

Geography

Advanced Subsidiary GCE

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

Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in the detailed Mark Scheme

| Annotation | Meaning |
|---|--|
|  | Correct point (only to be used in the Standardisation sample and on point-marked questions) |
|  | Omission mark. Further development needed, missing point or link between points. |
|  | Level one – to be used on the final, 9 mark part of Section A questions only. |
|  | Level two – to be used on the final, 9 mark part of Section A questions only. |
|  | Level three – to be used on the final, 9 mark part of Section A questions only. |
|  | Unclear, inaccurate, dubious validity. |
|  | Irrelevant, a significant amount of material that does not answer the question. |
|  | No example(s) used or provided. |
|  | Rubric Error (place at start of Question not being counted). |
|  | Highlighting an issue eg irrelevant paragraph. Use in conjunction with another stamp eg  or  |
|  | Point has been seen and noted. |

| Question | | | Answer | Marks | Guidance | |
|----------|-----|------|--|-------|---|---|
| | | | | | Content | Levels of Response |
| 1 | (a) | (i) | Indicative content: <ul style="list-style-type: none"> supply stayed the same 2001-2011 and then is estimated to increase demand has increased difference between demand and supply | 4 | Level 2 – Data used to consider demand or supply – 3 marks Data used to consider both demand and supply – 4 marks. At least TWO sets of data used for comparison can gain full marks. | Level 2 [3-4 marks]: Makes a clear comparison between supply and demand by using specific data. Level 1 [0-2 marks]: Identifies general changes to demand and supply. No real use of specific data (data just stated/copied). |
| | | (ii) | Indicative content: Any two reasonable points which might include: <ul style="list-style-type: none"> growth of population/migration increasing wealth/demand difficulties in keeping up with demand lack of finance/investment/infrastructure improved technology (water supply projects) | 6 | Accept valid trends shown by data even if not identified in (a)(i). Single idea (trend) could be developed into two reasons. Increased wealth could: <ul style="list-style-type: none"> - increase individual/industrial demand - provide finance in order to increase supply. Accept reference to increasing demand for clean water. | Level 2 [5-6 marks]: Suggests two clearly appropriate points and offers clear linkage to trends. Level 1 [0-4 marks]: Suggests one clearly appropriate point or two incomplete points with limited linkage to trends. |
| | (b) | | Indicative content: <ul style="list-style-type: none"> planning decisions (local/national) regeneration policy environmental legislation infrastructural planning investment taxation | 6 | Level 2 – Clear explanation. Must contain specific reference to land use/patterns (not simple references to urban expansion). Level 1 – May identify political factors without really offering any explanation. | Level 2 [5-6 marks]: Clearly identifies and explains how two political factors might influence urban land use/land use patterns. Level 1 [0-4 marks]: Identifies and explains how one political factor might influence urban land use/land use patterns or two factors with limited explanation. |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|--|---|
| | | | | Content | Levels of Response |
| (c) | | <p>Accept examples of urban areas from any part of the world.</p> <p>Candidates may take different approaches including:</p> <ul style="list-style-type: none"> - Why areas become deprived. - How/why deprived areas are redeveloped. - A combination of the two approaches above. <p>Indicative content:</p> <ul style="list-style-type: none"> • deprivation can be considered in social, economic or environmental terms • developing world ideas might focus on growth of squatter settlements • industrial change/multiplier ideas • local reputation/downward spiral ideas • levels of investment • consideration of redevelopment/regeneration schemes | 9 | <p>Level 3 – Clear explanation and cause-effect links.</p> <p>Level 2 – Some explanation and limited cause-effect links.</p> | <p>Level 3 [8-9 marks]: Uses a clearly identified example(s) to explain in detail how areas of deprivation develop or are being redeveloped. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 [5-7 marks]: Gives a clearly identified example(s). Some explanation of how areas of deprivation develop or are being redeveloped. 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.</p> <p>Level 1 [0-4 marks]: Limited or no example(s). Basic descriptive observations about how areas of deprivation develop or are being redeveloped. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>Max Level 1 if no use of located examples.</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|-----|------|---|-------|--|---|
| | | | | | Content | Levels of Response |
| 2 | (a) | (i) | Indicative content: <ul style="list-style-type: none"> • access to all services lower in remote rural • biggest differences secondary schools/ shopping • significant difference between primary/ secondary schools • significant difference in shopping facilities | 4 | Level 2 – Data used to consider remote or accessible areas – 3 marks. Data used to consider/compare both remote and accessible areas – 4 marks. At least TWO sets of data used for comparison can gain full marks. | Level 2 [3-4 marks]: Describes general and specific differences. Some use of specific data. Level 1 [0-2 marks]: Identifies general differences or specific differences. No real use of specific data. |
| | | (ii) | Indicative content: Reasons might include: <ul style="list-style-type: none"> • level of access (road quality) • idea of social services (reasonable access to doctors) • primary schools serving local communities • threshold market ideas (range of goods /services), (low/high order goods) • observations about second homes/commuters/tourism | 6 | Accept valid trends shown by data even if not identified in (a)(i). Single idea (trend) could be developed into two reasons. | Level 2 [5-6 marks]: Suggests two reasons and shows clearly how each influences access to services. Level 1 [0-4 marks]: Suggests one reason and shows clearly how it influences access to services or two reasons with limited exemplification. |

| Question | | Answer | Marks | Guidance | |
|----------|-----|---|-------|--|---|
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| | (b) | <p>Accept broad interpretation of environmental issues (social environment).</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • potential damage to rare/fragile/protected environments • issues linked to the building process • links to the sustainability of rural areas • land use changes • drainage changes • pollution | 6 | <p>Level 2 – Clear explanation of why there are environmental issues.</p> <p>Level 1 – Identifies environmental issues with limited explanation.</p> <p>Answers that do not clearly refer to building developments in rural areas Max 2.</p> | <p>Level 2 [5-6 marks]: Clearly identifies and explains two environmental issues associated with building developments in rural areas.</p> <p>Level 1 [0-4 marks]: Identifies and explains one environmental issue associated with building developments in rural areas or two issues with limited explanation.</p> |

| Question | | Answer | Marks | Guidance | |
|----------|-----|--|-------|---|--|
| | | | | Content | Levels of Response |
| | (c) | <p>Examples can include observations about growth and/or development. Development can be positive/negative.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • can include problems of competition with local business • can include observations about changing economic structure, points about commuter villages, second home ownership, issues of rising property prices • seasonal employment, low income employment could be considered as problems • infrastructure problems | 9 | <p>Level 3 – Clear explanation and cause-effect links.</p> <p>Level – 2 Some explanation and limited cause-effect links.</p> <p>Accept 'socio-economic' observations as long as there is a clear economic link e.g. 'rising house prices means local people cannot afford to buy forcing them to move away' 'increasing % of second houses creates seasonal demand which may force local services to close, damaging the local community'</p> | <p>Level 3 [8-9 marks]: Uses a clearly identified example(s) to explain in detail how growth and/or development can create economic problems. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 [5-7 marks]: Gives a clearly identified example(s). Some explanation of how growth and/or development can create economic 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.</p> <p>Level 1 [0-4 marks]: Limited or no example(s). Basic descriptive observations about how growth and/or development can create economic problems. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>Max Level 1 if no use of located examples.</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|-----|------|--|-------|---|--|
| | | | | | Content | Levels of Response |
| 3 | (a) | (i) | Indicative content: “harm the environment“ might be considered in terms of: <ul style="list-style-type: none"> • visual pollution • damage to flora and fauna • damage to water courses | 4 | The ‘harm to the physical environment’ can be implied, as long as it is appropriate. At least TWO observations can gain full marks. No reference to Fig.3 Max L1. | Level 2 [3-4 marks]: Offers a number of specific points with clear explanation of “how” with reference to the resource. Level 1 [0-2 marks]: Offers a number of generic points with limited reference to the resource. |
| | | (ii) | Indicative content: <ul style="list-style-type: none"> • opportunities can be considered in the broadest sense (socio-economic) • can be seen as an opportunity for governments to improve facilities through energy revenue spending • short/long term opportunities might be considered as well as aspects of sustainability • development of infrastructure | 6 | Basic idea of ‘jobs and money’ with limited development is a low level response. | Level 2 [5-6 marks]: Suggests two clearly appropriate opportunities with clear exemplification of each. Level 1 [0-4 marks]: Suggests one clearly appropriate opportunity with exemplification or two appropriate opportunities with limited exemplification. |

| Question | | Answer | Marks | Guidance | |
|----------|-----|--|-------|----------|---|
| | | | | Content | Levels of Response |
| | (b) | <p>Accept observations about global energy supply/energy supply. The idea of 'influence' can be positive or negative.</p> <p>Indicative content:</p> <p>Interpretation of economic factors can take in supply and demand factors (as long as demand links to supply).</p> <p>"Influence energy supply" can be considered in total or with regard to particular energy resources (idea of substitution).</p> <ul style="list-style-type: none"> • cost of exploitation/movement of resources • cost of generation/transmission • safety costs • relative costs of different energy types • links to economic development | 6 | | <p>Level 2 [5-6 marks]: Clearly identifies and explains two ways that economic factors influence energy supply.</p> <p>Level 1 [0-4 marks]: Identifies and explains one way that economic factors influence energy supply or two ways with limited explanation.</p> |

| Question | | Answer | Marks | Guidance | |
|----------|-----|--|-------|--|--|
| | | | | Content | Levels of Response |
| | (c) | <p>Indicative content:</p> <p>Must be a less economically developed country (Specification):</p> <ul style="list-style-type: none"> • Energy mix might be considered in terms relative resources, renewable/non-renewable resources or by using specific data/percentages • Explanation will be determined by the choice of example. Points might include, available resources, level of development, social/demographic conditions, government policy etc | 9 | <p>Level 3 – Clear explanation and cause-effect links</p> <p>Level 2 – Some explanation and limited cause-effect links.</p> <p>Level 1 – Inappropriate example (MEDC) but clear understanding of concept of energy mix Max L1.</p> | <p>Level 3 [8-9 marks]: Uses a clearly identified example to explain the main components of energy mix with clear detail. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 [5-7 marks]: Uses an identified example. Offers some explanation of the main components of the energy mix. Cause-effect links are stated but explanation may not be complete. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p>Level 1 [0-4 marks]: Limited or no example. Understanding and explanation of energy mix incomplete. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>Max Level 1 if no use of located examples.</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|-----|------|--|-------|---|---|
| | | | | | Content | Levels of Response |
| 4 | (a) | (i) | <p>Indicative content:</p> <p>'harm the environment' might be considered in terms of:</p> <ul style="list-style-type: none"> • habitat loss • air/water pollution • damage to land/marine environments • human/industrial waste • microclimate effect • changes to beach processes | 4 | <p>The 'harm to the physical environment' can be implied, as long as it is appropriate. At least TWO observations can gain full marks.</p> <p>No reference to Fig.4 Max L1.</p> | <p>Level 2 [3-4 marks]: Offers a number of specific points with clear explanation of "how" with reference to the resource.</p> <p>Level 1 [0-2 marks]: Offers a number of generic points with limited reference to the resource.</p> |
| | | (ii) | <p>Accept observations about local people and/or visitors.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • opportunities can be seen in the broadest sense (socio-economic) • opportunities to improve living standards through government spending • aspects of sustainability | 6 | <p>Basic idea of 'jobs and money' with limited development is a low level response.</p> | <p>Level 2 [5-6 marks]: Suggests two clearly appropriate opportunities with clear exemplification of each.</p> <p>Level 1 [0-4 marks]: Suggests one clearly appropriate opportunity with exemplification or two appropriate opportunities with limited exemplification.</p> |

| Question | | Answer | Marks | Guidance | |
|----------|-----|---|-------|----------|---|
| | | | | Content | Levels of Response |
| | (b) | <p>Accept observations about growth of tourism/global tourism. The idea of “growth” can be positive or negative.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • economic factors can be seen as a simple link to the growth of global tourism (income/investment) • consideration of demand and/or supply factors appropriate • links to the development transport including costs • observations about globalisation • the use of tourism as an economic stimulus in many parts of the world | 6 | | <p>Level 2 [5-6 marks]: Clearly identifies and explains two ways that economic factors influence the growth of tourism.</p> <p>Level 1 [0-4 marks]: Identifies and explains one way that economic factors influence the growth of tourism or two ways with limited explanation.</p> |

| Question | | Answer | Marks | Guidance | |
|----------|-----|---|-------|---|---|
| | | | | Content | Levels of Response |
| | (c) | <p>'Economic development' can be considered in broad terms, including tourism revenues creating social opportunities.</p> <p>Indicative content:</p> <p>Ideas will be clearly related to the chosen example.</p> <p>The 'relationship' between tourism and economic development can be seen in relation to:</p> <ul style="list-style-type: none"> • increasing numbers of tourism activities • factors of supply and demand • tourism as part of an economic development strategy • tourism revenues being seen as a significant factor in relation to socio-economic development • development of infrastructure | 9 | <p>Level 3 – Clear explanation and cause-effect links.</p> <p>Level 2 – Some explanation and limited cause-effect links. Use of one area within a country Max L2.</p> | <p>Level 3 [8-9 marks]: Uses a clearly identified example to explain in detail the relationship between tourism and economic development. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 [5-7 marks]: Uses an identified example. Some explanation of the relationship between tourism and economic development. 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.</p> <p>Level 1 [0-4 marks]: Limited or no example. Generic ideas about the relationship between tourism and economic development. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>Max Level 1 if no use of located examples.</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|--|-------|----------|---|
| | | | | Content | Levels of Response |
| 5 | | Indicative content: <ul style="list-style-type: none"> • issues related to increasing traffic congestion might include, pollution/ health issues, impact on local ecosystems/buildings, costs to business/ individuals • management issues/responses to congestion • cost of transport developments (financial/environmental) | 25 | | <p>AO1 Knowledge and understanding</p> <p>Level 3 [11-13 marks]: Detailed knowledge and understanding of how traffic congestion can create issues/the need for management. Cause-effect links are clearly explained. There is effective use of detailed exemplification.</p> <p>Level 2 [7-10 marks]: Some knowledge and understanding of traffic congestion and how this can create issues/management. Cause-effect links are stated but not clearly explained. There is use of exemplification.</p> <p>Level 1 [0-6 marks]: Limited knowledge and understanding of how traffic can create issues. Cause-effect links are limited or absent. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|---|---|
| | | | | | Content | Levels of Response |
| | | | | | <p>Application: focus of the answer clearly on issues caused by traffic congestion.</p> <p>Max L1 if response focused entirely on traffic management.</p> | <p>AO2 Analysis and application Level 3 [5 marks]: Clear analysis and application of issues caused by traffic congestion.</p> <p>Level 2 [3-4 marks]: Some analysis and application of issues caused by traffic congestion.</p> <p>Level 1 [0-2 marks]: Limited analysis and application of issues caused by traffic congestion.</p> <p>AO3 Skills and communication Level 3 [6-7 marks]: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p>Level 2 [4-5 marks]: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p> <p>Level 1 [0-3 marks]: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is limited or no attempt at a conclusion.</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|--|-------|----------|--|
| | | | | Content | Levels of Response |
| 6 | | <p>Indicative content:</p> <ul style="list-style-type: none"> • can be related to recreation or leisure based activities • can be related to tourism based activities • can be based on any rural area and related to natural and built environments • focus on one specific area (national park) acceptable • problems created for management might be considered • problems in relation to cost of management/need for legislation might be considered | 25 | | <p>AO1 Knowledge and understanding</p> <p>Level 3 [11-13 marks]: Detailed knowledge and understanding of how the growth of recreation and leisure activities can cause problems. Cause-effect links are clearly explained. There is effective use of detailed exemplification.</p> <p>Level 2 [7-10 marks]: Some knowledge and understanding of how the growth of recreation and leisure activities can cause problems. Cause-effect links are stated but not clearly explained. There is use of exemplification.</p> <p>Level 1 [0-6 marks]: Limited knowledge and understanding of how the growth of recreation and leisure activities can cause problems. Cause-effect links are limited or absent. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|---|--|
| | | | | | Content | Levels of Response |
| | | | | | <p>Application: focus of the answer clearly on issues caused by recreation and leisure in rural areas.</p> <p>Max L1 if response not focused on the problems of rural areas/rural fringe areas.</p> | <p>AO2 Analysis and application Level 3 [5 marks]: Clear analysis of how recreation and leisure activities cause problems.</p> <p>Level 2 [3-4 marks]: Some analysis of how recreation and leisure activities cause problems.</p> <p>Level 1 [0-2 marks]: Limited analysis of how recreation and leisure activities cause problems.</p> <p>AO3 Skills and communication Level 3 [6-7 marks]: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p>Level 2 [4-5 marks]: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p> <p>Level 1 [0-3 marks]: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is limited or no attempt at a conclusion.</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|--|-------|----------|---|
| | | | | Content | Levels of Response |
| 7 | | <p>Answers that show a good understanding of the concept of sustainability may be an indicator of high level responses.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • more or less developed area context appropriate • could be based on small or large scale examples of renewable technologies • “increasingly sustainable” might be seen in terms of current situations or the future • a detailed consideration of one country/ area (Germany/California) would be appropriate • political decisions (including international) | 25 | | <p>AO1 Knowledge and understanding</p> <p>Level 3 [11-13 marks]: Detailed knowledge and understanding of how energy demand can be satisfied in an increasingly sustainable way. Cause-effect links are clearly explained. There is effective use of detailed exemplification.</p> <p>Level 2 [7-10 marks]: Some knowledge and understanding of how energy demand can be satisfied in an increasingly sustainable way. Cause-effect links are stated but not clearly explained. There is use of exemplification.</p> <p>Level 1 [0-6 marks]: Limited knowledge and understanding of how energy demand can be satisfied in an increasingly sustainable way. Cause-effect links are limited or absent. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|----------|---|
| | | | | | Content | Levels of Response |
| | | | | | | <p>AO2 Analysis and application Level 3 [5 marks]: Clear analysis of how energy demand can be satisfied in an increasingly sustainable way.</p> <p>Level 2 [3-4 marks]: Some analysis of how energy demand can be satisfied in a sustainable way.</p> <p>Level 1 [0-2 marks]: Limited analysis of how energy demand can be satisfied in a sustainable way.</p> <p>AO3 Skills and communication Level 3 [6-7 marks]: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p>Level 2 [4-5 marks]: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p> <p>Level 1 [0-3 marks]: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is limited or no attempt at a conclusion.</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|----------|---|
| | | | | Content | Levels of Response |
| 8 | | <p>Answers that show a good understanding of the concept of sustainability may be an indicator of high level responses.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • accept answers that consider 'ecotourism' in the broadest sense (there is some confusion since many tourist areas sell themselves as ecotourism) • interpretation may simply focus on environmentally friendly tourism • use of national parks acceptable as long as there is a clear appreciation of the idea of sustainability • answers may focus on redevelopment/regeneration of existing tourist areas/resorts • sustainable development should consider the broader community | 25 | | <p>AO1 Knowledge and understanding</p> <p>Level 3 [11-13 marks]: Detailed knowledge and understanding of how tourism can be managed to ensure sustainability. Cause-effect links are clearly explained. There is effective use of detailed exemplification.</p> <p>Level 2 [7-10 marks]: Some knowledge and understanding of how tourism can be managed to ensure sustainability. Cause-effect links are stated but not clearly explained. There is use of exemplification.</p> <p>Level 1 [0-6 marks]: Limited knowledge and understanding of how tourism can be managed to ensure sustainability. Cause-effect links are limited or absent. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|----------|---|
| | | | | | Content | Levels of Response |
| | | | | | | <p>AO2 Analysis and application Level 3 [5 marks]: Clear analysis of how tourism can be managed to ensure sustainability.</p> <p>Level 2 [3-4 marks]: Some analysis of how tourism can be managed sustainably.</p> <p>Level 1 [0-2 marks]: Limited analysis of how tourism can be managed sustainably.</p> <p>AO3 Skills and communication Level 3 [6-7 marks]: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p>Level 2 [4-5 marks]: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted.</p> <p>Level 1 [0-3 marks]: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is limited or no attempt at a conclusion.</p> |

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