GCE

Geography

Advanced Subsidiary GCE

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

Mark Scheme for January 2013

Oxford Cambridge and RSA Examinations

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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

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.
L1	Level one – to be used on the final, 9 mark part of Section A questions only.
L2	Level two – to be used on the final, 9 mark part of Section A questions only.
L3	Level three – to be used on the final, 9 mark part of Section A questions only.
?	Unclear, inaccurate, dubious validity.
IRRL	Irrelevant, a significant amount of material that does not answer the question.
NE	No example(s) used or provided.
R	Rubric Error (place at start of Question not being counted).
(highlight)	Highlighting an issue eg irrelevant paragraph. Use in conjunction with another stamp eg IRRL or ▲
....	Point has been seen and noted.

All answers and pages with a response must have at least one annotation to show that they have been seen.

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Question			Answer	Marks	Guidance	
					Content	**Levels of response**
1	**(a)**	**(i)**	Evidence might include: • boarded up housing • vandalism • broken windows • shops closed • litter/rubbish • damaged roads • no people/vehicles • paint peeling • rusty hydrant	4	A list of points and offers some description linked to the concept of dereliction. A list of points is acceptable.	**Level 2 (3–4 marks)** Identifies and describes a range of evidence of urban dereliction. Clear reference to Fig. 1. **Level 1 (0–2 marks)** Identifies a narrow range of evidence which suggest dereliction with limited, if any description.
		(ii)	Reasons could include: • lack of jobs/unemployment/closure of industry • crime/vandalism forcing people to move • social problems • small business closing as larger business opens elsewhere • suburbanisation • the area may be awaiting a renewal project • general inner-city decline • loss of government funding • counter-urbanisation • reverse multiplier	6	One well developed reason plus one less developed reason can get into Level 2.	**Level 2 (5–6 marks)** Two developed reasons with clear cause-effect link to dereliction. **Level 1 (0–4 marks)** One developed reason or two partially developed reasons. Cause-effect not clearly considered.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
	(b)		Ideas might include: • population growth • industrial growth • increasing traffic congestion/vehicle numbers • increasing numbers of commuters • lack of management/regulation	6	One well developed reason plus one less well developed reason can get into Level 2. No clear focus on urban change - Max Level 1.	**Level 2 (5–6 marks)** Two developed reasons with clear cause-effect linking change to atmospheric pollution. **Level 1 (0–4 marks)** One developed reason or two partially developed reasons. Cause-effect not clearly considered.
	(c)		Indicative content: • could be related to new settlements (eco-towns/cities) • could be related to small scale eco developments or elements of these • might include social, economic or environmental aspects Specific observations might include points about: • renewable energy • building techniques • recycling • urban farming • transport • water/waste management	9	**Exemplars:** Level 3 – the use of renewable energy such as solar panels means that fossil fuels do not have to be used, which is sustainable. Level 2 – the use of renewable energy means that less coal is needed. Level 1 – they can use renewable energy.	**Level 3 (8–9 marks)** Appropriate, detailed example(s) used to explain how urban areas are being managed sustainably. Answer is well structured with clear use of geographical terminology. **Level 2 (5–7 marks)** Clearly identified example(s) used to describe a number of factors that might suggest an urban area is sustainable without fully explaining why. Answer has a clear structure with some use of geographical terminology. **Level 1 (0–4 marks)** Limited use of example(s). Basic description of a number of what might be considered environmentally friendly ideas or a focus on only one aspect of management. Answer has a poor structure with a limited use of geographical terminology.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
2	(a)	(i)	Evidence might include: • boarded up buildings • vandalism • broken windows • business closed • litter/rubbish • overgrown vegetation • damaged roads • no people/vehicles	4	A list of points and offers some description linked to the concept of decline. A list of points is acceptable.	**Level 2 (3–4 marks)** Identifies and describes a range of evidence of rural decline. Clear reference to Fig. 2. **Level 1 (0–2 marks)** Identifies a narrow range of evidence which suggest decline with limited, if any description.
		(ii)	Reasons could include: • lack of jobs/unemployment • decline in agriculture • closure of business • reverse multiplier effects • limited opportunities forcing people to move • population imbalance • social problems • small business closing as larger business opens elsewhere • urbanisation • the area may not have had any government investment • poor communications • second homes • counter-urbanisation/commuters	6	One well developed reason plus one less developed reason can get into Level 2.	**Level 2 (5–6 marks)** Two developed reasons with clear cause-effect link to rural decline. **Level 1 (0–4 marks)** One developed reason or two partially developed reasons for rural decline. Cause-effect of rural decline not clearly considered.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
	(b)		Ideas might include: • population growth • industrial growth • growth of tourism (seasonality related to leisure/tourism) • general increase in affluence • reduction of public transport • increasing numbers of commuters • lack of management/regulation • improved roads • second homes	6	One well developed reason plus one less developed reason can get into Level 2. No clear focus on rural areas - Max Level 1.	**Level 2 (5–6 marks)** Two developed reasons with clear cause-effect linked to the idea of increasing rural traffic congestion. **Level 1 (0–4 marks)** One developed reason or two partially developed reasons. Cause-effect not clearly considered.

Question			Answer	Marks	Guidance	
					Content	Levels of response
	(c)		Indicative content: • could be related to new rural developments • could be related to government initiatives • accept observations about National Parks • accept points about agriculture • might include social, economic or environmental aspects • eco-tourism Specific observations might include points about: • renewable energy • building techniques • managing landscapes • housing initiatives • service initiatives • economic diversification • recycling • organic farming • transport initiatives • water/waste management	9	**Exemplars:** Level 3 – the use of renewable energy such as solar panels means that fossil fuels do not have to be used, which is sustainable. Level 2 – the use of renewable energy means that less coal is needed. Level 1 – they can use renewable energy.	**Level 3 (8–9 marks)** Appropriate, detailed example(s) used to explain how rural areas are being managed sustainably. Answer is well structured with clear use of geographical terminology. **Level 2 (5–7 marks)** Clearly identified example(s) used to describe a number of factors that might suggest a rural area is sustainable without fully explaining why. Answer has a clear structure with some use of geographical terminology. **Level 1 (0–4 marks)** Limited use of example(s). Basic description of a number of what might be considered environmentally friendly ideas or a focus on only one aspect of management. Answer has a poor structure with a limited use of geographical terminology.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
3	**(a)**	**(i)**	Description could include: • highest/lowest • north and south/middle • coast/inland • rich/poor • tropics/outside of tropics	4	Identifies more than one type of variation OR one type of variation with some detail.	**Level 2 (3–4 marks)** Describes variations in detail using data. **Level 1 (0–2 marks)** Identifies particular areas with no real reference to "variations". Limited use of data.
		(ii)	Reasons could include: • general points about development/poverty • specific development points such as lack of industry/limited transport • infrastructure • access to energy resources • access to transport infrastructure • political observations • land locked countries	6	Accept both positive and negative points about any variations on Fig. 3. One well developed reason plus one less developed reason can get into Level 2. Lack of focus on variations - Max Level 1.	**Level 2 (5–6 marks)** Two developed reasons for variations with clear cause-effect. **Level 1 (0–4 marks)** One developed reason or two partially developed reasons for variations. Cause-effect not clearly considered.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
	(b)		Observations about: • specific physical conditions (eg need for fast flowing water) • particular physical location • how physical factors might make infrastructure/building development challenging • how some areas might be protected from development because of their physical characteristics • existing fossil fuel resources • remoteness	6	No clear reference to physical factors (actual or implied) - answers are unlikely to gain any credit. Clear link to renewable energy. One well developed way plus one less developed way can get into Level 2. General accounts of energy supply - Max Level 1.	**Level 2 (5–6 marks)** Two developed ways with clear cause-effect linked to the idea of the supply of renewable energy. **Level 1 (0–4 marks)** One developed way or two partially developed ways with limited explanation.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
	(c)		Indicative content: Political can be at a variety of scales, including local authority planning and national/international energy policy. • decisions to develop resources • links to education/investment • supply decisions (OPEC, Norway) • price decisions • trade agreements • conflicts • environmental/safety decisions • drive towards renewables • tax and subsidy	9	**Exemplars:** Level 3 – the government subsidises the use of renewable energy such as solar panels to reduce the reliance on polluting fossil fuels. Level 2 – the government encourages the use of renewable energy such as solar panels to reduce the use of fossil fuels. Level 1 – the government introduces the use of renewable energy.	**Level 3 (8–9 marks)** Appropriate, detailed example(s) used to explain how political decisions influence energy supply. Answer is well structured with clear use of geographical terminology. **Level 2 (5–7 marks)** Clearly identified example(s) used to describe how political decisions influence energy supply without fully explaining why. Answer has a clear structure with some use of geographical terminology. **Level 1 (0–4 marks)** Limited use of example(s). Basic description of ways in which political factors might influence energy supply. Answer has a poor structure with a limited use of geographical terminology.
4	(a)	(i)	Description could include: • highest/lowest • north and south/middle • coast/inland • rich/poor • tropics/outside of tropics • politically stable/unstable areas • many/few attractions	4	Identifies more than one type of variation OR one type of variation with some detail.	**Level 2 (3–4 marks)** Describes variations in detail using data. **Level 1 (0–2 marks)** Identifies particular areas with no real reference to "variations". Limited use of data.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
		(ii)	Reasons could focus on physical (and environmental), economic, social or political ideas or a mixture of each. Reasons could include: • general points about development/poverty • specific development points such as lack of transport infrastructure • general infrastructure • observations about physical conditions/wildlife • political observations (use of tourism for economic development, conflict) • land locked countries • hazard risks (famine)	6	Accept both positive and negative points about any variations on Fig. 4. One well developed reason plus one less developed reason can get into Level 2. Lack of focus on variations - Max Level 1.	**Level 2 (5–6 marks)** Two well developed reasons with clear cause-effect. **Level 1 (0–4 marks)** One well developed reason or two partially developed reasons. Cause-effect not clearly considered.

Question			Answer	Marks	Guidance	
					Content	
						Levels of response
	(b)		Consider "social" in the broadest context. Accept responses that focus on the growth of global tourism and/or the growth of tourism. Points might include: • increased leisure time • increased incomes • paid holiday time • social expectations • links to social development • links to activities/events • links to advertising/media • increased education • political unrest/war • language	6	No clear reference to social factors (actual or implied) - answers are unlikely to gain any credit. One well developed way plus one less developed way can get into Level 2.	**Level 2 (5–6 marks)** Two well developed ways with clear cause-effect linking social factors to the growth of tourism. **Level 1 (0–4 marks)** One well developed way or two partially developed ways that social factors influence the growth of tourism. Cause-effect idea not always fully considered.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
	(c)		Opportunities can be economic, social or environmental. Accept responses that focus on how the growth of tourism creates opportunities for people and/or how tourism creates opportunities for people. Indicative content: • employment possibilities • increased income/wealth • training opportunities • development of service facilities • opening of new facilities (shops, recreational facilities) • general multiplier ideas – reversal of decline • improved infrastructure • greater social cohesion • cultural opportunities • opportunities for environmental management	9	**Exemplars:** Level 3 – the development of tourism in north east Brazil has created both direct eg hotel workers, and indirect eg taxi drivers, employment. Level 2 – the development of tourism in north east Brazil has created employment opportunities and brought a lot of money into the area. Level 1 – tourism has created lots of jobs and money.	**Level 3 (8–9 marks)** Appropriate, detailed example(s) used to explain how the growth of tourism creates opportunities for people Answer is well structured with clear use of geographical terminology. **Level 2 (5–7 marks)** Clearly identified example(s) used to describe how the growth of tourism creates opportunities for people without fully explaining why. Answer has a clear structure with some use of geographical terminology. **Level 1 (0–4 marks)** Limited use of example(s). Basic description of how the growth of tourism creates opportunities for people. Answer has a poor structure with a limited use of geographical terminology.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
5			Accept discussion about individual land uses, but answers that focus on land use patterns may be an indicator of a high level response. Pattern can be considered in terms of horizontal or vertical patterns. Indicative content: • focus might be one urban area or a number of urban areas • focus might be a planned/newly developed settlement (eco-settlement) • historical considerations might be significant but should not dominate the discussion • factors that influence land use/land use patterns could include; economic, political, social and environmental points • answers may be based on land use models There does not need to be a balance in the types of factors, although a range of factors is expected.	25	Max Level 2 if no reference to patterns.	**AO1 Knowledge and understanding** **Level 3 (11–13 marks)** Detailed knowledge and understanding of how different factors influence land use patterns in urban areas. Cause and effect is considered effectively through the use of detailed exemplar(s). **Level 2 (7–10 marks)** Some knowledge and understanding of how different factors influence land use/land use patterns in urban areas. Cause and effect is considered through the use of exemplar(s). **Level 1 (0–6 marks)** Limited knowledge and understanding of how different factors influence land use/land use patterns in urban areas. Cause and effect is not well understood and there is limited exemplification beyond naming places and making generalised observations. Max Level 1 if no use of located examples. **AO2 Analysis and application** **Level 3 (5 marks)** Clear analysis of the factors that influence land use/land use patterns in urban areas with detailed links to examples.

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Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						Level 2 (3–4 marks) Some analysis of the factors that influence land use/land use patterns in urban areas with links to examples. **Level 1 (0–2 marks)** Limited analysis of the factors that influence land use/land use patterns in urban areas. Poor use of examples. **AO3 Skills and communication** **Level 3 (6–7 marks)** Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn. **Level 2 (4–5 marks)** Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted. **Level 1 (0–3 marks)** Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
6			Development can be interpreted at different scales, eg a single development project in a village or a large scale rural development area. Answers can consider positive and negative influences (reasons why rural areas are not developed/developing). Indicative content: • focus might be one rural area or a number of rural areas • a range of social, economic and political influences might be considered • infrastructural developments • could be based in any global location • influences could be physical (including distance/remoteness) social, economic or environmental • ideas about "change" might be considered (agricultural change/industrial decline/redevelopment strategies) • ideas about National Parks are acceptable • historical influences might be significant but should not dominate the discussion • coastal areas (tourism) are appropriate if they have a 'rural'	25		**AO1 Knowledge and understanding** **Level 3 (11–13 marks)** Detailed knowledge and understanding of how different factors influence the development of rural areas. Cause and effect is considered effectively through the use of detailed exemplar(s). **Level 2 (7–10 marks)** Some knowledge and understanding of how different factors influence the development of rural areas. Cause and effect is considered through the use of exemplar(s). **Level 1 (0–6 marks)** Limited knowledge and understanding of how different factors influence the development of rural areas. Cause and effect is not well understood and there is limited exemplification beyond naming places and making generalised observations. Max Level 1 if no use of located examples. **AO2 Analysis and application** **Level 3 (5 marks)** Clear analysis of the factors that influence the development of rural areas with detailed links to examples.

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Question			Answer	Marks	Guidance	
					Content	**Levels of response**
			context.			**Level 2 (3–4 marks)** Some analysis of the factors that influence the development of rural areas with links to examples. **Level 1 (0–2 marks)** Limited analysis of the factors that influence the development of rural areas. Poor use of examples. **AO3 Skills and communication** **Level 3 (6–7 marks)** Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn. **Level 2 (4–5 marks)** Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted. **Level 1 (0–3 marks)** Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted.

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Question	Answer	Marks	Guidance	
			Content	**Levels of response**
7	Examples at any scale can be used. "Exploitation" can be considered to include; mineral extraction, storage, transportation and electricity generation. Indicative content: • could use one form of energy resource • "problems" can be identified as environmental, political, social and economic • focus on one type of problem /incident/location is acceptable • short or long term problems might be considered • focus on conflict is acceptable in the context of resource exploitation/power generation	25		**AO1 Knowledge and understanding** **Level 3 (11–13 marks)** Detailed knowledge and understanding of the problems created by the exploitation of energy resources. Cause and effect is considered effectively through the use of detailed exemplar(s). **Level 2 (7–10 marks)** Some knowledge and understanding of the problems created by the exploitation of energy resources. Cause and effect is considered through the use of exemplar(s). **Level 1 (0–6 marks)** Limited knowledge and understanding of the problems created by the exploitation of energy resources. Cause and effect is not well understood and there is limited exemplification beyond naming places and making generalised observations. Max Level 1 if no use of located examples. **AO2 Analysis and application** **Level 3 (5 marks)** Clear analysis of the problems created by the exploitation of energy resources with detailed links to examples.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						Level 2 (3–4 marks) Some analysis of the problems created by the exploitation of energy resources with links to examples. **Level 1 (0–2 marks)** Limited analysis of the problems created by the exploitation of energy resources. Poor use of examples. **AO3 Skills and communication** **Level 3 (6–7 marks)** Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn. **Level 2 (4–5 marks)** Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted. **Level 1 (0–3 marks)** Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted.

Question			Answer	Marks	Guidance	
					Content	**Levels of response**
8			Accept responses that focus on how the growth of tourism creates problems and/or how tourism creates problems. Examples at any scale can be used. Growth can be positive and/or negative. Indicative content: • "problems" can be identified as environmental, social, economic or political • focus on one type of problem and/or location is acceptable • short or long term problems might be considered • idea that growth can create a problem of over-reliance • focus on conflict is acceptable in the context of tourism development	25		**AO1 Knowledge and understanding** **Level 3 (11–13 marks)** Detailed knowledge and understanding of the problems created by the growth of tourism. Cause and effect is considered effectively through the use of detailed exemplar(s). **Level 2 (7–10 marks)** Some knowledge and understanding of the problems created by the growth of tourism. Cause and effect is considered through the use of exemplar(s). **Level 1 (0–6 marks)** Limited knowledge and understanding of the problems created by the growth of tourism. Cause and effect is not well understood and there is limited exemplification beyond naming places and making generalised observations. Max Level 1 if no use of located examples. **AO2 Analysis and application** **Level 3 (5 marks)** Clear analysis of the problems created by the growth of tourism with detailed links to examples.

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Question			Answer	Marks	Guidance	
					Content	**Levels of response**
						Level 2 (3–4 marks) Some analysis of the problems created by the growth of tourism with links to examples. **Level 1 (0–2 marks)** Limited analysis of the problems created by the growth of tourism. Poor use of examples. **AO3 Skills and communication** **Level 3 (6–7 marks)** Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. Clear conclusion(s) are drawn. **Level 2 (4–5 marks)** Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. Conclusion(s) are attempted. **Level 1 (0–3 marks)** Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. No conclusion(s) are attempted.

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