

Mark Scheme for January 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

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

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Annotations used in the detailed Mark Scheme

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

Question			Answer	Marks	Guidance	
					Content	Levels of Response
1	(a)	(i)	<p>Indicative content:</p> <ul style="list-style-type: none"> • very high income near commercial centres (CBD) • pockets of low income near city centre (inner city) • higher income on outskirts • Manhattan has complete mix of incomes • Staten Island all the same income group 	4	<p>Some precise use of the information from Fig.1 (names or numbers of boroughs, income data, descriptions in boxes).</p> <p>General points with no use of data.</p>	<p>Level 2 [3-4 marks]: Identifies two features with clear use of the information on Fig. 1.</p> <p>Level 1 [0-2 marks]: Identifies one feature with clear use of the information on Fig. 1 or two features with limited use of Fig. 1.</p>
	(a)	(ii)	<p>Indicative content:</p> <p>Answers should reflect an understanding of income differences in urban areas. Any two reasonable points which might include:</p> <ul style="list-style-type: none"> • observations about high income earners living near the commercial centre because they can afford expensive housing • low income earners in poor areas in the inner city • points about wealthy areas away from the industrial core area where wealthy people can afford to commute • general observations about distance / income – bid rent theory 	6	<p>Some reasoning, cause and effect.</p> <p>Max Level 1 if reasons are not clearly economic.</p>	<p>Level 2 [5-6 marks]: Suggests two clearly appropriate points and offers clear understanding of income differences.</p> <p>Level 1 [0-4 marks]: Suggests one clearly appropriate point or two appropriate points with limited understanding of income differences.</p> <p>One outlined well may reach the top of this level.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
	(b)	<p>Indicative content:</p> <p>Influence can be positive or negative.</p> <p>“Environmental factors” can be considered in terms of physical geography or in relation to protected environments. Accept social observations as long as clearly related to the environment.</p> <ul style="list-style-type: none"> • observations about slope / rivers / flood plains would be appropriate • observations about protected land / parkland / environmental legislation e.g. greenbelt • economic points such as expensive housing near higher quality environments would be appropriate or industry near poor quality environments/rivers • congestion / pollution / noise may affect land use • climatic factors may influence land use 	6	<p>Some reasoning, cause and effect.</p> <p>Max Level 1 if simply describing influences with no reference to land use.</p>	<p>Level 2 [5-6 marks]: Clearly identifies and explains how two environmental factors might influence urban land use.</p> <p>Level 1 [0-4 marks]: Identifies and explains how one environmental factor might influence urban land use or two factors with limited explanation.</p> <p>One outlined well may reach the top of this level.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
(c)		<p>Indicative content:</p> <p>Urban change can refer to: population change, residential change, land use changes, industrial change, transport change This could be growth or decline.</p> <p>Possible approaches may include:</p> <ul style="list-style-type: none"> • water pollution can be related to industry, housing, dealing with waste etc • industrial discharges • sewage and household waste • lack of environmental management and control in developing cities • increases in traffic leading to water pollution • increasing levels of poverty may lead to water pollution 	9	<p>Level 3 – clear reference to the idea of ‘change’.</p> <p>Level 2 – some clear cause and effect.</p> <p>Level 1 – may be largely descriptive with little / no reference to ‘change’.</p> <p>Max Level 1 if clear cause and effect relating to decline in water pollution.</p>	<p>Level 3 [8-9 marks]: Uses a clearly identified example(s) to explain in detail how urban change can lead to water pollution. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 [5-7 marks]: Gives a clearly identified example(s). Some explanation of water pollution in urban areas. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p>Level 1 [0-4 marks]: Limited or no example. Basic descriptive observations about water pollution in urban areas with limited explanation. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. Max Level 1 if no use of located examples.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of Response
2	(a)	(i)	<p>Indicative content:</p> <ul style="list-style-type: none"> • general pattern of higher settlement loss in peripheral areas • those areas with no major cities had highest losses • areas with more major cities had fewest losses • Hokkaido perhaps stands out as a peripheral location • areas of major losses are next to areas of fewest losses 	4	Some precise use of the information from Fig.2 (regions, place names, cities and statistics).	<p>Level 2 [3-4 marks]: Describes general pattern, making observations about distance and/or regions with cities. Clear use of the information on Fig. 2.</p> <p>Level 1 [0-2 marks]: Describes with limited/no reference to the pattern. Limited reference to Fig. 2.</p>
	(a)	(ii)	<p>Indicative content:</p> <p>Answers should reflect an understanding of decline in rural areas. Economic reasons might relate to physical / social factors</p> <p>Any two reasonable points which might include:</p> <ul style="list-style-type: none"> • agricultural / general decline • urbanisation / counterurbanisation • concentration of economic / social activities / lack of opportunities (core / periphery idea) • distance from urban centres / remoteness • relative costs of living • transport improvements / change • development policy 	6	<p>Some reasoning, cause and effect.</p> <p>Max Level 1 if reasons are not clearly economic.</p>	<p>Level 2 [5-6 marks]: Suggests two reasons and shows clearly how each might lead to the decline of rural settlements.</p> <p>Level 1 [0-4 marks]: Suggests one reason and shows clearly how it might lead to the decline of rural settlements or two reasons with limited understanding.</p> <p>One outlined well may reach the top of this level.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
	(b)	<p>Indicative content:</p> <p>“Social factors” can be considered in terms of specific social factors or ‘socio-economic’ factors.</p> <p>“Influence”/development can be positive or negative.</p> <p>Possible ideas may include: migration, disease, health issues, ageing population, recreation, tourism, service provision, education, community reputation, culture, access</p> <ul style="list-style-type: none"> • socio / cultural change may encourage / discourage people to live in rural areas • social conditions may make economic development challenging • demographic change may influence development 	6	<p>Answers may look at two ways for one social factor or two social factors.</p> <p>Some reasoning, cause and effect.</p> <p>Max Level 1 if simply describing influences with no reference to rural development.</p>	<p>Level 2 [5-6 marks]: Clearly identifies and explains two ways that social factors might influence development.</p> <p>Level 1 [0-4 marks]: Identifies and explains one way that a social factor or two ways that social factors might influence development with limited explanation.</p> <p>One outlined well may reach the top of this level.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
(c)		<p>Indicative content: Changing use of rural areas can refer to: population change, residential change, agricultural change land use changes, industrial change, transport change</p> <p>This could be growth or decline.</p> <ul style="list-style-type: none"> • agriculture, industry, transport, recreation, housing can lead to water pollution • water pollution may result from management changes 	9	<p>Level 3 – clear reference to changing use of rural areas.</p> <p>Level 2 – some clear cause and effect.</p> <p>Level 1 – may be largely descriptive with little / no reference to ‘change’.</p> <p>Max Level 1 if clear cause and effect relating to decline in water pollution.</p>	<p>Level 3 [8-9 marks]: Uses a clearly identified example(s) to explain in detail how the changing use of rural areas can lead to water pollution. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 [5-7 marks]: Gives identified example(s). Some explanation of the causes of water pollution in rural areas. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p>Level 1 [0-4 marks]: Limited or no example(s). Basic descriptive observations about water pollution in rural areas with limited explanation. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>Max Level 1 if no use of located examples.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of Response
3	(a)	(i)	Indicative content: <ul style="list-style-type: none"> • MEDC vs LEDC / north vs south (Brandt line) • high levels of production in north America, northern Europe, middle east, Australia and parts of other continents • Lowest production in parts of Africa 	4	Max 3 marks if no global pattern.	<p>Level 2 [3-4 marks]: Offers global description with some areas highlighted / reference to data.</p> <p>Level 1 [0-2 marks]: May identify some areas in terms of being high or low. A simple list.</p>
		(ii)	Indicative content: Answers should reflect an understanding of energy production . Reasons might include: <ul style="list-style-type: none"> • idea of availability of energy resources • levels of development / infrastructural development • links to national demand • political points • international trade • terrorism / war 	6	Accept focus on elements of the pattern, rather than the whole pattern.	<p>Level 2 [5-6 marks]: Suggests two appropriate reasons for the pattern with clear cause and effect for each.</p> <p>Level 1 [0-4 marks]: Suggests one appropriate reason with limited cause and effect or two reasons with limited development.</p> <p>One outlined well may reach the top of this level.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
	(b)	<p>Indicative content:</p> <p>Exploitation of energy resources can include: fuel exploitation, energy production and transportation, including renewables.</p> <ul style="list-style-type: none"> • conflicts with indigenous populations can be social, cultural and / or environmental (pollution) • focus can be on specific events • focus can be on specific groups of people • could consider nation / local differences • loss of land / buildings • civil conflict and corruption 	6	Clear link to indigenous populations (accept local communities).	<p>Level 2 [5-6 marks]: Clearly identifies and outlines two ways that energy exploitation can create conflict with indigenous populations.</p> <p>Level 1 [0-4 marks]: Identifies and outlines one way that energy exploitation can create conflict or two ways with limited development.</p> <p>One outlined well may reach the top of this level.</p>

Question		Answer	Marks	Guidance	
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(c)		<p>Indicative content:</p> <p>Exploitation of energy resources can include: fuel exploitation, energy production and transportation, including renewables</p> <ul style="list-style-type: none"> • 'social opportunities' can be interpreted broadly and may include observations about multiplier effects • 'social opportunities' can be considered in terms of social and socio-economic possibilities • choice of examples can be at any scale and this will dictate the type of opportunities considered 	9		<p>Level 3 [8-9 marks]: Uses a clearly identified example(s) to explain in detail how energy exploitation can provide social opportunities. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 [5-7 marks]: Gives identified example(s). Some explanation of how energy exploitation can provide social opportunities. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p>Level 1 [0-4 marks]: Limited or no example(s). Generic ideas about how energy exploitation can create social opportunities. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. Max Level 1 if no use of located examples.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of Response
4	(a)	(i)	Indicative content: <ul style="list-style-type: none"> • MEDC vs LEDC / north vs south (Brandt line). • highest earnings in north America, western Europe, south-east Asia, Oceania • lowest earning in parts of Africa 	4	Max 3 marks if no global pattern.	<p>Level 2 [3-4 marks]: Offers global description with some areas highlighted / reference to data.</p> <p>Level 1 [0-2 marks]: May identify some areas in terms of being high or low. A simple list.</p>
		(ii)	Indicative content: <p>Reasons might include:</p> <ul style="list-style-type: none"> • links to levels of development / infrastructure • concentrations of areas might be linked to ease of access • political groupings • links to environment / attractions • considerations about safety / health • marketing • relative disposable income • cost of living • fewer people travelling abroad – more internal tourism 	6	Accept focus on elements of the pattern, rather than the whole pattern.	<p>Level 2 [5-6 marks]: Suggests two appropriate reasons for the pattern with clear cause and effect for each.</p> <p>Level 1 [0-4 marks]: Suggests one appropriate reason with limited cause and effect or two reasons with limited development.</p> <p>One outlined well may reach the top of this level.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
	(b)	<p>Indicative content:</p> <p>Growth of tourism may include: numbers, income, area.</p> <p>Social issues can be positive or negative.</p> <p>Growth can mean initial growth or further development.</p> <ul style="list-style-type: none"> • 'social issues' can be interpreted broadly (might include socio-economic points) • might include population numbers, structure and seasonality ideas • social conflicts / cultural change and conflicts might be considered • social resentment • impact on local communities • social exploitation 	6		<p>Level 2 [5-6 marks]: Clearly identifies and outlines two ways which growth of tourism leads to social issues.</p> <p>Level 1 [0-4 marks]: Identifies and outlines one way that the growth of tourism can lead to social issues or two ways with limited development.</p> <p>One outlined well may reach the top of this level.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
	(c)	<p>Indicative content:</p> <ul style="list-style-type: none"> “environmental protection“ can be interpreted broadly, including the ‘built environment’ responses may focus on national parks / ecotourism “opportunities” can be considered in terms of protecting landscape, habitats, conservation of buildings or providing finance that can be used to protect areas. choice of examples can be at any scale and this will dictate the type of opportunities considered. 	9	<p>Level 3 – Expect understanding of how tourism provides the resources for environmental protection.</p> <p>Level 2 – Accept observations about how tourism creates the need for environmental protection.</p> <p>Level 1 – Accept observations about how tourism can create environmental damage.</p>	<p>Level 3 [8-9 marks]: Uses a clearly identified example(s) to explain in detail how the growth of tourism can provide opportunities for environmental protection. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p>Level 2 [5-7 marks]: Gives an identified example(s). Some explanation of how the growth of tourism affects environmental protection. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p>Level 1 [0-4 marks]: Limited or no example(s). Generic ideas about how the growth of tourism can create opportunities for environmental protection. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. Max Level 1 if no use of located examples.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
5		<p>Indicative content:</p> <ul style="list-style-type: none"> answers may consider sustainability in relation to social, economic or environmental factors holistic management policies or elements of sustainable management could be considered use of political strategies would be appropriate answers may consider elements of sustainable management from different settlements this could include transportation, energy management, resource management and recycling, community development etc answers may consider eco settlements or planned eco cities 	25		<p>AO1 Knowledge and understanding</p> <p>Level 3 [11-13 marks]: Detailed knowledge and understanding of how urban areas can become more sustainable. Cause-effect links are clearly explained. There is effective use of detailed exemplification.</p> <p>Level 2 [7-10 marks]: Some knowledge and understanding of how urban areas can become more sustainable. Cause-effect links are stated but not clearly explained. There is use of exemplification.</p> <p>Level 1 [0-6 marks]: Limited knowledge and understanding of how urban areas can become more sustainable. No cause-effect links are stated. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p>

Question			Answer	Marks	Content	Guidance
						<p>Levels of Response</p> <p>AO2 Analysis and application</p> <p>Level 3 [5 marks]: Clear analysis and application of knowledge to explain how urban areas can become increasingly sustainable.</p> <p>Level 2 [3-4 marks]: Some analysis and application of knowledge to explain how urban areas can become increasingly sustainable.</p> <p>Level 1 [0-2 marks]: Limited analysis and application of knowledge to explain how urban areas can become increasingly sustainable.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of Response
					Concluding comments can occur throughout the essay.	<p>AO3 Skills and communication</p> <p>Level 3 [6-7 marks]: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p>Level 2 [4-5 marks]: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. There is a limited conclusion.</p> <p>Level 1 [0-3 marks]: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is no attempt at a conclusion.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
6		<p>Indicative content:</p> <ul style="list-style-type: none"> answers may consider sustainability in relation to social, economic or environmental factors holistic management policies or elements of sustainable management could be considered use of political strategies would be appropriate answers may consider elements of sustainable management from different rural areas this could include agriculture, transportation, energy management, resource management and recycling, community development etc 	25		<p>AO1 Knowledge and understanding</p> <p>Level 3 [11-13 marks]: Detailed knowledge and understanding of how rural areas can become more sustainable. Cause-effect links are clearly explained. There is effective use of detailed exemplification.</p> <p>Level 2 [7-10 marks]: Some knowledge and understanding of how rural areas can become more sustainable. Cause-effect links are stated but not clearly explained. There is use of exemplification.</p> <p>Level 1 [0-6 marks]: Limited knowledge and understanding of how rural areas can become more sustainable. No cause-effect links are stated. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p>

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						<p>AO2 Analysis and application</p> <p>Level 3 [5 marks]: Clear analysis and application of knowledge to explain how rural areas can become increasingly sustainable.</p> <p>Level 2 [3-4 marks]: Some analysis and application of knowledge to explain how rural areas can become increasingly sustainable.</p> <p>Level 1 [0-2 marks]: Limited analysis and application of knowledge to explain how rural areas can become increasingly sustainable.</p>

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					Concluding comments can occur throughout the essay.	<p>AO3 Skills and communication</p> <p>Level 3 [6-7 marks]: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p>Level 2 [4-5 marks]: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. There is a limited conclusion.</p> <p>Level 1 [0-3 marks]: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is no attempt at a conclusion.</p>

Question		Answer	Marks	Guidance	
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7		<p>Indicative content:</p> <p>Exploitation of energy resources can include: fuel exploitation, energy production and transportation, including renewables.</p> <ul style="list-style-type: none"> choice of examples can be at any scale and this will dictate the type of opportunities considered exploitation of energy resources could focus on the use of revenue generated by energy exploitation response could focus on the development of renewable energy as part of a sustainable economic strategy “economic development” has a focus on the economy as a whole or parts of the economy answer can be considered in terms of regional or national development could focus on the use of energy exploitation as a vehicle for development 	25		<p>AO1 Knowledge and understanding</p> <p>Level 3 [11-13 marks]: Detailed knowledge and understanding of how the exploitation of energy resources can provide opportunities for economic development. Cause-effect links are clearly explained. There is effective use of detailed exemplification.</p> <p>Level 2 [7-10 marks]: Some knowledge and understanding of how the exploitation of energy resources can provide opportunities for economic development. Cause-effect links are stated but not clearly explained. There is use of exemplification.</p> <p>Level 1 [0-6 marks]: Limited knowledge and understanding of how the exploitation of energy resources can provide opportunities for economic development. No cause-effect links are stated. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of Response
						<p>AO2 Analysis and application</p> <p>Level 3 [5 marks]: Clear analysis and application of knowledge to explain how energy exploitation can provide opportunities for economic development.</p> <p>Level 2 [3-4 marks]: Some analysis and application of knowledge to explain how energy exploitation can provide opportunities for economic development.</p> <p>Level 1 [0-2 marks]: Limited analysis and application of knowledge to explain how energy exploitation can provide opportunities for economic development.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of Response
					Concluding comments can occur throughout the essay.	<p>AO3 Skills and communication</p> <p>Level 3 [6-7 marks]: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p>Level 2 [4-5 marks]: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. There is a limited conclusion.</p> <p>Level 1 [0-3 marks]: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is no attempt at a conclusion.</p>

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8		<p>Indicative content:</p> <p>Tourism can be international and / or domestic:</p> <ul style="list-style-type: none"> • choice of examples can be at any scale and this will dictate the type of opportunities considered • economic opportunities could focus on the use of revenue generated by tourism • response could focus on the development of tourism as part of a sustainable economic strategy • “economic development” has a focus on the economy as a whole or parts of the economy • answer can be considered in terms of regional or national development • could focus on the use of tourism as a vehicle for development • examples of ecotourism appropriate if there is a clear economic focus 	25		<p>AO1 Knowledge and understanding</p> <p>Level 3 [11-13 marks]: Detailed knowledge and understanding of how tourism can provide opportunities for economic development. Cause-effect links are clearly explained. There is effective use of detailed exemplification.</p> <p>Level 2 [7-10 marks]: Some knowledge and understanding of how tourism can provide opportunities for economic development. Cause-effect links are stated but not clearly explained. There is use of exemplification.</p> <p>Level 1 [0-6 marks]: Limited knowledge and understanding of how tourism can provide opportunities for economic development. No cause-effect links are stated. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p>

Question			Answer	Marks	Guidance	
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						<p>AO2 Analysis and application</p> <p>Level 3 [5 marks]: Clear analysis and application of knowledge to explain how tourism can provide opportunities for economic development.</p> <p>Level 2 [3-4 marks]: Some analysis and application of knowledge to explain how tourism can provide opportunities for economic development.</p> <p>Level 1 [0-2 marks]: Limited analysis and application of knowledge to explain how tourism can provide opportunities for economic development.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of Response
					Concluding comments can occur throughout the essay.	<p>AO3 Skills and communication</p> <p>Level 3 [6-7 marks]: Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p>Level 2 [4-5 marks]: Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. There is a limited conclusion.</p> <p>Level 1 [0-3 marks]: Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is no attempt at a conclusion.</p>

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