

**Geography**

Advanced GCE A2 H483

Advanced Subsidiary GCE AS H083

**Mark Schemes for the Units**

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**June 2009**

**HX83/MS/R/09**

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Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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**Advanced Subsidiary GCE Geography A (H083)**

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# F761 Managing Physical Environments

Question		Expected Answers	Marks	Rationale
<b>Section A</b>				
1	(a)	<b>Study Figure 1, a map showing the flood management scheme at Blandford Forum, Dorset.</b>		
	(i)	<p><b>Describe the ways in which the flooding risk is being managed in the area shown in Fig 1.</b></p> <p>Indicative content: Flood bank, flood wall, pumping station, wash lands or equivalent.</p> <p><b>Level 2:</b> Use of technical language to identify ways. Ways in which methods manage flooding risk is described. <b>(3-4marks)</b></p> <p><b>Level 1:</b> Limited use of technical language to identify way(s). One done well may reach the top of this level. <b>(0-2marks)</b></p>	4	Range or depth, but must have 2 ways for L2.
	(ii)	<p><b>Explain two different ways in which development in a river basin such as this may increase the risk of flooding.</b></p> <p>Indicative content: Development likely to focus on increasing urbanisation and deforestation although references to other issues such as agriculture may be relevant. Impact on rate/amount of surface run-off may enable effective explanation.</p> <p><b>Level 2:</b> Clear understanding of two appropriate developments with detailed explanation. Use of technical language to identify different processes involved. <b>(5-6marks)</b></p>	6	Must relate to flooding risk, not the severity/likelihood of the impact e.g. building on flood plain, so more likely to be flooded. Fig 1 does not have to be used.

				<p><b>Level 1:</b> Some appreciation of the developments involved with limited understanding of the links to flooding. Gaps in technical language. One done well may reach the top of this level. <b>(0-4marks)</b></p>		
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Question	Expected Answers	Marks	Rationale
(b) Show how two physical factors influence river erosion.	<p>Indicative content: Factors include: river energy/velocity/volume, sediment supply, rock type.</p> <p><b>Level 2:</b> Identifies two factors and shows their influence. <b>(5-6marks)</b></p> <p><b>Level 1:</b> Identifies valid factor(s) One done well may reach the top of this level. <b>(0-4marks)</b></p>	6	Answers may refer to rate and/or type of erosion.
(c) Explain the possible conflicts that may result from the variety of human activities found in one located river basin.	<p>Indicative content: Conflicts include those between industrial development, transportation, residential development, energy, recreation and leisure, conservation.</p> <p><b>Level 3:</b> Uses well chosen example to explain at least two conflicts. Links explicitly explained. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. <b>(8-9marks)</b></p> <p><b>Level 2:</b> Clearly identified example used to explain at least one valid conflict. Links stated. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. <b>(5-7marks)</b></p>	9	Conflicts may be between different recreation/leisure/tourism activities.

			<p><b>Level 1:</b> Limited use of example. Descriptive observations of human activity(s). No links established. Communication is basic with little structure and inaccurate spelling.</p> <p>If no located example then top L1 max. <b>(0-4marks)</b></p>		
			<b>Total</b>	<b>25</b>	

Question		Expected Answers	Marks	Rationale
2	(a)	<b>Study Fig 2, a photograph of a stretch of coastline at Teignmouth, Devon.</b>		
	(i)	<p><b>Describe the ways in which the coastal area shown in Fig 2 is being protected from physical processes.</b></p> <p>Indicative content: Ways include groynes, vertical sea wall, recurved sea wall/bull nose sea wall, cliff regrading, cliff face protection, beach nourishment.</p> <p><b>Level 2:</b> Use of technical language to identify ways. Ways method protects coastline are described. <b>(3-4marks)</b></p> <p><b>Level 1:</b> Limited use of technical language to identify way(s). One done well may reach the top of this level. <b>(0-2marks)</b></p>	4	Range or depth, but must have 2 ways for L2.
	(ii)	<p><b>Explain how two of these ways provide protection from wave action.</b></p> <p>Indicative content: Recurved/bull-nosed sea wall=reflects wave energy; groynes=stop longshore drift and retain beach which absorbs wave energy; main sea wall is more resistant to erosion than cliff; beach nourishment increases size of beach and absorbs energy of breaking waves.</p> <p><b>Level 2:</b> Clear understanding of two ways with detailed explanation. Explicit links to wave energy/processes. Use of technical language to identify different means of protection. <b>(5-6marks)</b></p> <p><b>Level 1:</b> Some appreciation of the methods involved with limited understanding of the links to wave action. Gaps in technical language. One done well may reach the top of this level. <b>(0-4marks)</b></p>	6	

Question		Expected Answers	Marks	Rationale
	<b>(b) Show how two physical factors influence coastal erosion.</b>	<p>Indicative content: Factors include: wave energy, rock type and structure, beach length/width, longshore drift, aspect and sea level change.</p> <p><b>Level 2:</b> Identifies two factors and shows their influence. <b>(5-6marks)</b></p> <p><b>Level 1:</b> Identifies valid factor(s) One done well may reach the top of this level. <b>(0-4marks)</b></p>	<b>6</b>	Answers may refer to rate and/or type of erosion. Concordant/discordant coastlines also relevant.
	<b>(c) Explain the possible conflicts that may result from the variety of human activities found in one located coastal area.</b>	<p>Indicative content: Conflicts include those between industrial development, transportation, residential development, energy, recreation and leisure, conservation.</p> <p><b>Level 3:</b> Uses well chosen example to explain at least two conflicts. Links explicitly explained. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. <b>(8-9marks)</b></p> <p><b>Level 2:</b> Clearly identified example used to explain at least one valid conflict. Links stated. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. <b>(5-7marks)</b></p>	<b>9</b>	Conflicts may be between different recreation/leisure/tourism activities.

			<p><b>Level 1:</b> Limited use of example. Descriptive observations of human activity(s). No links established. Communication is basic with little structure and inaccurate spelling. <b>(0-4marks)</b></p> <p>If no located example then top L1 max.</p>		
			<b>Total</b>	<b>25</b>	

Question		Expected Answers	Marks	Rationale
3	(a)	Study the map extract, a 1:50000 OS map of part of the Lake District.		
	(i)	Identify the distinctive landforms produced by ice, A, B, C and D, shown in the map extract. A= U-shaped valley/trough B=Corrie/cirque/cwm/tarn C=Arête D=Hanging valley/waterfall	4	Point mark. One mark for each correct answer.
	(ii)	Explain how ice shaped one of these distinctive landforms.  Indicative content: Action of moving ice via plucking/quarrying and abrasion. Role of weathering via freeze-thaw also relevant.  <b>Level 2:</b> Uses specific process mechanisms with clear links to landform produced. Good use of technical language. <b>(5-6marks)</b>  <b>Level 1:</b> Explains how the generic process(es) operate with some use of technical language and tentative links to landform. <b>(0-4marks)</b>	6	No double penalty if incorrect glacial landform in ai.

Question	Expected Answers	Marks	Rationale
<p>(b) <b>Outline two ways in which cold environments can provide economic opportunities.</b></p>	<p>Indicative content:            Opportunities include: resource exploitation, agriculture, recreation and tourism.            Economic benefits include employment, spending in the local economy, multiplier effect, and improved infrastructure.</p> <p><b>Level 2:</b> Identifies two opportunities and clearly outlines the economic benefit.  <b>(5-6marks)</b></p> <p><b>Level 1:</b> Identifies opportunity(ies).            One outlined well may reach the top of this level.  <b>(0-4marks)</b></p>	<p><b>6</b></p>	<p>Two ways may come from one opportunity.</p>

Question	Expected Answers	Marks	Rationale
(c)	<p><b>With reference to one or more located examples, explain why cold environments can be easily damaged.</b></p>	9	May focus on how rather than why.
	<p>Indicative content: Cold environments are easily damaged due to their finely balanced ecosystems in the extreme climatic conditions. They have short growing season, lack of water, thin soils, and extreme low temperatures. Vulnerability relates to slow rates of development and recovery.</p> <p><b>Level 3:</b> Uses well chosen example(s) to explain the impact of factors. Links explicitly explained. Vulnerability to damage should be explicit. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. <b>(8-9marks)</b></p> <p><b>Level 2:</b> Clearly identified example(s) used to explain some valid factors. Links stated. Vulnerability may be implied. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. <b>(5-7marks)</b></p> <p><b>Level 1:</b> Limited use of example(s). Descriptive observations of human activities/damage. No links established. Vulnerability unlikely to be addressed. Communication is basic with little structure and inaccurate spelling. If no located example then top of level 1 Max. <b>(0-4marks)</b></p>		
	<b>Total</b>	<b>25</b>	

Question		Expected Answers	Marks	Rationale
4	(a)	<b>Study Fig 3, a photograph of Monument Valley, Utah, U.S.A.</b>		
	(i)	<b>Identify and describe two distinctive landforms shown in Fig 3.</b>	4	Point mark. One mark for a valid landform and one mark for appropriate description.
	(ii)	<b>Explain how physical processes shaped one of these landforms.</b>	6	No double penalty if incorrect arid landform in ai.
	(b)	<b>Outline two ways in which hot arid/semi-arid environments can provide economic opportunities.</b>	6	Two ways may come from one opportunity.

			<p><b>Level 1:</b> Identifies opportunity(ies). One outlined well may reach the top of this level. <b>(0-4marks)</b></p>		
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Question	Expected Answers	Marks	Rationale	
(c)	<p><b>With reference to one or more located examples, explain why hot arid/semi-arid environments can be easily damaged.</b></p>	<p>Indicative content: Hot arid and semi-arid environments are easily damaged due to lack of water, thin soils, and extreme high temperatures. Vulnerability to damage relates to slow rates of development and recovery.</p> <p><b>Level 3:</b> Uses well chosen example(s) to explain the impact of factors. Links explicitly explained. Vulnerability to damage should be explicit. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. <b>(8-9marks)</b></p> <p><b>Level 2:</b> Clearly identified example(s) used to explain some valid factors. Links stated. Vulnerability may be implied. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. <b>(5-7marks)</b></p> <p><b>Level 1:</b> Limited use of example(s). Descriptive observations of human activities/damage. No links established. Vulnerability unlikely to be addressed. Communication is basic with little structure and inaccurate spelling. If no located example then top of level 1 Max. <b>(0-4marks)</b></p>	9	<p>May focus on how rather than why.</p>
	<b>Total</b>	<b>25</b>		

Question	Expected Answers	Marks	Rationale
<b>Section B</b>			
5	<p><b>With reference to specific river basins, examine the need for management in resolving issues resulting from their development.</b></p> <p>Indicative content:            Successful management requires an understanding of the physical processes that occur in river environments.            Detailed planning and management is often about balancing socio-economic and environmental needs.            Development issues include those associated with conflicting land uses.</p> <p><b>AO1 Knowledge and understanding.</b>  <b>Level 3:</b> Detailed knowledge and understanding of development issues in river environments and the need for planning and management required for their resolution. Cause and effect is well understood and there is effective use of detailed exemplification.  <b>(11-13marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of development issues in river environments and the need for planning and management required for their resolution. Cause and effect is understood and there is use of exemplification.  <b>(7-10marks)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of development issues in river environments and the</p>	<b>25</b>	<p>There may be a range of issues resulting from one consequence of development e.g. flooding causing property damage, water contamination, and habitat destruction.</p> <p>Focus likely to be on methods/strategies rather than the need.</p>

		<p>need for planning and management required for their resolution. Cause and effect is not well understood and there is limited exemplification.  <b>(0-6marks)</b>          If no located example then top of Level 1 Max.          If only ONE example, then top of Level 2 Max.</p> <p><b>AO2 Analysis and application</b>  <b>Level 3:</b> Clear analysis and application of knowledge and understanding to the demands of the question.  <b>(5marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding to the demands of the question.  <b>(3-4marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding to the demands of the question.  <b>(0-2marks)</b></p> <p><b>AO3 Skills and communication</b>  <b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn.  <b>(6-7marks)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion(s) is/are drawn.</p>		
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		<b>(4-5marks)</b>  <b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. No conclusion is drawn. <b>(0-3marks)</b>		
		<b>Total</b>	<b>25</b>	

Question	Expected Answers	Marks	Rationale
<p>6</p> <p><b>With reference to specific coastal areas, examine the need for management in resolving issues resulting from their development.</b></p>	<p>Indicative content:</p> <p>Successful management requires an understanding of the physical processes that occur in coastal areas.</p> <p>Detailed planning and management is often about balancing socio-economic and environmental needs.</p> <p>Development issues include those associated with conflicting land uses.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of development issues in coastal areas and the need for planning and management required for their resolution. Cause and effect is well understood and there is effective use of detailed exemplification. <b>(11-13marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of development issues in coastal areas and the need for planning and management required for their resolution. Cause and effect is understood and there is use of exemplification. <b>(7-10marks)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of development issues in coastal areas and the need for planning and management required for their</p>	<p><b>25</b></p>	<p>There may be a range of issues resulting from one consequence of development e.g. flooding causing property damage, water contamination, and habitat destruction.</p> <p>Focus likely to be on methods/strategies rather than the need.</p>

		<p>resolution. Cause and effect is not well understood and there is limited exemplification.  <b>(0-6marks)</b>          If no located example then top of Level 1 Max.          If only ONE example, then top of Level 2 Max.</p> <p><b>AO2 Analysis and application</b>  <b>Level 3:</b> Clear analysis and application of knowledge and understanding to the demands of the question.  <b>(5marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding to the demands of the question.  <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding to the demands of the question.  <b>(0-2marks)</b></p> <p><b>AO3 Skills and communication</b>  <b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn.  <b>(6-7marks)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion(s) is/are drawn.</p>		
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		<b>(4-5marks)</b>  <b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. No conclusion is drawn. <b>(0-3marks)</b>		
		<b>Total</b>	<b>25</b>	

Question	Expected Answers	Marks	Rationale
7	<p><b>With reference to located examples, explain how the management of cold environments needs to balance socio-economic and environmental needs.</b></p>	25	<p>Clear focus on balance. Need explicitly addressed i.e. via sustainability. Social included.</p> <p>Less focus on needs being balanced. Social may not be included.</p>
	<p>Indicative content:</p> <p>Socio-economic needs include the demand for housing, jobs, energy, water, food and transportation systems.</p> <p>Environmental needs include conservation, regeneration, and sustainable management.</p> <p>To achieve a balance between the needs, careful and detailed management is required.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of socio-economic and environmental in cold environments and how these need to be managed in a balanced way. Cause and effect is well understood and there is effective use of detailed exemplification. <b>(11-13marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of socio-economic and environmental needs in cold environments and how these need to be managed in a balanced way. Cause and effect is understood and there is use of exemplification. <b>(7-10marks)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of socio-economic and/or environmental needs in cold environments and how these need to be managed</p>		

		<p>in a balanced way. Cause and effect is not well understood and there is limited exemplification. <b>(0-6marks)</b></p> <p>If no located example then top of level 1 Max.</p> <p><b>AO2 Analysis and application</b> <b>Level 3:</b> Clear analysis and application of knowledge and understanding to the demands of the question. <b>(5marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding to the demands of the question. <b>(3-4marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding to the demands of the question. <b>(0-2marks)</b></p> <p><b>AO3 Skills and communication</b> <b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn. <b>(6-7marks)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion(s) is/are drawn.</p>		
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		<b>(4-5marks)</b>  <b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. No conclusion is drawn. <b>(0-3marks)</b>		
		<b>Total</b>	<b>25</b>	

Question	Expected Answers	Marks	Rationale
<p>8</p> <p><b>With reference to located examples, explain how the management of hot arid/semi-arid environments needs to balance socio-economic and environmental needs.</b></p>	<p>Indicative content:</p> <p>Socio-economic needs include the demand for housing, jobs, energy, water, food and transportation systems.</p> <p>Environmental needs include conservation, regeneration, and sustainable management.</p> <p>To achieve a balance between the needs, careful and detailed management is required.</p> <p><b>AO1 Knowledge and understanding.</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of socio-economic and environmental in hot arid and semi-arid environments and how these need to be managed in a balanced way. Cause and effect is well understood and there is effective use of detailed exemplification. <b>(11-13marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of socio-economic and environmental needs in hot arid and semi-arid environments and how these need to be managed in a balanced way. Cause and effect is understood and there is use of exemplification. <b>(7-10marks)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of socio-economic and/or environmental needs in hot arid and semi-arid environments and how these</p>	<p>25</p>	<p>Clear focus on balance. Need explicitly addressed i.e. via sustainability. Social included.</p> <p>Less focus on needs being balanced. Social may not be included.</p>

		<p>need to be managed in a balanced way. Cause and effect is not well understood and there is limited exemplification.  <b>(0-6marks)</b></p> <p>If no located example then top of level 1 Max.</p> <p><b>AO2 Analysis and application</b>  <b>Level 3:</b> Clear analysis and application of knowledge and understanding to the demands of the question.  <b>(5marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding to the demands of the question.  <b>(3-4marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding to the demands of the question.  <b>(0-2marks)</b></p> <p><b>AO3 Skills and communication</b>  <b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn.  <b>(6-7marks)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion(s) is/are drawn.</p>		
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		<b>(4-5marks)</b>  <b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. No conclusion is drawn. <b>(0-3marks)</b>		
		<b>Total</b>	<b>25</b>	

# F762 Managing Change in Human Environments

Question		Expected Answers	Marks	Rationale
<b>Section A</b>				
<b>1</b>	<b>(a)</b>	<b>Study Fig. 1, a photograph of part of an urban area in India.</b>		
	<b>(i)</b>	<p><b>Identify characteristics of the area shown in Fig. 1.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Characteristics can be interpreted in terms of individual characteristics (dwellings) or general characteristics of the whole area.</li> <li>• Accept interpretive ideas which may not be entirely visible (limited drainage/water supply etc).</li> </ul> <p><b>Level 2:</b> Identifies a range of characteristics of the area which includes overall comments (density etc) <u>and</u> specific characteristics (dwellings/materials etc). <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Identifies overall characteristics of the area <u>or</u> specific characteristics <b>(0-2 marks)</b></p>	<b>4</b>	Use of generic terms e.g. 'slum', 'shanty town' is acceptable for description of area
	<b>(ii)</b>	<p><b>Suggest <u>two</u> reasons for these characteristics.</b></p> <p>Any two reasonable suggestions acceptable.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Poverty a major factor which means there is limited choice.</li> <li>• Inward migration may encourage high densities.</li> <li>• Limited space for poor urban dwellers/limited land rights.</li> <li>• Lack of planning/management/government resources.</li> <li>• Need for the urban poor to be close to urban centres.</li> </ul>	<b>6</b>	Accept reasons that are logical for the photograph even if not mentioned in 1(a)(i)

				<p><b>Level 2:</b> Suggests two reasons and shows clearly how they relate to the characteristics shown in Fig 1. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Suggests one reason with detailed observations about how it relates to the characteristics shown in Fig 1 or two reasons with limited reasoning. <b>(0-4 marks)</b></p>		
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Question	Expected Answers	Marks	Rationale
<p><b>(b) Outline <u>two</u> factors that influence the level of atmospheric pollution in urban areas.</b></p>	<p>Any two reasonable suggestions acceptable (must be different ideas). Indicative content:</p> <ul style="list-style-type: none"> <li>• Observations about human and/or physical influences acceptable.</li> <li>• Human influences include industrial, vehicle, residential emissions.</li> <li>• Levels may be influenced by legislation/management and human behaviour.</li> <li>• Specific observations related to reducing pollution (public transport etc) are acceptable.</li> <li>• Physical conditions (relief, wind and pressure patterns) may influence levels of pollution. There may be seasonal factors.</li> </ul> <p><b>Level 2:</b> Identifies two factors and shows clearly how they influence <u>levels</u> of atmospheric pollution. <b>(5-6marks)</b></p> <p><b>Level 1:</b> Identifies one factor and shows in detail how it influences atmospheric pollution or identifies two factors with limited development of each. Maximum 2 for basic list with no explanation (e.g. vehicles, industry etc.) <b>(0-4 marks)</b></p>	<b>6</b>	No credit for pollution other than atmospheric pollution
<p><b>(c) For a named urban area, explain why managing the growing demand for services may be difficult.</b></p>	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Reference might be to any scale of urban area.</li> <li>• Managing the growing demand for services may be difficult for a number of reasons including: lack of resources, rapid change/the scale of demand, lack of strategic planning/management.</li> </ul>	<b>9</b>	<p>Detailed reference to a single service could be awarded full marks</p> <p>Be flexible in interpretation of the term 'services'</p>

		<p><b>Level 3:</b> Uses an appropriate example to explain why managing the growing demand for services is difficult. Brings in a number of reasons. Well structured response with good use of geographical terminology. <b>(8-9 marks)</b></p> <p><b>Level 2:</b> Clearly identified example used to express reasons why managing growing demand for services is difficult. 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. Basic descriptive points which are largely generic. Poorly structured response with limited use of geographical terminology. <b>(0-4 marks)</b></p>			
		<b>Total</b>		<b>25</b>	<b>Maximum top of L1 if no named urban area</b>

Question		Expected Answers	Marks	Rationale
2	(a)	Study Fig. 2, an advertisement for a residential development in a rural area.		
	(i)	<p><b>Describe the environmental characteristics used to attract buyers for the development shown in Fig. 2.</b></p>	4	<p>accept broad interpretation of 'environment'</p> <p>accept 1 characteristic well explained for 4 marks</p> <p>general reference to the Cotswolds limited to L1</p>
	(ii)	<p><b>Suggest <u>two</u> ways in which such developments might affect local environments.</b></p>	6	<p>accept any observations about developments in rural areas</p>

			<p><b>Level 2:</b> Suggests two ways and shows clearly how they might affect local environments. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Suggests one way and shows detailed reasoning about how it might affect local environments or suggests two reasons with limited development. Maximum 2 marks for basic list of environmental issues e.g. pollution, litter etc. <b>(0-4 marks)</b></p>		
	(b)	<p><b>Outline <u>two</u> reasons why economic opportunities vary between rural areas.</b></p>	<p>Any two reasonable ideas acceptable (must be different ideas). Indicative content: There may be a number of reasons including:</p> <ul style="list-style-type: none"> <li>• Remoteness/lack of access/sphere of influence.</li> <li>• Resource availability/quality of farmland.</li> <li>• Amenity value/attractiveness.</li> <li>• Limited service structure.</li> <li>• Relative investment/funding.</li> <li>• Environmental designation (National Parks etc).</li> <li>• decline or growth of area</li> </ul> <p>There may be more extreme reasons such as:</p> <ul style="list-style-type: none"> <li>• Conflict.</li> <li>• Natural hazards.</li> <li>• Morbidity/disease.</li> </ul> <p><b>Level 2:</b> Outlines two reasons and shows clearly how they influence economic opportunities. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Outlines one reason and with clear justification about how it might influence economic</p>	6	Variation can be at any scale or location i.e. allow MEDC/LEDC contrast

			opportunities or outlines two reasons with limited justification. <b>(0-4 marks)</b>		
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Question	Expected Answers	Marks	Rationale
(c) For a named rural area, explain why managing the impact of farming on the environment may be difficult.	<p>Indicative content:            There may be a number of reasons including:</p> <ul style="list-style-type: none"> <li>• The conflict between production and environmental management.</li> <li>• Ownership/control of land.</li> <li>• Limited legislation/government finance.</li> <li>• Lack of knowledge/understanding.</li> </ul> <p>Scale and location of chosen area may vary (Sahel / South Downs). Response may be determined by the nature of the chosen area.</p> <p><b>Level 3:</b> Uses an appropriate example to explain why managing the impact of farming may be difficult. Well structured response with good use of geographical terminology.  <b>(8-9 marks)</b></p> <p><b>Level 2:</b> Clearly identified example used to explain some of the reasons why managing the impact of farming on the environment is difficult. 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. Basic descriptive points which are largely generic. Poorly structured response with limited use of geographical terminology.  <b>(0-4 marks)</b></p>	<b>9</b>	<b>Maximum L1 if no named rural area</b>
	<b>Total</b>	<b>25</b>	

Question		Expected Answers	Marks	Rationale
3	(a)	<b>Study Fig. 3, a map of global energy consumption.</b>		
	(i)	<p><b>Briefly describe the pattern of energy consumption shown in Fig. 3.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Highest consumption in highly developed parts of the world.</li> <li>• Varying consumption in less developed areas.</li> <li>• Sub Saharan Africa an area of very low consumption.</li> <li>• Anomalies exist within continents, Canada with very high consumption etc.</li> </ul> <p><b>Level 2:</b> Describes the global pattern and illustrates differences between areas with reference to either figures or named areas. <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Describes the general pattern with limited development. <b>(0-2 marks)</b></p>	4	
	(ii)	<p><b>Suggest <u>two</u> reasons for this pattern.</b></p> <p>Any two reasonable suggestions acceptable. Indicative content:</p> <ul style="list-style-type: none"> <li>• Clear link to level of income, which could be illustrated in terms of rich-poor or a continuum.</li> <li>• Areas of rapid development may have exceptionally high consumption (NICs, India, China) in short run.</li> <li>• Other factors may play a part in consumption: price of energy/taxation on fuel, availability of energy resources, climate.</li> <li>• Not all consumption is measured (fuelwood?)</li> <li>• Efficiency/conservation can affect consumption.</li> </ul>	6	Accept reasons that are logical even if not evident on the resource

			<p><b>Level 2:</b> Suggests two reasons and shows clearly how they might influence energy consumption. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Suggests one reason and shows in detail how it may affect energy consumption or identifies two reasons with limited developed reasoning. <b>(0-4 marks)</b></p>		
	(b)	<p><b>Outline <u>two</u> problems for people created by the exploitation of energy resources.</b></p>	<p>Any two reasonable problems acceptable (must be different ideas). Indicative content:</p> <ul style="list-style-type: none"> <li>• 'Problems for people' can be interpreted in its broadest sense and may include economic/social/environmental factors.</li> <li>• Problems could include a variety of factors including: <ul style="list-style-type: none"> <li>• Effect on local industry (fishing/farming).</li> <li>• Damage to landscape affecting quality of life.</li> <li>• Pollution of land/water resources.</li> <li>• Effect on recreational value.</li> <li>• Changes to social structure/culture.</li> <li>• Conflict (Nigeria etc)</li> <li>• Problem of over-reliance on energy income.</li> <li>• Problem of exploitation by TNCs</li> </ul> </li> </ul> <p><b>Level 2:</b> Identifies two problems and shows clearly how they affect people or local communities. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Identifies one problem and illustrates in depth how it affects people or local communities or identifies two problems with limited development of each. <b>(0-4 marks)</b></p>	<b>6</b>	

Question	Expected Answers	Marks	Rationale
(c) Describe and explain the energy mix of a named country you have studied.	<p>Accept broad appreciation of energy mix, even though precise detail may be absent. Indicative content:</p> <ul style="list-style-type: none"> <li>• Understanding of the term 'energy mix' and an appreciation about how it might change over time.</li> <li>• Factors affecting energy mix might include: <ul style="list-style-type: none"> <li>• Resource availability.</li> <li>• Price of resources.</li> <li>• Level of development/infrastructure.</li> <li>• Government policy/investment.</li> <li>• Environmental pressures.</li> <li>• Climate/physical geography.</li> </ul> </li> </ul> <p><b>Level 3:</b> Uses an appropriate example to describe the idea of energy mix and offers detailed reasons. Well structured response with good use of geographical terminology. <b>(8-9 marks)</b></p> <p><b>Level 2:</b> Clearly described example with some explanation of the energy mix. 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. Basic descriptive and vague ideas which could be generic in terms of the idea of energy mix. Poorly structured response with limited use of geographical terminology. <b>(0-4 marks)</b></p>	<b>9</b>	<b>Maximum L1 if no reference to a named country</b>
	<b>Total</b>	<b>25</b>	

Question		Expected Answers	Marks	Rationale	
4	(a)	Study Fig. 4, which shows GDP (per person \$) and tourist arrivals for a number of countries.			
	(i)	<p><b>Briefly describe the relationship between GDP per person and tourist arrivals shown in Fig. 4.</b></p>	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• The relationship shows a positive relationship between tourist arrivals and GDP.</li> <li>• It is not always a strong correlation; there are some anomalies to the general pattern.</li> <li>• There are distinct groups of countries</li> </ul> <p><b>Level 2:</b> Identifies the general pattern and variations/anomalies within the pattern with reference to data. <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Describes the general pattern, limited development and use of data. <b>(0-2 marks)</b></p>	4	
	(ii)	<p><b>Suggest <u>two</u> reasons for this relationship.</b></p>	<p>Any two reasonable points acceptable. Indicative content: Reasons may include:</p> <ul style="list-style-type: none"> <li>• Links to supply and demand (economic development).</li> <li>• Importance of tourism development as part of the economic structure.</li> <li>• Accessibility/nearness to developed areas.</li> <li>• Level of infrastructure</li> </ul> <p>Anomalies within the general relationship may result from:</p> <ul style="list-style-type: none"> <li>• Climate.</li> <li>• Use of tourism as development tool.</li> <li>• Historical links.</li> <li>• External shocks e.g. natural disaster, terrorist</li> </ul>	6	<p>cause and effect could in theory be either way round</p> <p>accept reasons which are logical even if not evident from the resource</p>

			<p>attack</p> <p><b>Level 2:</b> Suggests two reasons which illustrate clearly the relationship between GDP and tourist arrivals. <b>(5-6 marks)</b></p> <p><b>Level 1:</b> Suggests one reason for the relationship between GDP and tourist arrivals or suggests two reasons with limited detail. <b>(0-4 marks)</b></p>		
	(b)	<p><b>Outline <u>two</u> environmental issues created by the growth of tourism.</b></p>	<p>Any two reasonable issues acceptable (must be different ideas). Indicative content:</p> <ul style="list-style-type: none"> <li>• 'Environmental issues' can be interpreted in its broadest sense and can include 'people-environment' issues.</li> <li>• Factors might include: <ul style="list-style-type: none"> <li>• Land-use change/damage to habitats.</li> <li>• Use of water/changes to water courses.</li> <li>• Water/land pollution/increased traffic and subsequent issues.</li> <li>• Changes to farming practices; links to cultural/environmental change.</li> <li>• Changes/pressures on the marine environment or other fragile environments.</li> </ul> </li> <li>• 'Environmental issues' might be interpreted at different scales and could include global transport issues linked to climate change etc.</li> </ul> <p><b>Level 2:</b> Identifies two issues and shows a good understanding about why they are environmental concerns. <b>(5-6 marks)</b></p>	6	reference to growth not essential

			<b>Level 1:</b> Identifies one issue and shows a thorough understanding about why they are environmental concerns or identifies two issues with limited understanding of each. Maximum 2 marks for basic list e.g. 'pollution', 'litter' etc with no development <b>(0-4 marks)</b>		
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Question	Expected Answers	Marks	Rationale
(c) <b>Using one or more named examples, examine the economic opportunities created by the growth of tourism.</b>	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Tourism can be seen as a stimulus for economic development.</li> <li>• Tourism can provide opportunities in areas where few other opportunities exist.</li> <li>• Economic opportunities might be considered in a number of ways including: <ul style="list-style-type: none"> <li>• Infrastructure development.</li> <li>• Direct tourism related opportunities.</li> <li>• Secondary opportunities (cumulative causation/multiplier idea).</li> </ul> </li> <li>• 'Examine' might lead to debate in terms of relative importance (factors such as seasonal opportunities).</li> <li>• Links to socio/economic development acceptable if expressed in an economic context (increased taxation spent on education may give better employment opportunities).</li> </ul> <p><b>Level 3:</b> Uses appropriate example(s) to examine the range of direct/indirect economic opportunities created by tourism. Well structured response with good use of geographical terminology. <b>(8-9 marks)</b></p> <p><b>Level 2:</b> Clearly identified example(s) used to examine the idea of economic opportunities. Response has a basic structure with some use of geographical terminology. <b>(5-7 marks)</b></p>	<b>9</b>	<p>reference to growth not essential</p> <p><b>Maximum L1 if no reference to named example</b></p>

			<b>Level 1:</b> Limited use of example. Basic descriptive points which are largely generic. Poorly structured response with limited use of geographical terminology. <b>(0-4 marks)</b>		
			<b>Total</b>	<b>25</b>	

Question	Expected Answers	Marks	Rationale	
<b>Section B</b>				
5	<p><b>With reference to located examples, examine the social and economic differences in urban areas.</b></p>	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Answer could be based on land-use models/links to particular urban areas.</li> <li>• 'Examine' suggests a detailed description with some reasoning.</li> <li>• Focus could be on economic land-uses (commercial centres, industrial estates etc).</li> <li>• Focus could be on socio-economic characteristics of residential areas.</li> <li>• Question does not imply an understanding of all differences.</li> <li>• Examples could be drawn from anywhere in the world and at different scales</li> </ul> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of the social and economic differences in urban areas. 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 the social and economic differences in urban areas. Cause and effect is understood and there is use of exemplification. <b>(7-10 marks)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of the social and economic differences in urban areas.</p>	25	

		<p>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>  <b>Level 3:</b> Clear analysis and application of knowledge and understanding of the social and economic differences in urban areas  <b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding of the social and economic differences in urban areas  <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding of the social and economic differences in urban areas  <b>(0-2 marks)</b></p> <p><b>AO3 Skills and communication</b>  <b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.  <b>(6-7 marks)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.  <b>(4-5 marks)</b></p>		
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		<b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. <b>(0-3 marks)</b>		
		<b>Total</b>	<b>25</b>	

Question	Expected Answers	Marks	Rationale
6	<p><b>With reference to located examples, examine the problems associated with the increasing use of rural areas for recreation and tourism.</b></p>	25	<p>observations about solutions could be appropriate as long as associated problems are very well covered.</p>

Indicative content:

- 'Examine the problems' implies description and some reasoning.
- A view could be taken that there are few problems in some areas.

'Problems' could include:

- Social factors – second home ownership, limited facilities, changing demographic structure, changing functions, seasonality, cultural issues etc.
- Economic factors – seasonality, pressure on existing industry, congestion, cost of management etc.
- Environmental factors – land use change, congestion, pollution, litter, erosion etc.
- Focus could be particular places or areas (National Parks, coastal resorts etc).

**AO1 Knowledge and understanding**

**Level 3:** Detailed knowledge and understanding of the problems associated with the increasing use of rural areas for recreation and tourism. Cause and effect is well understood and there is effective use of detailed exemplification.  
**(11-13 marks)**

**Level 2:** Some knowledge and understanding of the problems associated with the increasing use of rural

		<p>areas for recreation and tourism. Cause and effect is understood and there is use of exemplification. <b>(7-10 marks)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of the problems associated with the increasing use of rural areas for recreation and tourism. Cause and effect is not well understood and there is limited exemplification. <b>(0-6 marks)</b> 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 and application of knowledge and understanding of the problems associated with the increasing use of rural areas for recreation and tourism. <b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding of the problems associated with the increasing use of rural areas for recreation and tourism. <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding of the problems associated with the increasing use of rural areas for recreation and tourism. <b>(0-2 marks)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology</p>		
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	<p>is used accurately. There is a clear conclusion. <b>(6-7 marks)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion. <b>(4-5 marks)</b></p> <p><b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. <b>(0-3 marks)</b></p>		
	<b>Total</b>	<b>25</b>	

Question	Expected Answers	Marks	Rationale
7	<p><b>With reference to located examples, explain how energy supply is being managed sustainably.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• A clear understanding of the concept of sustainability is expected and discussion as to why some types of energy supply are considered to be sustainable.</li> <li>• Focus could be on national policy increasing proportion of renewables.</li> <li>• Focus could be on individual projects at different scales.</li> <li>• Examples could be drawn from any location, including areas in LEDCs (rural aid projects / development projects).</li> <li>• Examples of large scale projects (Three Gorges Dam etc.) may be seen as sustainable in terms of energy supply.</li> </ul> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of how energy supply is being managed sustainably. Effective use of detailed exemplification. <b>(11-13 marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of how energy supply is being managed sustainably. Good use of exemplification. <b>(7-10 marks)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of how energy supply is being managed sustainably. Limited exemplification. <b>(0-6 marks)</b></p> <p>If no located example then top of level 1 Max.</p>	25	higher level candidates are more likely to consider management

		<p><b>AO2 Analysis and application</b></p> <p><b>Level 3:</b> Clear analysis and application of knowledge and understanding of the issues of how energy supply is being managed sustainably <b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding of how energy supply is being managed sustainably <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding of how energy supply is being managed sustainably <b>(0-2 marks)</b></p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion. <b>(6-7 marks)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion. <b>(4-5 marks)</b></p> <p><b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion.</p>		
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		(0-3 marks)		
		<b>Total</b>	<b>25</b>	

Question	Expected Answers	Marks	Rationale
8	<p><b>With reference to located examples, explain how tourism is being managed sustainably.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• A clear understanding of what is meant by 'sustainable' is expected in relation to social, economic and environmental factors.</li> <li>• Discussion/use of ecotourism strategies is acceptable, even though these projects vary in relation to their real sustainability.</li> <li>• Focus on environmental protection (National Parks) is acceptable in the right context.</li> <li>• Examples can vary in scale from large scale projects with 'sustainable' elements to smaller holistic schemes.</li> <li>• Elements of 'sustainability' might include, land use/building styles and techniques, local industry/crafts, managing environments, dealing with waste and resource demands, transportation etc.</li> </ul> <p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3:</b> Detailed knowledge and understanding of how tourism is being managed sustainably. Effective use of detailed exemplification. <b>(11-13 marks)</b></p> <p><b>Level 2:</b> Some knowledge and understanding of how tourism is being managed sustainably. Good use of exemplification. <b>(7-10 marks)</b></p> <p><b>Level 1:</b> Limited knowledge and understanding of how tourism is being managed sustainably. Limited</p>	25	higher level candidates are more likely to consider management

		<p>exemplification.  <b>(0-6 marks)</b>          If no located example then top of level 1 Max.</p> <p><b>AO2 Analysis and application</b>  <b>Level 3:</b> Clear analysis and application of knowledge and understanding of how tourism is being managed sustainably.  <b>(5 marks)</b></p> <p><b>Level 2:</b> Some analysis and application of knowledge and understanding of how tourism is being managed sustainably.  <b>(3-4 marks)</b></p> <p><b>Level 1:</b> Limited analysis and application of knowledge and understanding of how tourism is being managed sustainably.  <b>(0-2 marks)</b></p> <p><b>AO3 Skills and communication</b>  <b>Level 3:</b> Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.  <b>(6-7 marks)</b></p> <p><b>Level 2:</b> Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.  <b>(4-5 marks)</b></p>		
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		<b>Level 1:</b> Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. <b>(0-3 marks)</b>		
		<b>Total</b>	<b>25</b>	

# Grade Thresholds

Advanced GCE Geography A (H483)  
 Advanced Subsidiary GCE Geography A (H083)  
 June 2009 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F761	Raw	75	54	49	44	39	34	0
	UMS	100	80	70	60	50	40	30
F762	Raw	75	54	49	44	39	35	0
	UMS	100	80	70	60	50	40	30

## Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H083	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H083	21.9	40.6	60.4	75.5	87.7	100.0	2618

## 2618 candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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