

# Geography

Advanced GCE F762

Managing Change in Human Environments

## Mark Scheme for June 2010

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Question		Expected Answer	Mark	Rationale/Additional Guidance
<b>Section A</b>				
1	(a)	<p><b>Study Fig. 1, which compares two districts of the city of São Paulo, Brazil (2005).</b></p> <p><b>(i) Describe the differences in service provision between the two districts shown in Fig. 1.</b></p> <p><b>Indicative content:</b></p> <p>Lapa has:  54% more with electricity;  20% more with piped water;  81% more with main sewers.</p> <p><b>Level 2:</b> Uses the data to identify individual difference (a comparison) and relative differences between the different indices.  <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Identifies the differences in service provision relative to one being greater than the other or data copied.  <b>(0-2 marks)</b></p> <p>MAX L1 if no use of data or data repeated.</p>	[4]	<p>No credit for literacy or min. wage – must relate to service provision data.</p> <p>4<sup>th</sup> mark is for overall comment about Lapa having greater service provision and should consider all three services</p>

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		<p>(ii) <b>Suggest <u>two</u> reasons for these differences.</b></p> <p><b>Indicative content:</b> Any two reasonable points can be used. Ideas might include:</p> <ul style="list-style-type: none"> <li>• Observations about relative wealth and ability to afford services of different areas.</li> <li>• Observations about one area being a 'shanty town'/squatter settlement while the other is a more affluent area.</li> <li>• The length of time the area has been established.</li> <li>• Population density/structure.</li> <li>• Links to government spending.</li> <li>• Links between the minimum wage data and the other information.</li> </ul> <p><b>Level 2:</b> Suggests two reasons and shows clearly how each might explain the differences between the two areas. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Suggests one reason with clear understanding and another with vague understanding or two reasons not fully developed. <b>(0-4 marks)</b></p>	<p><b>[6]</b></p>	<p>May use literacy and min. wage data to justify reasons.</p> <p>Be wary of opposites of the same point – counts as one reason e.g. wealth – rich v poor.</p> <p>Clear cause and effect – why the reason causes the service provision to differ.</p> <p>Vague generic ideas.</p>
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	(b)	<p><b>Show how <u>two</u> economic factors influence land use patterns in urban areas.</b></p> <p><b>Indicative content:</b></p> <p>Economic factors may include:          Bid rent – cost of land          Transport links - costs          Wealth of population – tax base          Infrastructure investment          Employment volume/type          Linkages, economies of scale etc.          De-industrialisation and dereliction.</p> <p><b>Level 2:</b> Clearly identifies and explains how two economic factors influence land use. Some detailed exemplification to explain points made. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Shows how one economic factor influences land use patterns with clear understanding and another with vague understanding or two factors not fully developed. <b>(0-4 marks)</b></p>	[6]	<p>Land use patterns may be horizontal or vertical or may look at different types of land use.</p> <p>Accept historical aspects – inertia.</p> <p>Clear cause and effect – why the factor influences land use patterns.          For full marks expect some understanding of pattern and clear identification of economic factors.</p>
	(c)	<p><b>With reference to one or more located urban areas, explain how the problem of atmospheric pollution can be managed.</b></p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Management can be considered in terms of either/both prevention/response.</li> <li>• Prevention/Restriction might consider:             <ul style="list-style-type: none"> <li>• clean air acts</li> <li>• vehicle/industrial management</li> <li>• technical advances</li> <li>• traffic management</li> </ul> </li> </ul>	[9]	<p>One well developed idea e.g. reducing traffic pollution, reducing industrial pollution can gain full marks or a holistic approach may be adopted – large range of less detailed ideas.</p>

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		<ul style="list-style-type: none"> <li>• Response might consider:             <ul style="list-style-type: none"> <li>• monitoring</li> <li>• instituting legal procedures</li> <li>• offering advice/guidance</li> </ul> </li> <li>• Particular policy/management might be considered in a broad environmental sense. (Mexico City, Curitiba, Los Angeles).</li> </ul> <p><b>Level 3:</b> Uses a well chosen example(s) to explain in detail how the problems of atmospheric pollution are being managed. Well structured response with good use of geographical terminology. <b>(8-9 marks)</b></p> <p><b>Level 2:</b> Clearly identified example(s) with some clear exemplification of how the problems of atmospheric pollution are being managed. Response has a basic structure with some use of geographical terminology. <b>(5-7 marks)</b></p> <p><b>Level 1:</b> Limited use of example(s). Basic generic ideas which offer simple, descriptive points about managing atmospheric pollution. Poorly structured response with no use of geographical terminology. <b>(0-4 marks)</b></p> <p>MAX L1 if no use of located examples.</p>		<p>Need to demonstrate clear cause-effect of how <b>management</b> strategies reduce atmospheric pollution.</p> <p>Be careful not to credit causes of pollution.</p>
		<b>Total</b>	<b>[25]</b>	

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	(a)	<p><b>Study Fig. 2, which compares two rural villages in the Peak District, Derbyshire (2008).</b></p> <p>(i) <b>Describe the differences in the functions between the two villages shown in Fig. 2.</b></p> <p><b>Indicative content:</b>                      Village A has:                      4 more services/functions                      higher order functions e.g. small hotel                      a growing primary school</p> <p><b>Level 2:</b> Uses the data in detail to identify the differences in the data sets. <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Uses the data in a general way to describe differences in some of the data sets. <b>(0-2 marks)</b></p> <p>MAX L1 if no use of data or data repeated.</p>	[4]	<p>Can credit employment if clearly related to function.                      No credit for aspects that are the same.</p> <p>Level of detail distinguishes L2.</p>

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		<p>(ii) <b>Suggest <u>two</u> reasons for these differences.</b></p> <p><b>Indicative content:</b> Any two reasonable points can be used. Ideas might include:</p> <ul style="list-style-type: none"> <li>• Observations about local employment possibilities.</li> <li>• Village B might be a dormitory settlement.</li> <li>• Population structures may vary.</li> <li>• Levels of wealth may vary.</li> <li>• Village A may have visitor/tourism possibilities.</li> <li>• Levels of communication may vary.</li> <li>• Threshold populations differ.</li> </ul> <p><b>Level 2:</b> Suggests two reasons and shows clearly how each might explain the differences in functions between the two areas. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Suggests one reason with clear understanding and another with vague understanding or two reasons not fully developed. <b>(0-4 marks)</b></p>	<p><b>[6]</b></p>	<p>Be wary of opposites of the same point – counts as one reason e.g. wealth – rich v poor.</p> <p>Clear cause and effect – why the reason causes the function provision to differ.</p> <p>Vague generic ideas.</p>
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Question	Expected Answer	Mark	Rationale/Additional Guidance
(b)	<p><b>Show how <u>two</u> environmental factors influence the development of rural areas.</b></p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Environmental factors can include physical factors such as rivers, relief - slope, flora and fauna etc.</li> <li>• Influence can be positive or negative.</li> <li>• Might be linked to other factors, especially economic factors or observations about remoteness/lack of transport networks.</li> <li>• 'Influence the development' can be seen as encouraging or discouraging development.</li> <li>• 'Protected environments' (National Parks, green belts etc.) might be seen in a positive or negative way.</li> </ul> <p><b>Level 2:</b> Clearly identifies and explains how two environmental factors influence development. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Identifies and explains one factor with clear understanding and another with vague understanding or two factors not fully developed. <b>(0-4 marks)</b></p>	<p><b>[6]</b></p>	<p>Urban/rural fringe areas can be acceptable.</p> <p>Can accept socio- economic environmental factors.</p> <p>Clear cause and effect – how the factors influence development of the rural area.</p>

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Question	Expected Answer	Mark	Rationale/Additional Guidance
(c)	<p><b>With reference to one or more located rural areas, explain problems of managing traffic congestion.</b></p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• 'Traffic congestion' can be seen in terms of the movement of vehicles or parking.</li> <li>• Problems may focus on the actual management of traffic/parking and how this could be challenging.</li> <li>• Problems may focus on organisational factors such as cost/space etc.</li> <li>• Damage to habitats from construction</li> <li>• Mix of traffic e.g. animals, tourists.</li> </ul> <p><b>Level 3:</b> Uses well chosen example(s) to explain in detail the problems of managing traffic congestion. Well structured response with good use of geographical terminology. <b>(8-9 marks)</b></p> <p><b>Level 2:</b> Clearly identified example(s) with some clear exemplification of the problems of managing traffic congestion. Response has some structure and use of geographical terminology. <b>(5-7 marks)</b></p> <p><b>Level 1:</b> Limited use of located example(s). Basic generic ideas which offer simple, descriptive points about the problems of managing traffic congestion. Poorly structured response which has no use of geographical terminology. <b>(0-4 marks)</b></p> <p>MAX L1 if no use of located examples.</p>	<p><b>[9]</b></p>	<p><b>Must allow problems of traffic congestion per se.</b></p> <p>Urban/rural fringe areas can be acceptable but be wary of clearly urban aspects. Clear focus on rural areas expected.</p> <p>Inappropriate location max L1.</p>
	<b>Total</b>	<b>[25]</b>	

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Question		Expected Answer	Mark	Rationale/Additional Guidance
3	(a)	<p><b>Study Fig. 3 which shows the energy mix for electricity generation in 1972 and 2008 in the UK (%).</b></p>		
	(i)	<p><b>Compare the sources of energy used to generate electricity in the UK in 1972 with those in 2008, shown in Fig. 3.</b></p> <p><b>Indicative content:</b></p> <p>1972 to 2008:            Coal has decreased 63% to 37%            Gas increased 4% to 34%            Oil decreased from 24% to 6%            Nuclear risen from 5% to 18%            Renewables from 2% to 4%</p> <p><b>Level 2:</b> Uses the data to make comparisons between 1972 and 2008. Makes proportionate observations about the changes shown. <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Uses the data to express how sources have gone up or down or repeat the data. <b>(0-2 marks)</b></p> <p>MAX L1 if no use of data.</p>	[4]	Should comment on changes in at least three energy sources to achieve max.

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		<p>(ii) <b>Suggest <u>two</u> reasons for the changes shown.</b></p> <p><b>Indicative content:</b> Any two reasonable points can be used. Ideas might include:</p> <ul style="list-style-type: none"> <li>• Increasing use of gas because of North Sea gas.</li> <li>• Development of nuclear technology/power stations.</li> <li>• Fall in use of oil because of increasing need to import oil.</li> <li>• Fall in fossil fuels linked to need to diversify energy mix and environmental issues – carbon cuts.</li> <li>• Links to rising price of fossil fuels.</li> <li>• Exhaustion of UK coal supplies as best seams used up so higher cost of imports.</li> </ul> <p><b>Level 2:</b> Suggests two reasons with clear understanding of each. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Suggests one clear reason and another which shows only a vague understanding or two reasons not fully developed. <b>(0-4 marks)</b></p>	<p><b>[6]</b></p>	<p>Can refer to individual components or overall energy mix change. The focus is on energy mix for <b>electricity</b> generation.</p> <p>Two reasons should link to the changes. Be wary of answers that do two changes with a range of reasons.</p> <p>Clear cause-effect - why the reason changes the mix.</p>
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Question	Expected Answer	Mark	Rationale/Additional Guidance
(b)	<p><b>Show how political factors influence energy supply.</b></p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Political factors can include: <ul style="list-style-type: none"> <li>• Decisions to exploit energy resources</li> <li>• Taxation/subsidy on types of energy resources</li> <li>• Cartels restricting energy sales/increasing or decreasing prices</li> <li>• Government policy regarding energy mix</li> <li>• Environmental legislation</li> <li>• Wars</li> <li>• Pacts, international agreements.</li> </ul> </li> <li>• Supply can also reflect demand, so a demand based argument might be appropriate.</li> </ul> <p><b>Level 2:</b> Clearly identifies and explains in detail how political factors influence energy supply. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> General idea(s) about how political factors influence energy supply. Limited detail. <b>(0-4 marks)</b></p>	[6]	<p>Accept broad interpretation of 'energy supply'</p> <p>Clear cause-effect - why the factor influences energy supply. More than one factor expected at this level.</p>

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Question	Expected Answer	Mark	Rationale/Additional Guidance
(c)	<p><b>Using one or more located examples, explain how the exploitation of energy resources can create economic opportunities.</b></p> <p><b>Indicative content:</b> ‘Economic opportunities’ can include:</p> <p>Direct or indirect Multiplier ideas Employment Socio-economic Income/wealth Trade – balance of payment</p> <p><b>Level 3:</b> Uses well chosen example(s) to explain in detail how the exploitation of energy resources can create economic opportunities. Well structured response with good use of geographical terminology. <b>(8-9 marks)</b></p> <p><b>Level 2:</b> Clearly identified example(s) with clear explanation about how the exploitation of energy resources can create economic opportunities. Response has some structure and use of geographical terminology. <b>(5-7 marks)</b></p> <p><b>Level 1:</b> Limited use of locational example(s). Basic generic ideas which offer simple, descriptive points about how energy exploitation can create economic opportunities. Poorly structured response with no use of geographical terminology.</p> <p>MAX L1 if no use of located examples.</p>	<p><b>[9]</b></p>	<p>‘Economic opportunities’ can be considered at a variety of scales, including:</p> <ul style="list-style-type: none"> <li>• Regional scale in relation to jobs, incomes and multiplier links.</li> <li>• Broader scale considering infrastructural and developmental opportunities – links to other possibilities.</li> <li>• National scale in terms of governmental revenues and trade balances.</li> </ul> <p>Broader overview can be expected at this level.</p> <p>Will typically repeat ‘jobs’ &amp; ‘money’ type of answers and do little more.</p>
	<b>Total</b>	<b>[25]</b>	

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Question		Expected Answer	Mark	Rationale/Additional Guidance
4	(a)	<p><b>Study Fig. 4 which shows the top ten European destinations for UK tourists (2006).</b></p> <p>(i) <b>Describe the visitor pattern for UK tourists, shown in Fig. 4.</b></p> <p><b>Indicative content:</b>            More UK visitors to nearby countries            More to larger countries e.g. France            More to countries in the south            May identify anomalies to pattern.</p> <p><b>Level 2:</b> Uses the data to describe the individual countries and makes reference to the general pattern. <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Uses the data to describe the individual countries or repeat the data. Little reference to general pattern.  <b>(0-2 marks)</b></p> <p>MAX L1 if no use of data.</p>	[4]	4 <sup>th</sup> mark for identification of any anomalies to the pattern.

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		<p>(ii) <b>Suggest <u>two</u> reasons for this pattern.</b></p> <p><b>Indicative content:</b> Any two reasonable points can be used. Ideas might include:</p> <ul style="list-style-type: none"> <li>• The importance of distance.</li> <li>• Cost, value for money.</li> <li>• The importance of time/ease of travel.</li> <li>• Link to beach/hot weather locations.</li> <li>• Links to holiday home ownership.</li> <li>• Family links e.g. with Spain.</li> <li>• Marketing.</li> <li>•</li> </ul> <p><b>Level 2:</b> Suggests two reasons and shows clearly how each might influence the pattern of visitors shown on Fig. 4. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Suggests one reason for the pattern of visitors shown on Fig. 4 with a vague understanding of another or two reasons not fully developed. <b>(0-4 marks)</b></p>	<p><b>[6]</b></p>	<p>May not be pattern suggested in ai but should be a valid one.</p> <p>Clear cause-effect - why the reason influences the pattern.</p>
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Question	Expected Answer	Mark	Rationale/Additional Guidance
(b)	<p><b>Show how the growth of tourism has led to opportunities for community development.</b></p> <p><b>Indicative content:</b> Community development can be expressed in a variety of ways, including:</p> <ul style="list-style-type: none"> <li>• Community projects set up by tourism organisations.</li> <li>• Community projects funded through increases in local taxation.</li> <li>• Infrastructural development.</li> <li>• Improvements in social welfare.</li> <li>• Cultural exchanges.</li> <li>• Social enhancement resulting from economic improvements.</li> </ul> <p><b>Level 2:</b> Clearly identifies and explains how tourism can create community development opportunities. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> General ideas about how tourism can create development opportunities. Limited detail. <b>(0-4 marks)</b></p>	<b>[6]</b>	<p>Accept any kind of relevant socio-economic development as community development</p> <p>One idea developed in depth can achieve full marks.</p> <p>Will typically repeat 'jobs' &amp; 'money' type of answers and do little more – 2 marks max.</p>

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Question	Expected Answer	Mark	Rationale/Additional Guidance
(c)	<p><b>With reference to one or more located examples, examine how the growth of tourism can cause environmental degradation.</b></p> <p><b>Indicative content:</b>            'Can cause environmental degradation' can be expressed in a number of ways, including:</p> <ul style="list-style-type: none"> <li>• Land use change for development.</li> <li>• Building new roads/airports etc.</li> <li>• Pollution – air/water/litter etc.</li> <li>• Damage to vegetation/animal habitats.</li> <li>• Water shortages – impact on rivers/lakes.</li> <li>• Basic overuse ideas such as footpath erosion/ damage to rivers, lakes, reefs.</li> <li>• May include impact on agriculture.</li> </ul> <p><b>Level 3:</b> Uses well chosen example(s) to explain in detail how tourism can damage environments and cause degradation. Well structured response with good use of geographical terminology.  <b>(8-9 marks)</b></p> <p><b>Level 2:</b> Clearly identified example(s) with some clear explanation of how tourism can damage environments. Response has some structure and use of geographical terminology.  <b>(5-7 marks)</b></p> <p><b>Level 1:</b> Limited use of locational example(s). Basic generic ideas which offer simple description of how tourism can damage environments. Poorly structured response with no use of geographical terminology.  <b>(0-4 marks)</b></p> <p>MAX L1 if no use of located examples.</p>	<p>[9]</p>	<p>More specific on environmental degradation - impact on ecosystem/habitats.</p> <p>Vague references to pollution with little linkage to tourism.</p>
	<b>Total</b>	<b>[25]</b>	

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Question	Expected Answer	Mark	Rationale/Additional Guidance
<b>Section B</b>			
5	<p><b>With reference to one or more located examples, discuss how planning and management practices are enabling urban areas to become increasingly sustainable.</b></p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Response can consider ‘planning and management’ at a number of levels, including: <ul style="list-style-type: none"> <li>• Individual elements such as traffic management, waste management.</li> <li>• Parts of urban areas such as carbon neutral projects (housing areas) or community developments with urban areas.</li> <li>• Eco-town ideas which consider sustainability in a holistic way.</li> <li>• New cities which are at a much larger scale.</li> </ul> </li> <li>• Whatever scale is considered the basic idea is to consider how the particular type of management moves the area toward a more sustainable future.</li> </ul> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of how planning and management are enabling urban areas to become increasingly sustainable. Cause and effect is well understood and there is effective use of detailed exemplification. <b>(11-13 marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of how planning and management are enabling urban areas to become increasingly sustainable. Cause and effect is understood and there is use of exemplification. <b>(7-10 marks)</b></p>	<b>[25]</b>	<p>Many may blur the distinction between planning and management.</p> <p>Be sympathetic to current urban regeneration schemes.</p> <p>Be cautious of historical redevelopment schemes e.g. Docklands.</p> <p>Some may question the concept – this is acceptable.</p>

		<p><b>Level 1:</b> Limited knowledge and understanding of how planning and management are enabling urban areas to become sustainable. Cause and effect is not well understood and there is limited exemplification. <b>(0-6 marks)</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 how planning and management are enabling urban areas to become increasingly sustainable. <b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis of how planning and management are enabling urban areas to become increasingly sustainable. <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Limited analysis of how planning and management are enabling urban areas to become sustainable. <b>(0-2 marks)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> The answer is well organised, with accurate spelling, punctuation and grammar. Geographical terminology is used appropriately. Clear conclusion(s) are drawn. <b>(6-7 marks)</b></p> <p><b>Level 2:</b> The answer has some organisation, with generally accurate spelling, punctuation and grammar. Some use of appropriate geographical terminology. Conclusion(s) are attempted. <b>(4-5 marks)</b></p>	<p>Should have clear and accurate idea of sustainability.</p>
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			<b>Level 1:</b> The answer has little or no organisation, with inaccuracies in spelling, punctuation and grammar. Limited use of appropriate geographical terminology. No conclusion(s) are attempted. <b>(0-3 marks)</b>		
			<b>Total</b>	<b>[25]</b>	

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Question	Expected Answer	Mark	Rationale/Additional Guidance
6	<p><b>With reference to one or more located examples, discuss how planning and management practices are enabling rural areas to become increasingly sustainable.</b></p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Response can consider ‘planning and management’ at a number of levels, including:</li> <li>• Environmental management of sensitive areas which might include observations about National Parks.</li> <li>• Dealing with particular issues related to industry, agriculture or tourism in rural areas.</li> <li>• Economic sustainability – encouraging development in declining or more remote areas.</li> <li>• Maintaining the character of rural areas – issues of structural depopulation, increases in second home ownership etc.</li> <li>• What ever aspects are considered the basic idea is to show how management/planning is moving the area towards a more sustainable future.</li> </ul> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of how planning and management are enabling rural areas to become increasingly sustainable. Cause and effect is well understood and there is effective use of detailed exemplification. <b>(11-13 marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of how planning and management are enabling rural areas to become increasingly sustainable. Cause and effect is understood and there is use of exemplification. <b>(7-10 marks)</b></p>	<p>[25]</p>	<p>Many may blur the distinction between planning and management.</p> <p>Be sympathetic to current rural regeneration schemes.</p> <p>Some may question the concept – this is acceptable.</p>

		<p><b>Level 1:</b> Limited knowledge and understanding of how planning and management are enabling rural areas to become sustainable. Cause and effect is not well understood and there is limited exemplification. <b>(0-6 marks)</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 how planning and management are enabling rural areas to become increasingly sustainable. <b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis of how planning and management are enabling rural areas to become increasingly sustainable. <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Limited analysis of how planning and management are enabling rural areas to become sustainable. <b>(0-2 marks)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> The answer is well organised, with accurate spelling, punctuation and grammar. Geographical terminology is used appropriately. Clear conclusion(s) are drawn. <b>(6-7 marks)</b></p> <p><b>Level 2:</b> The answer has some organisation, with generally accurate spelling, punctuation and grammar. Some use of appropriate geographical terminology. Conclusion(s) are attempted. <b>(4-5 marks)</b></p>	<p>Should have clear and accurate idea of sustainability.</p>
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			<b>Level 1:</b> The answer has little or no organisation, with inaccuracies in spelling, punctuation and grammar. Limited use of appropriate geographical terminology. No conclusion(s) are attempted. <b>(0-3 marks)</b>		
			<b>Total</b>	<b>[25]</b>	



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Question	Expected Answer	Mark	Rationale/Additional Guidance
7	<p><b>With reference to one or more located examples, explain how the development of renewable energy can play an important part in managing energy supplies to ensure sustainability.</b></p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Examples could be place specific – looking at national policy (Germany) or based on a number of located examples of specific renewable projects with an implication of the overall importance in relation to energy supply.</li> <li>• Some understanding of the link between renewable energy and sustainability is expected.</li> <li>• Changes in energy mix in terms of relative importance of renewables/non renewables might be considered.</li> <li>• A developing world perspective with ideas of appropriate technology is clearly acceptable.</li> <li>• A debate about ‘significant’ is acceptable in terms of % of renewable energy generation increasing relatively slowly.</li> </ul> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of how renewable energy can play an important part in a sustainable energy strategy. Cause and effect is well understood and there is effective use of detailed exemplification. <b>(11-13 marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of how renewable energy can play a part in a sustainable energy strategy. Cause and effect is understood and there is use of exemplification. <b>(7-10 marks)</b></p>	[25]	

		<p><b>Level 1:</b> Limited knowledge and understanding of how renewable energy can play a part in an energy strategy. Cause and effect is not well understood and there is limited exemplification. <b>(0-6 marks)</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 how renewable energy can play an important part in a sustainable energy strategy.<b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis of how renewable energy can play a part in a sustainable energy strategy. <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Limited analysis of how renewable energy can play a part in an energy strategy. <b>(0-2 marks)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> The answer is well organised, with accurate spelling, punctuation and grammar. Geographical terminology is used appropriately. Clear conclusion(s) are drawn. <b>(6-7 marks)</b></p> <p><b>Level 2:</b> The answer has some organisation, with generally accurate spelling, punctuation and grammar. Some use of appropriate geographical terminology. Conclusion(s) are attempted. <b>(4-5 marks)</b></p>		
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			<b>Level 1:</b> The answer has little or no organisation, with inaccuracies in spelling, punctuation and grammar. Limited use of appropriate geographical terminology. No conclusion(s) are attempted. <b>(0-3 marks)</b>		
			<b>Total</b>	<b>[25]</b>	

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Mark Scheme

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Question	Expected Answer	Mark	Rationale/Additional Guidance
8	<p><b>With reference to one or more located examples, explain how tourism can play an important role in the economic development of an area.</b></p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• An 'area' could be defined as a resort location, region or even a nation.</li> <li>• 'Important role' does not really need to be qualified.</li> <li>• 'Economic development' could be seen in a variety of ways and include: <ul style="list-style-type: none"> <li>• basic economic factors such as jobs and money</li> <li>• multiplier impacts/development of skill base</li> <li>• infrastructure development links</li> <li>• social/welfare development opportunities</li> <li>• environmental management opportunities</li> <li>• broader economic factors such as national income/trade/balance of payments</li> <li>• tourism might be seen as part of a sustainable development strategy</li> </ul> </li> </ul> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of how tourism can play an important role in the economic development of an area. Cause and effect is well understood and there is effective use of detailed exemplification. <b>(11-13 marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of how tourism can play an important role in the economic development of an area. Cause and effect is understood and there is use of exemplification. <b>(7-10 marks)</b></p>	[25]	<p>Can discuss the relative importance of its role but be wary of list of problems.</p> <p>Can accept 'economy' of the area as an interpretation of 'economic development'.</p>

		<p><b>Level 1:</b> Limited knowledge and understanding of how tourism can play a role in the economic development of an area. Cause and effect is not well understood and there is limited exemplification. <b>(0-6 marks)</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 how tourism can play an important role in the economic development of an area. <b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis of how tourism can play an important role in the economic development of an area. <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Limited analysis of how tourism can play a role in the economic development of an area. <b>(0-2 marks)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> The answer is well organised, with accurate spelling, punctuation and grammar. Geographical terminology is used appropriately. Clear conclusion(s) are drawn. <b>(6-7 marks)</b></p> <p><b>Level 2:</b> The answer has some organisation, with generally accurate spelling, punctuation and grammar. Some use of appropriate geographical terminology. Conclusion(s) are attempted. <b>(4-5 marks)</b></p>		<p>Reserve L3 for clear focus on economic development rather than tourism's impact on local economy.</p>
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			<b>Level 1:</b> The answer has little or no organisation, with inaccuracies in spelling, punctuation and grammar. Limited use of appropriate geographical terminology. No conclusion(s) are attempted. <b>(0-3 marks)</b>		
			<b>Total</b>	<b>[25]</b>	

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