



GCE

Geography

Advanced Subsidiary GCE

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

Mark Scheme for June 2011

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F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
Section A			
1	(a)		
	(i)	<p>Study Fig. 1, maps showing an urban area before and after a renewal project.</p> <p>Describe the changes shown in Fig. 1 after a renewal project.</p> <p>Changes include:</p> <ul style="list-style-type: none"> • More shops, indoor shopping centre, supermarket • Improvements to housing/new housing • Changes in house type/style • New schools/children's play areas • New industrial estates. • New Car parks (location/amount) • Traffic management • Pedestrian areas. <p>Level 2: Identifies a range of changes. Makes clear reference to the idea of change. (3-4 marks)</p> <p>Level 1: Identifies a narrow range of changes or simple reference to 'after' or simple statements from second map. (0-2 marks)</p>	<p>[4]</p> <p>Could achieve max by referring to a range of general points or changes of the same feature e.g. traffic management.</p> <p>Should focus on changes.</p> <p>Do not credit explanation.</p> <p>Clear reference to Fig.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(ii)	<p>Suggest <u>two</u> reasons for the changes described in (a)(i).</p> <p>Accept answers that may be based on specific changes (e.g. housing, industry). There could be two appropriate reasons for considering one type of land use.</p> <p>Reasons could include:</p> <ul style="list-style-type: none"> • Age/condition of existing buildings • Planning decisions • Need for regeneration – previous deprivation • Creation of jobs • Social issues – poor housing, crime • Growth of population – demand for housing • Increased car ownership/traffic congestion • Changes in shopping habits – growth of supermarkets • Safety issues. <p>Level 2: Two developed reasons for the changes or one developed with some attempt at another reason. Causal links clearly explained. Good use of technical language. (5-6 marks)</p> <p>Level 1: One developed reason or two partially developed reasons. Links may be stated rather than explained. Gaps in technical language.</p> <p>One reason well explained may reach the top of this level. (0-4 marks)</p>	[6]	<p>Accept linked points e.g. new schools may increase the need for new traffic management.</p> <p>Emphasis must be on reasons.</p> <p>Two reasons may be valid for the same change.</p> <p>Max Level 1 if changes referred to are clearly different to those in a(i).</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(b)	<p>Give <u>two</u> reasons to explain why land use varies within an urban area.</p> <p>Reasons could include:</p> <ul style="list-style-type: none"> • Economic factors (cost of land) • Political factors (planning/decisions) • Historical factors • Environmental factors • Nature of the land use/activity. <p>Level 2: Two developed reasons for the variation of land use within an urban area or one developed with some attempt at another reason. Causal links clearly explained. Good use of technical language. (5-6 marks)</p> <p>Level 1: One reason clearly explained or two reasons partially explained. Links may be stated rather than explained. Gaps in technical language.</p> <p>One reason well explained may reach the top of this level. (0-4 marks)</p>	[6]	<p>Two reasons can come from the same area e.g. economic.</p> <p>Emphasis needs to be on variation in land use rather than changes, and within an urban area.</p> <p>No credit for just describing land use changes.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(c)	<p>With reference to one or more located urban areas, examine the problems of managing waste disposal.</p> <p>Indicative content: Problems could be related to a number of factors, including:</p> <ul style="list-style-type: none"> • Cost • Organisational/management challenges • Lack of space • Congestion • Issues of rapid urban growth • Conflicts between official/unofficial waste collections • Issues of what should happen to waste material (landfill, incineration, recycling etc) • The nature of the waste e.g. bio-degradable • Environmental issues e.g. leaching. <p>Level 3: Appropriate, well documented example(s) used to illustrate a range of problems. 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: Clearly identified example(s) used to describe problems. 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 use of example(s). Basic descriptive points with limited appreciation of why they are problems. Little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Limited use of geographical terminology.</p> <p>If no located example then top of Level 1 Max. (0-4 marks)</p>	[9]	<p>Clear focus on urban areas but no credit for global issues.</p> <p>Context can be MEDC or LEDC urban areas.</p> <p>Can be human, industrial, vehicle, commercial waste.</p> <p>Clear reference to examining the problems of management of waste disposal.</p> <p>Shows some awareness of the issues of managing waste, rather than waste disposal per se.</p> <p>Limited or no links to the problems of management of waste but general discussion of waste problems.</p>
	Total	[25]	

F762

Mark Scheme

June 2011

Question		Expected Answer	Mark	Rationale
2	(a)	Study Fig. 2, maps showing selected changes in a rural area between 1990 and 2010.		
	(i)	<p>Describe the changes, shown in Fig. 2, between 1990 and 2010.</p> <p>Changes include:</p> <ul style="list-style-type: none"> • Some settlements larger with more services • Some settlements have fewer services/have lost services • Some development of road network. <p>Level 2: Identifies a range of changes. Makes clear reference to the idea of change. (3-4 marks)</p> <p>Level 1: Identifies a narrow range of changes or simple reference to 2010 or makes simple statements from second map. (0-2 marks)</p>	[4]	<p>Could achieve max by referring to changes of the same feature e.g. settlement.</p> <p>Should focus on changes.</p> <p>Do not credit explanation.</p> <p>Clear reference to Fig.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(ii)	<p>Suggest <u>two</u> reasons for the changes described in (a)(i).</p> <p>Reasons could include:</p> <ul style="list-style-type: none"> • Development of road network increasing accessibility • Increasing population leading to demand for more services • Creation of dormitory settlement • Demographic changes – e.g. more divorce so more single person households • Growth of demand for second homes • Reorganisation of school system, smaller schools closing • Less demand for services away from larger settlements. <p>Level 2: Two developed reasons for the changes. Causal links clearly explained. Good use of technical language. (5-6 marks)</p> <p>Level 1: One developed reason or two partially developed reasons. Links may be stated rather than explained. Gaps in technical language.</p> <p>One reason well explained may reach the top of this level. (0-4 marks)</p>	[6]	<p>Accept linked points e.g. new roads increase commuting so fewer shops. Emphasis must be on reasons.</p> <p>Two reasons may be valid for the same change.</p> <p>Max Level 1 if changes referred to are clearly different to those in a(i).</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(b)	<p>Explain <u>two</u> economic problems associated with decline in rural areas.</p> <p>Economic problems could be seen as:</p> <ul style="list-style-type: none"> • Wholly economic (falling employment/incomes) • In a broader context (multiplier ideas) • In a socio/economic context (declining population, creating economic imbalance/falling services). <p>Level 2: Two developed problems associated with rural decline or one developed with some attempt at another reason. Causal links clearly explained. Good use of technical language. (5-6 marks)</p> <p>Level 1: One developed problem or two partially developed problems. Links may be stated rather than explained. Gaps in technical language.</p> <p>One reason well explained may reach the top of this level. (0-4 marks)</p>	[6]	<p>Two problems can come from the same area e.g. economic.</p> <p>Emphasis needs to be on economic problems linked to rural decline. No credit if just social problems with no link to economic problems.</p> <p>No credit for just describing changes.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(c)	<p>With reference to one or more located areas, examine how changes in farming have affected the physical environment.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • 'Affected' can be positive or negative • 'changes in farming' can be interpreted in its broadest sense; scale, type, organisation etc • 'affected the rural environment' can be seen as short/long term • Change to organic farming • Ideas might include: habitat loss, ground/water pollution, changes to the built environment. Positive points about stewardship etc. might be considered. <p>Level 3: Appropriate, well documented example(s) used to show how change has affected the physical environment in rural areas. 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: Clearly identified example(s) used to describe how changes to rural areas may have affected the physical environment. 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 use of example(s). Basic descriptive points with limited appreciation of how changes to rural areas may have affected the physical environment. Little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Limited use of geographical terminology.</p> <p>If no located example then top of Level 1 Max. (0-4 marks)</p>	[9]	<p>Context can be MEDC or LEDC rural areas.</p> <p>Clear reference needed to physical environment.</p> <p>This focuses on changes in farming rather than land use change.</p> <p>Clear reference to examining the changes in farming and their impact.</p> <p>Reference to either changes in farming and some of their impacts or reference to the resulting impacts on the physical environment of some of the farming changes.</p> <p>Some awareness of changes or impacts or farming problems in general.</p>
Total	[25]		

F762

Mark Scheme

June 2011

Question		Expected Answer	Mark	Rationale
3	(a)	<p>Study Fig. 3, which shows Gross National Income (GNI) per person and energy consumption per person for selected countries. GNI is an indicator of economic development.</p>		
	(i)	<p>Describe the relationship between Gross National Income (GNI) and energy consumption shown in Fig. 3.</p> <p>Indicative content: Positive relationship – as GNI rises so does energy consumption. (Positive) anomaly – Saudi Arabia (Negative) anomaly - UK</p> <p>Level 2: Identifies the general relationship and picks out an anomaly. Good use of data. (3-4 marks)</p> <p>Level 1: Identifies the general relationship. Limited or no use of data. (0-2 marks)</p>	[4]	Comparative use of data i.e. more than one country.

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(ii)	<p>Suggest <u>two</u> reasons for the relationship described in (a)(i).</p> <p>Reasons could include:</p> <ul style="list-style-type: none"> • Basic wealth – ability to afford energy • Increased wealth – greater number of energy using devices • More developed countries have more industry • More developed countries have more complex transport infrastructure • Poorer countries are more rural – making energy supply difficult • Could question data – poorer countries use more fuelwood – may not be included in data • MEDCs have more energy infrastructure • Some have more local energy resources e.g. oil • Allow explanation of anomalies. <p>Level 2: Two developed reasons for the relationship and/or anomalies. Causal links clearly explained. Good use of technical language. (5-6 marks)</p> <p>Level 1: One developed reason or two partially developed reasons. Links may be stated rather than explained. Gaps in technical language.</p> <p>One reason well explained may reach the top of this level. (0-4 marks)</p>	[6]	<p>Emphasis must be on reasons and relate to relationship described in a(i).</p> <p>Accept energy may be stimulus for GNI.</p> <p>Two reasons may be valid for the same aspect/anomaly.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(b)	<p>Outline <u>two</u> reasons why renewable energy is becoming more significant in meeting energy needs.</p> <p>Reasons could include:</p> <ul style="list-style-type: none"> • Running out of fossil fuels – issues of energy security • Issues of pollution relating to the use of fossil fuels • Relative cost of energy • Need for self sufficiency/energy security – issues of sustainability • Developments in renewable technologies • Increased awareness of nuclear energy • To aid economic development e.g. create jobs • Political decisions/investment. <p>Level 2: Two developed reasons for why renewable energy is becoming more significant. Causal links clearly explained. Good use of technical language. (5-6 marks)</p> <p>Level 1: One developed reason or two partially developed reasons. Links may be stated rather than explained. Gaps in technical language.</p> <p>One reason well explained may reach the top of this level. (0-4 marks)</p>	[6]	<p>Scale can be variable – global to very local.</p> <p>No credit for just describing development of renewal energy projects.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(c)	<p>With reference to one or more located examples, explain how the exploitation of energy resources has damaged local environments.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Damage can be a result of development, transportation or unforeseen accidents • Damage can be short or long term • Answer can focus on change to landscapes, habitats or pollution issues • 'local environments' can include socio-environmental factors <p>Accept global scale pollution where impacts are focussed on specific areas.</p> <p>Level 3: Appropriate, documented example(s) used to show how local environments can be damaged by energy exploitation. 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: Clearly identified example(s) used to describe the damage caused by energy exploitation for local environments. 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 use of example(s). Basic descriptive points with limited appreciation of how energy exploitation can damage environments. Little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Limited use of geographical terminology. If no located example then top of Level 1 Max. (0-4 marks)</p>	[9]	<p>Can be the damage caused locally by global issues.</p> <p>Clear reference needed to local environment.</p> <p>Exploitation of energy resources can be considered in its broadest sense.</p> <p>Clear reference to examining how the exploitation of energy resources has damaged local environments.</p> <p>Reference to either how exploitation of energy resources has caused some damage or how local environments have been damaged.</p> <p>Some awareness of the impact of energy use.</p>
	Total	[25]	

F762

Mark Scheme

June 2011

Question		Expected Answer	Mark	Rationale
4	(a)	Study Fig. 4, which shows Gross National Income (GNI) per person and tourist spending by people from selected countries. GNI is an indicator of economic development.		
	(i)	<p>Describe the relationship between Gross National Income (GNI) and tourist spending shown in Fig. 4.</p> <p>Indicative content: Positive relationship – as GNI rises so does tourist spending. (Positive) anomaly – UK (Negative) anomaly - USA</p> <p>Level 2: Identifies the general relationship and picks out anomalies. Good use of data. (3-4 marks)</p> <p>Level 1: Identifies the general relationship. Limited or no use of data. (0-2 marks)</p>	[4]	Comparative use of data i.e. more than one country

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(ii)	<p>Suggest <u>two</u> reasons for the relationship described in (a)(i).</p> <p>Reasons could include:</p> <ul style="list-style-type: none"> • Basic link between wealth and ability to spend money on tourism • Scale of a country – some areas may have greater internal opportunities which do not appear on data • Socio-economic conditions, ability to take holidays, economic/political policy • Political factors/fear of danger • Access to transportation • MEDCs have greater information awareness • Allow explanation of anomalies. <p>Level 2: Two developed reasons for the relationship and/or anomalies. Causal links clearly explained. Good use of technical language. (5-6 marks)</p> <p>Level 1: One developed reason or two partially developed reasons. Links may be stated rather than explained. Gaps in technical language.</p> <p>One reason well explained may reach the top of this level. (0-4 marks)</p>	[6]	<p>Emphasis must be on reasons and relate to relationship described in a(i).</p> <p>Accept tourist spending may be stimulus for GNI.</p> <p>Two reasons may be valid for the same aspect/anomaly.</p> <p>There is a need to show that it is spending by tourists rather than tourist spending in the country.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(b)	<p>Outline <u>two</u> ways in which political factors influence the growth of tourism.</p> <p>Ways could include:</p> <ul style="list-style-type: none"> • Growth can be positive or negative • As part of an economic development strategy • Local/national planning decisions – e.g. National Park • Transport development decisions • Environmental legislation • Exchange rates • Decisions about access to or from • Advertising e.g. tourist boards • Civil or international conflicts. <p>Level 2: Two developed ways in which political factors influence the growth of tourism. Causal links clearly explained. Good use of technical language. (5-6 marks)</p> <p>Level 1: One developed way or two partially developed ways. Links may be stated rather than explained. Gaps in technical language.</p> <p>One reason well explained may reach the top of this level. (0-4 marks)</p>	[6]	<p>Scale can be variable – global to very local.</p> <p>No credit for just describing development of tourism.</p> <p>Factors related to political decisions are acceptable.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
(c)	<p>With reference to one or more located examples, explain how the development of tourism has damaged local environments.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Damage can be a result of development, infrastructure or unforeseen incidents • Damage can be short or long term • Answer can focus on change to landscape (terrestrial/marine), habitats or pollution issues • 'local environment' can include socio-environmental factors • Accept global scale pollution (air travel etc) where impacts are focussed on specific areas. <p>Level 3: Appropriate, documented example(s) used to show how local environments can be damaged by the development of tourism. 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: Clearly identified example(s) used to describe how local environments can be damaged by the development of tourism on local environments. 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 use of example(s). Basic descriptive points with limited appreciation of how the development of tourism can damage environments. Little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Limited use of geographical terminology. If no located example then top of Level 1 Max. (0-4 marks)</p>	[9]	<p>Context can be MEDC or LEDC local environments or Can be the damage caused locally by global tourism issues e.g. increase in air travel.</p> <p>Clear reference needed to local environment.</p> <p>Development of tourism can be considered in its broadest sense.</p> <p>Clear reference to examining how the development of tourism has damaged local environments.</p> <p>Reference to either how development of tourism has caused some damage or how local environments have been damaged.</p> <p>Some awareness of the impact of tourism.</p>
Total	[25]		

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
Section B			
5	<p>'Managing urban areas requires a balance between socio-economic and environmental needs'. Discuss with reference to one or more located examples.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Focus might be based on managing part of an urban system: <ul style="list-style-type: none"> • Transport • Housing/industry • Energy/waste • Focus might be based on the broader idea of sustainable urban development i.e. eco-towns/eco-cities • A clear understanding of the key ideas, 'socio-economic' and 'environmental' should be expected. The idea of 'management' will be important here. • A 'discussion' could centre on the difficulty of achieving a sustainable balance and how external factors of change make it more difficult. <p>AO1 Knowledge and understanding Level 3: Detailed knowledge and understanding of how managing urban areas requires a balance between socio-economic and environmental needs. Cause and effect is well understood and there is effective use of detailed exemplification. (11-13 marks)</p>		<p>Urban areas can be at various scales.</p> <p>MEDC/LEDC discussion may be a high level approach.</p> <p>Clear discussion of the need for a balance in management.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
	<p>Level 2: Some knowledge and understanding of how managing urban areas requires a balance between socio-economic and environmental needs. Cause and effect is understood but not clearly explained and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of how managing urban areas requires a balance between socio-economic and environmental needs. Cause and effect is not well understood and there is limited exemplification. If no located example then top of Level 1 Max. (0-6 marks)</p> <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of urban management and application of knowledge about how urban management requires a balance between socio-economic and environmental needs. (5 marks)</p> <p>Level 2: Some analysis of the issues of urban management and application of knowledge about how urban management requires a balance between socio-economic and environmental needs. (3-4 marks)</p> <p>Level 1: Limited analysis of the issues of urban management and application of knowledge about how urban management requires a balance between socio-economic and environmental needs. (0-2 marks)</p>		<p>Some appreciation of balance of challenges in urban management.</p> <p>Description of socio-economic and environmental challenges.</p> <p>Explicit reference to managing urban areas.</p> <p>Implicit reference to managing urban areas.</p> <p>Little reference to managing urban areas.</p>

F762

Mark Scheme

June 2011

Question		Expected Answer	Mark	Rationale
		<p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn. (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. Conclusion(s) are attempted. (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. No conclusion(s) are attempted. (0-3 marks)</p>		Conclusions may be concluding points throughout.
		Total	[25]	

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
6	<p>‘Managing rural areas requires a balance between socio-economic and environmental needs’. Discuss with reference to one or more located examples.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Focus might be based on managing part of an rural system: <ul style="list-style-type: none"> • Economic activity • Social facilities • Environmental pressures • Focus might be based on the broader idea of sustainable management of rural development • The idea that the environment is a fundamental resource might be significant • The idea of socio-economic cohesion and ‘community’ as a fundamental aspect of sustainability might be considered • A clear understanding of the key ideas, ‘socio-economic’ and ‘environmental’ should be expected. The idea of ‘management’ will be important here • A ‘discussion’ might consider the difficulty of managing change, particularly in areas where economic possibilities are more limited. <p>AO1 Knowledge and understanding Level 3: Detailed knowledge and understanding of how managing rural areas requires a balance between socio-economic and environmental needs. Cause and effect is well understood and there is effective use of detailed exemplification. (11-13 marks)</p>	<p>[25]</p>	<p>Rural areas can be at various scales.</p> <p>MEDC/LEDC discussion may be a high level approach.</p> <p>Clear discussion of the need for a balance in management.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
	<p>Level 2: Some knowledge and understanding of how managing rural areas requires a balance between socio-economic and environmental needs. Cause and effect is understood but not clearly explained and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of how managing rural areas requires a balance between socio-economic and environmental needs. Cause and effect is not well understood and there is limited exemplification. If no located example then top of Level 1 Max. (0-6 marks)</p> <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of rural management and application of knowledge about how rural management requires a balance between socio-economic and environmental needs. (5 marks)</p> <p>Level 2: Some analysis of the issues of rural management and application of knowledge about how rural management requires a balance between socio-economic and environmental needs. (3-4 marks)</p> <p>Level 1: Limited analysis of the issues of rural management and application of knowledge about how rural management requires a balance between socio-economic and environmental needs. (0-2 marks)</p>		<p>Some appreciation of balance of challenges in rural management.</p> <p>Description of socio-economic and environmental challenges.</p> <p>Explicit reference to managing rural areas.</p> <p>Implicit reference to managing rural areas.</p> <p>Little reference to managing rural areas.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
	<p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn. (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. Conclusion(s) are attempted. (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. No conclusion(s) are attempted. (0-3 marks)</p>		Conclusions may be concluding points throughout.
	Total	[25]	

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
7	<p>With reference to <u>two</u> contrasting countries, describe and explain the differences in their energy mix.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • ‘contrasting’ can be considered in its broadest context: <ul style="list-style-type: none"> • Level of development • Level of industrial development • Availability of resources • Scale/physical advantages/disadvantages • ‘energy mix’ might be considered in terms of: <ul style="list-style-type: none"> • Total energy mix • Electricity production energy mix • ‘describe’ suggests some use of approximate data • ‘explain’ may bring in a range of physical, economic, political and environmental factors • The question is not about the link between total energy use and economic development although this may form part of a discussion. <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of the differences in energy mix between two countries. Cause and effect is clearly understood and there is effective use of detailed exemplification. (11-13 marks)</p> <p>Level 2: Some knowledge and understanding of the differences in energy mix between two countries. Cause and effect is understood but not clearly explained and there is use of exemplification. If one or more example(s) is a region then top of Level 2 Max. (7-10 marks)</p>	<p>[25]</p>	<p>Do not get too fixed on accurate figures as these change but they should be sensible.</p> <p>Energy mix may be energy produced or used.</p> <p>Contrast can be very varied – could be two MEDCs or two LEDCs – any countries with differences in energy mix.</p> <p>Clear and detailed understanding of energy mix.</p> <p>Some appreciation of energy mix.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
	<p>Level 1: Limited knowledge and understanding of the differences in energy mix between two countries. Cause and effect is not well understood and there is limited exemplification. If no located examples then top of Level 1 Max. (0-6 marks)</p> <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of why there are differences in energy mix and application of knowledge about how the energy mix varies between countries. (5 marks)</p> <p>Level 2: Some analysis of why there are differences in energy mix and application of knowledge about how the energy mix varies between countries. (3-4 marks)</p> <p>Level 1: Limited analysis of why there are differences in energy mix and application of knowledge about how the energy mix varies between countries. (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. Clear conclusion(s) are drawn. (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. Conclusion(s) are attempted. (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. No conclusion(s) are attempted. (0-3 marks)</p>		<p>Description of sources of energy with limited reference to mix.</p> <p>Conclusions may be concluding points throughout.</p>
	Total	[25]	

F762

Mark Scheme

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Question	Expected Answer	Mark	Rationale
8	<p>With reference to <u>two</u> contrasting countries, describe and explain the differences in the importance of tourism in their economic development.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • ‘contrasting’ can be considered in its broadest context: <ul style="list-style-type: none"> • Level of development • Relative importance of tourism • Regional importance/relative to other possibilities • ‘economic development’ can be considered in a range of ways: <ul style="list-style-type: none"> • Direct employment/income • Broader aspects of the economic multiplier • Links to social development • Consideration of importance in relation to trade balances • ‘describe’ suggests some appreciation of difference in levels of importance • ‘explain’ may bring in a range of factors • The question does not imply a strong positive relationship, it might be considered that tourism has limited importance or even a negative influence (economic leakage, decline of existing industry etc). <p>AO1 Knowledge and understanding Level 3: Detailed knowledge and understanding of the importance of tourism to economic development in both countries. Cause and effect is well understood and there is effective use of detailed exemplification. (11-13 marks)</p>	[25]	<p>Tourism is open to wide interpretation.</p> <p>Contrast can be very varied – could be two MEDCs or two LEDCs – any countries with differences in the importance of tourism.</p> <p>Accept reference to regions of a country but not from the same country.</p> <p>Clear and detailed understanding of differences in the importance of tourism.</p>

F762

Mark Scheme

June 2011

Question	Expected Answer	Mark	Rationale
	<p>Level 2: Some knowledge and understanding of the importance of tourism to economic development in both countries. Cause and effect is understood but not clearly explained and there is use of exemplification. (7-10 marks)</p> <p>Level 1: Limited knowledge and understanding of the importance of tourism to economic development in both countries. Cause and effect is not well understood and there is limited exemplification. If no located example then top of Level 1 Max. (0-6 marks)</p> <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the importance of tourism and application of knowledge about how tourism can be important to economic development within each country. (5 marks)</p> <p>Level 2: Some analysis of the importance of tourism and application of knowledge about how tourism can be important to economic development within each country. (3-4 marks)</p> <p>Level 1: Limited analysis of the importance of tourism and application of knowledge about how tourism can be important to economic development within each country. (0-2 marks)</p>		<p>Some appreciation of differences in the importance of tourism.</p> <p>Description of tourism with limited reference to differences.</p> <p>Clear and detailed understanding of impact on economic development.</p> <p>Some appreciation of impact on economic development.</p> <p>Description of tourism with limited reference to economic development.</p>

F762

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June 2011

Question		Expected Answer	Mark	Rationale
		<p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn. (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. Conclusion(s) are attempted. (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. No conclusion(s) are attempted. (0-3 marks)</p>		Conclusions may be concluding points throughout.
		Total	[25]	
		Paper Total	[75]	

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