



GCE

Geography

Advanced Subsidiary GCE

Unit **F762**: Managing Change in Human Environments

Mark Scheme for January 2011

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Mark Scheme

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Question	Expected Answer	Mark	Rationale
Section A			
1	(a)	Study Fig. 1, an Ordnance Survey map extract of part of Greater Manchester.	
	(i)	<p>Identify and locate <u>two</u> different types of land use in the area shown on Fig. 1.</p> <p>Types of land use includes: General – residential, industry, transportation, leisure & recreation etc. Specific – sewage works, schools, cemetery, golf course etc.</p> <p>Level 2: Identifies two types of land use and locates using grid references, direction or specific names. (3-4 marks)</p> <p>Level 1: Identifies and locates one type of land use or identifies two types of land use without locating. (0-2 marks)</p>	<p>[4]</p> <p>If GR incorrect then not located. 4 fig ref acceptable for land uses that cover a large area. A single identified land use + GR = 2 marks.</p> <p>Location does not have to be GR but should be clearly located e.g. near motorway = L1 type response, near M60 = L2 type response.</p>
	(ii)	<p>Suggest how <u>two</u> economic factors have influenced land use in the area shown.</p> <p>Economic factors could include:</p> <ul style="list-style-type: none"> • Price of land • Ease (cost) of transport • Agglomeration (nearness to other factors) • Economic planning/availability of grants. <p>Level 2: Two well developed factors with an understanding about how they might influence land use. (5-6 marks)</p> <p>Level 1: One well developed factor identified with an understanding about how it might influence land use or two factors with limited development or two similar factors. (0-4 marks)</p>	<p>[6]</p> <p>Be wary of the use of two aspects of the same economic factor.</p> <p>Factors must be clearly economic.</p> <p>Example of one factor: The cost of land – where expensive land makes it too costly for residential development.</p> <p>Cost of land means only some uses can afford it.</p>

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Question	Expected Answer	Mark	Rationale
(b)	<p data-bbox="387 209 1301 240">Outline <u>two</u> social problems associated with urban deprivation.</p> <p data-bbox="387 276 1301 339">Social problems can include a range of ideas such as: housing quality, environmental quality, health and education issues, fear of crime etc.</p> <p data-bbox="387 480 1301 544">Level 2: Two problems clearly identified with understanding about how they might be evidence of urban deprivation. (5-6 marks)</p> <p data-bbox="387 616 1301 715">Level 1: One problem clearly identified with understanding about how it might be evidence of urban deprivation or two ideas identified with limited reference to the idea of urban deprivation. (0-4 marks)</p>	[6]	<p data-bbox="1462 209 2085 272">Be flexible about the interpretation of social and the interpretation of deprivation.</p> <p data-bbox="1462 312 2085 408">Accept socio-economic problems if appropriate Accept socio-environmental problems if appropriate</p> <p data-bbox="1462 448 2085 576">Example of one problem: Urban deprivation leads to poor health as housing is often overcrowded and lacks basic facilities.</p> <p data-bbox="1462 616 2085 647">Urban deprivation leads to poor health.</p>

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Question	Expected Answer	Mark	Rationale
(c)	<p>With reference to one located urban area, explain how change can lead to areas of urban dereliction.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • change can be seen as industrial, residential or wider economic/social change • can be linked to industrial/location or planning policy • can be linked to deprivation. <p>Level 3: Uses a clearly identified example to explain how change can lead to areas of dereliction. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. (8-9 marks)</p> <p>Level 2: Gives a clearly identified example. Some understanding of how change can lead to areas of dereliction. 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. (5-7 marks)</p> <p>Level 1: Limited or no example. Describes urban dereliction with no real reference or understanding of how change can lead to areas of dereliction. 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. (0-4 marks)</p> <p>If no located example then top of level 1 Max.</p>	[9]	<p>Requires one area - use evidence from the strongest example if more than one.</p> <p>‘Change’ may be a single force or multi – cause-effect linkage to the change is a L3 type response.</p> <p>Shanty towns can be seen as dereliction. Dereliction can be seen as environmental decline.</p> <p>Illustration: With the decline in manufacturing, factories close and often remain vacant or derelict for years as no one can afford to redevelop them.</p> <p>With the decline in manufacturing, factories close and often remain vacant or derelict for years.</p> <p>With the decline in manufacturing, factories close.</p>
Total	[25]		

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Question		Expected Answer	Mark	Rationale
2	(a)	Study Fig. 2, an Ordnance Survey map extract of part of north Kent.		
	(i)	<p>Identify and locate <u>two</u> different functions of the rural area shown on Fig. 2.</p> <p>Types of functions include: General – farming, tourism, commerce etc. Specific – school, sewage works, public house etc.</p> <p>Level 2: Identifies two functions and locates using grid references, direction or specific names. (3-4 marks)</p> <p>Level 1: Identifies and locates one function or identifies two functions without locating them. (0-2 marks)</p>	[4]	<p>If GR incorrect then not located.</p> <p>A single identified function + GR = 2 marks.</p> <p>Location does not have to be GR but should be clearly located e.g. near road = L1 type response, near B2015 = L2 type response.</p>
	(ii)	<p>Suggest how <u>two</u> factors have influenced the economic development of the area shown in Fig.2.</p> <p>Factors could include:</p> <ul style="list-style-type: none"> • Price of land • Ease of transport • Demand for services • Physical attractions eg River for transport. <p>Level 2: Two well developed factors identified with an understanding about how they might influence land use. (5-6 marks)</p> <p>Level 1: One well developed factor identified with an understanding about how it might influence land use or two factors with limited development or two similar factors. (0-4 marks)</p>	[6]	<p>A logical factor appropriate to rural areas but not necessarily this area is acceptable.</p> <p>Example of one factor: Transport –settlements have built up along the main roads due to ease of access e.g. Watlington</p> <p>Transport – settlements have built up along the main roads.</p>

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Question	Expected Answer	Mark	Rationale
(b)	<p>Outline <u>two</u> social problems associated with rural decline.</p> <p>Social problems can include a range of ideas such as: loss of social cohesion, demographic change, loss of community facilities, fall in housing quality, fall in housing prices/issues of negative equity, increase in low level crime etc.</p> <p>Level 2: Two problems clearly identified with understanding about how they might be evidence of rural decline. (5-6 marks)</p> <p>Level 1: One problem clearly identified with understanding about how it might be evidence of rural decline or two ideas identified with limited reference to the idea of rural decline. (0-4 marks)</p>	[6]	<p>Be flexible about the interpretation of social and the interpretation of rural decline.</p> <p>Accept socio-economic problems if appropriate Accept socio-environmental problems if appropriate</p> <p>Example of one problem: An ageing population as most of the young working age population has left.</p> <p>An ageing population as most of the young population has moved out.</p>

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Question	Expected Answer	Mark	Rationale
(c)	<p>With reference to one located rural area, examine the causes of rural dereliction.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • rural dereliction can be based around a range of activities (declining agriculture/industry etc) • may be linked to issues of isolation • may be a result of socio/economic policy • focus could be outmigration/spiral of decline in any part of the world. <p>Level 3: Uses a clearly identified example to explain the causes of rural dereliction. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. (8-9 marks)</p> <p>Level 2: Gives a clearly identified example. Tentative understanding of causes of rural dereliction. 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. (5-7 marks)</p> <p>Level 1: Limited or no example. Describes rural dereliction with no real reference or understanding of the causes. 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. (0-4 marks)</p> <p>If no located example then top of level 1 Max.</p>	[9]	<p>Requires one area - use evidence from the strongest example if more than one.</p> <p>A single cause is acceptable – the focus cause-effect e.g. mechanisation of farming.</p> <p>Allow a wide interpretation of dereliction (e.g. a decline without dereliction as such or dereliction with economic change).</p> <p>Illustration: The mechanisation of agriculture means there is a decreased demand for farm workers so young people move out to find work so the housing stock is occupied by older poorer people who can't afford to improve or maintain it.</p> <p>The mechanisation of agriculture means there is a decreased demand for farm workers so young people move out to find work so the housing stock deteriorates.</p> <p>Agricultural change means young people move out to find work so the area becomes derelict.</p>
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Question		Expected Answer	Mark	Rationale
3	(a)	Study Fig. 3, which shows the energy mix of two countries (2008).		
	(i)	<p>Describe the differences in the energy mix for the two countries shown in Fig. 3.</p> <p>Major differences include:</p> <ul style="list-style-type: none"> • Kenya dominated by one source/Germany more evenly spread • Kenya has 3/4 sources/Germany has 5 sources • Kenya dominated by fuelwood/Germany dominated by fossil fuels • Kenya does not have nuclear energy/Germany has nuclear energy • Kenya does not have gas/Germany has gas • Kenya largely renewables/Germany largely non-renewables. <p>Level 2: Clearly identifies differences by mentioning both in comparative terms. Good use of data. 3 differences – 4 marks 2 differences – 3 marks. (3-4 marks)</p> <p>Level 1: Lists characteristics of each country with limited comparative judgement. No ref to data. (0-2 marks)</p>	[4]	<p>No credit for similarities.</p> <p>No expectation of actual % but should be clear ref to data e.g. Germany uses 10x as much coal.</p>

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Question		Expected Answer	Mark	Rationale
	(a) (ii)	<p>Suggest <u>two</u> reasons for the differences shown.</p> <p>Reasons could include:</p> <ul style="list-style-type: none"> • Level of development • Differences in income/demand • Availability of resources • Level of infrastructural development • Urban/rural population balance • Available technology • Availability of fuelwood. <p>Level 2: Two well developed reasons identified with clear understanding. (5-6 marks)</p> <p>Level 1: One well developed reason identified with clear understanding or two reasons with limited development. (0-4 marks)</p>	[6]	<p>Do not double credit the opposite of the same reason e.g. LEDC v MEDC i.e. rich v poor.</p> <p>Suggest means accept logical reasons.</p> <p>Example of one reason: Germany has large deposits of coal unlike Kenya and the technology to use it.</p> <p>Germany has large deposits of coal unlike Kenya.</p>
	(b)	<p>Explain how <u>two</u> physical factors can influence the supply of energy.</p> <ul style="list-style-type: none"> • Influence can be positive and negative. <p>Ideas include:</p> <ul style="list-style-type: none"> • Remoteness • Harshness of environment (extremes/rapid change) • Relief (advantages and disadvantages) • Geology (advantages and disadvantages) • Climate. <p>Level 2: Two well developed physical factors identified with clear understanding about why they might influence energy supply. (5-6 marks)</p> <p>Level 1: One well developed physical factor identified with clear understanding about why it might influence energy supply or two physical factors that are not fully explained. (0-4 marks)</p>	[6]	<p>Be open to a wide interpretation of physical factors.</p> <p>Example of one factor: Some areas have sedimentary rocks rich in hydrocarbons such as oil and coal which can be used to produce energy.</p> <p>Some areas have rocks which can be used to produce energy.</p>

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Question	Expected Answer	Mark	Rationale
(c)	<p>With reference to one or more located examples, explain how renewable energy is playing an increasing part in the management of energy supplies.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • 'playing an increasing part' implies growth/development • Responses may focus largely on descriptive accounts of policy – this could be national (Germany) or regional (California) • Focus on the 'use of renewables' rather than specific developments is acceptable • Answer could be based on any location and at any scale. <p>Level 3: Uses a clearly identified example to explain the ways in which renewable energy is playing an increasing role in energy supply. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. (8-9 marks)</p> <p>Level 2: Gives a clearly identified example. Describes examples of the use of renewable energy. 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. (5-7 marks)</p> <p>Level 1: Limited or no example. Some basic descriptive points about the use of renewable energy. Limited context to question. 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. (0-4 marks)</p> <p>If no located example then top of level 1 Max.</p>	[9]	<p>They may adopt an answer approach that looks at the area's energy policy as a whole or focus on differing types of renewable energy.</p> <p>Illustration: Offshore wind farms are playing an increasing part in the UK's energy mix as the UK's surrounding seas are prone to strong persistent winds so wind energy is seen as an appropriate source of energy.</p> <p>Offshore wind farms are playing an increasing part in the UK's energy mix as the surrounding seas get strong winds.</p> <p>Offshore wind farms are playing an increasing part in the UK's energy mix.</p>
Total	[25]		

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Question		Expected Answer	Mark	Rationale
4	(a)	Study Fig. 4, which shows international tourist arrivals by world region (1950-2010).		
	(i)	<p>Describe the changes in international tourist arrivals shown in Fig. 4.</p> <p>Basic changes include:</p> <ul style="list-style-type: none"> • All have grown • Grown faster since 2003 • Europe has grown fastest (in numbers) • East Asia has had rapid growth • African/Middle East/South Asia has most recent growth. <p>Level 2: Identifies patterns of growth and relative growth between regions. Good use of data. 3 changes – 4 marks 2 changes – 3 marks. (3-4 marks)</p> <p>Level 1: Identifies idea of growth or 'all have grown'. Limited use of data. (0-2 marks)</p>	[4]	Answers may look at overall aspects of change and/or area by area change.

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Question	Expected Answer	Mark	Rationale
(ii)	<p>Suggest <u>two</u> reasons for these changes.</p> <ul style="list-style-type: none"> • Could consider general changes or specific changes. <p>Reasons could include:</p> <ul style="list-style-type: none"> • Socio-economic development (more time/money etc) • Expansion of infrastructure/travel • Improvements to safety/political stability • Increasing awareness of different places • Tourism encouraged as part of an economic development strategy. <p>Level 2: Two well developed reasons identified with clear understanding/reasoning. (5-6 marks)</p> <p>Level 1: One well developed reason identified with clear understanding or two reasons with limited development. (0-4 marks)</p>	[6]	<p>Example of one reason: People have more disposable income so can afford more luxuries such as international tourism.</p> <p>People have higher incomes so can afford to travel.</p>
(b)	<p>Identify and explain <u>two</u> recent changes in the types of global tourism.</p> <ul style="list-style-type: none"> • 'recent' can be interpreted quite widely • explain implies some understanding of why change has occurred. eg 'there has been a growth in ecotourism as people have become increasingly aware of environmental issues and want a holiday in unspoilt areas'. <p>Level 2: Two changes identified and clearly explained with sound reasoning. (5-6 marks)</p> <p>Level 1: One change identified and clearly explained or two changes identified but with limited explanation. (0-4 marks)</p>	[6]	<p>Accept changes in destination. Accept increased or decreased tourism in an existing type as well as new types e.g. 'dark tourism' (such as visiting concentration camps).</p> <p>Example of one change: People are increasingly trying to find new and exotic destinations as they want to escape from the overcrowded package resorts.</p> <p>People are increasingly trying to find new destinations as they are bored.</p>

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(c)	<p>With reference to one or more located examples, explain how ecotourism benefits local communities.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Could focus on an ecotourism holiday/resort and focus on a range of general points • Could focus on specific aspects of local community involvement; ie use of local skills/crafts, materials etc • 'Ecotourism' can be considered in general terms since some places are selling themselves as 'eco' but be using the idea as a marketing tool. ie Accept examples of where some aspect of tourism is working with local communities even if the whole example is not really 'ecotourism'. <p>Level 3: Uses a clearly identified example to explain how ecotourism benefits local communities. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. (8-9 marks)</p> <p>Level 2: Gives a clearly identified example. Describes some aspects of community involvement. 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. (5-7 marks)</p> <p>Level 1: Limited or no example. Some basic descriptive points about positive aspects of tourism without focussing much on 'community'. 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. (0-4 marks)</p> <p>If no located example then top of level 1 Max.</p>	[9]	<p>Be very open minded on the definition of ecotourism – accept interpretation as type of environmental management/eco-friendly.</p> <p>If generic benefits linked to local communities then be sympathetic.</p> <p>Illustration: Ecotourism brings money directly into the local community and helps create local infrastructure which helps the community e.g. maintains local cultures.</p> <p>Ecotourism brings money directly into the local community and helps create local infrastructure.</p> <p>Ecotourism brings money directly into the local community.</p>
	Total	[25]	

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Question	Expected Answer	Mark	Rationale
Section B			
5	<p>With reference to one or more located examples, examine how urban change can lead to social and economic challenges.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • change can be growth or decline or change without either. • context can be anywhere • social challenges can include ideas about deprivation • 'socio-economic' ideas will be a significant avenue for discussion • 'challenge' can be seen at different levels, from individual, local to national government scale. <p>The question is not about environmental issues unless clearly linked to socio-economic factors.</p> <p>AO1 Knowledge and understanding Level 3: Detailed knowledge and understanding of how urban change can lead to social and economic challenges. Cause-effect links are clearly explained. There is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of how urban change can lead to social and economic challenges. Cause-effect links are stated but not clearly explained. There is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of how urban change can lead to social and economic challenges. No cause-effect links are stated. There is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 Max.</p>	[25]	<p>Be flexible about accepting observations about environmental challenges as long as clearly linked to social or economic challenges.</p> <p>No need to balance social and economic challenges but if one aspect clearly missing then max L2. The balance of the response will vary with the examples chosen.</p> <p>Knowledge can be locational and/or knowledge of the challenges.</p>

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Question	Expected Answer	Mark	Rationale
5	<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of urban change and application of knowledge about how change can lead to social and economic challenges. (5 marks)</p> <p>Level 2: Some analysis of the issues of urban change and application of knowledge about how change can lead to social and economic challenges. (3-4 marks)</p> <p>Level 1: Limited analysis of the issues of urban change and application of knowledge about how change can lead to social and economic challenges. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is no attempt at a conclusion. (0-3 marks)</p>		Be aware that elements of a conclusion may occur throughout the answer.
	Total	[25]	

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Question	Expected Answer	Mark	Rationale
6	<p>With reference to one or more located examples, examine how rural change can lead to social and economic challenges.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • change can be growth or decline or change without either • context can be anywhere • 'challenge' can be wide ranging and at different scales • social or economic or socio/economic points acceptable. <p>The question is not about environmental issues unless clearly linked to socio-economic factors.</p> <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of how rural change can lead to social and economic challenges. Cause-effect links are clearly explained. There is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of how rural change can lead to social and economic challenges. Cause-effect links are stated but not clearly explained. There is use of exemplification.(7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of how rural change can lead to social and economic challenges. No cause-effect links are stated. There is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 Max.</p>	[25]	<p>Be flexible about accepting observations about environmental challenges as long as clearly linked to social or economic challenges.</p> <p>No need to balance social and economic challenges but if one aspect clearly missing then max L2. The balance of the response will vary with the examples chosen.</p> <p>Knowledge can be locational and/or knowledge of the challenges.</p>

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Question	Expected Answer	Mark	Rationale
6	<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of rural change and application of knowledge about how change can lead to social and economic challenges. (5 marks)</p> <p>Level 2: Some analysis of the issues of rural change and application of knowledge about how change can lead to social and economic challenges. (3-4 marks)</p> <p>Level 1: Limited analysis of the issues of rural change and application of knowledge about how change can lead to social and economic challenges. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is no attempt at a conclusion. (0-3 marks)</p>		Be aware that elements of a conclusion may occur throughout the answer.
	Total	[25]	

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Question	Expected Answer	Mark	Rationale
7	<p>With reference to one or more located examples, explain how the exploitation of energy resources may create problems for both people and the environment.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • 'people and the environment' do not have to be seen as separate e.g. damage to fishing grounds could be harmful to both people and the environment • Could be in any appropriate locational context • Could be at any scale • 'problems' could focus on long term issues or particular incidents (oil spills) • 'exploitation' can be seen in a range of contexts including political problems/conflicts • May include the ideas of 'conflict' as a major problem. <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of how energy exploitation creates problems for people and the environment. Cause-effect links are clearly explained. There is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of how energy exploitation creates problems for people and the environment. Cause-effect links are stated but not clearly explained. There is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of how energy exploitation creates problems for people and the environment. No cause-effect links are stated. There is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 Max.</p>	[25]	<p>Exploitation may cover extraction, transportation and/or production.</p> <p>No need to balance people and the environment problems but if one aspect clearly missing then max L2. The balance of the response will vary with the examples chosen.</p> <p>Knowledge can be locational and/or knowledge of the challenges.</p>

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Question	Expected Answer	Mark	Rationale
7	<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of energy exploitation and application of knowledge about how energy exploitation creates problems for people and the environment. (5 marks)</p> <p>Level 2: Some analysis of the issues of energy exploitation and application of knowledge about how energy exploitation creates problems for people and the environment. (3-4 marks)</p> <p>Level 1: Limited analysis of the issues of energy exploitation and application of knowledge about how energy exploitation creates problems for people and the environment. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is no attempt at a conclusion. (0-3 marks)</p>		Be aware that elements of a conclusion may occur throughout the answer.
	Total	[25]	

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Question	Expected Answer	Mark	Rationale
8	<p>With reference to one or more located examples, explain how the growth of tourism creates problems for both people and the environment.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • 'people and the environment' do not have to be seen as separate e.g. damage to coral reefs could be harmful to both people and the environment • Could be in any appropriate locational context • Could be at any scale • 'problems' could focus on long term issues or particular incidents (large scale developments) • 'exploitation' can be seen in a range of contexts including political problems/conflicts • May include the ideas of 'conflict' as a major problem. <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of how the growth of tourism creates problems for people and the environment. Cause-effect links are clearly explained. There is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of how the growth of tourism creates problems for people and the environment. Cause-effect links are stated but not clearly explained. There is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of how the growth of tourism creates problems for people and the environment. No cause-effect links are stated. There is limited exemplification. (0-6 marks)</p> <p>If no located example then top of level 1 Max.</p>	[25]	<p>Accept a wide interpretation of 'growth' – much may be implied.</p> <p>No need to balance people and the environment problems but if one aspect clearly missing then max L2. The balance of the response will vary with the examples chosen.</p> <p>Knowledge can be locational and/or knowledge of the challenges.</p>

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January 2011

Question	Expected Answer	Mark	Rationale
8	<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of the growth of tourism and application of knowledge about how the growth of tourism creates problems for people and the environment. (5 marks)</p> <p>Level 2: Some analysis of the issues of the growth of tourism and application of knowledge about how the growth of tourism creates problems for people and the environment. (3-4 marks)</p> <p>Level 1: Limited analysis of the issues of the growth of tourism and application of knowledge about how the growth of tourism creates problems for people and the environment. (0-2 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion. (6-7 marks)</p> <p>Level 2: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. There is a limited conclusion. (4-5 marks)</p> <p>Level 1: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is no attempt at a conclusion. (0-3 marks)</p>		Be aware that elements of a conclusion may occur throughout the answer.
	Total	[25]	
	Paper Total	[75]	

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