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Examiners' Report

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GCE Geography 8GE0 02

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Introduction

This was the first sitting of 8GE02 and centres are to be commended for the thorough preparation provided for candidates. There are new demands in this paper (e.g. new types of fieldwork questions and calculations) unfamiliar command words at this level (e.g. assess and evaluation), and the specification is very full. The entry was considerably smaller than for AS in the past (18,319 in 2016 compared to 6,616 in 2017). Approximately 80% selected Regenerating Places (some familiar material from 6GE02) compared to 20% selecting Diverse Places (largely new material, though with some overlap on migration from 6GE01 and inequality from 6GE02). It is noticeable that a very large number of scripts required extra paper, and extra lines will be added in future papers to help avoid this.

Question 1 (a)

About 37% were able to identify a composite index (an index that combines two or more elements to provide a more rounded picture of a country's development). HDI was the most common correct answer by far, with GII and HPI stated occasionally. Many stated 'GDP' (a solely economic measure) or the 'KOF Index' (which measures globalisation) perhaps triggered by the word 'index' in the question.

1 (a) State an example of a composite index measuring development.

(1)

Human Development Index (HDI)



ResultsPlus Examiner Comments

Either the words in full or the abbreviation were acceptable.



ResultsPlus Examiner Tip

Read the question carefully, a composite index was asked for, not a single issue index, and it needed to measure development, not deprivation.

Score here is 1 mark.

1 (a) State an example of a composite index measuring development.

(1)

Happy Planet Index



ResultsPlus Examiner Comments

Happy Planet Index is a composite index with numerous elements that convey broad ideas about development. It goes beyond economic growth and attempts to compare sustainability of countries in terms of the well-being of people as well as the planet.

Question 1 (b) (i)

Almost all were able to recognise that South Korea experienced the largest absolute increase in GNI.

Question 1 (b) (ii)

Very few were able to identify that South Korea also had the fastest rate of growth, with China being the most common error. At a quick glance, the two are close, but this was easily resolved either by a swift calculation from graph data, or by using a ruler to check the gradient.

Question 1 (b) (iii)

This question discriminated well, and proved a challenge in two ways. It required a physical geography factor to explain the rate of development of “one of the selected countries”. Most managed to pick a country, and suggest an appropriate reason and possibility to develop it for a second mark. Relatively few could then add a third point. In addition, if no country was named, an otherwise valid 3 mark answer was given 0. Most commonly mentioned were coastline (China/Brazil) or ‘landlocked’ (Uganda/Hungary). A few referred to rainforest or climate. Errors in explaining factors that were not physical were seen, e.g. pollution levels or size of population.

3 marks awarded here. A country from the resources has been chosen.

(iii) Suggest **one** way in which the physical geography of one of the selected countries might affect its rate of development.

(3)

Chinas rate of development might have been affected by the fact it has access to the sea and so is a good place to enable trade to occur through ports. By being on the coast factories can be built near to ports which then links transportation to coast so TNC's are likely to invest as it is cheaper. If TNC's invest infrastructure will improve as well as the standard of education living and higher real wages.

Education.



ResultsPlus Examiner Comments

Marks are awarded for access to the sea (physical geography point) so trade can take place through ports, encouraging TNC investment.



ResultsPlus Examiner Tip

Practise making 3 linked points to answer these “Suggest one reason” questions.

It might look easy but answers often dry up after two points, or else introduce something completely different for the third point.

3 marks also awarded here.

(iii) Suggest **one** way in which the physical geography of one of the selected countries might affect its rate of development.

(3)

Uganda is a land locked country in Africa which reduces its trade possibilities with other countries as there are no ports for shipments. This ~~redu~~ means less capital is being invested into Uganda which results in slower development. Uganda shows no growth in GNI per capita.



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Examiner Comments

Landlocked is the physical reason, extended by reference to lack of ports, so limited capital investment.

Question 1 (c)

Most were able to identify one political and one social reason for a country being switched off, but many struggled to explain both for further marks. Most commonly mentioned were North Korea (some said South) and China, sometimes for both parts of the question (which rarely managed to score full marks as either there was repetition, or else politically inspired restriction of access to internet was used as a social factor -- not acceptable unless the focus was limited infrastructure or education). A more successfully explained social reason was poor education levels, often extended through reference to lack of skilled labour, so TNC investment was not likely. Lack of infrastructure/internet access due to poverty/low economic development was also acceptable, but not purely economic factors such as low paid jobs/subsistence farmers, unless this was linked to a social reason.

4 marks here, 2 for each section. A reason needed to be given and then explained further for a second mark.

- (c) Explain why **one** political factor and **one** social factor might cause some countries to be 'switched off' from globalisation.

(4)

Political

A corrupt government whereby taxes are unequally distributed or not spent on the country leading to a weak nation in terms of infrastructure and wealth. Therefore TNCs will be unwilling to locate in the area.

Social

Lack of education and training so there is a lack of a readily available workforce. ^{so TNCs would have to spend time and money on more training.} Therefore TNCs will be unwilling to locate in the area so there is a lack of investment keeping the area 'switched off'.



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Examiner Comments

On the political factor, a mark is given for the corrupt government not spending money on infrastructure, and the second point about a social factor is that education and training are inadequate, so reducing the availability of a work force, discouraging TNC investment.



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Examiner Tip

Beware of the term "corrupt government". You need to make sure you say something about the ways in which its corruption affects the country. For example, misuse of tax revenue or aid, or where bribery is endemic so that business is difficult.

Again 4 marks are scored here.

- (c) Explain why **one** political factor and **one** social factor might cause some countries to be 'switched off' from globalisation.

(4)

Political

North Korea, is an example of political switched off from globalisation, the Supreme leader King-Jongun banned internet in the country, therefore the people live in North Korea will not receive any western opinion and value, also King-Jongun forbids any foreign Direct investment in the country.

Social

which where people are badly educated, which means the places people can't read and write, and also might have a short life expectancy, therefore the TNCs won't move in to the country where have low potential to develop, so it will remain switched off from globalisation.



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Examiner Comments

North Korea was a much used example for this question. Although it is a country where corruption is rife, this answer explains that the leader (Kim Jong-un not King-Jongun) has banned the internet to prevent Western opinions and values reaching the country. The social point is similar to the answer above, and scores 2 marks.

Question 1 (d)

Weaker candidates were likely to equate development with globalisation, and identified GNP/education/women's equality but failed to make the link to globalisation. Some were able to identify Kearney and/or KOF Indices or say something brief about how they involved combining economic/social/political factors for a couple of marks. However, there were also excellent answers explaining these two in depth, or an explanation of a whole range of indicators (most commonly discussed were TNC/FDI investment, levels of migration, trade bloc membership) and coupling this with details about how these provide information about the level of globalisation. At least one index and one indicator were needed for full marks.

This answer scores 4 marks. It has some ideas for indicators but not for indices.

(d) Explain how levels of globalisation can be measured using different indicators and indices.

Globalisation is the way the world interconnects ⁽⁶⁾ to allow ~~trade~~ money, information etc to flow ~~across~~ borders. One way in which globalisation can be measured is by calculating the amount of goods a country imports and exports and found from how many countries ^{per year}. The more a country imports and exports, the more globalised they are, as they are being connected to many different countries. Another way levels of globalisation can be measured is by seeing how much ~~foreign food~~ a country consumes per year. This also allows you to see how connected they are to other places around the world (eg many british people eat pasta, curry etc which means Britain is very globalised). You can also see how much citizens visit other countries to see how connected they are across borders.



ResultsPlus Examiner Comments

Marks are scored for the discussion of imports and exports which convey ideas about the level of globalisation. The points about foreign food are interesting but are not really something that can be measured. The idea about people crossing borders is something that is measured by many countries. This is a level 2 answer, showing geographical knowledge with inaccuracies.



ResultsPlus Examiner Tip

Globalisation is not the same as development. Make sure you know the difference.

Question 1 (e)

“Assess” questions either link two parts of the specification or focus on one theme with Resource Book (RB) information. This year, Q1e was based on resources about trade blocs, but a proportion of students, perhaps 20%, did not refer to the resources at all. As in the Legacy 6GE01 and 6GE03 papers, to reach higher Level 2 and certainly for Level 3, candidates need to use the resources and their own knowledge from the course, and then structure an appropriate answer to the question. A minute or two spent thinking through an answer would have helped candidates, as many tended to make an opening statement about how trade blocs operate (often clearly if merely stated) and then went on to use the resource booklet data to describe how many trade blocs have grown over time. Then a third paragraph describing coffee exports from Vietnam to the EU followed. In other words, they did not assess the role of trade blocs as the question asked. Those who suggested reasons for growth in numbers and size of trade blocs, and the effects these changes had on individual countries as well as the global economy, began to use their own geographical knowledge and understanding, and to assess, and so moved quickly up the Level Based Mark Scheme into Level 3. Assessment was seen through weighing positives/negatives, or comparing global/national, or comparing countries within a trade bloc and outside, or comparing knowledge about one trade bloc with another. Some candidates also considered other factors which have helped economies grow (e.g. transport and communication or outsourcing), which worked well if it was linked back to the question. Good Level 3 answers assessed the attractions of regional trade blocs for tariff free trade, extension of markets (e.g. Tesco in EU or Nissan in UK), or specialisation (French wine), Euro membership (Greece bail-out) or EU migration to fill job vacancies, or used NAFTA to discuss Mexico’s maquiladoras and benefits for US TNCs and Mexico/USA economies. Further balanced assessment considered the problems that could result, with reference to Brexit, Trump’s approach to NAFTA and the dominance of economically stronger trade bloc members. This could be used to answer the national part of the question, and be extended to consider the global role too. The Vietnam data allowed for further national scale discussion, or this could be extended to global impacts on least developed and emerging countries through limited access to valuable markets like the EU (raw coffee beans could be imported tariff free but not processed). Parallel examples were used effectively here (Ghana tomatoes and Guatemalan cotton). A judgement/conclusion is not required on ‘assess’ questions, as the assessment may be via discussion in the main body of the essay, but many provided one, saying for example that trade blocs helped trade, but wealthy economic core countries tended to benefit most from trade bloc membership, whilst the poorest were excluded. Weaker candidates were not sure what a trade bloc was (some thought they block trade, or confused free trade with fair trade), and some included Vietnam as a new EU member. They also described the resource booklet information without explaining it or linking it to the question. Level 2 answers dealt well with the national part of the question, but were confused by the “global” scale, either treating the regional trade blocs as global, or explaining some of the data (typically giving the history of EU trade bloc expansion and saying it increased trade, or perhaps assessing the merits of migration). Centres need to practise this type of question with a resource, and are advised to use the two SAMs papers, as well as appropriate section B part a) questions from 6GE01 or Section A part a) questions from 6GE03 until further exemplars are available.

This essay is a Level 3 answer, scoring 10 marks.

(e) Study Figures 1b and 1c in the Resource Booklet.

Assess the role of trade blocs in contributing to the growth of both the global economy and national economies.

(12)

Trade blocs are important for boosting national economies because an increase in immigration leads to an increased tax base. Trade blocs such as the EU allow free movement of people which has led to an increase in immigration, especially to the UK. These immigrants are important to the UK economy as they fill low-paid, undesirable jobs that would not be filled otherwise and contribute to the tax base. However, while trade blocs have increased trade, the free movement of people has been detrimental to some national economies, for example in Poland a large number of people have moved abroad, decreasing the tax base in their home nation, ~~the~~ leading to the closure of services.

Nevertheless, being a member of a trade bloc means a decrease in tariffs due to the adoption of free trade policies. This ~~the~~ means the role of trade blocs is important for boosting the global economy as goods are now able to be exported to foreign nations at a lower price, which in turn increases demand as more countries join trade blocs. This has led to a growth in the global economy ~~the~~ as interdependence has increased and countries rely on one another to provide them with what they need. However, countries that are not in ~~the~~ trade blocs are often left isolated as they have to pay tariffs, therefore the volume and type of goods they export is limited. This has



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Examiner Comments

The essay has good geographical knowledge on the whole, and it addresses both the national (through comments on benefits of migration to filling job vacancies, and also negatively through the reduced tax base in the source country) and the global (through comments on the wealth gap between rich and poor) part of the question. It assesses through comments that trade blocs can bring benefits and costs, and also introduces other factors at the end that can help economic growth.

It did not score full marks because this was a 12 mark question with a resource, and there is no reference to the resource in this answer.



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Examiner Tip

Note that the EU is the only trade bloc that allows free movement of people.

This scores full marks (12).

(e) Study Figures 1b and 1c in the Resource Booklet.

Assess the role of trade blocs in contributing to the growth of both the global economy **and** national economies.

(12)

On one hand, trade blocs have played a large role in contributing to the growth of global and national economies. A trade bloc is an organisation such as the EU where there are no tariffs or quotas etc between member nations. By having no restrictions on trade, it not only allows minor previously exploited small nations such as Kenya to enter the global world economy, but it also encourages trade between larger nations such as the countries in ~~European~~ Europe as trade becomes less expensive. The evidence for this is not only the sustained rise in the size of the global economy but also the fact that more and more nations are joining trade blocs today e.g the EU went from 6 members in 1957 to over 28 in 2016, indicating that they have played a significant role in contributing to the growth of the global economy. Another piece of evidence of the value of trade blocs is the fact that trade blocs like the EU have allowed coffee beans to be sold in the EU where the demand is highest with no tariff tariffs.

However, arguably there are more significant factors and even negatives to trade blocs. Whilst the blocs appear to be beneficial to developing countries where employment is based in the primary sector and therefore raw materials, developed countries who develop these products e.g roasting coffee beans, have to pay a 2.6% tariff. This tariff could decrease

trade, and therefore decrease the growth of the global economy. Furthermore, whilst trade blocs may sometimes protect ^{e.g. CAP in the EU} local national producers, often entering a trade bloc can result in the national economy being undercut by cheaper foreign alternatives e.g. British steel, which could ultimately lead to a reduction in the national economy and not growth. Alternatively, there are other players such as the World Bank, IMF and WTO who have played a more significant role in growing economies. The World Bank lends to developing countries to improve the economy and development, increasing the size of the global economy. The IMF encourages nations to accept FDI and offers financial services such as advice on entering markets, increasing trade and increasing the growth of the global economy. The WTO encourages free trade and trading blocs, heavily contributing to the involvement of trade blocs. Arguably, these organisations contribute more and play a more significant role in contributing to the growth of the global economies than trade blocs and the positives of trade blocs are potentially matched by their negatives.

(Total for Question 1 = 28 marks)

TOTAL FOR SECTION A = 28 MARKS

* CAP = Common agricultural policy



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Examiner Comments

Assessment starts in the very first phrase, showing that a plan has been made in the mind of the candidate, even if it has not been written down. It starts by assessing the ways trade blocs have helped both members and certain other countries grow their economies, illustrating this with own knowledge about Kenya, and evidence from the resource.

The second paragraph then goes on to assess the ways trade blocs may decrease economic growth for some. Further assessment comes through discussing the role of other players (World Bank, IMF and WTO). There is no need for a judgement or conclusion on an 'Assess' question, but it is helpful to return to the question at the end, as this essay does.



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Examiner Tip

Note that on 'Assess' questions you need to introduce another perspective or point of view. However, this should not take over the essay, as you should still be answering the question set. Some answers gave one line to a comment about trade blocs and then explained all transport improvements that have helped TNCs extend their global reach. This is not answering the question.

Question 2 (a)

This required a definition that did not solely repeat the word “industry”. Successful routes to this were to talk about changes to factories/manufacturing or primary employment, or to base a definition on a place (e.g. Rust belt USA/Middlesbrough) or industry (cars/steel/mining) that had experienced deindustrialisation.

1 mark scored here for a full definition.

2 (a) Define the term **deindustrialised region**.

(1)

Industrial restructuring has lead to manufacturing businesses
to somewhere else
moving out of an area, leaving a deindustrialised region.



ResultsPlus Examiner Comments

‘Restructuring’ is a helpful term here, and ‘manufacturing’ shows an understanding of the type of industry that has left an area.



ResultsPlus Examiner Tip

Do not repeat the words in the question in the answer for a definition question. Try to find another word to show you understand the phrase or concept.

0 marks here.

2 (a) Define the term **deindustrialised region**.

(1)

A Place that was once industrial but
is now not.



ResultsPlus Examiner Comments

The word ‘industrial’ is too close to ‘deindustrialisation’. An alternative might be ‘based on production’ or ‘focused on manufacturing cars’.

Question 2 (b) (i)

Almost all students were able to plot the dot correctly. It should be a dot, not a cross, to match the rest.

A correctly located point.

(b) Study Figure 2 below, a dispersion diagram showing unemployment data for 15 states in Germany.

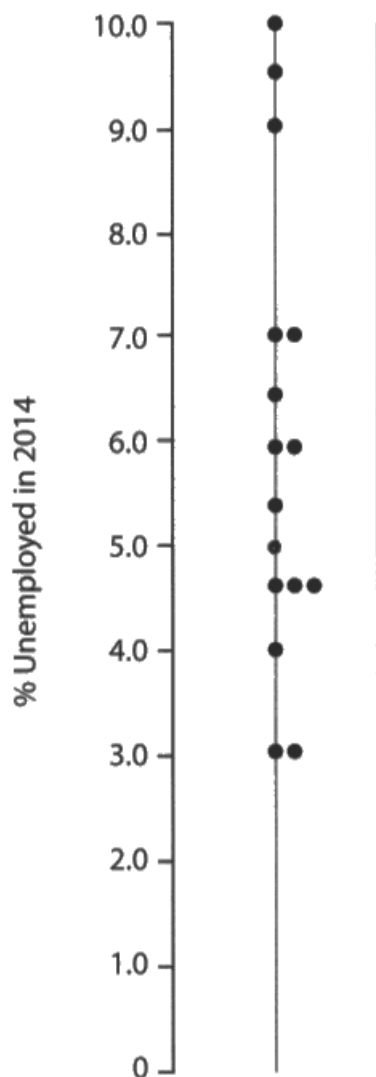


Figure 2



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1 mark scored.



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Examiner Tip

Use a dot not a cross to match others in the question.

Question 2 (b) (ii)

Very few were able to calculate the interquartile range. The majority calculated the range. A few did not write the answer in the correct space (this was still credited as long as it was clear and correct). As there were no graph lines beneath the dispersion diagram, a wider tolerance was given for answers. Some scripts were seen where candidates did not attempt any of the calculation questions on the paper at all. For some this meant they missed the next grade boundary up. Centres should encourage reluctant mathematicians to at least attempt these questions. However, some clearly spent overlong on a one mark question.

1 mark scored here.

(ii) Calculate the interquartile range for the completed set of data.

(1)

3, 3, 4, 4.6, 4.6, 4.6, 5, 5.4, 6, 6, 6.5, 7, 7, 9, 9.5, 10

$$7 - 4.6$$

UQ - LQ

Answer = 2.4 2.4 %



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The candidate has used an appropriate method to work out the inter-quartile range. Writing out the numbers is not really needed as they are arranged on the dispersion diagram, but it may have helped the candidate focus on what they were working out.

By selecting the 4th point from each extreme of the data (4.6 and 7) the candidate has found the limits for the interquartile section of the data. By subtracting them the interquartile range has been found.



ResultsPlus Examiner Tip

Space will be given if working out is needed, but you do not have to use it. If there are two marks for a single calculation, then there will usually be a mark for the working out as well as for the answer.

Question 2 (b) (iii)

As in 1biii, a reason needed to be developed with two further points for 3 marks. Many could identify a valid reason for the variation in unemployment but few scored 3 marks. Successful starter reasons were deindustrialisation of a former mining/steelmaking region, or investment in regeneration/education, or the differences between rural/urban.

3 marks here.

(iii) Suggest **one** reason why unemployment rates differ across developed countries such as Germany.

(3)

In some areas of Germany will have experienced deindustrialisation when car manufacturing plants moved abroad meaning lots of high wage secondary sector jobs were lost. This means that this lack of jobs can't be replaced by the tertiary sector meaning many people are left unemployed.



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Examiner Comments

Here, the starting reason is deindustrialisation in some areas (perhaps stimulated by the earlier question) as car manufacturing plants moved (1 mark) so high wage secondary jobs were lost (1 mark) and not replaced by the tertiary sector (1 mark).



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Examiner Tip

Questions sometimes have themes which may help you, so try to spot the links.

0 marks awarded here.

(iii) Suggest **one** reason why unemployment rates differ across developed countries such as Germany.

(3)

Because ~~the~~ different ~~countries~~ areas in different countries have different job opportunities. Such as some may be ~~come~~ in the food sector or the steel industry or goods.



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Examiner Comments

There is no reason for difference in employment rates given here.

Question 2 (c)

Good answers identified a group with a view, then developed this for a second mark (e.g. environmentalists, unemployed, youth, elderly). A clear/specific group helped, especially if linked to an example, e.g. wealthy incomers in east London, unemployed residents in Hull or Middlesbrough. Another successful approach was to identify a type of regeneration, e.g. housing, or a skate park and then to explain the views of two groups who think differently about it. Weak answers failed to link a group to a view, and often solely described how “one group has a greater sense of attachment/positive view than another” without a reason or a group. Repeated ideas in each section are never going to be double credited, for example discussion about older people and their lived experience for the first point, and then younger people and their lived experience for the second point, unless these are explained in much more specific ways. As with other similar questions, giving two different reasons in one section was not acceptable.

2 marks are awarded for each section, making 4 marks in total.

(c) Explain **two** reasons why different urban community groups may have contrasting views about regeneration.

(4)

- 1 They may be environmentally concerned and regeneration could lead to the destruction of habitats due to building on greenfield sites which may lead to the overall loss of biodiversity so they disagree on regeneration.
- 2 Local residents may disagree with or agree with different housing development plans as it will change their local area and lifestyles and tradition or culture may be lost.



ResultsPlus Examiner Comments

The first point identifies environmental concern as a view held by some, extended by explaining that destruction of habitats and loss of biodiversity may follow from regeneration.

The second point is less clearly made, and only just achieves 2 marks. The first point is local residents may disagree, because of the change to tradition and culture.



ResultsPlus Examiner Tip

On these ‘group’ questions, identify a group and a view. Then extend this with a further point.

Only one mark per section here.

(c) Explain **two** reasons why different urban community groups may have contrasting views about regeneration.

(4)

- 1 One reason why a group such as the unemployed may have contrasting views about regeneration is that they need the jobs that regeneration would bring.
- 2 Another reason is the age of people. Younger people would ~~be to~~ welcome regeneration more compared to older people.



ResultsPlus Examiner Comments

The first point is awarded 1 mark for the reason that unemployed people want jobs through regeneration. The second is given 1 mark for the different views held by contrasting age groups.

Neither reason is extended.

Question 2 (d)

"Sense of identity" is a new theme for this specification, and those who explained the history of economic/social change in a named place without making the link to changed sense of identity could not score full marks. Successful answers discussed Slough, Peterborough, Salford, Stratford, Liverpool and Woking, but in reality any place would do as long as sufficient thought was given to the changes the area had seen. The sense of identity was often seen in terms of long term residents/employees, but it could equally consider new arrivals (Boston, Stratford), or students (e.g. Huddersfield, Brighton) or commercial businesses (Canary Wharf). Candidates are required to study their local place, and a local scale example is needed here. Unlike other specifications we are not rejecting answers from other places but they do need to be local. London, Birmingham and Canada (First Nation) are inappropriate unless a specific group/location is identified. To achieve full marks there needed to be locational detail about the place chosen. Many successfully used places visited for field work. The question was very open, and answers could discuss changes that were primarily economic or social as long as the other aspect was considered. Some excellent responses focused on the redevelopment of Liverpool and the changes in East London triggered by the Olympics.

5 marks here. Three elements are needed. This answer has two clearly explained, one is much briefer.

London East End

(d) For a local place that you have studied, explain why people's sense of identity has been influenced by the economic and social change it has experienced.

(6)

London East End has gone through economic and social change, particularly around the Olympic park. This has influenced people's sense of identity. For example, people who lived in the area while it was still dockland will feel disconnected from their birthplace as the entire area has been gentrified. In addition by investing in the area and making it more attractive, the local people will begin to move away as they might not be able to afford to live there. As a result a social change occurs where

The older residence move away and ~~you~~ are replaced by a younger, economically active workforce. This is shown as the current average age of London's East end is 32 compared to the national average of 40. ^{This can} also be explained by the 'John Lewis' effect. ^{social change} ~~what~~ is when an area is invested in which results in a domino effect of positive economic development for the place ~~which~~ such as the East End which results in economic and social change.



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A fairly clear local area is identified (East End of London, though Docklands and the Olympic Park are also mentioned and begin to stretch beyond the 'local').

Economic change is explained and social change (through change in age profile) also, but a sense of identity is very briefly considered.



ResultsPlus Examiner Tip

You need to know your local place well, so make sure it is a local area. A city (London or Liverpool) or a county (Cornwall) is too big a scale as there will be so much variety within it to explain. Even East London is rather too big for the level of specific detail needed.

4 marks scored here.

- (d) For a local place that you have studied, explain why people's sense of identity has been influenced by the economic and social change it has experienced.

(6)

The local place I have studied is Belval in Esch (Luxembourg). Belval used to be a town focused on Industry as there used to be many mines and steel factories there. Now it has been turned into a regular modern residential area. People who used to work and live there used to be proud of their work in the large steel industry, their sense of identity hasn't been significantly altered since instead of being demolished, the factories and mines have been turned into museums and heritage sites which people may visit. The economy of the area has turned from Industry to residential + tourism surrounded.



ResultsPlus Examiner Comments

This is an appropriately local example, and there is explanation of economic change and sense of identity is touched on. There is little about and social change, and there is a lack of depth to the sense of identity comments so it cannot go out of level 2.



ResultsPlus Examiner Tip

Sense of identity is a new theme for the specification. It can include many aspects and is different for each area. Within a local area, the sense of identity may vary by age group or social class, or by ethnicity or religion. It may include a pride in the area, or a loss of something unique about an area or type of work or skills held by the community. It can be built up by regeneration.

Try to capture the sense of identity for your area and discuss with other groups locally.

Question 2 (e)

There was no resource for this question, which required linking of two ideas from the specification. Although the stem of the question does not say "Using named examples" or similar, it is good practice to use evidence in support of points being made, rather than write a generic answer about the experiences of unlocated rural areas which tended to stay in Level 1 or low Level 2. Good answers used contrasting rural regeneration examples, which were then assessed for benefits and also challenges. These might be located either within the same region (e.g. specific projects in Cornwall) or different areas, and some included rural areas outside UK (China and India featured, though these were often over-generalised and needed specific locations to score highly). Some considered larger scale economic regeneration (e.g. HS2) and assessed the impacts on rural areas (e.g. disruption, migration, rise in house prices for London periphery), which was an acceptable approach. Candidates who only discussed commuter towns were self-penalising. Generally, responses were stronger on the positive aspects than the negatives thus leading to imbalance and failure to progress beyond level 2. Weaker answers tended to use only one rural example, which was described rather than used as part of an assessment. Facts varied in accuracy and how current they were. The Eden project was much used, with a variation in employee numbers quoted from 50 to 3000 and annual income stated as anything up to \$15bn. More recent examples such as Grampound, Cornwall or Farmageddon, Lancashire were successfully used for assessment of the benefits they brought (employment, renewed visitor numbers, increased spending in local businesses), especially when contrasted with the limitations (seasonal, often small scale) and supported with evidence.

This is a Level 3 answer, scoring 9 marks.

(e) Assess the extent to which economic regeneration brings benefits to rural areas.

^{Economic} (12)
Regeneration brings benefits to rural areas as the regeneration
~~is~~ is needed to boost the rural areas area's economy.
Rural areas are regenerated due to them being in a
~~decline of~~ spiral of decline deindustrialisation caused.
Areas like Cornwall went through post production in-
order for them to benefit from the economic regeneration.
Post production is when an area in the rural area region
that ~~is getting~~ has been in decline from deindustrialisation gets
regenerated. The Eden project in Cornwall has given Cornwall
benefits such as ~~as~~ the area ~~being~~ becoming a
tourist attraction due to the improved area. Also
Cornwall has ~~become~~ ^{gained} an adventure activity area as, for the tourism

gained has increased the income of farmers. This also
Another reason economic regeneration brings benefits
to rural ~~area~~ area is that there are more
jobs to offer due to the creation of the Eden
Project. This decreases the unemployment rates in
the area. This can also decrease crime rates as
there is more people working.

In some ~~aspects~~ aspects economic regeneration
also brings ~~neg~~ disadvantages as well as ~~advan~~
benefits. One way ~~to~~ ~~is that~~ regeneration brings
negatives is that local people in Cornwall ~~&~~ complain about
the increase ~~it~~ in traffic congestion and pollution gained
from the regeneration. As ~~there~~ there are more people coming
in due to the Eden project, there is an increase
in traffic congestion.

A third ~~way~~ reason why ~~reg~~ economic regeneration
brings benefits is that the government provided farmers
in Powsys £10,000 ~~per~~ funds ~~in~~ for their
farms. This benefits the farmers as they now have
access to good finance.

~~the~~ In conclusion, economic regeneration brings
benefits to rural areas to a high extent, as
there ~~is~~ is an increase of jobs, income and ~~but~~ a
better resource of money for local farmers in
Cornwall and Powsys.



ResultsPlus

Examiner Comments

This answer assesses by seeing two sides of the argument, with benefits and challenges for located examples. There is limited depth with few linked points developing the answer, meaning the answer cannot go further into Level 3.



ResultsPlus

Examiner Tip

There is a need for both range and depth in Geographical essays. More examples (range) are not always a good idea as it can make the essay superficial as there is a lack of depth to the explanation and supporting evidence. Try to select contrasting evidence to enable you to develop points, and do not just write everything you can remember: try to be selective and build an assessment.

Check you know the difference between rural and urban. It was very surprising to see candidates confuse these in the exam this year.

Question 3 (a) (i)

Fieldwork questions have been part of 6GE02 but this specification requires demonstration of a wider range of skills including both unseen and seen settings. Here simple maths skills were needed in a Spearman's Rank framework. Most were able to insert 2 and 4 correctly, but a surprising number made the addition total 22.5, rather than the correct 24.5. A number did not answer this question at all.

1 mark is scored here.

- 3 A student collected fieldwork data on how environmental quality varied with distance from a flagship regeneration scheme in the centre of Birmingham.

Study Figure 3 below, which shows a partly completed Spearman's rank correlation coefficient test.

(a) (i) Complete the statistical test by filling in the table below.

(2)

Distance from flagship regeneration (metres)	Rank distance	Environmental Quality Score	Rank Environmental Quality	Difference between ranks (d)	d ²
50	1	+4	2	1	1
100	2	+5	1	1	1
150	3	+3	3	0	0
200	4	-1	8	4	16
250	5	+2	4.5	0.5	0.25
300	6	+2	4.5	1.5	2.25
350	7	0	7	0	0
400	8	1	6	2	4
450	9	-2	9	0	0
500	10	-4	10	0	0
$\Sigma d^2 =$					22.5



ResultsPlus Examiner Comments

The candidate has correctly worked out that the difference between 8 and 6 is 2, and has then squared 2 to make 4.

However, like many others, there is an error in the addition and the answer should be 24.5 not 22.5.



ResultsPlus Examiner Tip

You are allowed a calculator in all Geography GCE exams. Make sure you have one with you and know how to use it for basic arithmetic.

Question 3 (a) (ii)

A negative correlation was correctly explained by most. Either a “textbook” definition (increase of one variable as the other decreases) or one linked to the data (environmental quality decreases as distance from the regeneration site increases) was acceptable. A sizeable minority said it meant there was no relationship between the data sets.

1 mark is scored here.

- (ii) The student determined that there was a strong **negative correlation** between environmental quality score and distance from the flagship regeneration scheme.

Explain what is meant by a negative correlation.

(1)

It means that as one factor increases, (such as distance from flagship), the other factor decreases (such as EOI).



ResultsPlus Examiner Comments

The candidate has achieved both parts of the mark scheme in this answer, and gone beyond what is needed.

One mark would be awarded either for the one decreases as one increases point, or for saying what this means in this example.



ResultsPlus Examiner Tip

Skills learnt in Maths and Science will be useful in Geography as well.

Question 3 (a) (iii)

Most scored at least one mark here, with common reasons being that areas further away were less affected by the regeneration so still had poor environmental quality/litter/derelict buildings, or that more bins/flower beds were provided near the regeneration site, or that residents/visitors had more respect for the improved area than places further away. Some made general comments about “less traffic” or “more litter” without being clear about where they were talking about, or failed to express their idea in terms of a reason. Some misunderstood the data in Figure 3 and tried to explain why environmental quality was worse near to the regeneration site.

2 marks awarded here.

(iii) Give **two** possible reasons for the relationship between environmental quality and distance from the flagship regeneration scheme.

(2)

- 1 The closer to the flagship regeneration, the more aesthetically pleasant the environment is.
- 2 As the local government had spent a lot of money on the regeneration scheme, they could not afford to increase the environmental quality around the area.



ResultsPlus Examiner Comments

Both points are worth a mark, one for saying that areas nearer the regeneration scheme will be more attractive, and one for saying that money may not have allowed for improvements further away.



ResultsPlus Examiner Tip

A question about a relationship may involve a comparison, so use comparative language, such as ‘closer’ and ‘the more’.

Remember that environmental quality includes state of repair of buildings and street furniture for example, as well as plants.

Question 3 (b)

Most candidates were able to explain an advantage and a disadvantage of oral accounts, for one mark, but most struggled to develop both of these for a further mark. Successful answers made links to the fieldwork topic under investigation (background information, explaining secondary data, or clarifying opinions), or compared to an alternative method, or made reference to validity. Weaknesses explained included difficulty in categorising or displaying data graphically. Many made simple comments such as “personal opinions so biased”. Some were confused by term “oral account”, and mistakenly wrote about unrecorded discussions or things they had seen.

2 marks are scored here. This is a clear example of valid points being made but not developed for a second mark.

(b) Explain **one** advantage and **one** disadvantage of using oral accounts in fieldwork.

(4)

Advantage

~~One advantage is that you would get a first hand report on people's opinions and then you may get more in-depth responses eg from interviewing them.~~

Disadvantage

They may be ~~influenced~~ biased as they ~~don't~~ may want to promote a positive image.



ResultsPlus Examiner Comments

One mark is given for each section. ‘More in depth responses’ is a valid point. It could have been extended by saying ‘you can ask them follow-up questions to make sure you understand the point they are making’ or you say ‘because if they have lived in the area a long time they may be able to tell you reasons the place changed that you cannot find out from secondary sources like the census’.

Secondly, the point about bias due to wanting to give a positive image is a valid disadvantage, but it needs extending.



ResultsPlus Examiner Tip

Other problems with interviews include social desirability effect (giving an answer that the interviewer will want to hear).

Try and use appropriate terminology when possible, e.g. oral accounts give qualitative data. Also see Q6b for further ideas on this question.

Question 3 (c)

Successful answers used a place-specific and tightly-focused research question. Examples are “How successful was the regeneration of Liverpool?” (rather a large area, would be better narrowed down) and “Is King’s Cross regeneration project fit for the 21st century needs of local people?”, or “How do perceptions vary about the success of regeneration of Boscombe?” (could be further narrowed to comparing two age groups). However, many then went on to describe their methodology and assess whether it was successful or biased, which was not what the question asked for. For level 3, an answer needed detailed assessment of the sample size, sampling procedure and how this affected conclusions, in the context of an identified location. Good answers explained and justified the random/opportunistic/stratified/systematic approaches taken and assessed the implications of this for their conclusions. An explanation of where they went and why provided the context and was a useful starting point (e.g. “stratified sample of three sites in the town chosen for contrast” or “stratified sample of 3 men and 3 women who were not tourists” or a “systematic sample at every crossroads along a transect from the sea front”). Weaker answers sometimes used these terms interchangeably or wrongly, and merely stated that they had used “random sampling” or “chose a random place” without saying what they meant by this, or why, and what effects it had on conclusions beyond saying they were not representative or were biased. Sample size was more clearly described, with assessment of the limitations for conclusions often resulted. Some seemed to think they needed to interview 10% of the population to be representative, clearly impossible in a few hours fieldwork in most locations. It was noticeable that the vast majority carried out questionnaires, often obtaining little information as people were unwilling to engage, or else from a narrow demographic as a result of the timing of the fieldwork (“A wet Tuesday lunchtime in November”). Centres are to be encouraged to consider other ways of obtaining information, perhaps based on students’ own impressions, (some used clothing to determine whether people in Grasmere were walkers or locals, for example, or through pedestrian counts or decay surveys) or by more focused questions (e.g. three words to sum up this area, or showing photos from the past and asking about changes, or asking women whether they felt safe in particular locations at night) or taking panoramic photos, or perhaps via Facebook surveys (to broaden the age range of opinions, as so few were able to find young people available for interview) or the use of Twitter or Trip Advisor type websites, for example. Centres are also encouraged to bring their fieldwork down to a smaller scale, such as one or two Lower layer Super Output Areas (LSOA) or a village, or CBD so that the focus is clearer and data collection more manageable. Many candidates commented that they had too little time in each area.

This answer scored 6 marks. It is partially focused on the question, but drifts off in places.

(c) You have also carried out fieldwork into Regenerating Places.

Assess how the sampling procedures and sample size affected your conclusions.

EQA Areas (250), Sizes (100x100), different groups on areas, (9)
Geographical enquiry question: different land uses

How successful has regeneration in Boscombe been in lowering deprivation levels?

One of the advantages of the sampling procedures that we used was that the areas in which we took ~~EQA~~ Environmental Quality Assessment (EQA) scores were very small in size (100m x 100m), meaning that areas did not vary too much across their extent, increasing the accuracy of our judgements. In addition, there were over 250 areas which were looked at, covering the whole of the Boscombe area, meaning that we had a large data set to draw on for conclusions, and EQA results could be mapped quite precisely, with many varying areas, allowing conclusions to be made visually.

On the other hand, since there were so many areas, we had to have multiple groups working on collecting our scores in order to complete our survey in the time we had. This was a disadvantage as it made the testing very subjective, with large parts of the data having higher scores than other parts as different groups had varying opinions on the deprivation. Furthermore, we did not record land useage as part of our survey, so the fact that one area may have just had a school, or a car park, wasn't taken into account, affecting our conclusions. Overall then, it is clear that our conclusions were heavily affected by our sampling procedures, leading to perhaps inaccurate and unreliable conclusions in our investigation.

(Total for Question 3 = 18 marks)



ResultsPlus

Examiner Comments

The candidate does well to try to explain and assess the merits of the sampling strategy (dividing Boscombe into 100m squares), and comment on the size of the sample as well. They could have said this is a systematic strategy.

There is useful assessment of how such a large sample size meant that results had to be shared across groups, which led to inconsistency. They do go on to say this helped with conclusions as the whole town was covered. More could have been said about how the area was split up as part of the pre-fieldwork planning as well as how it was implemented in the field. Also the assessment of what was done is quite brief. More could be said about the strengths and weaknesses of the approach.

The answer is rather narrow as it is not clear whether any other sampling was done apart from an environmental quality survey. Given that the question was about deprivation, it would seem likely some primary data about people would have been included as well, and it would have been interesting to know how the population was sampled. Therefore it cannot be a Level 3 answer.

Part of the answer then goes into methodology when comments are made about not recording the land use, which is not relevant here.



ResultsPlus

Examiner Tip

Make sure you are ready to write an answer about any part of the Route of Enquiry for your fieldwork investigations.

You need to be able to assess, i.e. see the strengths and weaknesses of what you did and how they helped or did not help your study.

See Q6c for further ideas.

Question 4

Questions 4 and 7 use the command word “Evaluate” and a range of resources are provided about an unfamiliar location (here, the state-run copper industry in Chile was contrasted with a start-up programme). The question is synoptic, and the ‘use of geographical ideas from across the course of study’ is required, as in Legacy 6GE03 Q6.

Overall, candidates accessed the resource booklet with varying levels of effectiveness, extracted information, with some using it to draw contrasts about the two approaches. Most discussed the weaknesses of relying on the copper industry and the strengths of the start-up programmes, and went on to conclude that the start-up programme was the most beneficial. These tended to score about 7-9 marks. Some were able to weigh at least part of the data provided, see more than two sides of the argument (for example the negative aspects of the start-up programme and the strengths of the copper industry) and consider them, and come to a balanced and sometimes supported conclusion. Weaker candidates struggled to go beyond the resources and mainly copied factual information with limited explanation or further development.

The best answers acknowledged that the issues were not clear cut, and were able to evaluate on a deeper level, considering the copper industry’s major role in the Chilean economy, and the relatively small scale contribution of the start-ups. Many used their own geographical ideas by contrasting the environmental impacts of each (problems of mining a finite resource as well as the sustainable approaches of some start-ups). Some made constructive comparisons with other large scale industries (decline of coal/steel/ cars), considered the success of state-run industry elsewhere in the world (e.g. China or coal/ steel in the UK), or discussed the need for structural change towards tertiary/quaternary employment and the knowledge economy, making links to the Clark-Fisher model. Gender equality (a strong feature of the Start-ups) was also discussed as necessary for development.

Centres need to highlight the need for a supported conclusion in “evaluate” questions. There is no one right answer or approach. Here successful answers compared long term and short term impacts (for example, arguing that investment in copper needs to continue in the short term, but a longer term perspective should involve diversification into other industries such as those promoted by Start Up Chile) -- or else, weighed advantages of one strategy with negatives of the other in economic terms (costs/jobs) or social terms (e.g. women’s opportunities), amongst others. In other words, to perform highly, students need to go beyond the resource booklet.

This answer is top of level 3, scoring 12 marks.

Use your knowledge and understanding from across the course of study, along with the information in Figure 4, to answer this question.

4 Study Figure 4 in the Resource Booklet.

Chile is the major contributor to the global copper market.

Evaluate the view that investing in start-up programmes rather than the copper industry is more likely to promote Chile's future economic development.

(16)

Based on the information in the Resource Booklet, I agree that investing in start-up programmes is more likely to promote Chile's future economic development.

Codelco exploits copper reserves and processes the metal for sale globally. This would promote Chile's economy, but ~~not~~ it is not sustainable as it solely relies on the demand from consumers, but the demand for metals ^{is} now falling globally so Chile's economy will start declining. Codelco employs 20000 workers directly and 25000 indirectly. Codelco creates employment opportunities, so Codelco ~~or~~ ~~contribute~~ can cause the multiplier effect, so more jobs will lead to economic growth which would lead to ~~more~~ TNC's wanting to invest in Chile which would lead to more FDI, so Codelco could possibly promote Chile's future ~~any~~ economic development, but it seems like it may also not because since 2010, there has been a gradual decline in employees and in 2015, 4000 were made redundant which shows that demand for copper is falling.

'Start-up Chile' encourages young entrepreneurs around the world. Since 2010, 1200 entrepreneurs from 72 countries have graduated from this programme. This programme encourages

more people to become entrepreneurs so in other words, it is encouraging more people to join the quaternary sector so ~~more people will create~~ it is regenerating some countries in a way. By so many people from ~~the~~ different countries graduating from the same programme, it also creates global links between different countries. 'Start-up Chile' ~~at its~~ funded and supported businesses such as 'Karín'. This is a company that manufactures sunglasses using recycled fishing nets from the Pacific Ocean. This is sustainable because it uses recycled fishing nets which can always be obtained because people are constantly fishing and also sunglasses will always be needed, especially during summer, so it is less likely to have a falling demand. Instrumenth gives the best grants to women scientists in USH and Latin America. This encourages more female scientists to be involved in the quaternary sector. This changes people's perception of women as women used to be known to have more jobs than men.

In conclusion, ~~the start-up~~ ^{in the short-term,} copper industry promotes Chile's economic development more right now, but in the long run, start-up programmes will promote Chile's future economic development ^{more}.

(Total for Question 4 = 16 marks)



ResultsPlus

Examiner Comments

This answer covers the benefits of start-ups and the copper industry, with some comments on the weaknesses of this, and is well supported with evidence from the resource booklet. There is evidence of further geographical knowledge, for example in terminology used (quaternary sector, changed perceptions, sustainable).

It starts with a summary showing that a plan has been made, even if it is not written down. The structure is good, and there is a clear argument running through the essay.

To go into Level 4, the answer needed more on the wider perspectives of the limitations of the start-ups and the issues that will follow if investment in the copper industry ends.

There is a brief conclusion at the end about the long and short term impacts of the investment choices but these points are not developed or supported with evidence. To reach level 4 this needed to 'be rational and substantiated, fully supported by a balanced argument that is drawn together coherently'.



ResultsPlus

Examiner Tip

Don't forget there must be a conclusion to 'evaluate' questions. This should draw on points already made, and use evidence to support the argument.

Try to form a plan, as this will help lead to a structured argument.

Question 5 (a)

This required a definition that did not solely repeat the word “industry”. Successful routes to this were to talk about changes to factories/manufacturing or primary employment, or to base a definition on a place that had experienced industrialisation.

1 mark scored.

5 (a) Define the term **industrialisation**.

(1)

Industrialisation is the movement from the primary to secondary sector with the way of manufacturing.



ResultsPlus
Examiner Comments

A clear definition showing understanding of the concept.

1 mark again scored.

5 (a) Define the term **industrialisation**.

(1)

A country builds places become reliant on big factories and the mass production of resources to sell.



ResultsPlus
Examiner Comments

This answer lacks fluency but shows an understanding of the idea.



ResultsPlus
Examiner Tip

Learn simple definitions of key terms, and be ready to illustrate them with examples.

Question 5 (b) (i)

Almost all students were able to plot the dot correctly. It should be a dot, not a cross, to match the rest.

1 mark scored for a correctly located point.

(b) Study Figure 5 below, which is a dispersion diagram showing fertility rates for selected countries in the European Union in 2013.

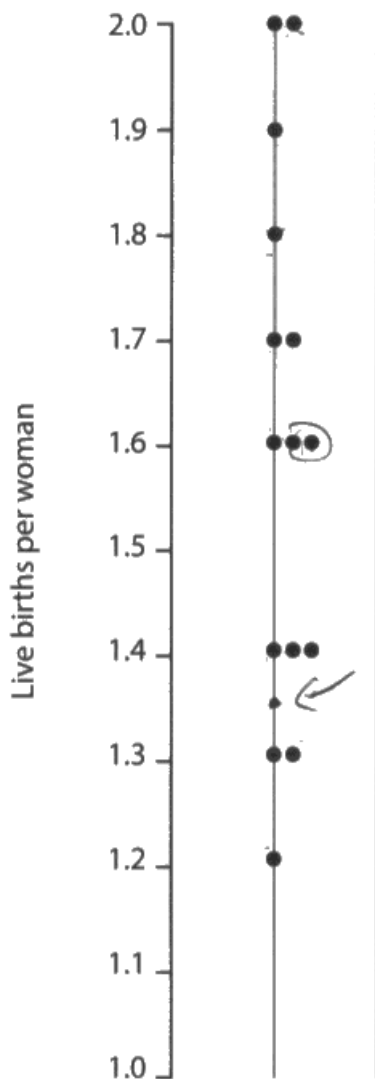


Figure 5



ResultsPlus
Examiner Comments

Use a dot not a cross.

Question 5 (b) (ii)

Very few were able to calculate the interquartile range. The majority calculated the range. A few did not write the answer in the correct space (this was still credited as long as it was clear and correct). As there were no graph lines beneath the dispersion diagram, a wider tolerance was given for answers. The answer could either be given as a decimal or a percentage. Some scripts were seen where candidates did not attempt any of the calculation questions on the paper at all. For some this meant they missed the next grade boundary up. Centres should encourage reluctant mathematicians to at least attempt these questions. However, some clearly spent overlong on a one mark question. Note that an answer expressed as a % or as a decimal was equally acceptable.

Question 5 (b) (iii)

As in question 1biii, a reason needed to be developed with two further points for 3 marks. Many could identify a valid reason for the variation in fertility, but few scored 3 marks (e.g. starting points were women's opportunities, access to contraception, migration factors).

3 marks awarded here.

(iii) Suggest **one** reason why fertility rates differ across Europe.

(3)

Education and literacy rate can affect fertility rates. The more educated a particular country, the longer they wait to have a baby as they wait until they have a secure job before conceiving. They are also more aware of contraception. Countries, particularly in the east, tend to have higher birth rates as they are unaware of such factors and conceive at earlier ages.



ResultsPlus
Examiner Comments

The initial reason given is varied education levels. This is extended through explaining that educated women get jobs and wait longer to have children, and have knowledge of contraception.



ResultsPlus
Examiner Tip

As before, practise 3 linked points to explain a pattern.

Question 5 (c)

Good answers identified a group with a view, then developed this for a second mark (e.g. environmentalists, unemployed, youth, elderly). A clear/specific group helped, especially if linked to an example, e.g. wealthy incomers in east London, unemployed residents in Hull or Middlesbrough. Another successful approach was to identify a regeneration approach, e.g. housing, skate park and then to explain the views of two groups who think differently about it. Weak answers failed to link a group to a view, and often solely described how “one group has a greater sense of attachment/positive view than another” without a reason or a group. Repeated ideas in each section are never going to be double credited, for example discussion about older people and their lived experience for the first point, and then younger people and lived experience for the second point. As with other similar questions, giving two different reasons in one section was not acceptable.

2 marks for each section here.

(c) Explain **two** reasons why different local community groups may have contrasting views about changes to the built environment.

(4)

- 1 A local council may view a decrease in amount of affordable housing and an increase in expensive flats as bad because they need to find places to relocate people.
- 2 Local trade groups will enjoy like that there are wealthier people moving in due to less affordable housing and more expensive flats and see it as a way to make profits.



ResultsPlus Examiner Comments

The first point is valid as it gives a group and explains their view (local council are concerned that regeneration will limit availability of cheaper housing) with an extended point that more housing is needed to relocate people.

The second point identifies local trade groups who are seeking to make profits (1 mark) so they are keen that more wealthy people will move in affording more expensive flats.



ResultsPlus Examiner Tip


On these ‘group’ questions, identify a group and a view. Then extend this with a further point.

Question 5 (d)

"Sense of identity" is a new theme for this specification, and those who explained the history of demographic/cultural change in a named place without making the link to changed sense of identity could not score full marks.

Successful answers discussed places where migration (international or internal) has occurred including Leicester, Peterborough, Southall, Slough and Boston, but in reality any place would do as long as sufficient thought was given to the changes the area had seen. The sense of identity was often seen in terms of long term residents, but it could equally consider the sense of identity of new arrivals themselves (Boston, Stratford, rural areas). Cultural change was usually more securely explained than demographic change. Candidates are required to study their local place, and a local scale example is needed here. Unlike other specifications, we are not rejecting answers from other places but they do need to be local. London, Toronto, Birmingham and Manchester are inappropriate in terms of scale unless a specific group/location is identified. To achieve full marks there needed to be locational detail about the place chosen. Many successfully used places visited for field work. The question was very open, and answers could discuss changes that were primarily demographic or cultural as long as the other aspect was considered.

Three are elements needed, plus a located example with convincing detail. Demographic and cultural change need to be discussed, and then linked to the effects on sense of identity.

-  (d) For a local place that you have studied, explain why people's sense of identity has been affected by the demographic and cultural change it has experienced.

(6)

We studied Boston, Lincolnshire, a farming town in the middle east of England. It is a town where now 1 in 10 people were born outside of the UK and since 2004 when the A8 country joined the EU, the town has adapted. Shops are now 'European market' and stock local food along with food native to Eastern Europe. Some people are pleased and see the food as a nice change but others see it as the town becoming less British. The Eastern Europeans work as pickers and are of a working age / changing the demographic to be younger and as a result, the birth rates go up too. Which puts a stress on local education systems which some are angry about.



ResultsPlus Examiner Comments

5 marks are scored here. There is clear local detail about change and demographic change and cultural change are touched on. Sense of identity is implied but not addressed fully.



ResultsPlus Examiner Tip

You need to know your local place well, so make sure it is a local area. A city (London or Liverpool) or a county (Cornwall) is too big a scale as there will be so much variety within it to explain. Even east London is rather too big for the level of specific detail needed.

Question 5 (e)

There was no resource for this question, which required linking of two ideas from the specification. Although the stem of the question does not say "Using named examples" or similar, it is good practice to use evidence in support of points being made, rather than write a generic answer about segregation in unlocated areas -- which tended to stay in Level 1 or low Level 2.

Good answers discussed how and why segregation/social clustering happens, with detailed located examples of segregated communities (most focused on ethnicity, but age and wealth divisions such as Russian oligarchs, were also valid) experiencing change. Toronto, Slough, Boston, Brixton were used effectively for evidence. Some began to assess the reasons segregation made management of change difficult, examining tensions, riots (Tottenham, Brixton, Leicester, Derby in 2011) crime (gangs and violence between groups) and resentment when new wealthy migrants moving into a poor area (Hoxton / Shoreditch). Reasons given included lack of understanding, resentment and examples of successful management were assessed, for example the role of Aik Saath and food banks in addressing specific issues.

Some argued successfully that segregation made change easier to manage, as there is less clash of cultures and hate crime, and solutions could be targeted at particular cultural, religious or language groups Mosques /temples in Southall and organisation of specific festivals for communities e.g. Chinese New Year in London, Eid in Bradford.

Weaker answers tended to describe segregation and explain why it happens, and possibly with results (racism/ isolation) without going on to assess how change could be managed.

Question 6 (a) (i)

Fieldwork questions have been part of 6GE02 but this specification requires demonstration of a wider range of skills including both unseen and seen settings. Here simple maths skills were needed in a Spearman's Rank framework. Most were able to insert 2 and 4 correctly, and add the total to 15. A number did not answer this question at all.

Question 6 (a) (ii)

A negative correlation was correctly explained by most. Either a "textbook" definition (increase of one variable as the other decreases) or one linked to the data (ethnic diversity decreases as distance from the centre of Birmingham increases) was acceptable. A sizeable minority said it meant there was no relationship between the data sets.

1 mark scored here.

- (ii) The student determined that there was a strong **negative correlation** between ethnic diversity and distance from the centre of Birmingham.

Explain what is meant by a negative correlation.

(1)

it is where as ~~one variable~~ ^{the two} variables compared are inversely proportional
as in this case as the distance from the centre of Birmingham increases
the ethnic diversity decreases



ResultsPlus
Examiner Comments

The candidate goes beyond what is needed here, explaining and illustrating the meaning.

Question 6 (a) (iii)

Most scored at least one mark here with common reasons being access to work, cheaper housing, social clustering with those of same language/culture/religion, access to specialist shops/places of worship. Some misunderstood the data and tried to explain why ethnic diversity was higher a long distance from the city centre.

2 marks awarded here

(iii) Give **two** possible reasons for the relationship between ethnic diversity and distance from the centre of Birmingham.

(2)

- 1 House prices are ^{often} lower in inner city areas than further out towards suburbs and rural areas.
Therefore immigrants often move into the cheaper housing in the centre.
- 2 Once ethnic enclaves have been established, people are less willing to move away from friends & services etc, so ethnic community continues to grow in this area.



ResultsPlus
Examiner Comments

Each reason is well stated and explained clearly.



ResultsPlus
Examiner Tip

A question about a relationship may involve a comparison, so use comparative language, such as 'further out' and 'in the centre'.

Question 6 (b)

Most candidates were able to explain an advantage and a disadvantage of oral accounts, for one mark, but most struggled to develop both of these for a further mark. Successful answers made links to the fieldwork topic under investigation (background information, explaining secondary data, or clarifying opinions), or compared to an alternative method, or made reference to validity. Weaknesses explained included difficulty in categorising or displaying data graphically. Many made basic comments such as “personal opinions so biased”. Some were confused by the term “oral account”, and mistakenly wrote about unrecorded discussions or things they had seen.

This apparently good answer only scores 3 marks.

(b) Explain **one** advantage and **one** disadvantage of using oral accounts in fieldwork.

(4)

Advantage

Oral accounts present a qualitative set of information and first hand ^{Opinion} ~~information~~ of a perception of a place. Words can ~~also~~ give an impression of local happiness, or deprivation and can contribute ideas unobtainable by statistics.

Disadvantage

They only give the opinion of one individual and not a general overview of a place. They do not indicate unemployment rates, average incomes, etc. ~~Moreover~~ Their contributions are both limited and time consuming for fieldwork.



ResultsPlus Examiner Comments

The first point scores 2 as there is a reason (qualitative data gives first-hand information) which is extended by saying this cannot be obtained by statistics.

The second point has multiple reasons but none are extended for a second point.



ResultsPlus Examiner Tip

Make sure you pick your best reason and then say something further for the second mark.

Also see Q3b for further ideas on this question.

Question 6 (c)

Successful answers used a place-specific and tightly-focused research question. Examples are “Are young people disadvantaged by the provision of housing and services in Keswick?” or “How does level of deprivation vary across Plymouth”. However, many then went on to describe their methodology and assess whether it was successful or biased, which was not what the question asked for.

For level 3, an answer needed detailed assessment of the sample size, sampling procedure and how this affected results, in the context of an identified location. Good answers explained and justified the random/opportunistic /stratified/systematic approaches taken and assessed the implications of this for their conclusions. An explanation of where they went and why provided the context and was a useful starting point (e.g. “stratified sample of five sites in the town identified from an OS map”, or “we used a stratified sample to make sure we targeted the younger demographic and made sure they were local”, or a “systematic sample was used by placing a quadrant across the map”).

Weaker answers sometimes used these terms interchangeably or wrongly, and merely stated that they had used “random sampling” or chose a “random place” without saying what they meant by this, or why, and what effects it had on results beyond saying they were not representative or were biased. Some used “sampling” as a synonym for “collecting data”, leading to a description of methods used. Sample size was more clearly described, with assessment of its limitations for the results clear.

It was noticeable that the vast majority carried out questionnaires, often obtaining little information as people asked were unwilling to engage, or else from a narrow demographic as a result of the timing of the fieldwork (“A wet Tuesday lunchtime in November”).

Centres are encouraged to consider other ways of obtaining information, perhaps based on students’ own impressions (some used clothing to determine whether people in Grasmere were walkers or locals, for example, or through pedestrian counts or decay surveys) or by more focused questions (e.g. three words to sum up this area, or showing photos from the past and asking about changes, or asking women whether they felt safe in particular locations at night) or taking panoramic photos, or perhaps via Facebook surveys (to broaden the age range of opinions) or the use of Twitter or Trip Advisor type websites for example. Centres are also encouraged to bring their fieldwork down to a smaller scale, such as one or two Lower layer Super Output Areas (LSOA) or a village, or CBD so that the focus is clearer and data collection more manageable. Many candidates commented that they had too little time in each area.

This answer scored 6 marks, at the top of Level 2.

(c) You have also carried out fieldwork into Diverse Places.

Assess how the sampling procedures and sample sizes affected your results.

(9)

Geographical enquiry question:

How does Deprivation vary across Plymouth.

In January we went to Plymouth and went to 3 wards. We chose these 3 wards based on Spatial Methodology, we tried to get one ward near to the City Centre (Derrisport), one ward on the outskirts of the city (Peverell) and one on the South (Chaddleswood). We concluded in our investigation that Peverell had the worst building quality but Derrisport the worst environmental quality. Chaddleswood had the most services available. In each location we decided 16 locations based on a Systematic Sampling method. We tried to place a single location every 16th square. In order to be more accurate we could have made it even more random by rolling a die to pick random locations. If we had had more sample size maybe on every street it may have given us a better set of results. In order to also look at the services we used a Sampling technique by looking on a set number of websites. If we wanted more accurate data increasing our ward sample size to 4 or 5 may have made our results better to truly see how it varied across the city.

If we had used a questionnaire ~~which we considered~~ we would have chosen certain locations to choose a set number of people and tried to bring a certain percentage from each age group. Overall Sampling Method affected our results as they weren't perfectly random or Statistic just an overall mix. Also we really could have done with more samples to improve accuracy.



ResultsPlus

Examiner Comments

There is a range of relevant sampling methods identified here, and they begin to be explained, but they are not fully assessed. The coverage of Plymouth as a whole is implied as of importance, and the systematic and random methods used to select sites are described in part. The size of the sample is considered, and assessed as being inadequate for a full picture.

Very few candidates mentioned use of secondary data (here websites are mentioned), but this could be a useful additional theme in answering this question. Use of websites overcomes the time framework that obviously restricts primary data collection.



ResultsPlus

Examiner Tip

If a question asks about 'fieldwork' then both primary and secondary methods are relevant for the answer. If only one of these is specified then the answer must be restricted.

See Q3c for further ideas.

Question 7

Questions 4 and 7 use the command word “Evaluate” and a range of resources are provided about an unfamiliar location (here, concerning the plan to extend the Special Economic Zone in Manaus, Amazonas state in Brazil). The question is synoptic, and the ‘use of geographical ideas from across the course of study’ is required, as in Legacy 6GE03 Q6.

Overall, candidates accessed the resource booklet with varying levels of effectiveness, extracted information and some used it to draw contrasts about the effects of the plan on various groups of people. However, weaker candidates tended to copy out sections with limited explanation or much interpretation of the positive or negative effects.

Good answers focused on groups (e.g. young/ unemployed/ women/ skilled workers/ indigenous people) and evaluated the possible impacts of the proposals on them, both positive and negative, using selected data from the resources to support points. They also brought in geographical knowledge, for example, about other indigenous groups affected by globalisation and cultural erosion, or the role of TNCs and FDI in development. In other words, for Level 4, students need to go beyond the resource booklet, and to synthesise ideas “from across the course of study throughout the response”. Few were able to achieve this consistently.

Many answers were able to make a basic judgement, often evaluating long term and short term impacts, or weighing the positives for one group with negatives for another in economic terms (wages/jobs) or social terms (e.g. women’s opportunities/cultural erosion). Many concluded, for example that Indigenous people would benefit from more tourists through the extension of the Zona Franca bringing more wealth and business or other visitors to the area. For level 4, this conclusion needed to be rational and substantiated, and drawn together coherently. For example, reasoning that whilst indigenous people might benefit from the extra money for health care, they might lose out through cultural dilution or commodification of their culture, or through access to alcohol and drugs.

Overall on both Q4 and Q7, candidates showed the ability to apply their geographical knowledge and understanding to interpret new information and answer a challenging question under pressure of time. Centres are to be commended for this. To improve this in the future, a few moments spent planning a structured answer would help candidates stay focused on the question, and enable them to select relevant information from the resources as well as from their own studies. This would lead to a more balanced evaluative answer.

11 marks are scored here.

7 Study Figure 7 in the Resource Booklet.

The creation of Special Economic Zones produces winners and losers.

Evaluate the view that the government decision to extend the Special Economic Zone will be good for all the people of Manaus and Amazonas.

(16)

Special economic zones are zones in a city that have low taxes in order to incentivise people to big corporations to set up their businesses there.

The "Zona Franca" creates around 120,000 jobs which helps to support the rapidly growing population of Manaus and this will mean that the city will grow even more as people see it as an area for jobs. This benefits the major TNCs like LG and Sony which have decided to branch to Brazil, and this benefits the population as they will have a greater access to the new technology.

The presence of these TNCs also creates 500,000 jobs in service and support industries, which could reduce unemployment and reduce the attractiveness of young people getting into the prevalent cocaine trade.

On the other hand the increasing amount of jobs due to TNCs might only be available to the more skilled 32% white population and could lead to increased inequality in a country which already has a huge gap between rich and poor.

As well as this, the presence of TNCs and more industry will lead to increased productivity and more pollution, thus affecting the poor population who live in poor quality housing on the river edge. These two points show examples that the extension of the SEZ

like result in intensifying these effects and that the poor low-skilled workers might become work off.

An increase in TNC jobs will lead to an increase in the presence of foreign business workers in Manaus. This could lead to increased business for the Indigenous people who earn money ~~and~~ by charging \$5 for a traditional village experience. And this increasing extra income can help a population that is poor to become more healthy and possibly to reduce the rates of AIDS which therefore benefits all of Manaus. This increasing tourism on the one hand can lead to a loss of traditional indigenous culture as the people who earn the money aren't true indigenous people.

As more TNCs go to Manaus due to 35% less costs of production compared to the rest of Brazil more raw materials are being used, which means that the producers supplying these resources benefit but removal of finite resources could damage the population of the Amazonas for years to come.

Overall I believe that the view that expanding the SEZ will be good for all of the Amazonas is wrong because although the economy and some of the population are winners, many of the local poor population that need the opportunities lose out and the environment is also affected.

(Total for Question 7 = 16 marks)



ResultsPlus

Examiner Comments

The question asks for an evaluation of the effects on groups both in Manaus and the wider region of Amazonas. Here, young people, skilled and unskilled people needing jobs, the residents of poor quality housing, and indigenous people are considered. Evidence is used throughout to support the statements made, and there is evaluation throughout about the extent to which benefits occur for each group.

There are some brief references to geographical knowledge within the answer (for example, inequality, wealth gap, loss of culture, finite resources) but these are not developed or supported with further explanation/examples enough for level 4. There are one or two places that lack clarity (e.g. 'true indigenous people' comment on the second side).

A conclusion is essential, and here the paragraph beginning 'Overall' draws together the essay and makes a clear judgement, referring back to groups discussed earlier.



ResultsPlus

Examiner Tip

Read the resources carefully and select relevant evidence to support your points. Where possible use your own ideas, examples and terminology from your studies to build your answer.

Always include a conclusion.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

There was not much evidence that candidates ran out of time. Most wrote full answers for all the questions. There were questions where some students wrote nothing, most commonly 2d/6d, and 5e.

Maths questions were not particularly well done. Here the calculation of the Interquartile Range was required, and a Spearman's Rank calculation required completion. Some candidates made no attempt at these questions, and others clearly spent considerable time on them but failed to calculate the correct answers. A number could not add up 10 numbers correctly (3a/ii/6a/ii).

The command words in the paper are now more specific as there is a fixed set that will be used for the life-time of the specification. Some candidates had clearly not been prepared for this and failed to gain a mark above 6/12 on the Assess questions, and about 7 or 8/16 on the Evaluate questions. To achieve level 3 on these, they needed to consider two perspectives (e.g. on 1e, the role of trade blocs in contributing to growth, or hindering growth, and on Q2e/5e, the benefits/challenges) and in addition, on the Evaluate question (Q4/7), come to a rational, substantiated conclusion.

There is confusion over the difference between development and globalisation (see Q1 comments).

The 3 mark "Suggest one way" questions require candidates to interpret a resource, then identify a valid reason and develop it with two further linked points. This proved a challenge for many, and is a new skill on this paper.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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