

Advanced Subsidiary GCE

F762 QP

Geography

Unit F762: Managing Change in Human
Environments

Specimen Paper

Morning/Afternoon

Time: 1 hour 30 minutes

Additional Materials: Answer Booklet (8 pages)
Insert



INSTRUCTIONS TO CANDIDATES

- Answer **two** questions from Section A, **one** from *Managing Urban Change* or *Managing Rural Change* and **one** from *The Energy Issue* or *The Growth of Tourism*.
- Answer **one** question from Section B. The question answered must be on a different topic from the two topics chosen in Section A.
- Answer **three** questions in total.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part of question.
- The total number of marks for this paper is **75**.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.
- You should include material from your own research and fieldwork where appropriate.

This document consists of **6** printed pages and an insert.

Section A

Candidates should answer **two** questions selecting **one** from Question 1 **or** 2 and **one** from Question 3 **or** 4.

In their answers candidates should refer to specific examples taken from their studies.

Managing Urban Change

- 1 (a) Using evidence from the OS map extract of the urban area of Northampton:
- (i) Identify the differences in land uses found near the centre of Northampton (Grid squares 7560 and 7660) and the northern suburbs (Grid squares 7664 and 7764); **[4]**
 - (ii) Suggest **two** reasons for the land use found in the northern suburbs. **[6]**
- (b) With reference to **one** named urban area, examine the problems associated with the area's urban growth. **[6]**
- (c) With reference to **one** or more named urban areas, discuss the ways problems of traffic congestion are being managed. **[9]**

Managing Rural Change

- 2 (a) Using evidence from the OS map extract of the rural area of part of the Chilterns:
- (i) Identify the differences in land uses in the area to the south east of Chinnor (Grid squares 7599, 7699, 7600) and in the area to the west of Chinnor (Grid squares 7102, 7103 and 7203). **[4]**
 - (ii) Suggest **two** reasons for the differences in the land use found between the two areas. **[6]**
- (b) With reference to **one** named rural area, examine the problems associated with the area's decline. **[6]**
- (c) With reference to **one** or more named rural areas, discuss the ways problems of environmental degradation are being managed. **[9]**

The Energy Issue

- 3 (a) Study Table 1 which shows the change in energy consumption for selected countries.

Table 1

Country	Energy consumption per capita (kilograms of oil equivalent)	
	1990	2005 (est)
China	753	1296
Philippines	463	660
Vietnam	374	773
UK	3738	3939
Germany	4485	4274
Poland	2620	2429
Brazil	894	1270

- (i) Outline the changes in the pattern of energy consumption shown in Table 1. **[4]**
- (ii) Suggest reasons for the changes described in (i). **[6]**
- (b) Identify the main differences in energy supply and demand in countries at either end of the development spectrum. **[6]**
- (c) With reference to **one** or more located examples how and why is there an increase in the use of renewable sources of energy. **[9]**

[Turn over

The Growth of Tourism

- 4 (a) Study Table 2 which shows data about the UK tourist industry.

Table 2

	1975	1985	1995	2000
Overseas tourism to UK (millions)	13	15	22	27
% of visitors from Europe	50	55	67	70
British tourism overseas (millions)	23	34	48	56

- (i) Outline the changes shown in Table 2 since 1975. **[4]**
- (ii) Suggest reasons for the changes described in (i). **[6]**
- (b) Give **two** examples of different ways that tourism helps the economic development of an area. **[6]**
- (c) With reference to **one** or more named examples, discuss the extent to which tourism is being made more sustainable. **[9]**

Section A Total [50]

Section B

The question answered must be on a different topic from the two topics chosen in Section A.

- 5 With reference to located examples, describe and explain how *urban environments* can be managed to ensure sustainability. [25]
- 6 With reference to located examples, describe and explain how *rural communities* are being managed in a sustainable way. [25]
- 7 With reference to located examples, explain why the exploitation of *energy resources* brings both opportunities and problems to local communities. [25]
- 8 With reference to located examples, explain why the *development of tourism* brings both opportunities and problems for the natural environment. [25]

Section B Total [25]

Paper Total [75]

SPECIMEN

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Advanced Subsidiary GCE

GEOGRAPHY

F762 MS

Unit F762: Managing Change in Human Environments

Specimen Mark Scheme

The maximum mark for this paper is **75**.

SPECIMEN

Section A		
Question Number	Answer	Marks
1(a)	<p>Using evidence from the OS map extract of the urban area of Northampton</p> <p>(i) Identify the differences in land uses found near the centre of Northampton (Grid squares 7560 and 7660) and the northern suburbs (Grid squares 7664 and 7764).</p> <p>Comparisons might refer to the density of development, the street layout, the amount of open space or specific land uses such as industry, university, retail, school etc.</p> <p>Level 2: Candidates clearly compare land use in the two areas in at least two respects. Specific comparison with map evidence is required for this level.</p> <p>Level 1: Candidates list typical land uses in the two areas with limited, if any, attempt to compare. Limited, if any, reference to the map.</p>	<p>[3-4]</p> <p>[0-2]</p>
	<p>(ii) Suggest <u>two</u> reasons for the land use found in the northern suburbs.</p> <p>Land uses in this area include: university, industry, school, sports centre and residential. Reasons might include: space, land prices, accessibility, environmental considerations, development history, planning controls, competition for sites etc. Suggestions should be appropriate but do not have to be based on map evidence.</p> <p>Level 2: Candidates suggest and develop clearly two reasons for the land uses found in the northern suburbs. Cause-effect should be clear. For 6 marks, at least one of these reasons must contain relevant evidence from the map.</p> <p>Level 1: Candidates either suggest two reasons, but the development of reasons is limited, or they suggest and develop only one reason. Cause-effect will be limited or non-existent. One reason well developed can gain 4 marks.</p>	<p>[5-6]</p> <p>[0-4]</p>
	<p>(b) With reference to <u>one</u> named urban area, examine the problems associated with the area's urban growth.</p> <p>Clearly problems will vary with the urban area chosen (may be a whole city or part). Problems could include: urban sprawl, housing problems, traffic congestion, pollution, unemployment, financial, social problems, etc. Answers should include evidence from own research/fieldwork where relevant.</p> <p>Level 2: Candidates examine in detail the problems associated with urban growth in a named urban area. Examination includes relevant information specific to the named urban area and shows an appreciation of the cause-effect of how the problems interrelate to rapid urban growth.</p> <p>Level 1: Candidates produce vague descriptions that are generalised and contain little relevant information specific to the named urban area and/or to rapid growth. Cause-effect is weak or absent.</p> <p>Max 2 marks if no urban area is identified.</p>	<p>[5-6]</p> <p>[0-4]</p>

Section A		
Question Number	Answer	Marks
1(c)	<p>With reference to <u>one</u> or more named urban areas, discuss the ways problems of traffic congestion are being managed.</p> <p>Ways of managing problems of traffic congestion might include: improvements to public transport, park and ride schemes, congestion charging, toll roads, road modifications, traffic management schemes, land-use planning.</p> <p>Named urban areas can be at any scale, ranging from a whole city to a neighbourhood within a city.</p> <p>Level 3: Candidates discuss in detail, and explain, the contrasting ways in which urban areas are managing the problems of traffic congestion. Descriptions and explanations include relevant information specific to the named urban areas. Clear cause-effect and some attempt is made to evaluate their relative success. Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately.</p> <p>Level 2: Candidates discuss and explain the contrasting ways in which urban areas are tackling problems of traffic congestion. Descriptions and explanations include limited relevant information specific to the named urban areas. Cause-effect is limited and little attempt is made to evaluate their relative success. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology.</p> <p>Level 1: Candidates offer limited discussion of the ways in which urban areas are managing the problems of traffic congestion. Explanations are absent and much is descriptive and generalised and contains little, if any, relevant information specific to the named urban area. No attempt at cause-effect or evaluation. Communication is basic with little structure and inaccurate spelling.</p> <p>If no named example then top of level 1 Max.</p>	<p>[8-9]</p> <p>[5-7]</p> <p>[0-4]</p>
2(a)	<p>Using evidence from the OS map extract of the rural area of part of the Chilterns:</p> <p>(i) Identify the differences in land uses in the area to the south east of Chinnor (Grid squares 7599, 7699, 7600) and in the area to the west of Chinnor (Grid squares 7102, 7103 and 7203).</p> <p>Comparisons might refer to the extent and type of settlement, the amount of woodland or specific land uses such as parkland, farming, quarrying, nature reserve etc.</p> <p>Level 2: Candidates clearly compare land use in the two areas in at least two respects. Specific comparison with map evidence is required for this level.</p> <p>Level 1: Candidates list typical land uses in the two areas little attempt to compare. Limited, if any, reference to the map.</p>	<p>[3-4]</p> <p>[0-2]</p>

Section A		
Question Number	Answer	Marks
(ii)	<p>Suggest <u>two</u> reasons for the differences in the land uses found between the two areas.</p> <p>Reasons might include: climate, relief, differences in geology, drainage, soil type, land ownership, land value, accessibility etc. Clear linkage to differences in land uses is expected. Suggestions should be appropriate but do not have to be based on map evidence.</p> <p>Level 2: Candidates suggest and develop clearly two reasons for the land uses found between the two areas. Cause-effect should be clear. For 6 marks, at least one of these reasons must contain relevant evidence from the map.</p> <p>Level 1: Candidates either suggest two reasons, but the development of reasons is limited, or they suggest and develop only one reason. Cause-effect will be limited or non-existent. One reason well developed can gain 4 marks.</p>	<p>[5-6]</p> <p>[0-4]</p>
(b)	<p>With reference to <u>one</u> named rural area, examine the problems associated with the area's decline.</p> <p>Clearly problems will vary with the rural area chosen (may be a whole region or part). Problems could include: dereliction, pollution, second homes, unemployment, social problems, loss of infrastructure and services etc. Answers should include evidence from own research/fieldwork where appropriate.</p> <p>Level 2: Candidates examine in detail the problems associated with rural decline in a named rural area. Examination includes relevant information specific to the named rural area and shows some appreciation of the cause-effect of how the problems are interrelated to the area's decline.</p> <p>Level 1: Candidates produce vague descriptions that are generalised and contain little relevant information specific to the named rural area and/or to rural decline. Cause-effect is weak or absent.</p> <p>Max 2 marks if no rural area is identified.</p>	<p>[5-6]</p> <p>[0-4]</p>
(c)	<p>With reference to <u>one</u> or more named rural areas, discuss the ways problems of environmental degradation are being managed.</p> <p>Ways of managing problems of environmental degradation might include: improvements to public transport, footpath management schemes, farm management schemes, traffic management, planning controls, subsidies, tourism etc.</p> <p>Named rural areas can be at any scale, ranging from a whole region to ones at a local scale.</p> <p>Level 3: Candidates discuss in detail and explain the ways in which rural areas are managing the problems of environmental degradation. Descriptions and explanations include relevant information specific to the named rural areas. Clear cause-effect and some attempt is made to evaluate their relative success. Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately.</p>	<p>[8-9]</p>

Section A		
Question Number	Answer	Marks
	<p>Level 2: Candidates discuss and explain the ways in which rural areas are managing the problems of environmental degradation. Descriptions and explanations include limited relevant information specific to the named rural areas. Cause-effect is limited and little attempt is made to evaluate their relative success. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology.</p> <p>Level 1: Candidates offer limited descriptions of the ways in which rural areas are tackling problems of environmental degradation. Explanations are absent and descriptions are generalised and contain little, if any, relevant information specific to the named rural area. No attempt at cause-effect or evaluation. Communication is basic with little structure and inaccurate spelling.</p> <p>If no named example then top of level 1 Max.</p>	<p>[5-7]</p> <p>[0-4]</p>
3(a)	<p>Study Table 1, which shows the change in energy consumption for selected countries.</p>	
(i)	<p>Outline the changes in the pattern of energy consumption shown in Table 1.</p> <p>Changes are greatest for those starting from a low base whilst more mature economies are slowing or decreasing in consumption. NICs are increasing rapidly especially China. Heavy industrialised mature economies are decreasing the most. Pacific growth v Europe stagnation.</p> <p>Level 2: Candidates identify clearly a large rise for NICs or named countries whilst others have reduced or slowed their growth.</p> <p>4 marks if any reference to the relative scale of changes.</p> <p>Level 1: Candidates list countries with some of the figures with little attempt to describe any patterns.</p>	<p>[3-4]</p> <p>[0-2]</p>
(ii)	<p>Suggest reasons for the changes described in (i).</p> <p>Reasons might include: industrialisation v de-industrialisation, types of industry, rising standards of living, relative growth in transport, population growth, energy saving methods, energy supplies etc.</p> <p>Note: (ii) should link to (i) and accept reasons in (ii) that reflect what the candidates offered in (i).</p> <p>Level 2: Candidates suggest at least two appropriate reasons for the changes identified in (i). Cause and effect are clearly related.</p> <p>Level 1: Candidates either identify two reasons but with little idea of cause-effect or identify and develop only one reason.</p> <p>4 marks for one reason well developed.</p>	<p>[5-6]</p> <p>[0-4]</p>

Section A		
Question Number		Marks
3(b)	<p>Identify the main differences in energy supply and demand in countries at either end of the development spectrum.</p> <p>Differences in supply might include: % supplied by nuclear, use of renewables, use of traditional sources, e.g. fuel wood, uses of energy, use of grids, ownership, amount imported etc.</p> <p>Differences in demand might include: size of demand, type of demand e.g. domestic vs. industrial, growth rate, location etc</p> <p>Level 2: Candidates identify at least two differences in energy supply and demand with the support of either examples or appropriate use of statistics. Clear linkage established between level of development and differences.</p> <p>Level 1: Candidates either describe one difference in energy supply and demand in detail or offer limited or vague description of a variety of differences with limited, if any, supporting examples or statistics. Weaker answers merely list the energy mix rather than focus on differences. Limited, if any, attempt to link to relative level of development.</p> <p>Max. Level 1 if only one end of development spectrum described.</p>	<p>[5-6]</p> <p>[0-4]</p>
3(c)	<p>With reference to <u>one</u> or more located examples, how and why is there an increase in the use of renewable sources of energy.</p> <p>How might include: building units e.g. wind farms, taxing non-renewable e.g. oil, subsidies e.g. biofuels, government schemes etc</p> <p>Why might include: changing price differentials, changing technology, changes in demand profiles (the green lobby), problems of importing energy, pollution concerns, multi-purpose schemes, e.g. dams, international agreements, e.g. Kyoto etc.</p> <p>There is no requirement for a balance between how and why. The latter may be more straightforward. Max L2 if either clearly missing.</p> <p>Level 3: Candidates discuss in detail how and why renewable sources are being developed and used. Explanations are specific to the example(s) chosen – either locational or type of energy. Cause-effect is clear. Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately.</p> <p>Level 2: Candidates discuss how and why renewable energy sources are increasing both from a demand side and a supply side, although one aspect may be weaker. Relevance of the named example(s) is sound and probably focus on energy sources rather than locational. Cause-effect is limited. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology.</p> <p>Level 1: Candidates offer limited or vague discussions of how and why (probably of the 'other types have run out' approach). Much is vague and generalised with limited exemplification or relevance to a named example. No attempt at cause-effect. Communication is basic with little structure and inaccurate spelling.</p> <p>If no named example then top of level 1 Max.</p>	<p>[8-9]</p> <p>[5-7]</p> <p>[0-4]</p>

Section A		
Question Number	Answer	Marks
4(a)	Study Table 2 which shows data about the UK tourist industry.	
(i)	<p>Outline the changes shown in Table 2 since 1975.</p> <p>Changes outlined may include: overseas tourism to the UK has doubled, British tourism overseas has more than doubled, tourism gap has stayed roughly the same/ widened slightly, increasing % from Europe.</p> <p>Level 2: Candidates give detailed changes using the data. The highest quality answers will identify that British tourism overseas has gone up at a faster rate than tourism to the UK.</p> <p>Level 1: Candidates merely list the figures or say they have gone up since 1975 with limited use of the data.</p>	<p>[3-4]</p> <p>[0-2]</p>
(ii)	<p>Suggest reasons for the changes described in (i).</p> <p>Reasons could include: membership of EU, increasing affluence, improved transport, longer paid holidays, increasing number of alternative destinations, growth in multi-holidays etc. Candidates are not required to know about the UK tourism industry so broad generic points are valid, if appropriate.</p> <p>Note: (ii) should link to (i) and accept reasons in (ii) that reflect what the candidates offered in (i).</p> <p>Level 2: Candidates identify and develop at least two appropriate reasons in detail and these are well related and appropriate to the data/trends outlined in (i). Cause and effect are clearly related</p> <p>Level 1: Candidates either suggest two reasons vaguely or with little idea of cause-effect or identify and develop only one reason.</p> <p>4 marks for one reason well developed.</p>	<p>[5-6]</p> <p>[0-4]</p>
(b)	<p>Give <u>two</u> examples of different ways that tourism helps the economic development of an area.</p> <p>Ways may include: creating jobs, earning foreign exchange, developing infrastructure, e.g. roads, building facilities, stimulating supply industries, e.g. crafts, increased demand for farm produce, better external links etc.</p> <p>Level 2: Candidates identify two ways and describe them in detail with the support of examples or appropriate use of statistics. The stress is on 'helps' and highest level answers may link to this.</p> <p>Level 1: Candidates either describe one way in detail or offer limited or vague descriptions of two ways with limited, if any, supporting examples or statistics. Weaker answers merely list the impacts rather than focus on 'helps'. Limited, if any, attempt to link to economic development of an area.</p>	<p>[5-6]</p> <p>[0-4]</p>

Section A		
Question Number	Answer	Marks
(c)	<p>With reference to <u>one</u> or more named examples, discuss the extent to which tourism is being made more sustainable.</p> <p>Discussion of the extent will vary with the example or examples chosen. Ideas may cover: controlling numbers, e.g. Grand Canyon, use of 'honeypots', e.g. Dartmoor, Eco-tourism, e.g. Guatemala, Tourism taxes, targeting the type of tourist, developing all-year round tourism or limiting the season etc.</p> <p>Level 3: Candidates discuss in detail why and how tourism is being made more sustainable. Explanations are specific to the example(s) chosen – either locational or type of tourism. Cause-effect is clear and there is a clear attempt to comment on the extent. Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately.</p> <p>Level 2: Candidates discuss how tourism is being made more sustainable. Reference to the named example(s) is sound and will probably focus on type, e.g. Eco-tourism. Cause-effect is limited and there is some attempt to comment on the extent. Answers may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology.</p> <p>Level 1: Candidates offer limited, vague discussions – probably of the 'limit the numbers' approach. Much is vague, simplistic and generalised with limited exemplification or relevance to a named example(s). No attempt at cause-effect. Communication is basic with little structure and inaccurate spelling.</p> <p>If no named example then top of level 1 Max.</p>	<p>[8-9]</p> <p>[5-7]</p> <p>[0-4]</p>
Section A Total		[50]

Section B		
Question Number	Answer	Marks
5	<p>With reference to located examples, describe and explain how <i>urban environments</i> can be managed to ensure sustainability.</p> <p>Sustainable approaches could be based upon ideas of regulation, e.g. Green Belts, emission controls, vehicle inspection and maintenance, planning and design, e.g. integrated transport planning, traffic calming, establishment of nodes and corridors, economic instruments, e.g. congestion pricing, landfill taxing, tax credits for clearing contaminated lands, and technological innovations, e.g. cleaner fuels, solar panels.</p> <p>AO1 Knowledge and understanding.</p> <p>Level 3 11-13 Detailed knowledge and understanding of how urban environments can be managed to ensure sustainability. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p>Level 2 7-10 Some knowledge and understanding of how urban environments can be managed to ensure sustainability. Cause and effect is understood and there is use of exemplification.</p> <p>Level 1 1-6 Limited knowledge and understanding of how urban environments can be managed to ensure sustainability. Cause and effect is not well understood and there is limited exemplification.</p> <p>If no named example then top of level 1 Max.</p> <p>AO2 Analysis and application</p> <p>Level 3 5 Clear analysis of the issue of urban sustainability and an effective evaluation of ways of managing to ensure sustainability.</p> <p>Level 2 3-4 Some analysis of the issue of urban sustainability and a limited, if any, evaluation of managing to ensure sustainability.</p> <p>Level 1 1-2 Limited analysis of the issue of urban sustainability and no attempt to evaluate ways of managing to ensure sustainability.</p> <p>AO3 Skills and communication</p> <p>Level 3 6-7 Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p>Level 2 4-5 Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p>Level 1 1-3 Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion</p>	[25]

Section B		
Question Number	Answer	Marks
6	<p>With reference to located examples describe and explain how <i>rural communities</i> are being managed in a sustainable way.</p> <p>Sustainable approaches could be based upon ideas of regulation, e.g. National Parks, SSSIs, planning and design, e.g. integrated rural transport planning, key settlements, economic instruments, e.g. countryside stewardship, woodland grants, and organisational innovations, e.g. organic farming, sustainable forestry.</p> <p>AO1 Knowledge and understanding.</p> <p>Level 3 11-13 Detailed knowledge and understanding of how rural communities can be managed to ensure sustainability. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p>Level 2 7-10 Some knowledge and understanding of how rural communities can be managed to ensure sustainability. Cause and effect is understood and there is use of exemplification.</p> <p>Level 1 1-6 Limited knowledge and understanding of how rural communities can be managed to ensure sustainability. Cause and effect is not well understood and there is limited exemplification. If no named example then top of level 1 Max.</p> <p>AO2 Analysis and application</p> <p>Level 3 5 Clear analysis of the issue of sustainability and an effective evaluation of ways of managing to ensure sustainability.</p> <p>Level 2 3-4 Some analysis of the issue of sustainability and a limited, if any, evaluation of managing to ensure sustainability.</p> <p>Level 1 1-2 Limited analysis of the issue of sustainability and no attempt to evaluate ways of managing to ensure sustainability.</p> <p>AO3 Skills and communication</p> <p>Level 3 6-7 Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p>Level 2 4-5 Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p>Level 1 1-3 Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion</p>	[25]

Section B		
Question Number	Answer	Marks
7	<p>With reference to located examples, explain why the exploitation of energy resources brings both opportunities and problems to local communities.</p> <p>Opportunities may include: employment, education & training, higher more reliable wages, improved infrastructure, increased facilities, e.g. medical, social benefits etc.</p> <p>Problems may include: unemployment, low wages, sex imbalances leading to vice and violence, pollution, damaged infrastructure, water shortages, social problems, e.g. inequalities.</p> <p>Clearly the balance and type of opportunities/problems may vary with the energy resource, e.g. hydro-electric dam construction or/and the location or/and the level of development of the area.</p> <p>AO1 Knowledge and understanding.</p> <p>Level 3 11-13</p> <p>Detailed knowledge and understanding of why the exploitation of energy resources bring opportunities and problems to local communities. Cause and effect is well understood and there is effective use of detailed exemplification .</p> <p>Level 2 7-10</p> <p>Some knowledge and understanding of why the exploitation of energy resources bring opportunities and problems to local communities. Cause and effect is understood and there is use of exemplification.</p> <p>Level 1 1-6</p> <p>Limited knowledge and understanding of why the exploitation of energy resources bring opportunities and problems to local communities. Cause and effect is not well understood and there is limited exemplification.</p> <p>If no named example then top of level 1 Max.</p> <p>AO2 Analysis and application</p> <p>Level 3 5</p> <p>Clear analysis of the issue of energy exploitation and an effective evaluation of whether it brings both opportunities and problems.</p> <p>Level 2 3-4</p> <p>Some analysis of the issue of energy exploitation and a limited, if any, evaluation of whether it brings both opportunities and problems.</p> <p>Level 1 1-2</p> <p>Limited analysis of the issue of energy exploitation and no attempt to evaluate whether it brings both opportunities and problems.</p> <p>AO3 Skills and communication</p> <p>Level 3 6-7</p> <p>Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p>Level 2 4-5</p> <p>Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p>	

Section B		
Question Number	Answer	Marks
7 cont'd	<p>Level 1 1-3</p> <p>Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion</p>	[25]
8	<p>With reference to located examples, explain why the <i>development of tourism</i> brings both opportunities and problems for the natural environment.</p> <p>Opportunities may include: money for conservation and management, reduction in other destructive uses of the environment, e.g. logging, new species, breeding programmes, improved water supply, reduction in disease, reduced flood risk etc.</p> <p>Problems may include: pollution, water shortages, soil erosion, fires, destruction of habitats, loss of wildlife, increased flood risk, disease etc.</p> <p>Clearly the balance and type of opportunities/problems may vary with the type of tourism development, e.g. marina construction or/& the location or/& the level of development of the area.</p> <p>Some candidates may see this as a broad view whilst others may focus on a single scheme, e.g. development of a ski resort. Either approach is acceptable.</p> <p>AO1 Knowledge and understanding.</p> <p>Level 3 11-13</p> <p>Detailed knowledge and understanding of why the development of tourism brings opportunities and problems for the natural environment. Cause and effect is well understood and there is effective use of detailed exemplification.</p> <p>Level 2 7-10</p> <p>Some knowledge and understanding of why the development of tourism brings opportunities and problems for the natural environment. Cause and effect is understood and there is use of exemplification.</p> <p>Level 1 1-6</p> <p>Limited knowledge and understanding of why the development of tourism brings opportunities and problems for the natural environment. Cause and effect is not well understood and there is limited exemplification.</p> <p>If no named example then top of level 1 Max.</p> <p>AO2 Analysis and application</p> <p>Level 3 5</p> <p>Clear analysis of the issue of tourism development and an effective evaluation of whether it brings both opportunities and problems.</p> <p>Level 2 3-4</p> <p>Some analysis of the issue of tourism development and a limited, if any, evaluation of whether it brings both opportunities and problems.</p> <p>Level 1 1-2</p> <p>Limited analysis of the issue of tourism development and no attempt to evaluate whether it brings both opportunities and problems.</p>	

Section B		
Question Number	Answer	Marks
8 cont'd	<p>AO3 Skills and communication</p> <p>Level 3 6-7 Answer is well structured with effective use of grammar and spelling. Geographical terminology is used accurately. There is a clear conclusion.</p> <p>Level 2 4-5 Answer may have poor structure with some inaccurate spelling and inaccurate use of geographical terminology. There is a limited conclusion.</p> <p>Level 1 1-3 Communication is basic with little structure and inaccurate spelling. There is no attempt at a conclusion</p>	[25]
	Section B Total	[25]
	Paper Total	[75]

Assessment Objectives Grid (includes QWC)

Question 1 and 2	AO1	AO2	AO3	Total
Q1-2(a)(i)	4	0	0	4
Q1-2(a)(ii)	3	1	2	6
Q1-2 (b)	2	2	2	6
Q1-2 (c)	2	2	5	9

Question	AO1	AO2	AO3	Total
Q3-4(a)i)	4	0	0	4
Q3-4 (ii)	3	1	2	6
Q3-4 (b)	3	2	1	6
Q3-4 (c)	4	2	3	9
5-8	12	5	8	25
Totals	37	15	23	75