



# GCE

## Geography

Advanced GCE A2 H483

Advanced Subsidiary GCE AS H083

## Mark Schemes for the Units

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### January 2009

H083/H483/MS/R/09J

## F762 Managing Change in Human Environments

Question			Expected Answers	Mks	Rationale
<b>Section A</b>					
1	(a)	Study Fig. 1, a map of urban deprivation in Sheffield.			
	(i)	Describe the pattern of urban deprivation shown in Fig. 1.	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• High levels of deprivation near city centre.</li> <li>• Medium levels of deprivation close to city centre and generally on a NW/SE axis.</li> <li>• Low levels of deprivation on outskirts and westwards from about 5km west of city centre.</li> </ul> <p><b>Level 2:</b> Identifies general pattern and variations within the pattern. Uses information on the map to express patterns identified.</p> <p style="text-align: right;"><b>(4-3)</b></p> <p><b>Level 1:</b> Identifies general pattern of high levels of deprivation near city centre and greater affluence on outskirts.</p> <p style="text-align: right;"><b>(2-1)</b></p>	4	Actual distances from Fig 1 not required for full marks.
	(ii)	Suggest <u>two</u> reasons for this pattern of urban deprivation.	<p><b>Indicative content:</b></p> <p>Reasons may well focus on economic factors, social factors or use of Fig. 1.</p> <p>Any two reasonable suggestions acceptable e.g.</p> <ul style="list-style-type: none"> <li>• Inner city areas may have higher rates of unemployment.</li> <li>• Suburban areas may have more expensive housing so attract wealthier people.</li> </ul>	6	<p>Clear reference to Fig. 1 expected for answer to reach L2.</p> <p>Top L1 for two clear generic points.</p>

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Question		Expected Answers	Mks	Rationale
		<p><b>Level 2:</b> Suggests two reasons and shows clearly how they influence patterns of urban deprivation. <b>(6-5)</b></p> <p><b>Level 1:</b> Suggests one reason with detailed reasoning or identifies two reasons with limited reasoning. <b>(4-1)</b></p>		
	(b) <b>Outline <u>two</u> reasons why managing urban deprivation can be difficult.</b>	<p><b>Indicative content:</b> Reasons may focus on:</p> <ul style="list-style-type: none"> <li>• Identification of deprivation.</li> <li>• Planning and management issues.</li> <li>• Cost implications.</li> </ul> <p><b>Level 2:</b> Identifies two reasons and shows clearly why they make managing urban deprivation difficult. <b>(6-5)</b></p> <p><b>Level 1:</b> Identifies one reason and shows in detail why it makes managing urban deprivation difficult or identifies two reasons with limited development of each. <b>(4-1)</b></p>	6	<p>Reasons may also include:</p> <ul style="list-style-type: none"> <li>• Perception or reputation of the area</li> <li>• Nature of the population in the area e.g. resistance to change, lack of opportunities for self-help</li> <li>• It is dynamic – features keep changing</li> <li>• Difficult to attract private investment</li> </ul>
	(c) <b>For a named urban area, explain the influence of environmental factors on its land-use pattern.</b>	<p><b>Indicative content:</b> Environmental factors can be seen in their broadest context and might include:</p> <ul style="list-style-type: none"> <li>• Physical features (coasts/rivers/flood plains/slopes etc).</li> <li>• Areas of parkland/woodland.</li> <li>• Protected environments (natural and built).</li> </ul> <p><b>Level 3:</b> Uses a well chosen example to explain the influence of environmental factors with clearly developed links to land-use patterns. Well structured response with good use of geographical terminology. <b>(9-8)</b></p>	9	<p>If more than one example used select the strongest one for credit.</p> <p>If no named urban area then max L1.</p> <p>Clear focus on land-use pattern needed for L3. Top L2 can be achieved by clear understanding of influence of environmental/physical factors on land use.</p> <p>Credit reference to wider environmental factors such as need to reduce congestion,</p>

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Question		Expected Answers	Mks	Rationale
		<p><b>Level 2:</b> Clearly identified example used to explain some ways that environmental factors have influenced land-use. Response has a basic structure with some use of geographical terminology. (7-5)</p> <p><b>Level 1:</b> Limited use of example. Basic descriptive points which are largely generic. Poorly structured response with no use of geographical terminology. (4-1)</p>		pollution etc provided linked to land use.
		<b>Total</b>	<b>25</b>	

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Question		Expected Answers	Mks	Rationale
2	(a)	Study Fig. 2, a map of major population movements from rural areas in North-East Brazil.		
	(i)	Describe the pattern of population movements shown in Fig. 2.	4	
	(ii)	Suggest <u>two</u> reasons for this pattern of population movements.	6	If reasons are reversed points i.e. push & pull for the same factor such as employment then max top L1.

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Question	Expected Answers	Mks	Rationale
(b) Outline <u>two</u> factors that can lead to economic growth in rural areas.	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Factors might include increasing business opportunities, the development of existing economic activities, increasing diversification.</li> <li>• Economic growth might be related to political decisions or aid projects.</li> <li>• Economic growth might be a secondary effect (linked to development of transport networks etc).</li> <li>• Any two reasonable factors acceptable (must be different ideas).</li> </ul> <p><b>Level 2:</b> Identifies two factors and shows clearly how they have encouraged economic development. <b>(6-5)</b></p> <p><b>Level 1:</b> Identifies one factor and shows a detailed understanding about how it has led to economic growth or identifies two factors with limited development of each. <b>(4-1)</b></p>	6	
(c) For a named rural area, explain how traffic problems are being managed.	<p><b>Indicative content:</b></p> <p>A range of management strategies could be used including:</p> <ul style="list-style-type: none"> <li>• Road development (widening/by-passes etc).</li> <li>• Park and ride schemes/ development of public transportation.</li> <li>• Traffic flow management.</li> <li>• Parking management.</li> </ul> <p><b>Level 3:</b> Uses a well chosen example to explain how traffic problems are being managed. Well structured response with good use of geographical terminology. <b>(9-8)</b></p>	9	<p>The specification refers to traffic congestion but other aspects of traffic problems are acceptable.</p> <p>An individual case study of a management scheme done well can achieve max. marks.</p> <p>Be reasonably flexible about 'rural area' – green belts are allowed.</p>

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		<p><b>Level 2:</b> Clearly identified example used to explain how traffic problems are being managed. Response has a basic structure with some use of geographical terminology. <b>(7-5)</b></p> <p><b>Level 1:</b> Limited use of example. Basic descriptive points which are largely generic. Poorly structured response with no use of geographical terminology. <b>(4-1)</b></p>		
		<b>Total</b>	<b>25</b>	

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Question			Expected Answers	Mks	Rationale
3	(a)	Study Fig. 3, a graph of global sources of energy.			
		(i) Describe the changes in global sources of energy shown in Fig. 3.	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Distinction between actual and projected changes; projected changes reflect 'actual' pattern</li> <li>• Total demand shows a steady increase.</li> <li>• Fossil fuels continue to dominate and expand in terms of volume.</li> <li>• Renewables remain quite constant in terms of proportional importance.</li> </ul> <p><b>Level 2:</b> Describes the actual and proportionate changes by using the data in detail. <b>(4-3)</b></p> <p><b>Level 1:</b> Describes general changes to actual amounts with limited use of the data. <b>(2-1)</b></p>	4	
		(ii) Suggest <u>two</u> reasons for these changes.	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Continued use of fossil fuels because of lack of credible alternatives.</li> <li>• Oil dominated by vehicle use, limited alternative.</li> <li>• Growth of coal as countries like China and India industrialise.</li> <li>• Some growth in nuclear, seen as a clean alternative.</li> <li>• Growth of renewables, government policy/relative price advantage as fossil fuel prices increase.</li> <li>• Any two reasonable suggestions acceptable.</li> </ul> <p><b>Level 2:</b> Suggests two reasons and shows clearly how they influence relative supplies of sources of energy. <b>(6-5)</b></p>	6	

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Question			Expected Answers	Mks	Rationale
			<p><b>Level 1:</b> Suggests one reason with clear justification about how it affects energy supply or suggests two reasons with limited reasoning. <b>(4-1)</b></p>		
	(b)	<p><b>Outline <u>two</u> environmental problems created by the exploitation of energy resources.</b></p>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• 'Energy resource' can be seen in the broadest context and can include the problems for the physical environment (hydroelectricity/wind turbines).</li> <li>• Environmental problems can be direct (open-cast mining) or indirect (pollution of water courses/ oil spills etc).</li> <li>• Environmental problems can vary in scale.</li> <li>• Any two reasonable problems acceptable (must be different ideas).</li> </ul> <p><b>Level 2:</b> Identifies two problems and clearly shows why they are a threat to the environment. <b>(6-5)</b></p> <p><b>Level 1:</b> Identifies one problem and illustrates in detail why it is a threat to the environment or identifies two problems with vague reasoning about their environmental threat. <b>(4-1)</b></p>	6	<p>Examples can include:</p> <p>Global scale issues e.g. global warming, acid rain etc</p> <p>Local scale issues e.g. waste tips, stream pollution</p>
	(c)	<p><b>Using one or more located examples, examine how energy demand can be satisfied by using renewable resources.</b></p>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• 'Satisfying demand' or partially satisfying demand acceptable.</li> <li>• Examples can be locational or based on type of renewables.</li> <li>• Examples can vary in scale.</li> <li>• Examples may be linked to development/aid projects.</li> </ul>	9	<p>Examples can be large scale e.g. 3 gorges or small scale appropriate schemes e.g. solar Africa, bio-fuel stoves.</p>

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		<p><b>Level 3:</b> Uses a well chosen example(s) to examine how renewable energy resources can be used to satisfy demand. Well structured response with good use of geographical terminology. <b>(9-8)</b></p> <p><b>Level 2:</b> Clearly identified example(s) used to explain the importance of renewable energy resources in satisfying demand. Response has a basic structure with some use of geographical terminology. <b>(7-5)</b></p> <p><b>Level 1:</b> Limited use of example (s). Basic descriptive points which are largely generic. Poorly structured response with no use of geographical terminology. <b>(4-1)</b></p>		
		<b>Total</b>	<b>25</b>	

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4	(a)	<b>Study Fig. 4 which shows tourist numbers along the Mediterranean coast.</b>		
	(i)	<b>Briefly describe the pattern of tourist numbers shown in Fig. 4.</b>	<b>4</b>	No credit for just referring to being on the coast. Basic points about unevenness = general pattern.
	(ii)	<b>Suggest <u>two</u> reasons for this pattern.</b>	<b>6</b>	Answers which clearly link to pattern are required for L2. Ones that focus on the reasons for the Med. In general are L1 responses.

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Question	Expected Answers	Mks	Rationale
(b)	<p>Outline <u>two</u> social issues created by the growth of tourism.</p>	6	<p>Credit both socio-economic issues such as generation of investment in social infrastructure and socio-environmental e.g. pollution damaging health.</p> <p>Credit both positive and negative issues.</p>
(c)	<p>Using one or more located examples, examine how ecotourism operates in conjunction with the environment.</p>	9	<p>Environment can include built environment and socio-cultural aspects.</p>

**Indicative content:**

- Demographic changes in local areas, younger people moving to areas of employment opportunity.
- Changes to cultural expectations (clothes, music, links to family, religion etc).
- Behaviour changes.
- Conflicts between local culture/people and visitors.
- Any two reasonable social issues acceptable (must be different ideas).

**Level 2:** Identifies two issues and shows clearly how they have been created by the growth of tourism. **(6-5)**

**Level 1:** Identifies one issue and shows in detail how it has been created by the growth in tourism or identifies two issues with limited development of each. **(4-1)**

**Indicative content:**

- Ecotourism can be considered in its broadest sense.
- Examples could be small scale or larger scale with clear elements of sustainable management.
- 'In conjunction with the environment' implies an understanding of the sustainable link between tourism and local environments.
- Elements considered might include: building, transportation, water management, waste management, environmental protection etc.

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Question		Expected Answers	Mks	Rationale
		<p><b>Level 3:</b> Uses a well chosen example(s) to examine how ecotourism operates in sympathy with local environments. Well structured response with good use of geographical terminology. <b>(9-8)</b></p> <p><b>Level 2:</b> Clearly identified example(s) used to consider how elements of ecotourism may be less damaging to local environments. Response has a basic structure with some use of geographical terminology. <b>(7-5)</b></p> <p><b>Level 1:</b> Limited use of example (s). Basic descriptive points which are largely generic. Poorly structured response with no use of geographical terminology. <b>(4-1)</b></p>		
		<b>Total</b>	<b>25</b>	

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Question	Expected Answers	Mks	Rationale
<b>Section B</b>			
5	<p><b>With reference to located examples, show how planning and management practices enable urban areas to become increasingly sustainable.</b></p>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Planning and management can operate at a number of levels, from small scale housing initiatives to urban transportation policy.</li> <li>• ‘Become increasingly sustainable’ implies management of individual elements (housing, movement, waste, energy etc) or holistic strategies.</li> <li>• ‘Planning’ is really concerned with the development of strategies, ‘management’, the implementation of strategies.</li> <li>• Piecemeal ideas about individual strategies (housing, transport etc) or considerations about new developments (eco-towns/sustainable cities) are acceptable.</li> </ul> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of urban areas and the planning and management required for their sustainability. Cause and effect is well understood and there is effective use of detailed exemplification. <b>(13-11)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of urban areas and the planning and management required for their sustainability. Cause and effect is understood and there is use of exemplification. <b>(10-7)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of urban areas and the planning and management required for their sustainability. Cause and effect is not well understood and there is limited exemplification. <b>(6-1)</b></p>	<p><b>25</b></p> <p>If focuses on solving urban problems then max L2 in AO1.</p> <p>AO3 – the existence of a conclusion is just one of a number of criteria. Not all have to be present for full marks.</p>

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Question	Expected Answers	Mks	Rationale
	<p>If no located example then top of level 1 Max.</p> <p><b>AO2 Analysis and application</b></p> <p><b>Level 3:</b> Clear analysis of the issues of development and an effective comment on the need for their planning and management. <b>(5)</b></p> <p><b>Level 2:</b> Some analysis of the issues of development and a limited, if any, comment on ways of planning and management. <b>(4-3)</b></p> <p><b>Level 1:</b> Limited analysis of the issues of development and no attempt to comment on ways of planning and management. <b>(2-1)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn. <b>(7-6)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion (s) is/clear drawn. <b>(5-4)</b></p> <p><b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. No attempt at a conclusion. <b>(3-1)</b></p>		
	<b>Total</b>	<b>25</b>	

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Mark Scheme

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Question	Expected Answers	Mks	Rationale	
6	<p><b>With reference to located examples, show how planning and management practices enable rural areas to become increasingly sustainable.</b></p>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Sustainability of rural areas is concerned with both economic and environmental factors.</li> <li>• 'Planning' is about the development of strategies; 'management' is about ensuring that strategies are effective.</li> <li>• Focus may be small in scale (affordable housing, economic diversification etc) or may be linked to holistic rural policies.</li> <li>• Use of National Parks is acceptable as an avenue of approach as long as the focus is rural sustainability.</li> </ul> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of rural areas and the planning and management required for their sustainability. Cause and effect is well understood and there is effective use of detailed exemplification. <b>(13-11)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of rural areas and the planning and management required for their sustainability. Cause and effect is understood and there is use of exemplification. <b>(10-7)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of rural areas and the planning and management required for their sustainability. Cause and effect is not well understood and there is limited exemplification. <b>(6-1)</b></p> <p>If no located example then top of level 1 Max.</p>	25	<p>If focuses on solving rural problems then max L2 in AO1.</p> <p>AO3 – the existence of a conclusion is just one of a number of criteria. Not all have to be present for full marks.</p>

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Question	Expected Answers	Mks	Rationale
	<p><b>AO2 Analysis and application</b></p> <p><b>Level 3:</b> Clear analysis of the issues of development and an effective comment on the need for their planning and management. <b>(5)</b></p> <p><b>Level 2:</b> Some analysis of the issues of development and a limited, if any, comment on ways of planning and management. <b>(4-3)</b></p> <p><b>Level 1:</b> Limited analysis of the issues of development and no attempt to comment on ways of planning and management. <b>(2-1)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn. <b>(7-6)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion (s) is/clear drawn. <b>(5-4)</b></p> <p><b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. No attempt at a conclusion. <b>(3-1)</b></p>		
	<b>Total</b>	<b>25</b>	

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Question	Expected Answers	Mks	Rationale
7	<p><b>With reference to located examples, explain how the exploitation of energy resources can create opportunities for local communities.</b></p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• ‘Exploitation of energy resources’ can be seen in its broadest sense, from mineral exploitation to energy generation.</li> <li>• ‘Energy’ can be considered in terms of both renewable and non-renewable resources.</li> <li>• ‘Opportunities’ can be seen in their broadest sense – LEDC/MEDC focus may be different. An LEDC focus may be more about social development.</li> <li>• ‘Local communities’ can be considered in general terms.</li> </ul> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of energy issues and how the exploitation of energy resources creates opportunities. Cause and effect is well understood and there is effective use of detailed exemplification. <b>(13-11)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of energy issues and how the exploitation of energy resources creates opportunities. Cause and effect is understood and there is use of exemplification. <b>(10-7)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of energy issues and how the exploitation of energy resources creates opportunities. Cause and effect is not well understood and there is limited exemplification. <b>(6-1)</b></p>	25	<p>A national scale example is acceptable e.g. Norway</p> <p>AO3 – the existence of a conclusion is just one of a number of criteria. Not all have to be present for full marks.</p>

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Question	Expected Answers	Mks	Rationale
	<p>If no located example then top of level 1 Max.</p> <p><b>AO2 Analysis and application</b></p> <p><b>Level 3:</b> Clear analysis of how exploitation of energy resources can create opportunities for local communities in the chosen examples. <b>(5)</b></p> <p><b>Level 2:</b> Some analysis of how exploitation of energy resources can create opportunities for local communities in the chosen examples <b>(4-3)</b></p> <p><b>Level 1:</b> Limited analysis of how exploitation of energy resources can create opportunities for local communities in the chosen examples <b>(2-1)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn. <b>(7-6)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion (s) is/clear drawn. <b>(5-4)</b></p> <p><b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. No attempt at a conclusion. <b>(3-1)</b></p>		
	<b>Total</b>	<b>25</b>	

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Question	Expected Answers	Mks	Rationale
<p>8 With reference to located examples, explain how the growth of tourism can create opportunities for local communities.</p>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Tourism can be seen in terms of leisure and tourism.</li> <li>• 'Opportunities' can be seen in economic, social and environmental terms.</li> <li>• Scale of examples may vary from small scale developments to mass tourism developments.</li> <li>• 'Local communities' can be considered in general terms.</li> </ul> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of developments in the tourism industry and how the growth of tourism creates opportunities for local communities. Cause and effect is well understood and there is effective use of detailed exemplification. <b>(13-11)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of developments in the tourism industry and how the growth of tourism creates opportunities for local communities. Cause and effect is understood and there is use of exemplification. <b>(10-7)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of developments in the tourism industry and how the growth of tourism creates opportunities for local communities. Cause and effect is not well understood and there is limited exemplification. <b>(6-1)</b></p> <p>If no located example then top of level 1 Max.</p> <p><b>AO2 Analysis and application</b></p> <p><b>Level 3:</b> Clear analysis of the ways tourism can create opportunities for local communities in the chosen areas. <b>(5)</b></p>	25	<p>Candidates may imply growth of tourism and still access full marks.</p> <p>A national scale example is acceptable e.g. Jamaica</p> <p>AO3 – the existence of a conclusion is just one of a number of criteria. Not all have to be present for full marks.</p>

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Question	Expected Answers	Mks	Rationale
	<p><b>Level 2:</b> Some analysis of the ways tourism can create opportunities for local communities in the chosen areas. <b>(4-3)</b></p> <p><b>Level 1:</b> Limited analysis of the ways tourism can create opportunities for local communities in the chosen areas. <b>(2-1)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn. <b>(7-6)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion (s) is/clear drawn. <b>(5-4)</b></p> <p><b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. No attempt at a conclusion. <b>(3-1)</b></p>		
	<b>Total</b>	<b>25</b>	