks structure and considerable errors in language.
2	**5-7**	Some explanation of the contribution of heritage and / or culture to the regeneration process of urban areas with some exemplification (approaches and / or places) but likely to be restricted either in range and or depth. Some structure and some written language errors. Some use of terminology.
3	**8-10**	A detailed explanation of the contribution of heritage and culture to the regeneration process of urban areas with good exemplification (approaches and / or places) providing depth and / or detail. For top of band expect links to both economic and social aspects of regeneration. Well structured; written language errors are rare; uses terminology.

Question Number	Indicative content
4(b)	Note: use a wide interpretation of 'results' and 'conclusions', to include actual data for results as well as overall statements for conclusions. **Results** Data relating to real places will be used in strong responses. Also credit analysis: using a range of simple statistics may also be appropriate, e.g. mode, mean and median; also inter quartile ranges for some of the quantitative data collected such as IMD2010 data or 2011 Census data. Other ways of analysing data may be more descriptive or qualitative, e.g. open-coding, geographical narratives, précising (of extended interviews), conceptual frameworks, and a written commentary to accompany a video / DVD or series of images, e.g. analysis of pictures. **Conclusions** Provides a summary of the data: patterns, trends and anomalies as revealed through the analysis of the range of data, e.g. functional change, photos, interviews. Makes overall judgement on their field work and research. May include evaluation and comments on reliability – give credit. Credit presentation if relevant to results. In reality it is quite difficult to get evidence – credit any acknowledgment that results may be partial and tentative; based on more subjective observations. Answers which fail to focus on the topic, need for rebranding, and instead focus on methods of rebranding or the success of rebranding, will tend to be self-penalising. **Note can be either urban or rural.**

Level	Mark	Descriptor
1	**1-4**	Basic description of fieldwork / research, with no reference to results or conclusions. Does not refer to need for rebranding in any meaningful way. Place/ location not mentioned or recognisable. Lacks structure. Considerable errors in language.
2	**5-8**	**Either** A description of fieldwork / research that focuses on methods rather than results/conclusions but has a recognisable area and focuses on need for rebranding **OR** one or two basic statements about results and / or conclusions linked to the need for rebranding lacking in detail or identification of need. Expect limited use of geographical terminology. There are some written language errors.
3	**9-12**	Some description of results and/or conclusions of fieldwork and research into the need for rebranding but may lack details. Some use of geographical terminology. Response shows some structure, limited written language errors. **Max 10 if response does not include results and/or conclusions from both fieldwork and research**
4	**13-15**	A detailed description of both the results and conclusions of a range of fieldwork and research techniques that focuses on the need for rebranding; shows good use of own / group fieldwork, with good use of terminology; structured account; written language errors are rare.

Question Number	Indicative content
4(c)	Rebranding and re-imaging can be used as a tool or a catalyst to improve the quality and identity of places. There are various strategies that places have used to make themselves look more appealing at a range of scales and to different audiences. Image is very important in marketing rural areas. Re-imaging strategies could include: • New high profile developments such as Eden project • New schemes changing use of area such as Kielder Water • Farm diversification / post-production schemes. • New agri-environmental schemes. • 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. Places can be chosen from a range of locations and scales (regional, national international). Note: Accept an urban answer up to max 4 marks if focused on generic approaches to rebranding. Credit discussion of top-down, bottom-up and partnership approaches, if relevant.

Level	**Mark**	Descriptor
1	**1-4**	Basic and generalised with a few ideas on ways in which places have been rebranded. Lacks structure and very limited use of geographical terminology. Very limited or no reference to examples. Considerable errors in language.
2	**5-7**	Some explanation of the ways in which rural area(s) have been rebranded and attracted new businesses and / or visitors with some exemplification (rebranding approaches / places) but likely to be restricted either in range and / or depth. Some structure and some written language errors.
3	**8-10**	Detailed explanation of the ways in which rural area(s) have been rebranded and attracted new businesses and visitors with good exemplification (rebranding approaches / places) providing depth and / or detail. For top of band expect some overview. Well-structured response. Written language errors are rare.

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