



# GCE

## Geography

Advanced Subsidiary GCE

Unit **F761**: Managing Physical Environments

# Mark Scheme for June 2011

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Mark Scheme

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| Question         |     | Expected Answer  | Marks   | Rationale  |
|------------------|-----|--|---|--|
| <b>Section A</b> |     |  |   |  |
| 1                | (a) | <b>Study Fig. 1, a photograph of part of the valley of the River Rhine in Germany.</b> |   |  |
|                  | (i) | <b>Identify four different types of human activities shown in Fig. 1.</b>              | Indicative content:<br>Categories include -<br>transportation<br>agriculture/farming<br>recreation/leisure<br>tourism<br>residential/housing<br>conservation<br><br><b>Point mark</b> | <b>[4]</b><br><br>Credit any valid, evident <b>activity</b> , not features alone.<br>Example <b>activity</b> eg viticulture =1<br>Valid example activities alone can be credited up to 4.<br>But example <b>feature</b> eg vineyard = 0<br><br>Credit can be given for different activities within the same category.<br>Category eg transport(ation) = 1 for each<br>Category plus one example activity eg transport by road = 1<br>Category plus two distinctly different example activities eg transport by road, and water = 2<br>Category plus three distinctly different example activities eg transport by road, rail and water = 3.<br>Answer may be in list form. |

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| Question |      |   | Expected Answer   | Marks      | Rationale  |
|----------|------|---|---|------------|--|
|          | (ii) | <b>Suggest two reasons why there is such a range of human activities in this area.</b>  | <p>Indicative content: river/valley provides natural routeway, attractive scenery and history attract tourists, fertile soil/south-facing slopes ideal for viticulture, climate, flat land and water supply access for settlement, flat/calm flow of river.</p> <p><b>Level 2:</b> Suggests two valid reasons. Causal links clearly explained. Good use of technical language. <b>(5 – 6 marks)</b></p> <p><b>Level 1:</b> Suggests at least one valid reason. Links may be stated rather than explained. Gaps in technical language. One explained well may reach the top of this level. <b>(0 – 4 marks)</b></p>                            | <b>[6]</b> | <p>One explained well and one other with a stated link = 4+1.<br/>One explained well and one other with partial explanation = 4+2.</p> <p>Range must be explicitly addressed for max. 6.</p>                                     |
|          | (b)  | <b>Outline two effects of sea-level change on the development of fluvial landforms.</b> | <p>Indicative content: Submergence due to a rise leading to estuaries, rias. Emergence due to a fall leading to waterfall, knick point, terraces. Effect on rate/location of erosion/deposition also acceptable.</p> <p><b>Level 2:</b> Outlines two effects on landforms with explicit links to direction of sea level change. <b>(5 – 6 marks)</b></p> <p><b>Level 1:</b> Identifies at least one effect but links to sea level change are implicit and landforms may not be named. Or may focus on changes to process(es) without linking to landforms.</p> <p>One outlined well may reach the top of this level. <b>(0 – 4 marks)</b></p> | <b>[6]</b> | <p>Accept answers referring to economic development, although these may be self-limiting.</p> <p>One outlined well and one other with a stated link = 4+1.<br/>One outlined well and one other with partial outlining = 4+2.</p> |

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| Question   | Expected Answer   | Marks | Rationale  |
|--|---|-------|--|
| (c)  | <p><b>With reference to one or more river basins, examine the economic impacts of flooding.</b></p>   | [9]   | <p>Impact of floodwater explicit. Clearly explained links eg floods cause damage to bridges, which may then collapse. This disrupts transportation of goods and raw materials for local businesses.</p> <p>Impact of floodwater may be implicit. Links stated eg flood disrupts transportation for local businesses.</p> <p>No links established eg local businesses lose trade.</p> |
| <p>Indicative content: Impacts include costs of rebuilding damaged property/transport links, disruption to trade and transport, loss of business to industries, cost of insurance claims, loss of employment if businesses close or tourism declines, cost of building flood defences. May also have positive impacts, such as deposition of sediment on floodplains increasing soil fertility and crop yields for market.</p> | <p><b>Level 3:</b> Uses a clearly identified example to explain the range of economic impacts. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. <b>(8 – 9 marks)</b></p>  |       |  |
|  | <p><b>Level 2:</b> Gives a clearly identified example and explains at least two economic impacts. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. <b>(5 – 7 marks)</b></p>                                 |       |  |
|  | <p><b>Level 1:</b> Limited or no example. Descriptive observations of economic impact(s) may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>If no located example then top of Level 1 Max. <b>(0 – 4 marks)</b></p> |       |  |
| <p><b>Total</b></p>  | [25]  |       |  |

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| Question |     | Expected Answer  | Marks             | Rationale   |
|----------|-----|--|-------------------|---|
| 2        | (a) | Study Fig. 2, a photograph showing the coastline at Budleigh Salterton, Devon.   |                   |   |
|          | (i) | <p><b>Identify four different types of human activities shown in Fig. 2.</b></p> | <p><b>[4]</b></p> | <p>Credit any valid, evident <b>activity</b>, not features alone.<br/>           Example <b>activity</b> eg housing =1<br/>           Valid example activities alone can be credited up to 4.<br/>           But example <b>feature</b> eg houses = 0</p> <p>Credit can be given for different activities within the same category.<br/>           Category eg recreation = 1 for each<br/>           Category plus one example activity eg recreation walking/sitting = 1<br/>           Category plus two distinctly different example activities eg recreation walking/sitting and boating = 2<br/>           Category plus three distinctly different example activities eg recreation walking/sitting, boating and playing on beach = 3<br/>           Answer may be in list form.</p> |

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| Question |      |   | Expected Answer   | Marks      | Rationale  |
|----------|------|---|---|------------|--|
|          | (ii) | <b>Suggest two reasons why there is such a range of human activities in this area.</b>  | <p>Indicative content: Attractive scenery, access to water, lower/flatter land, wide beach, climate, available resource eg fish, sheltered location.</p> <p><b>Level 2:</b> Suggests two reasons. Causal links clearly explained. Good use of technical language. <b>(5 – 6 marks)</b></p> <p><b>Level 1:</b> Suggests at least one reason. Links may be stated rather than explained. Gaps in technical language.</p> <p>One explained well may reach the top of this level. <b>(0 – 4 marks)</b></p>  | <b>[6]</b> | <p>One explained well and one other with a stated link = 4+1.</p> <p>One explained well and one other with partial explanation = 4+2.</p> <p>Range must be explicitly addressed for max 6.</p>   |
|          | (b)  | <b>Outline two effects of sea-level change on the development of coastal landforms.</b> | <p>Indicative content: Submergence due to a rise leading to rias, fjords. Emergence due to a fall leading to raised beaches, abandoned/relict cliffs. Effect on rate/location of erosion/deposition also acceptable. Delta development also relevant in terms of changing relationship between marine and fluvial processes.</p> <p><b>Level 2:</b> Outlines two effects on landforms with explicit links to direction of sea level change. <b>(5 – 6 marks)</b></p> <p><b>Level 1:</b> Identifies at least one effect on landform(s) but links to sea level change are implicit. Or may focus on changes to process(es) without linking to landforms.</p> <p>One outlined well may reach the top of this level. <b>(0 – 4 marks)</b></p> | <b>[6]</b> | <p>Accept answers referring to economic development, although these may be self-limiting.</p> <p>One outlined well and one other with a stated link = 4+1.</p> <p>One outlined well and one other with partial outlining = 4+2.</p> <p>Two different landforms are required for Level 2.</p> |

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| Question |     | Expected Answer  | Marks       | Rationale  |
|----------|-----|--|-------------|--|
|          | (c) | <p><b>With reference to one or more coastal areas, examine the need for protection from natural processes.</b></p> <p><b>Indicative content:</b> Protection may be needed due to high energy of waves leading to potentially high erosion rates, frequent oblique waves leading to significant longshore drift, weak geology prone to erosion, high value of land/levels of economic activity, rare/fragile ecosystems, rising sea level. Likely to be a combination of reasons.</p> <p><b>Level 3:</b> Uses a clearly identified example to explain why protection is needed. Cause-effect links are stated and clearly explained. May comment on the combination of reasons or refer to cost/benefit analysis. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. <b>(8 – 9 marks)</b></p> <p><b>Level 2:</b> Gives a clearly identified example and explains why protection is needed. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. <b>(5 – 7 marks)</b></p> <p><b>Level 1:</b> Limited or no example. Descriptive observations of reason(s). There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>If no located example then top of Level 1 Max. <b>(0 – 4 marks)</b></p> | [9]         | <p>Clear links to examine need eg businesses on the cliff top in need of protection from erosion and collapse to prevent loss of jobs/trade.</p> <p>Links stated eg businesses on the cliff top that need protection from erosion and collapse</p> <p>No links established eg there are businesses on the cliff top. May focus on management methods rather than need.</p> |
|          |     | <b>Total</b>   | <b>[25]</b> |  |



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| Question |      | Expected Answer  | Marks  | Rationale |   |
|----------|------|--|--|-----------|---|
| 3        | (a)  | Study Fig. 3, a rose diagram showing the orientation of cirques in an area of the Lake District. |  |           |   |
|          | (i)  | <p><b>Describe the pattern of cirque orientation shown in Fig. 3.</b></p>                        | <p>Indicative content: Uneven, mainly orientated north/north-east, some recorded in each direction.</p> <p><b>Level 2:</b> Clear identification of general pattern. Uses data from diagram. Recognises variation.<br/><b>(3 – 4 marks)</b></p> <p><b>Level 1:</b> Identifies at least one element of the pattern. May not use data as evidence.<br/><b>(0 – 2 marks)</b></p>   | [4]       | Credit answers referring to location rather than orientation.   |
|          | (ii) | <p><b>Explain how two natural processes influence cirque formation.</b></p>                      | <p>Indicative content: Processes include accumulation/diagenesis, erosion (plucking/quarrying, abrasion), nivation, rotational movement, mass movement (rockfalls) and weathering (freeze-thaw), deposition (to form lip).</p> <p><b>Level 2:</b> Accurate explanation of two processes with specific mechanisms likely to be addressed. Makes effective links to the landform.<br/><b>(5 – 6 marks)</b></p> <p><b>Level 1:</b> Basic explanation with process(es) dealt with at a generic level. Unlikely to be linked to the landform.</p> <p>One explained well may reach the top of this level.<br/><b>(0 – 4 marks)</b></p> | [6]       | <p>One explained well and one other with a stated link = 4+1.<br/>One explained well and one other with partial explanation = 4+2.</p> <p>Credit for named generic process only if linked to mechanism or landform.</p> |

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| Question |     | Expected Answer  | Marks | Rationale   |
|----------|-----|--|-------|---|
|          | (b) | <p><b>Describe the climatic characteristics of a cold environment.</b></p> <p>Indicative content: Data depends on type of cold environment chosen.<br/>           Characteristics may include low temperature regime, although may have seasonal variation.<br/>           Annual precipitation, mainly as snowfall (amount depends on location).<br/>           Other relevant characteristics may include winds, low evaporation rates, high pressure.</p> <p><b>Level 2:</b> Accurate description of a range of climatic characteristics. Appropriate approximate data used as evidence. <b>(5 – 6 marks)</b></p> <p><b>Level 1:</b> Valid description of climatic characteristic(s). Data, if used, likely to be inaccurate or inappropriate. <b>(0 – 4 marks)</b></p> | [6]   | <p>Different types acceptable eg high altitude, high latitude, periglacial but description must be linked to type in that case.</p> <p>Temperature max/min and total ppt likely.</p> <p>May only offer temperature.<br/>           Do not credit low temperature, cold or sub-zero unless clarified in terms of extent or timing.</p> |

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| Question |     | Expected Answer  | Marks       | Rationale  |
|----------|-----|--|-------------|--|
|          | (c) | <p><b>With reference to one or more located examples, show how cold environments provide economic opportunities.</b></p>   | [9]         |  |
|          |     | <p>Indicative content: Opportunities include resource exploitation, agriculture, recreation and tourism. The potential availability of these opportunities depends on the local conditions.</p> <p><b>Level 3:</b> Uses a clearly identified example to show how the environment provides economic opportunities. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.<br/><b>(8 – 9 marks)</b></p> <p><b>Level 2:</b> Gives a clearly identified example with description of characteristics provided. At least one opportunity identified. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.<br/><b>(5 – 7 marks)</b></p> <p><b>Level 1:</b> Limited or no example. Descriptive statement(s) about environment OR opportunities. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>If no located example then top of Level 1 Max.<br/>Max 2 marks for generic list.<br/><b>(0 – 4 marks)</b></p> |             | <p>Clearly explained links to economy eg high, steep mountains provide beautiful scenery which attracts tourists who create a demand for tertiary employment in hotels leading to a multiplier effect.</p> <p>Stated links eg high, steep mountains provide beautiful scenery which attracts tourists.<br/>Or<br/>Cold environments are used for ski-ing which creates a demand for tertiary employment in hotels leading to a multiplier effect.</p> <p>No links established eg high, steep mountains, beautiful scenery<br/>Or<br/>Lots of people use the environment for ski-ing, walking, climbing<br/>Or<br/>Tourism provides jobs/money.</p> |
|          |     | <b>Total</b>   | <b>[25]</b> |  |

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| Question |      | Expected Answer   | Marks      | Rationale   |
|----------|------|---|------------|---|
| 4        | (a)  | <b>Study Fig. 4, a triangular graph showing the relative importance of factors influencing sand dune formation.</b>   |            |   |
|          | (i)  | <b>Using Fig. 4, describe the relative importance of the factors influencing the formation of longitudinal dunes.</b> | <b>[4]</b> | Two factors accurately described in terms of value and relative importance = 3 marks.<br><br>One factor accurately described in terms of value and importance = 2 marks   |
|          | (ii) | <b>Explain how two natural processes influence sand dune formation.</b>   | <b>[6]</b> | One explained well and one other with a stated link = 4+1.<br>One explained well and one other with partial explanation = 4+2.<br><br>Credit for named generic process only if linked to mechanism or landform. |

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| Question |     | Expected Answer   | Marks | Rationale   |
|----------|-----|---|-------|---|
|          | (b) | <p><b>Describe the climatic characteristics of a hot arid/semi-arid environment.</b></p>  | [6]   | <p>May refer to arid or semi-arid but description must be linked to type in that case.</p> <p>Temperature max/min and total ppt likely.</p> <p>May only offer temperature.<br/>Do not credit high temperature or dry unless clarified in terms of extent or timing.</p> |
|          |     | <p>Indicative content: Key characteristics are temperature regime and low annual precipitation. Other relevant characteristics may include strong winds, high evaporation rates, high diurnal range, sand storms, convectional storms, unreliable rainfall. Data depends on type of environment chosen.</p> <p><b>Level 2:</b> Accurate description of a range of climatic characteristics. Appropriate approximate data used as evidence. <b>(5 – 6 marks)</b></p> <p><b>Level 1:</b> Valid description of climatic characteristics. Data, if used, likely to be inaccurate or inappropriate. <b>(0 – 4 marks)</b></p> |       |   |

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| Question | Expected Answer   | Marks       | Rationale  |
|----------|---|-------------|--|
| (c)      | <p><b>With reference to one or more located examples, show how hot arid/semi-arid environments provide economic opportunities.</b></p>  | [9]         | <p>Clearly explained links to economy eg deep canyons provide beautiful scenery which attracts tourists who create a demand for tertiary employment in hotels leading to a multiplier effect.</p>                        |
|          | <p><b>Level 3:</b> Uses a clearly identified example to show how the environment provides economic opportunities. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.<br/><b>(8 – 9 marks)</b></p>   |             | <p>Stated links eg canyons provide beautiful scenery which attracts tourists.<br/>Or<br/>Arid environments attract tourists which creates a demand for tertiary employment in hotels leading to a multiplier effect.</p> |
|          | <p><b>Level 2:</b> Gives a clearly identified example with description of characteristics provided. At least one opportunity identified. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographic terminology.<br/><b>(5 – 7 marks)</b></p>  |             | <p>No links established eg canyons provide beautiful scenery which tourists come to see<br/>Or<br/>Lots of people use the environment for walking, climbing, off-roading.</p>  |
|          | <p><b>Level 1:</b> Limited or no example. Descriptive statement(s) about environment OR opportunities. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>If no located example then top of Level 1 Max. Max 2 marks for generic list.<br/><b>(0 – 4 marks)</b></p> |             |  |
|          | <b>Total</b>  | <b>[25]</b> |  |

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| Question         | Expected Answer  | Mark   | Rationale |  |
|------------------|--|--|-----------|--|
| <b>Section B</b> |  |  |           |  |
| 5                | <p><b>With reference to one or more located examples, examine the management challenges associated with the development of river landscapes.</b></p> | <p>Indicative content: Management may refer to flooding, conflicting land uses/human activities, development issues. Challenges may arise from the increasing density of population, difficulties of quantifying social and environmental costs/benefits, urbanisation, international rivers and conflicts between human uses, possibly upstream/downstream. Management needs to be careful and balance socio-economic and environmental needs if it is to be sustainable.</p> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of the challenges facing management. Cause-effect links are clearly explained. There is effective use of detailed exemplification of management challenges. <b>(11 – 13 marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of the challenges facing management. Cause-effect links are stated but not clearly explained. There is use of exemplification of management challenges. <b>(7 – 10 marks)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of challenges and management. Cause-effect links are limited or absent. There is limited exemplification of management challenges.</p> <p>If no located example then top of Level 1 Max. <b>(0 – 6 marks)</b></p> | [25]      | <p>Reference could be made to locations not immediately adjacent to a river.</p> <p>The focus may be on management strategies.</p> |

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| Question | Expected Answer   | Mark        | Rationale   |
|----------|---|-------------|---|
|          | <p><b>AO2 Analysis and application</b></p> <p><b>Level 3:</b> Clear analysis and application of knowledge and understanding of how and why development causes management challenges. <b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding of how and why development causes management challenges. <b>(3 – 4 marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding of how and why development causes management challenges. <b>(0 – 2 marks)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn. <b>(6 – 7 marks)</b></p> <p><b>Level 2:</b> Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted. <b>(4 – 5 marks)</b></p> <p><b>Level 1:</b> Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted. <b>(0 – 3 marks)</b></p> |             | <p>Explicit references to development.</p> <p>Implicit references to development.</p> <p>No reference to development.</p> |
|          | <b>Total</b>  | <b>[25]</b> |   |



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| Question  | Expected Answer   | Mark               | Rationale  |
|---|---|--------------------|--|
| <p><b>6</b> With reference to one or more located examples, examine the management challenges associated with the development of coastal areas.</p> | <p>Indicative content: Management may refer to coastal protection, conflicting land uses/human activities, development issues. Challenges may arise from the increasing density of population, urbanisation, growth of tourism, difficulties of quantifying social and environmental costs/benefits, international coastlines and conflicts between human uses, possibly updrift/downdrift. Rising sea level and increased wave erosion may also be considered. Management needs to be careful and balance socio-economic and environmental needs if it is to be sustainable.</p> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of the challenges facing management. Cause-effect links are clearly explained. There is effective use of detailed exemplification of management challenges. <b>(11 – 13 marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of the challenges facing management. Cause-effect links are stated but not clearly explained. There is use of exemplification of management challenges. <b>(7 – 10 marks)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of challenges and management. Cause-effect links are limited or absent. There is limited exemplification of management challenges.</p> <p>If no located example then top of Level 1 Max. <b>(0 – 6 marks)</b></p> | <p><b>[25]</b></p> | <p>Reference could be made to locations not immediately adjacent to a coastline. Some challenges may arise from development of coastal defences.</p> <p>The focus may be on management strategies.</p> |

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| Question | Expected Answer   | Mark        | Rationale   |
|----------|---|-------------|---|
|          | <p><b>AO2 Analysis and application</b></p> <p><b>Level 3:</b> Clear analysis and application of knowledge and understanding of how and why development causes management challenges. <b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding of how and why development causes management challenges. <b>(3 – 4 marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding of how and why development causes management challenges. <b>(0 – 2 marks)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn. <b>(6 – 7 marks)</b></p> <p><b>Level 2:</b> Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted. <b>(4 – 5 marks)</b></p> <p><b>Level 1:</b> Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted. <b>(0 – 3 marks)</b></p> |             | <p>Explicit references to development.</p> <p>Implicit references to development.</p> <p>No reference to development.</p> |
|          | <b>Total</b>  | <b>[25]</b> |   |

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| Question | Expected Answer  | Mark | Rationale |
|----------|--|------|-----------|
| 7        | <p><b>With reference to located examples, examine strategies to manage cold environments sustainably.</b></p>  | [25] |           |
|          | <p>Indicative content: Management should balance socio-economic and environmental needs. Careful management is required to ensure sustainability. The fragility of cold environments needs to be considered. Cold environments do provide opportunities for development and these need to be managed. Sustainable tourism in locations such as Antarctica and Nepal may provide good exemplification, as can sustainable management of resource exploitation in Alaska.</p> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of the concept of sustainability and the management strategies that can be used. Cause-effect links are clearly explained. There is effective use of detailed exemplification to provide evidence of sustainable management strategies. <b>(11 – 13 marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of the concept of sustainability and the management strategies that can be used. Cause-effect links are stated but not clearly explained. There is use of exemplification to provide some evidence of sustainable management strategies. <b>(7 – 10 marks)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of the concept of sustainability and the management strategies that can be used. Cause-effect links are limited or absent. There is limited evidence of sustainable management strategies.</p> <p>If no located example then top of Level 1 Max.<br/><b>(0 – 6 marks)</b></p> |      |           |

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| Question | Expected Answer  | Mark        | Rationale   |
|----------|--|-------------|---|
|          | <p><b>AO2 Analysis and application</b></p> <p><b>Level 3:</b> Clear analysis and application of knowledge and understanding of sustainable management strategies. <b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding of sustainable management strategies. <b>(3 – 4 marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding of sustainable management strategies. <b>(0 – 2 marks)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn. <b>(6 – 7 marks)</b></p> <p><b>Level 2:</b> Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted. <b>(4 – 5 marks)</b></p> <p><b>Level 1:</b> Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted. <b>(0 – 3 marks)</b></p> |             | <p>Explicit references to how the management is sustainable.</p> <p>Implicit references to how the management is sustainable.</p> <p>Lacks references to how the management is sustainable.</p> |
|          | <b>Total</b>   | <b>[25]</b> |   |

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| Question | Expected Answer   | Mark | Rationale |
|----------|---|------|-----------|
| 8        | <p><b>With reference to located examples, examine strategies to manage hot arid/semi-arid environments sustainably.</b></p> | [25] |           |

Indicative content: Management should balance socio-economic and environmental needs. Careful management is required to ensure sustainability. The fragility of hot arid/semi-arid environments needs to be considered. Hot arid/semi-arid environments do provide opportunities for development and these need to be managed. Sustainable tourism in locations such as Arches NP and Uluru may provide good exemplification, as can sustainable management of resource exploitation in Saudi Arabia.

**AO1 Knowledge and understanding**

**Level 3:** Detailed knowledge and understanding of the concept of sustainability and the management strategies that can be used. Cause-effect links are clearly explained. There is effective use of detailed exemplification to provide evidence of sustainable management strategies. **(11 – 13 marks)**

**Level 2:** Some knowledge and understanding of the concept of sustainability and the management strategies that can be used. Cause-effect links are stated but not clearly explained. There is use of exemplification to provide some evidence of sustainable management strategies. **(7 – 10 marks)**

**Level 1:** Limited knowledge and understanding of the concept of sustainability and the management strategies that can be used. Cause-effect links are limited or absent. There is limited evidence of sustainable management strategies.

If no located example then top of Level 1 Max.  
**(0 – 6 marks)**

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Mark Scheme

June 2011

| Question | Expected Answer  | Mark        | Rationale   |
|----------|--|-------------|---|
|          | <p><b>AO2 Analysis and application</b></p> <p><b>Level 3:</b> Clear analysis and application of knowledge and understanding of sustainable management strategies. <b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding of sustainable management strategies. <b>(3 – 4 marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding of sustainable management strategies. <b>(0 – 2 marks)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn. <b>(6 – 7 marks)</b></p> <p><b>Level 2:</b> Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted. <b>(4 – 5 marks)</b></p> <p><b>Level 1:</b> Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted. <b>(0 – 3 marks)</b></p> |             | <p>Explicit references to how the management is sustainable.</p> <p>Implicit references to how the management is sustainable.</p> <p>Lacks references to how the management is sustainable.</p> |
|          | <b>Total</b>   | <b>[25]</b> |   |
|          | <b>Paper Total</b>   | <b>[75]</b> |   |

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