

Geography

Advanced GCE A2 H483

Advanced Subsidiary GCE AS H083

Mark Schemes for the Units

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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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CONTENTS

Advanced GCE Geography (H483)

Advanced Subsidiary GCE Geography (H083)

MARK SCHEMES FOR THE UNITS

Unit/Content	Page
F761 Managing Physical Environments	1
F762 Managing Change in Human Environments	19
Grade Thresholds	39

F761 Managing Physical Environments

Question		Expected Answers	Mks	Rationale
Section A				
1	(a)	Study Fig. 1, a photograph of part of the Blyde River, South Africa.		
	(i)	Identify the <u>four</u> features of river erosion, A, B, C and D, shown in Fig. 1.	4	Point mark; 1 mark for each correct answer.
	(ii)	Explain how channel processes have influenced <u>one</u> of the features.	6	Do not double penalise – if identify an incorrect answer in ai but correctly explain in aii, award the marks. LII explains the processes and links this with landform. LI there is no link between process and landform. Would expect all three criteria of m/s for top of level 2. Different processes should be the different mechanisms of erosion and these should be named but not necessarily explained. Does not need to be about waterfall in photo.
	(b)	Show how <u>two</u> factors influence river deposition.	6	Factor = 1 mark; development award further marks. Can have 4 marks for one factor done well and a further mark for statement of another factor. Velocity, for example, might be explained by two different factors (e.g. bed roughness, gradient) but this is acceptable as 2 different factors.

Question	Expected Answers	Mks	Rationale
			Accept answers that say why deposition won't happen. 2 named factors = 2 marks. If more than 2 factors given, accept the best two.
(c)	<p>With reference to one or more located examples, explain how river basins can provide opportunities for human activities.</p> <p>Indicative content: Activities include industrial development, transportation, residential development, energy, recreation and leisure, conservation.</p> <p>Level 3: Uses well chosen example(s) to explain a number of opportunities for human activity. Links explicitly explained. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. (9-8 marks)</p> <p>Level 2: Clearly identified example(s) used to explain some valid opportunities for human activity. Links stated. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. (7-5 marks)</p> <p>Level 1: Limited/no use of examples. Descriptive observations of opportunities for human activities. No links established. Communication is basic with little structure and inaccurate spelling. (4-1 marks)</p> <p>If no located example, top of level 1 Max.</p>	9	Examples: don't penalise candidates that use just one river basin as these can still achieve full marks. If candidate identifies a located river basin but nothing else is well done they can achieve 1 mark for the named, located river basin. (eg 'The Rhine' is not located so would not achieve one mark). One type of activity only prevents access to level 3 ('opportunities'). Some explanation of what it is about this river that makes the activity suitable is needed for level 3 – i.e. place specific. What it is about that place that makes it suitable for that activity. Annotated sketch maps: candidates shouldn't repeat annotations in the essay and we should not double credit.
	Total	25	

Question		Expected Answers	Mks	Rationale
2	(a)	Study Fig. 2, a photograph of Dunmore Head, Dingle Peninsula, western Ireland.		
	(i)	Identify the <u>four</u> landforms of coastal erosion, A, B, C and D, shown in Fig. 2.	4	Point mark; 1 mark for each correct answer. B = do not allow beach or bay beach C = do not accept rock If headland/cliff is given for both A and D 2 marks can be awarded.
	(ii)	Explain how wave action has given rise to <u>one</u> of these landforms.	6	Be aware not to double penalise a wrong answer in ai) and correct explanation. L2 – connection between processes and their role in giving rise to landform. List of processes but not related to landform is level one. If attrition is stated, its role in the erosional landform (e.g. cliff) is needed. If beach is explained, accept LSD.
	(b)	Show how <u>two</u> factors influence coastal deposition.	6	Longshore drift needs to be linked to deposition. Answers might explain why there is a lot of deposition or why there is not a lot of deposition.

Question	Expected Answers	Mks	Rationale
(c)	<p>With reference to one or more located examples, explain how coastal areas can provide opportunities for human activities.</p>	9	<p>Level 2 the mark awarded will be dependent on the number of different activities.</p>
	<p>Indicative content: Activities include industrial development, transportation, residential development, energy, recreation and leisure, conservation.</p> <p>Level 3: Uses well chosen example(s) to explain a number of opportunities for human activity. Links explicitly explained. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. (9-8 marks)</p> <p>Level 2: Clearly identified example(s) used to explain some valid opportunities for human activity. Links stated. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. (7-5 marks)</p> <p>Level 1: Limited/no use of example(s). Descriptive observations of opportunities for human activities. No links established. Communication is basic with little structure and inaccurate spelling. (4-1 marks)</p> <p>If no located example, top of level 1 Max.</p>		
	Total	25	

Question		Expected Answers	Mks	Rationale
3	(a)	Study Fig. 3, a climate graph for Tomsk, Russia.		
	(i)	<p>Identify the main features of the climate at Tomsk, Russia, shown in Fig. 3.</p>	<p>Indicative content: Features include: large temperature range, summer max, winter min, low precipitation total with some seasonal variation including summer max and winter min.</p> <p>Level 2: Clear identification of valid features of the annual pattern. Use of technical language to identify feature (s). Uses data as evidence. (4-3 marks)</p> <p>Level 1: Basic description of valid feature (s). Limited use of technical language to identify feature (s). Data quoted. (2-1 marks)</p> <p>Max 3 marks if only temperature or precipitation features are identified.</p>	<p>4</p> <p>Level two will have an overview of the climate; level one will pick off months and ppt/climate with no general overview. Level two recognises an element of an annual pattern. E.g. 'wide range of temperature' and then refers to temp range and ppt range with data this will achieve top of level 2. Might recognise seasonal pattern/summer and winter.</p>
	(ii)	<p>Explain how vegetation has adapted to such climatic conditions.</p>	<p>Indicative content: Adaptations include coniferous habit, thick bark, evergreen, low height, pollination by wind, prostrate, small leaves, cushion plants, perennials, pre-formed flower beds, dark leaves, parabolic shape, waxy cuticle, use of rhizomes and bulbs.</p> <p>Low temperatures, frost, short thermal growing season, water unavailable as frozen are all relevant.</p> <p>Level 2: Uses specific adaptations with clear link to climatic characteristics. Good use of technical language. (6-5 marks)</p>	<p>6</p> <p>Annuals are rare, not deep roots. Can award up to four marks for a list of adaptations in level one. A level one answer might begin to explain but the link to climate is not clear.</p>

Question		Expected Answers	Mks	Rationale
		<p>Level 1: Description(s) of the adaptation(s). One explained well could reach the top of level one. (4-1 marks)</p>		
	(b)	<p>Suggest <u>two</u> ways in which human activity makes cold environments ecologically vulnerable.</p> <p>Indicative content: Ways include: tourism pressures, resource exploitation, human induced climate change.</p> <p>Level 2: Identifies two ways and suggests their influence. (6-5 marks)</p> <p>Level 1: Identifies valid factor(s). One suggested well may reach the top of this level. (4-1 marks)</p>	6	<p>Could have two ways from one human activity. The 'ways' is referring to the effect on ecology. If two ways are stated award two marks.</p>
	(c)	<p>Explain the impact of weathering on the physical landscape of <u>one</u> located cold environment.</p> <p>Indicative content: Weathering by freeze-thaw is the main process, although chemical processes such as carbonation are also significant. Biological weathering also acceptable. Scree is a common feature of the landscape. Weathering can also modify landforms produced by other processes, such as those relating to ice. Weathering also provides debris for use as an abrasive tool by ice/water/wind based processes.</p> <p>Level 3: Uses well chosen example to explain a number of impacts on the landscape. Links to the landscape explicitly explained. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. (9-8 marks)</p> <p>Level 2: Clearly identified example used to explain some valid impacts on the landscape. Explicit links to the landscape stated. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. (7-5 marks)</p>	9	<p>'disintegration/break up of rock' could lift to level 2. Do not credit erosion.</p> <p>Located, named environment can gain one mark.</p> <p>Process only, no link to their impact then this will stay in level one.</p> <p>High mountain environments in GB acceptable.</p>

Question		Expected Answers	Mks	Rationale
		<p>Level 1: Limited/no use of example. Descriptive observations of impacts on the landscape. No explicit links to the landscape established. Communication is basic with little structure and inaccurate spelling.</p> <p style="text-align: right;">(4-1 marks)</p> <p>If no located example, top of level 1 Max.</p>		
		Total	25	

Question		Expected Answers	Mks	Rationale
4	(a)	Study Fig. 4, a climate graph for Salah, Algeria.		
	(i)	<p>Identify the main features of the climate at Salah, Algeria, shown in Fig. 4.</p>	4	
	(ii)	<p>Explain how vegetation has adapted to such climatic conditions.</p>	6	

Question		Expected Answers	Mks	Rationale
		<p>Level 1: Description(s) of the adaptation(s). One explained well could reach the top of level one. (4-1 marks)</p>		
	(b)	<p>Suggest <u>two</u> ways in which human activity makes hot arid/semi-arid environments ecologically vulnerable.</p> <p>Indicative content: Ways include: population pressure, overgrazing, removal of vegetation for fuel wood.</p> <p>Level 2: Identifies two ways and suggests their influence. (6-5 marks)</p> <p>Level 1: Identifies valid way(s). One outlined well may reach the top of this level. (4-1 marks)</p>	6	<p>Could have two ways from one human activity. The 'ways' is referring to the effect on ecology. If two ways are stated award two marks.</p>
	(c)	<p>Explain the impact of weathering on the physical landscape of <u>one</u> located hot arid/semi-arid environment.</p> <p>Indicative content: Weathering by insolation/exfoliation, salt crystal growth, hydrations are likely to be the most common processes, although others may also occur. Scree, exfoliation domes, alveoles is a common feature of the landscape. Weathering can also modify landforms produced by other processes, such as those relating to water/wind. Weathering also provides debris for use as an abrasive tool by water/wind based processes.</p> <p>Level 3: Uses well chosen example to explain a number of impacts on the landscape. Links explicitly explained. Answer is well structured with almost faultless grammar and spelling. Geographical terminology is used accurately. (9-8 marks)</p>	9	<p>'disintegration/break up of rock' could lift to level 2. Do not credit erosion.</p> <p>Located, named environment can gain one mark.</p> <p>Process only, no link to their impact then this will stay in level one.</p>

Question		Expected Answers	Mks	Rationale
		<p>Level 2: Clearly identified example used to explain some valid impacts on the landscape. Links stated. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology.</p> <p style="text-align: right;">(7-5 marks)</p> <p>Level 1: Limited use of example. Descriptive observations of impacts on the landscape. No links established. Communication is basic with little structure and inaccurate spelling.</p> <p style="text-align: right;">(4-1 marks)</p> <p>If no located example, top of level 1 Max.</p>		
		Total	25	

Question	Expected Answers	Mks	Rationale
Section B			
<p>5 With reference to specific river basins, examine how their management is often about balancing socio-economic and environmental needs.</p>	<p>Indicative content: Socio-economic needs include the demand for housing, jobs, energy, water, food and transportation systems. Environmental needs include conservation, regeneration, sustainable management. To achieve a balance between the needs, careful and detailed management is required.</p> <p>AO1 Knowledge and understanding Level 3: Detailed knowledge and understanding of socio-economic and environmental needs in river basins and how these may be managed in a balanced way. Cause and effect is well understood and there is effective use of detailed exemplification. (13-11 marks)</p> <p>Level 2: Some knowledge and understanding of socio-economic and environmental needs in river basins and how these may be managed in a balanced way. Cause and effect is understood and there is use of exemplification. (10-7 marks)</p> <p>Level 1: Limited knowledge and understanding of socio-economic and environmental needs in river basins and how these may be managed in a balanced way. Cause and effect is not well understood and there is limited exemplification. (6-1 marks)</p> <p>If no located example, top of level 1 Max. AO2 Analysis and application Level 3: Clear application of knowledge and understanding to the demands of the question. (5 marks)</p>	<p>25</p>	<p>Comments about the extent to which these needs (socio-economic and environmental) are balanced will enhance AO2.</p> <p>AO3 – conclusion is just one criteria. If all other criteria for a level are done very well but conclusion is missing can still score in top level. The conclusion is not the hurdle between levels, nor is it the requirement for the top of the level.</p> <p>Conclusions might appear at the end of an example, so be aware of this.</p> <p>Answers that are imbalanced and focus only on, eg, environmental, can achieve top of level 2 in AO1 if it is detailed and very good. Both are needed for level 3 in AO1.</p> <p>No located example is max of level 1 on AO1.</p> <p>Max of 21/25 if only one river basin is used. On AO2 the max. number of marks is 4 with one basin. Max. of 10 marks for AO1 if one basin. AO3 marks can still achieve level 3.</p>

Question	Expected Answers	Mks	Rationale
	<p>Level 2: Some application of knowledge and understanding to the demands of the question. (4-3 marks)</p> <p>Level 1: Limited application of knowledge and understanding to the demands of the question. (2-1 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn. (7-6 marks)</p> <p>Level 2: Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion(s) is/are drawn. (5-4 marks)</p> <p>Level 1: Communication is basic with little structure and inaccurate spelling. No conclusion is drawn. (3-1 marks)</p>		
	Total	25	

Question	Expected Answers	Mks	Rationale	
6	<p>With reference to specific coastal areas, examine how their management is often about balancing socio-economic and environmental needs.</p>	<p>Indicative content: Socio-economic needs include the demand for housing, jobs, energy, water, food and transportation systems. Environmental needs include conservation, regeneration, sustainable management. To achieve a balance between the needs, careful and detailed management is required.</p> <p>AO1 Knowledge and understanding Level 3: Detailed knowledge and understanding of socio-economic and environmental needs in coastal areas and how these may be managed in a balanced way. Cause and effect is well understood and there is effective use of detailed exemplification. (13-11 marks)</p> <p>Level 2: Some knowledge and understanding of socio-economic and environmental needs in coastal areas and how these may be managed in a balanced way. Cause and effect is understood and there is use of exemplification. (10-7 marks)</p> <p>Level 1: Limited knowledge and understanding of socio-economic and environmental needs in coastal areas and how these may be managed in a balanced way. Cause and effect is not well understood and there is limited exemplification. (6-1 marks)</p> <p>If no located example, top of level 1 Max.</p>	25	

Question	Expected Answers	Mks	Rationale
	<p>AO2 Analysis and application</p> <p>Level 3: Clear application of knowledge and understanding to the demands of the question. (5 marks)</p> <p>Level 2: Some application of knowledge and understanding to the demands of the question. (4-3 marks)</p> <p>Level 1: Limited application of knowledge and understanding to the demands of the question. (2-1 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion. (7-6 marks)</p> <p>Level 2: Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion. (5-4 marks)</p> <p>Level 1: Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. (3-1 marks)</p>		
	Total	25	

Question	Expected Answers	Mks	Rationale	
7	<p>With reference to located examples, discuss the opportunities and challenges for development in cold environments.</p>	<p>Indicative content: Opportunities include resource exploitation, including agriculture, recreation and tourism. Challenges include environmental constraints, costs/remoteness, and conflicts with indigenous populations. Relationships exist between the nature of the challenges and the desire/ability to overcome them in order for development to take place. This might reflect, for example, the value of resources and the technological advances enabling their exploitation.</p> <p>AO1 Knowledge and understanding Level 3: Detailed knowledge and understanding of challenges and opportunities in cold environments and the relationships between them. Cause and effect is well understood and there is effective use of detailed exemplification. (13-11 marks)</p> <p>Level 2: Some knowledge and understanding of challenges and opportunities in cold environments and the relationships between them. Cause and effect is understood and there is use of exemplification. (10-7 marks)</p> <p>Level 1: Limited knowledge and understanding of challenges and opportunities in cold environments and the relationships between them. Cause and effect is not well understood and there is limited exemplification. (6-1 marks)</p>	25	

Question	Expected Answers	Mks	Rationale
	<p>If no located example, top of level 1 Max.</p> <p>AO2 Analysis and application</p> <p>Level 3: Clear application of knowledge and understanding to the demands of the question. (5 marks)</p> <p>Level 2: Some application of knowledge and understanding to the demands of the question. (4-3 marks)</p> <p>Level 1: Limited application of knowledge and understanding to the demands of the question. (2-1 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion. (7-6 marks)</p> <p>Level 2: Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion. (5-4 marks)</p> <p>Level 1: Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. (3-1 marks)</p>		
	Total	25	

Question	Expected Answers	Mks	Rationale
8	<p>With reference to located examples, discuss the opportunities and challenges for development in hot arid/semi-arid environments.</p> <p>Indicative content: Opportunities include resource exploitation, including agriculture, recreation and tourism. Challenges include environmental constraints, costs/remoteness, and conflicts with indigenous populations. Relationships exist between the nature of the challenges and the desire/ability to overcome them in order for development to take place. This might reflect, for example, the value of resources and the technological advances enabling their exploitation.</p> <p>AO1 Knowledge and understanding Level 3: Detailed knowledge and understanding of challenges and opportunities in hot arid/semi-arid environments and the relationships between them. Cause and effect is well understood and there is effective use of detailed exemplification. (13-11 marks)</p> <p>Level 2: Some knowledge and understanding of challenges and opportunities in hot arid/semi-arid environments and the relationships between them. Cause and effect is understood and there is use of exemplification. (10-7 marks)</p> <p>Level 1: Limited knowledge and understanding of challenges and opportunities in hot arid/semi-arid environments and the relationships between them. Cause and effect is not well understood and there is limited exemplification. (6-1 marks)</p> <p>If no located example, top of level 1 Max.</p>	25	

Question	Expected Answers	Mks	Rationale
	<p>AO2 Analysis and application</p> <p>Level 3: Clear application of knowledge and understanding to the demands of the question. (5 marks)</p> <p>Level 2: Some application of knowledge and understanding to the demands of the question. (4-3 marks)</p> <p>Level 1: Limited application of knowledge and understanding to the demands of the question. (2-1 marks)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion. (7-6 marks)</p> <p>Level 2: Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion. (5-4 marks)</p> <p>Level 1: Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion. (3-1 marks)</p>		
	Total	25	

F762 Managing Change in Human Environments

Question		Expected Answers	Mks	Rationale	
Section A					
1	(a)	Study Fig. 1, a map of urban deprivation in Sheffield.			
	(i)	<p>Describe the pattern of urban deprivation shown in Fig. 1.</p>	<p>Indicative content:</p> <ul style="list-style-type: none"> • High levels of deprivation near city centre. • Medium levels of deprivation close to city centre and generally on a NW/SE axis. • Low levels of deprivation on outskirts and westwards from about 5km west of city centre. <p>Level 2: Identifies general pattern and variations within the pattern. Uses information on the map to express patterns identified.</p> <p style="text-align: right;">(4-3)</p> <p>Level 1: Identifies general pattern of high levels of deprivation near city centre and greater affluence on outskirts.</p> <p style="text-align: right;">(2-1)</p>	4	Actual distances from Fig 1 not required for full marks.
	(ii)	<p>Suggest <u>two</u> reasons for this pattern of urban deprivation.</p>	<p>Indicative content:</p> <p>Reasons may well focus on economic factors, social factors or use of Fig. 1.</p> <p>Any two reasonable suggestions acceptable e.g.</p> <ul style="list-style-type: none"> • Inner city areas may have higher rates of unemployment. • Suburban areas may have more expensive housing so attract wealthier people. 	6	<p>Clear reference to Fig. 1 expected for answer to reach L2.</p> <p>Top L1 for two clear generic points.</p>

Question		Expected Answers	Mks	Rationale
		<p>Level 2: Suggests two reasons and shows clearly how they influence patterns of urban deprivation. (6-5)</p> <p>Level 1: Suggests one reason with detailed reasoning or identifies two reasons with limited reasoning. (4-1)</p>		
	(b) Outline <u>two</u> reasons why managing urban deprivation can be difficult.	<p>Indicative content: Reasons may focus on:</p> <ul style="list-style-type: none"> • Identification of deprivation. • Planning and management issues. • Cost implications. <p>Level 2: Identifies two reasons and shows clearly why they make managing urban deprivation difficult. (6-5)</p> <p>Level 1: Identifies one reason and shows in detail why it makes managing urban deprivation difficult or identifies two reasons with limited development of each. (4-1)</p>	6	<p>Reasons may also include:</p> <ul style="list-style-type: none"> • Perception or reputation of the area • Nature of the population in the area e.g. resistance to change, lack of opportunities for self-help • It is dynamic – features keep changing • Difficult to attract private investment
	(c) For a named urban area, explain the influence of environmental factors on its land-use pattern.	<p>Indicative content: Environmental factors can be seen in their broadest context and might include:</p> <ul style="list-style-type: none"> • Physical features (coasts/rivers/flood plains/slopes etc). • Areas of parkland/woodland. • Protected environments (natural and built). <p>Level 3: Uses a well chosen example to explain the influence of environmental factors with clearly developed links to land-use patterns. Well structured response with good use of geographical terminology. (9-8)</p>	9	<p>If more than one example used select the strongest one for credit.</p> <p>If no named urban area then max L1.</p> <p>Clear focus on land-use pattern needed for L3. Top L2 can be achieved by clear understanding of influence of environmental/physical factors on land use.</p> <p>Credit reference to wider environmental factors such as need to reduce congestion,</p>

Question		Expected Answers	Mks	Rationale
		<p>Level 2: Clearly identified example used to explain some ways that environmental factors have influenced land-use. Response has a basic structure with some use of geographical terminology. (7-5)</p> <p>Level 1: Limited use of example. Basic descriptive points which are largely generic. Poorly structured response with no use of geographical terminology. (4-1)</p>		pollution etc provided linked to land use.
		Total	25	

Question		Expected Answers	Mks	Rationale
2	(a)	Study Fig. 2, a map of major population movements from rural areas in North-East Brazil.		
	(i)	Describe the pattern of population movements shown in Fig. 2.	4	
	(ii)	Suggest <u>two</u> reasons for this pattern of population movements.	6	If reasons are reversed points i.e. push & pull for the same factor such as employment then max top L1.

Question	Expected Answers	Mks	Rationale
(b) Outline <u>two</u> factors that can lead to economic growth in rural areas.	<p>Indicative content:</p> <ul style="list-style-type: none"> • Factors might include increasing business opportunities, the development of existing economic activities, increasing diversification. • Economic growth might be related to political decisions or aid projects. • Economic growth might be a secondary effect (linked to development of transport networks etc). • Any two reasonable factors acceptable (must be different ideas). <p>Level 2: Identifies two factors and shows clearly how they have encouraged economic development. (6-5)</p> <p>Level 1: Identifies one factor and shows a detailed understanding about how it has led to economic growth or identifies two factors with limited development of each. (4-1)</p>	6	
(c) For a named rural area, explain how traffic problems are being managed.	<p>Indicative content:</p> <p>A range of management strategies could be used including:</p> <ul style="list-style-type: none"> • Road development (widening/by-passes etc). • Park and ride schemes/ development of public transportation. • Traffic flow management. • Parking management. <p>Level 3: Uses a well chosen example to explain how traffic problems are being managed. Well structured response with good use of geographical terminology. (9-8)</p>	9	<p>The specification refers to traffic congestion but other aspects of traffic problems are acceptable.</p> <p>An individual case study of a management scheme done well can achieve max. marks.</p> <p>Be reasonably flexible about 'rural area' – green belts are allowed.</p>

Question		Expected Answers	Mks	Rationale
		<p>Level 2: Clearly identified example used to explain how traffic problems are being managed. Response has a basic structure with some use of geographical terminology. (7-5)</p> <p>Level 1: Limited use of example. Basic descriptive points which are largely generic. Poorly structured response with no use of geographical terminology. (4-1)</p>		
		Total	25	

Question			Expected Answers	Mks	Rationale
3	(a)	Study Fig. 3, a graph of global sources of energy.			
	(i)	Describe the changes in global sources of energy shown in Fig. 3.	<p>Indicative content:</p> <ul style="list-style-type: none"> • Distinction between actual and projected changes; projected changes reflect 'actual' pattern • Total demand shows a steady increase. • Fossil fuels continue to dominate and expand in terms of volume. • Renewables remain quite constant in terms of proportional importance. <p>Level 2: Describes the actual and proportionate changes by using the data in detail. (4-3)</p> <p>Level 1: Describes general changes to actual amounts with limited use of the data. (2-1)</p>	4	
	(ii)	Suggest <u>two</u> reasons for these changes.	<p>Indicative content:</p> <ul style="list-style-type: none"> • Continued use of fossil fuels because of lack of credible alternatives. • Oil dominated by vehicle use, limited alternative. • Growth of coal as countries like China and India industrialise. • Some growth in nuclear, seen as a clean alternative. • Growth of renewables, government policy/relative price advantage as fossil fuel prices increase. • Any two reasonable suggestions acceptable. <p>Level 2: Suggests two reasons and shows clearly how they influence relative supplies of sources of energy. (6-5)</p>	6	

Question			Expected Answers	Mks	Rationale
			Level 1: Suggests one reason with clear justification about how it affects energy supply or suggests two reasons with limited reasoning. (4-1)		
	(b)	Outline <u>two</u> environmental problems created by the exploitation of energy resources.	<p>Indicative content:</p> <ul style="list-style-type: none"> • 'Energy resource' can be seen in the broadest context and can include the problems for the physical environment (hydroelectricity/wind turbines). • Environmental problems can be direct (open-cast mining) or indirect (pollution of water courses/ oil spills etc). • Environmental problems can vary in scale. • Any two reasonable problems acceptable (must be different ideas). <p>Level 2: Identifies two problems and clearly shows why they are a threat to the environment. (6-5)</p> <p>Level 1: Identifies one problem and illustrates in detail why it is a threat to the environment or identifies two problems with vague reasoning about their environmental threat. (4-1)</p>	6	<p>Examples can include:</p> <p>Global scale issues e.g. global warming, acid rain etc</p> <p>Local scale issues e.g. waste tips, stream pollution</p>
	(c)	Using one or more located examples, examine how energy demand can be satisfied by using renewable resources.	<p>Indicative content:</p> <ul style="list-style-type: none"> • 'Satisfying demand' or partially satisfying demand acceptable. • Examples can be locational or based on type of renewables. • Examples can vary in scale. • Examples may be linked to development/aid projects. 	9	<p>Examples can be large scale e.g. 3 gorges or small scale appropriate schemes e.g. solar Africa, bio-fuel stoves.</p>

Question	Expected Answers	Mks	Rationale
	<p>Level 3: Uses a well chosen example(s) to examine how renewable energy resources can be used to satisfy demand. Well structured response with good use of geographical terminology. (9-8)</p> <p>Level 2: Clearly identified example(s) used to explain the importance of renewable energy resources in satisfying demand. Response has a basic structure with some use of geographical terminology. (7-5)</p> <p>Level 1: Limited use of example (s). Basic descriptive points which are largely generic. Poorly structured response with no use of geographical terminology. (4-1)</p>		
	Total	25	

Question		Expected Answers	Mks	Rationale
4	(a)	Study Fig. 4 which shows tourist numbers along the Mediterranean coast.		
	(i)	<p>Briefly describe the pattern of tourist numbers shown in Fig. 4.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> Northern shore (Europe) has higher numbers than southern shore (Africa). Western countries have higher numbers than eastern countries. Specific countries/areas/islands have particular levels of tourist activities. <p>Level 2: Identifies general pattern and particular characteristics shown in Fig. 4 by using the resource. (4-3)</p> <p>Level 1: Identifies general pattern with limited detailed use of Fig. 4. (2-1)</p>	4	<p>No credit for just referring to being on the coast.</p> <p>Basic points about unevenness = general pattern.</p>
	(ii)	<p>Suggest <u>two</u> reasons for this pattern.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> Differences in levels of development (W-E Europe/Europe/Africa). Availability of resorts/infrastructure. Links to resident populations/sphere of influence/access. Relative importance of tourism industry. May be links to physical characteristics. Knowledge/perception of places. Any two reasonable reasons acceptable. <p>Level 2: Suggests two reasons and shows clearly how they influence the pattern of tourism in the Mediterranean region. (6-5)</p> <p>Level 1: Suggests one reason with detailed reasoning or two reasons with vague observations about each. (4-1)</p>	6	<p>Answers which clearly link to pattern are required for L2. Ones that focus on the reasons for the Med. In general are L1 responses.</p>

Question	Expected Answers	Mks	Rationale
(b) Outline <u>two</u> social issues created by the growth of tourism.	<p>Indicative content:</p> <ul style="list-style-type: none"> • Demographic changes in local areas, younger people moving to areas of employment opportunity. • Changes to cultural expectations (clothes, music, links to family, religion etc). • Behaviour changes. • Conflicts between local culture/people and visitors. • Any two reasonable social issues acceptable (must be different ideas). <p>Level 2: Identifies two issues and shows clearly how they have been created by the growth of tourism. (6-5)</p> <p>Level 1: Identifies one issue and shows in detail how it has been created by the growth in tourism or identifies two issues with limited development of each. (4-1)</p>	6	<p>Credit both socio-economic issues such as generation of investment in social infrastructure and socio-environmental e.g. pollution damaging health.</p> <p>Credit both positive and negative issues.</p>
(c) Using one or more located examples, examine how ecotourism operates in conjunction with the environment.	<p>Indicative content:</p> <ul style="list-style-type: none"> • Ecotourism can be considered in its broadest sense. • Examples could be small scale or larger scale with clear elements of sustainable management. • 'In conjunction with the environment' implies an understanding of the sustainable link between tourism and local environments. • Elements considered might include: building, transportation, water management, waste management, environmental protection etc. 	9	<p>Environment can include built environment and socio-cultural aspects.</p>

Question	Expected Answers	Mks	Rationale
	<p>Level 3: Uses a well chosen example(s) to examine how ecotourism operates in sympathy with local environments. Well structured response with good use of geographical terminology. (9-8)</p> <p>Level 2: Clearly identified example(s) used to consider how elements of ecotourism may be less damaging to local environments. Response has a basic structure with some use of geographical terminology. (7-5)</p> <p>Level 1: Limited use of example (s). Basic descriptive points which are largely generic. Poorly structured response with no use of geographical terminology. (4-1)</p>		
	Total	25	

Question	Expected Answers	Mks	Rationale
Section B			
5	<p>With reference to located examples, show how planning and management practices enable urban areas to become increasingly sustainable.</p>	<p>Indicative content:</p> <ul style="list-style-type: none"> • Planning and management can operate at a number of levels, from small scale housing initiatives to urban transportation policy. • ‘Become increasingly sustainable’ implies management of individual elements (housing, movement, waste, energy etc) or holistic strategies. • ‘Planning’ is really concerned with the development of strategies, ‘management’, the implementation of strategies. • Piecemeal ideas about individual strategies (housing, transport etc) or considerations about new developments (eco-towns/sustainable cities) are acceptable. <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of urban areas and the planning and management required for their sustainability. Cause and effect is well understood and there is effective use of detailed exemplification. (13-11)</p> <p>Level 2: Some knowledge and understanding of urban areas and the planning and management required for their sustainability. Cause and effect is understood and there is use of exemplification. (10-7)</p> <p>Level 1: Limited knowledge and understanding of urban areas and the planning and management required for their sustainability. Cause and effect is not well understood and there is limited exemplification. (6-1)</p>	<p>25</p> <p>If focuses on solving urban problems then max L2 in AO1.</p> <p>AO3 – the existence of a conclusion is just one of a number of criteria. Not all have to be present for full marks.</p>

Question	Expected Answers	Mks	Rationale
	<p>If no located example then top of level 1 Max.</p> <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of development and an effective comment on the need for their planning and management. (5)</p> <p>Level 2: Some analysis of the issues of development and a limited, if any, comment on ways of planning and management. (4-3)</p> <p>Level 1: Limited analysis of the issues of development and no attempt to comment on ways of planning and management. (2-1)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn. (7-6)</p> <p>Level 2: Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion (s) is/clear drawn. (5-4)</p> <p>Level 1: Communication is basic with little structure and inaccurate spelling. No attempt at a conclusion. (3-1)</p>		
	Total	25	

Question	Expected Answers	Mks	Rationale
<p>6 With reference to located examples, show how planning and management practices enable rural areas to become increasingly sustainable.</p>	<p>Indicative content:</p> <ul style="list-style-type: none"> • Sustainability of rural areas is concerned with both economic and environmental factors. • ‘Planning’ is about the development of strategies; ‘management’ is about ensuring that strategies are effective. • Focus may be small in scale (affordable housing, economic diversification etc) or may be linked to holistic rural policies. • Use of National Parks is acceptable as an avenue of approach as long as the focus is rural sustainability. <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of rural areas and the planning and management required for their sustainability. Cause and effect is well understood and there is effective use of detailed exemplification. (13-11)</p> <p>Level 2: Some knowledge and understanding of rural areas and the planning and management required for their sustainability. Cause and effect is understood and there is use of exemplification. (10-7)</p> <p>Level 1: Limited knowledge and understanding of rural areas and the planning and management required for their sustainability. Cause and effect is not well understood and there is limited exemplification. (6-1)</p> <p>If no located example then top of level 1 Max.</p>	<p>25</p>	<p>If focuses on solving rural problems then max L2 in AO1.</p> <p>AO3 – the existence of a conclusion is just one of a number of criteria. Not all have to be present for full marks.</p>

Question	Expected Answers	Mks	Rationale
	<p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the issues of development and an effective comment on the need for their planning and management. (5)</p> <p>Level 2: Some analysis of the issues of development and a limited, if any, comment on ways of planning and management. (4-3)</p> <p>Level 1: Limited analysis of the issues of development and no attempt to comment on ways of planning and management. (2-1)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn. (7-6)</p> <p>Level 2: Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion (s) is/clear drawn. (5-4)</p> <p>Level 1: Communication is basic with little structure and inaccurate spelling. No attempt at a conclusion. (3-1)</p>		
	Total	25	

Question	Expected Answers	Mks	Rationale
<p>7 With reference to located examples, explain how the exploitation of energy resources can create opportunities for local communities.</p>	<p>Indicative content:</p> <ul style="list-style-type: none"> • ‘Exploitation of energy resources’ can be seen in its broadest sense, from mineral exploitation to energy generation. • ‘Energy’ can be considered in terms of both renewable and non-renewable resources. • ‘Opportunities’ can be seen in their broadest sense – LEDC/MEDC focus may be different. An LEDC focus may be more about social development. • ‘Local communities’ can be considered in general terms. <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of energy issues and how the exploitation of energy resources creates opportunities. Cause and effect is well understood and there is effective use of detailed exemplification. (13-11)</p> <p>Level 2: Some knowledge and understanding of energy issues and how the exploitation of energy resources creates opportunities. Cause and effect is understood and there is use of exemplification. (10-7)</p> <p>Level 1: Limited knowledge and understanding of energy issues and how the exploitation of energy resources creates opportunities. Cause and effect is not well understood and there is limited exemplification. (6-1)</p>	<p>25</p>	<p>A national scale example is acceptable e.g. Norway</p> <p>AO3 – the existence of a conclusion is just one of a number of criteria. Not all have to be present for full marks.</p>

Question	Expected Answers	Mks	Rationale
	<p>If no located example then top of level 1 Max.</p> <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of how exploitation of energy resources can create opportunities for local communities in the chosen examples. (5)</p> <p>Level 2: Some analysis of how exploitation of energy resources can create opportunities for local communities in the chosen examples (4-3)</p> <p>Level 1: Limited analysis of how exploitation of energy resources can create opportunities for local communities in the chosen examples (2-1)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn. (7-6)</p> <p>Level 2: Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion (s) is/clear drawn. (5-4)</p> <p>Level 1: Communication is basic with little structure and inaccurate spelling. No attempt at a conclusion. (3-1)</p>		
	Total	25	

Question	Expected Answers	Mks	Rationale
<p>8 With reference to located examples, explain how the growth of tourism can create opportunities for local communities.</p>	<p>Indicative content:</p> <ul style="list-style-type: none"> • Tourism can be seen in terms of leisure and tourism. • 'Opportunities' can be seen in economic, social and environmental terms. • Scale of examples may vary from small scale developments to mass tourism developments. • 'Local communities' can be considered in general terms. <p>AO1 Knowledge and understanding</p> <p>Level 3: Detailed knowledge and understanding of developments in the tourism industry and how the growth of tourism creates opportunities for local communities. Cause and effect is well understood and there is effective use of detailed exemplification. (13-11)</p> <p>Level 2: Some knowledge and understanding of developments in the tourism industry and how the growth of tourism creates opportunities for local communities. Cause and effect is understood and there is use of exemplification. (10-7)</p> <p>Level 1: Limited knowledge and understanding of developments in the tourism industry and how the growth of tourism creates opportunities for local communities. Cause and effect is not well understood and there is limited exemplification. (6-1)</p> <p>If no located example then top of level 1 Max.</p> <p>AO2 Analysis and application</p> <p>Level 3: Clear analysis of the ways tourism can create opportunities for local communities in the chosen areas. (5)</p>	25	<p>Candidates may imply growth of tourism and still access full marks.</p> <p>A national scale example is acceptable e.g. Jamaica</p> <p>AO3 – the existence of a conclusion is just one of a number of criteria. Not all have to be present for full marks.</p>

Question	Expected Answers	Mks	Rationale
	<p>Level 2: Some analysis of the ways tourism can create opportunities for local communities in the chosen areas. (4-3)</p> <p>Level 1: Limited analysis of the ways tourism can create opportunities for local communities in the chosen areas. (2-1)</p> <p>AO3 Skills and communication</p> <p>Level 3: Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. Clear conclusion(s) is/are drawn. (7-6)</p> <p>Level 2: Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. Limited conclusion (s) is/clear drawn. (5-4)</p> <p>Level 1: Communication is basic with little structure and inaccurate spelling. No attempt at a conclusion. (3-1)</p>		
	Total	25	

Grade Thresholds

Advanced GCE Geography (H483)
Advanced Subsidiary GCE Geography (H083)
January 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F761	Raw	75	54	48	42	37	32	0
	UMS	100	80	70	60	50	40	30
F762	Raw	75	52	46	41	36	31	0
	UMS	100	80	70	60	50	40	30

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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