

GCE
Geography

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

Advanced Subsidiary GCE

Mark Scheme for June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2016

These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

| Annotation | Meaning of annotation |
|------------|--|
| | Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. |
| | 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 |

Examiners **must** include annotations on each response in Section A questions unless it receives full marks.

In Section B, each page of writing **must** have some annotation.

In 9 mark questions, the Level awarded annotation should be positioned in left margin adjacent to the evidence for the award of that level. The wavy line or highlighting annotations may be used as well if the evidence covers more than one line of text.

Here are the subject specific instructions for this question paper

MARK SCHEME

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|------|---|-------|---|--|
| | | | | Content | Levels of response |
| 1 | (a) | Study Fig. 1, which shows child poverty in London (2012). | | | |
| | (i) | Describe the pattern of child poverty shown in Fig 1. Indicative content: <ul style="list-style-type: none"> • highest in central area • lowest east/south west • identification of highest areas • no “lower” areas to the north • low area in centre • general pattern of higher in centre and lower on outskirts | 4 | Level 2- Some idea of pattern/distribution and use of data. Comparative data for 4 marks. Level 1 – Listing of individual areas. (1 mark for each area up to 2 marks). | Level 2 (3–4 marks) Offers a clear description of pattern/distribution with reference to data. Level 1 (0–2 marks) Identifies a number of individual areas with no real reference to “pattern”. |
| | (ii) | Suggest two reasons for the pattern of child poverty shown. Indicative content: Any two reasonable reasons which might include; <ul style="list-style-type: none"> • lack of jobs/unemployment • crime/vandalism/decline • lack of social cohesion • poor access to services • poor quality housing • limited socio-economic mobility • lack of investment • failed government policy • cultural/ethnic segregation | 6 | One well developed reason plus one less well developed reason can score full marks. One reason well linked to pattern of poverty can reach top of level. | Level 2 (5–6 marks) Suggests two clearly appropriate reasons and offers explanation of link to patterns for each. Clear cause/effect. Good use of technical language. Level 1 (0–4 marks) Suggests one clearly appropriate reason with explanation linked to pattern or identifies two appropriate reasons with limited explanation or little linkage to pattern. |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|-----|--|-------|--|---|
| | | | | Content | Levels of response |
| | (b) | <p>Outline two ways in which physical geography influences urban land use patterns.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Rivers may act as barriers or attract land uses such as industry as water supply • Flood risk may discourage settlement and attract parks • Steep slopes may limit landuse or attract high class housing or defensive land use • Coastlines attract tourist land uses • Geology – minerals may attract industry • South facing slopes attract wealthy residential • Ecological conservation • Wind direction-air pollution • Hazard potential (disaster) | 6 | <p>Implied land use patterns are needed for L2.</p> <p>One well developed reason plus one less well developed reason can score full marks.</p> <p>Two factors identified with no real development or link to pattern - 2 marks.</p> <p>One reason well linked to pattern of land use can reach top of level.</p> | <p>Level 2 (5–6 marks) Outlines two clearly appropriate ways in which physical geography influences land use patterns and offers explanation for each.</p> <p>Level 1 (0–4 marks) Outlines one clearly appropriate reason with explanation or identifies two appropriate reasons with limited explanation or linkage to land use.</p> |
| | (c) | <p>With reference to one or more located examples, explain how management can make urban areas more environmentally sustainable.</p> <p>Context can be MEDC or LEDC.</p> <p>“Environment” could include socio-environmental observations</p> <p>Observations might include;</p> | 9 | <p>Level 3 – Clear understanding of “sustainability” and reference to management.</p> | <p>Level 3 (8–9 marks) Uses a clearly identified example(s) to explain in detail how management is making urban areas more environmentally sustainable. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|--|--|--|--------------------|
| | | | | Content | Levels of response |
| | | <ul style="list-style-type: none"> • Use of renewable energy use • energy conservation • pollution controls • recycling/waste management • urban farming • transport management • urban greening initiatives <p>Could be related to new settlements (eco-towns/cities).</p> <p>Could be related to small scale developments which have elements of environmental management.</p> <p>Could be related to improvement schemes in developing cities.</p> <p>Be sympathetic to developments which are being marketed as “green/environmentally friendly”.</p> | <p>Level 2 – Some understanding of “sustainability” but focus might be more on “environmentally friendly” ideas. Less secure on management</p> <p>Basic environmentally friendly observations which largely ignore management.</p> | <p>Level 2 (5–7 marks) Gives a clearly identified example(s). Some explanation of how management is making urban areas more environmentally sustainable. 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 how management is making urban areas more environmentally sustainable. There may be identified points with no development. 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/Indicative Content | Marks | Guidance | |
|----------|------|---|-------|---|---|
| | | | | Content | Levels of response |
| 2 | (a) | Study Fig. 2, which shows rural poverty in China (2013) | | | |
| | (i) | Describe the pattern of rural poverty in China shown in Fig 2. Indicative content: <ul style="list-style-type: none">• lowest in east-highest in west• lower near coast-higher inland• observations about numerical spread• north-east does not fit general pattern• centre-west does not fit general pattern | 4 | Level 2- Some idea of pattern/distribution and use of data. Comparative data for 4 marks. Level 1 – Listing of individual areas. (1 mark for each area up to 2 marks). | Level 2 (3–4 marks) Offers a clear description of pattern/distribution with reference to data. Level 1 (0–2 marks) Identifies a number of individual points with no real reference to “pattern”. |
| | (ii) | Suggest two reasons for the variation in the pattern of rural poverty shown. Indicative content: Differences in: <ul style="list-style-type: none">• agriculture• government investment• infrastructure/remoteness• resources (e.g soil/relief/water/energy)• industrial development• urbanisation• climate and relief• ability to trade• population migration and structure | 6 | One well developed reason plus one less well developed reason can score full marks. One reason well linked to pattern of poverty variations can reach top of level. | Level 2 (5–6 marks) Suggests two clearly appropriate reasons and offers explanation of link to variation for each. Clear cause/effect. Good use of technical language. Level 1 (0–4 marks) Suggests one clearly appropriate reason with explanation linked to variation or identifies two appropriate reasons with limited explanation or little linkage to variation. |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|---|-------|---|---|
| | | | | Content | Levels of response |
| | | Most will probably compare coastal areas to rural west – in terms of levels of development. | | | |
| (b) | | <p>Outline two environmental issues associated with building developments in rural areas.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • land use change (eg, agricultural change/transport developments) • habitat loss - deforestation • impact on water courses/groundwater/flooding • wildlife disturbance • noise issues • air/water pollution • points linked to increase in traffic <p>Accept human environmental issues e.g. cultural/social</p> | 6 | <p>Specific environmental issues are needed for L2.</p> <p>One well developed reason plus one less well developed reason can score full marks.</p> <p>Two factors identified with no real development or link to environment - 2 marks.</p> <p>One reason well linked to environmental issues can reach top of level.</p> | <p>Level 2 (5–6 marks) Outlines two clearly appropriate ways in which building developments causes environmental issues and offers explanation for each.</p> <p>Level 1 (0–4 marks) Outlines one clearly appropriate reason with explanation or identifies two appropriate reasons with limited explanation or linkage to environmental issues.</p> |
| (c) | | <p>With reference to one or more located examples, explain how management is used to make rural areas more economically sustainable.</p> <p>Context could be MEDC or LEDC</p> <p>Could be related to new rural developments</p> | 9 | Level 3 – Clear understanding of “economic sustainability” and management. | <p>Level 3 (8–9 marks) Uses a clearly identified example(s) to explain in detail how management is being used to make rural areas more sustainable. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|---|-------|---|--|
| | | | | Content | Levels of response |
| | | <p>Could be related to government initiatives e.g. CAP</p> <p>Accept observations about National Parks (as long as the context is economic)</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • points about agricultural change/diversification • infrastructure developments – roads, power, education etc • rural housing initiatives e.g. bans on second homes • development of local services e.g. mobile shops • development of tourism • exploitation of resources • use of the internet – remote working • government initiatives (e.g. key settlement policies) • diversification opportunities <p>It is economic sustainability not environmental sustainability.</p> | | <p>Level 2 – Some understanding of “sustainability” but focus might be more on regeneration (responding to issues) ideas. Less secure on management.</p> <p>Largely ignores management.</p> | <p>Level 2 (5–7 marks) Gives a clearly identified example(s). Some explanation of how management is being used to make rural areas more sustainable. 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 how management is being used to make rural areas more sustainable. There may be identified points with no development. 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/Indicative Content | Marks | Guidance | |
|----------|------|--|-------|--|---|
| | | | | Content | Levels of response |
| 3 | (a) | Study Fig. 3, which shows household energy consumption in rural and urban India (2000). | | | |
| | (i) | <p>Compare the sources of energy consumption in rural and urban India shown in Fig 3.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • observations about the relative importance of different sources e.g. Rural 77% fuelwood and urban 25% • observations about different types of consumption (renewable/non-renewable) • could consider similarities and differences • differences in energy mix | 4 | <p>Level 2 – makes clearly comparative (differences or similarities) points using comparative data.</p> <p>Level 1 - Listing of individual data with no comparison OR comparison with no data.</p> | <p>Level 2 (3–4 marks) Compares the two areas in detail, using data.</p> <p>Level 1 (0–2 marks) Basic quote of Fig 3(urban has more gas than rural) - no use of data or proportionate ideas.</p> |
| | (ii) | <p>Suggest two reasons for the differences in rural and urban energy consumption shown.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • general points about relative levels of development/income • observations about infrastructure/power stations • access to energy sources • links to industrial development • relative points about needs of industrial/agricultural areas | 6 | <p>One well developed reason plus one less well developed reason can score full marks.</p> <p>One reason well linked to differences in energy consumption can reach top of level.</p> | <p>Level 2 (5–6 marks) Suggests two clearly appropriate reasons for the differences in energy consumption and offers explanation for each. Clear cause/effect. Good use of technical language.</p> <p>Level 1 (0–4 marks) Suggests one clearly appropriate reason with explanation or identifies two appropriate reasons with limited explanation with limited link to differences.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|-----|---|-------|--|---|
| | | | | Content | Levels of response |
| | | <ul style="list-style-type: none"> • suitability of different energy sources • different lifestyles • government decisions | | | |
| | (b) | <p>Outline two reasons why the use of renewable energy is seen as sustainable.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Sources are not finite • Once built are low cost • Create little or no pollution (eg, link to health awareness) • Response to climate change • Are not imported (energy security) • Greater opportunity for local energy supply <p>Sustainability may be economic &/or environmental.</p> | 6 | <p>Specific links to sustainability are needed for L2.</p> <p>One well developed reason plus one less well developed reason can score full marks.</p> <p>Two reasons identified with no real development or link to sustainability</p> <p>One reason well linked to sustainability can reach top of Level 1.</p> | <p>Level 2 (5–6 marks) Outlines two clearly appropriate reasons and offers explanation of why these make renewable energy sustainable.</p> <p>Level 1 (0–4 marks) Outlines one clearly appropriate reason with explanation or identifies two appropriate reasons with limited explanation. Limited reference to sustainability.</p> |
| | (c) | <p>With reference to a located example, explain how energy resource exploitation has created conflict.</p> <p>Conflict can be expressed in social, cultural, economic, political or environmental terms.</p> <p>Conflict can be expressed at any scale.</p> | 9 | <p>Level 3 – Clear appreciation of conflict</p> <p>Level 2 - Identifies a range of problems / issues with limited</p> | <p>Level 3 (8–9 marks) Uses a clearly identified example to explain how energy resource exploitation has created conflict. 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.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|--|-------|--|--|
| | | | | Content | Levels of response |
| | | <p>Indicative content:</p> <ul style="list-style-type: none"> • international conflicts • links to corruption • damage to environments • changes to land use • broader environmental issues • safety concerns • conflicts between different types of energy exploitation • small scale local issues • broader economic/environmental conflicts (at any scale) <p>If more than one located example credit the first only.</p> | | <p>appreciation of conflict.</p> <p>Level 1 - Identifies basic problems with no real appreciation of why they are issues and may cause conflicts</p> | <p>Describes issues/problems associated with resource exploitation with some appreciation of conflict. 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. Shows a descriptive appreciation of problems associated with resource exploitation. 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 example.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|------|--|-------|--|---|
| | | | | Content | Levels of response |
| 4 | (a) | Study Fig. 4, which shows percentage change in global international tourist arrivals (1995-2009). | | | |
| | (i) | <p>Describe the variations in global international tourist arrivals shown in Fig 4.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • general increase • highest increase 10.3 % • largest decrease 4.0 % • three periods of decrease • overall trend approximately 4.2 % increase <p>Variations can include increases and decreases and overall trend.</p> | 4 | | <p>Level 2 (3–4 marks) Describes the variations in detail using data.</p> <p>Level 1 (0–2 marks) Identifies a number of individual years with no real reference to “variations”.</p> |
| | (ii) | <p>Suggest two reasons for the variations in global international tourist arrivals shown.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • global economic issues – sudden economic shocks, e.g 2008 • changes to cost (price of oil) • changes to travel/access • increasing affluence • links to security issues e.g. 9/11 • particular events (sporting events) • advertising/media programs | 6 | <p>Reasons could be positive or negative.</p> <p>One well developed reason plus one less well developed reason can score full marks.</p> <p>Should be clear focus on variations.</p> | <p>Level 2 (5–6 marks) Suggests two clearly appropriate reasons for the variations in tourist arrivals and offers explanation for each. Clear cause and effect. Good use of technical language.</p> <p>Level 1 (0–4 marks) Suggests one clearly appropriate</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|---|-------|--|--|
| | | | | Content | Levels of response |
| | | <ul style="list-style-type: none"> • natural disasters e.g. Tsunami • changing political situations e.g. visa rules | | <p>One reason well linked to variations in tourist arrivals can reach top of level.</p> <p>Observations about only overall trend – max Level -1.</p> | <p>reason with explanation or identifies two appropriate reasons with limited explanation. Little if any link to variations.</p> |
| (b) | | <p>Outline two reasons why ecotourism is seen as sustainable.</p> <p>Consider “ecotourism” in the broadest context.</p> <p>Accept responses that focus on individual elements of sustainability (economic, environmental or social) or more holistic observations.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • appropriate scale of development • education/awareness of sustainability • use of local materials • appropriate buildings • small environmental footprint – little pollution • careful resource management • preservation of local communities + creates jobs • environmental conservation • environmental/cultural education • management of water/energy sources • management of waste | 6 | <p>One well developed reason plus one less well developed reason can score full marks.</p> <p>Level 2 – Some understanding or implied understanding of sustainability.</p> | <p>Level 2 (5–6 marks) Suggests two clearly appropriate reasons why ecotourism is seen as sustainable and offers explanation for each. Clear cause/effect. Good use of technical language.</p> <p>Level 1 (0–4 marks) Suggests one clearly appropriate reason with explanation or identifies two appropriate reasons with limited explanation.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|---|-------|---|--|
| | | | | Content | Levels of response |
| | | <ul style="list-style-type: none"> • income pays for conservation • limiting numbers/access <p>Two reasons can be organised as “environmental” and “economic”</p> | | | |
| (c) | | <p>With reference to a located example, explain how the growth of tourism can create problems for local communities.</p> <p>The idea of growth/development should be clear but can be implied.</p> <p>Problems can be socio/cultural, economic or environmental.</p> <p>Accept points about actual or proposed tourism developments.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • land use change • erosion of local culture • seasonality in employment • environmental issues including pollution • resource issues e.g. water • demographic change • pressures on local services e.g. energy, transport • increased traffic congestion • second home issues | 9 | <p>Level 3 – Some appreciation of growth of tourism creating problems</p> <p>Level 2 - Identifies a range of problems / issues with limited appreciation of growth</p> <p>Level 1 - Identifies basic problems with no real appreciation of growth or problems for community</p> | <p>Level 3 (8–9 marks) Uses a clearly identified example to explain how the growth of tourism can create problems for local communities. 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. Some explanation of how the growth of tourism can create problems for local communities. Cause-effect links are stated but explanation may not be clear. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p>Level 1 (0–4 marks) Limited or no example. Generic ideas about how tourism can create problems for local communities. There may be little or no reference</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|--|-------|---|--|
| | | | | Content | Levels of response |
| | | If more than one located example credit the first only. | | | <p>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> |
| 5 | | <p>With reference to one or more located examples, examine how urban change can create areas of dereliction.</p> <p>Candidates may consider decline; growth of slum areas; areas of poor socio-economic / environmental quality. May be short or long term.</p> <p>Focus on specific examples of dereliction will access higher marks.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • points about industrial decline/change • decline of service provision • areas where social issues have created areas of deprivation • awaiting the process of regeneration • crime/perception of crime - abandonment • lack of government investment/ areas awaiting development | 25 | <p>Clear cause/effect link of change to dereliction.</p> <p>Limited cause/effect link of change to dereliction.</p> <p>Little or no cause/effect link of change to dereliction.</p> | <p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of how urban change can create areas of dereliction. There is effective use of detailed exemplification.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of how urban change can create areas of dereliction. There is use of exemplification.</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of how urban change can create areas of dereliction. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|---|-------|--|---|
| | | | | Content | Levels of response |
| | | <ul style="list-style-type: none"> • declining or limited infrastructure • poor transport links – areas not attractive for industry • links to migration • reverse multiplier effect • poverty cycle <p>Credit can be given for answers that identify urban change potentially causing rural dereliction</p> | | <p>Level 3 – Clear understanding of link to urban change.</p> <p>Level 2 - top, some understanding of link to urban change.</p> <p>Level 1 – Limited or no link to urban change.</p> | <p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis of how urban change can create areas of dereliction.</p> <p>Level 2 (3–4 marks) Some analysis of how urban change can create areas of dereliction.</p> <p>Level 1 (0–2 marks) Limited analysis of how urban change can create areas of dereliction.</p> <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</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|--|-------|--|--|
| | | | | Content | Levels of response |
| | | | | | spelling. Little use of appropriate geographical terminology. There is no attempt at a conclusion. |
| 6 | | <p>With reference to one or more located examples, examine how changes in farming can affect the rural environment.</p> <p>The “rural environment” can be seen in the broadest context (economic, environmental, socio/cultural).</p> <p>Answers can consider positive and/or negative effects.</p> <p>Examples can be drawn from any location & scale.</p> <p>Indicative content:</p> <p>Changes must be farming changes.</p> <p>Changes could include:</p> <ul style="list-style-type: none"> • industrialisation of farming (e.g monocultures) • amalgamation of farms • large scale schemes (irrigation) • mechanisation • crop/animal changes + GM • issues of intensification • land tenure • drainage • increasing use of sustainable | 25 | <p>Clear cause/effect link of changes in farming to environmental effects.</p> <p>Limited cause/effect link of changes in farming to environmental effects.</p> <p>Little or no cause/effect link of changes in farming to environmental effects.</p> <p>Level 3 – Clear understanding of</p> <p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of how changes in farming can affect the rural environment. There is effective use of exemplification.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of how changes in farming can affect the rural environment. There is use of exemplification.</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of how changes in farming can affect the rural environment. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p> <p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis of how changes in</p> | |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|--|-------|---|---|
| | | | | Content | Levels of response |
| | | <ul style="list-style-type: none"> methods (organics) • diversification • subsidies/profits • competition (internal & imports) • education and research • physical changes e.g. drought • removal of hedgerows • use of chemicals • rural dereliction | | <p>link to farming change.</p> <p>Level 2 - top, some understanding of link to farming change.</p> <p>Level 1 – Limited or no link to farming change.</p> | <p>farming can affect the rural environment.</p> <p>Level 2 (3–4 marks) Some analysis of how changes in farming can affect the rural environment.</p> <p>Level 1 (0–2 marks) Limited analysis of how changes in farming can affect the rural environment.</p> <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/Indicative Content | Marks | Guidance | |
|----------|--|---|-------|--|--|
| | | | | Content | Levels of response |
| 7 | | <p>With reference to one or more located examples, explain how the exploitation of energy resources can create socio-economic opportunities.</p> <p>Examples at any scale can be used.</p> <p>“Exploitation” can be considered to include; resource extraction, storage, transportation and electricity generation.</p> <p>Could be based on one or a number of resources. Can vary in location and scale.</p> <p>This is a positive impact but some may be potential opportunities.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Increases in living standards • Job creation • Increased incomes, tax base etc • Development of social services • Development of community opportunities and services • Infrastructural development e.g. transport, water supply • Conservation and environmental protection schemes | 25 | <p>Clear cause/effect link of exploitation on socio-economic opportunities.</p> <p>Limited cause/effect link of exploitation on socio-economic opportunities.</p> <p>Little or no cause/effect link of exploitation on socio-economic opportunities.</p> <p>Level 3 – Clear understanding of link to exploitation of energy resources.</p> | <p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of how the exploitation of energy resources can create socio-economic opportunities. There is effective use of exemplification.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of how the exploitation of energy resources can create socio-economic opportunities. There is use of exemplification.</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of how the exploitation of energy resources can create socio-economic opportunities. There is limited exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis of how the exploitation of energy resources can create socio-economic opportunities.</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|---------------------------|-------|---|--|
| | | | | Content | Levels of response |
| | | | | <p>Level 2 - top, some understanding of link to exploitation of energy resources..</p> <p>Level 1 – Limited or no link to exploitation of energy resources.</p> | <p>Level 2 (3–4 marks) Some analysis of how the exploitation of energy resources can create socio-economic opportunities.</p> <p>Level 1 (0–2 marks) Limited analysis of how the exploitation of energy resources can create socio-economic opportunities.</p> <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/Indicative Content | Marks | Guidance | |
|----------|--|---|-------|---|---|
| | | | | Content | Levels of response |
| 8 | | <p>With reference to one or more located examples, explain how tourism has played a significant part in economic development.</p> <p>Examples at any scale or location can be used.</p> <p>“economic development” can be seen in the broadest sense to include developments that are improvements to social conditions.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Increases in income and living standards • Job creation • Created associated industries + agricultural activity • Acted as leading sector for Take Off • Link to multiplier • Created new growth poles/cores • Increased tax base etc • Development of community opportunities and services • Infrastructural development e.g. transport, water supply, power • Conservation and environmental protection schemes • Trade balance (invisible) + foreign exchange earnings | 25 | <p>Clear cause/effect link of tourism to economic growth.</p> <p>Limited cause/effect link of tourism to economic growth.</p> <p>Little or no cause/effect link of tourism to economic growth.</p> <p>Level 3 – Clear understanding of ‘significant part’.</p> <p>Level 2 - Some understanding of ‘significant part’.</p> | <p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of how tourism has played a significant part in economic development. There is effective use of exemplification.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of how tourism has played a significant part in economic development. There is use of exemplification.</p> <p>Level 1 (0–6 marks) Limited knowledge and understanding of how tourism has played a significant part in economic development. There is limited exemplification.</p> <p>AO2 Analysis and application</p> <p>Level 3 (5 marks) Clear analysis of how tourism has played a significant part in economic development.</p> <p>Level 2 (3–4 marks) Some analysis of how tourism has played a significant part in economic</p> |

| Question | | Answer/Indicative Content | Marks | Guidance | |
|----------|--|--|-------|---|--|
| | | | | Content | Levels of response |
| | | <ul style="list-style-type: none"> Overdependence on tourism (held back development – shocks) | | <p>Level 1 – Limited or no understanding of 'significant part'.</p> | <p>development.</p> <p>Level 1 (0–2 marks) Limited analysis of how tourism has played a significant part in economic development.</p> <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> |

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2016

