OCR

Oxford Cambridge and RSA

GCE

Geography

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

Advanced Subsidiary GCE

Mark Scheme for June 2014

Oxford Cambridge and RSA Examinations

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

Annotation	Meaning of annotation
BP	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.
✔	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)
⦚	Highlighting an issue eg irrelevant paragraph. Use in conjunction with another stamp eg IRRL or ∧
SEEN	Point has been seen and noted

Examiners **must** include annotations on each response in Section A questions.

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

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
1	**(a)**		**Study Fig. 1, a photograph of part of São Paulo, Brazil.**			
		(i)	**Contrast the housing and environmental quality shown in Fig. 1.** Indicative content: • well constructed/poorly constructed • low rise/high rise • planned/no planning • green space/no green space • compares particular facilities • rubbish everywhere/tidy • traffic/no traffic • levels of safety/security • points about pollution • density of housing • quality of the road	4	Level 1 - Basic points such as "richer/poorer housing", "better/worse environment".	**Level 2 (3–4 marks)** Clearly identifies **both** housing and environmental differences with clear reference to the photograph. **Level 1 (0–2 marks)** Identifies either housing or environmental differences or basic reference to both with some reference to the photograph.
		(ii)	**Suggest two possible reasons for these variations.** Indicative content: Any two reasonable reasons which might include; • points about levels of income • different levels of access to opportunities • points about land/building ownership/legality • government investment in services	6	Must have actual/implied link to variations outlined in a) i). Max – 3 if not so linked. If no focus on contrast between the two areas then max 3. Single idea e.g. about differences in income max L1.	**Level 2 (5–6 marks)** Suggests two clearly appropriate reasons and offers clear explanation for each. **Level 1 (0–4 marks)** Suggests one clearly appropriate reason with explanation or two appropriate reasons with limited explanation.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
			• planned/unplanned development • rapid growth of poor quality areas linked to migration			
	(b)		**Outline two reasons for the location of commercial functions in urban areas.** Commercial can include: shops, offices and industrial. Could focus on town centre and/or out of town ideas. Indicative content: • points about bid-rent • points about thresholds • observations about focal point for transport networks • near road/transport links and parking opportunities • pedestrianisation • links to local government functions • links to planning/government policy decisions • linkage and complementarity	6	Level 2 - Clear reasoning. Level 1 - Ideas not fully developed. Offers some reasoning for land uses but limited link to "commercial", max 2 marks. Accept 'edge of town' as location in an urban area.	**Level 2 (5–6 marks)** Suggests two clearly appropriate reasons and offers clear explanation for each. **Level 1 (0–4 marks)** Suggests one clearly appropriate reason with explanation or two appropriate reasons with limited explanation.
	(c)		**Explain the problems caused by the growing demand for services in one named urban area.** Context can be MEDC or LEDC.	9	Response may well be dictated by choice of example. Where more than one urban area – only credit the first one.	**Level 3 (8–9 marks)** Uses a clearly identified example to explain in detail the problems of managing the increasing demand for services. Answer is well structured with accurate grammar and spelling. Good use of appropriate

Question			Answer/Indicative Content	Marks	Guidance	
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			Indicative content: Problems may be considered in terms of; • planning pressures • organisational difficulties • economic costs • environmental issues • social costs • waste disposal • utilities e.g. power, water • transport (public housing can be seen as a service) Points might include observations about; • lack of space in LEDC urban areas • need to clear squatter settlements • rapid population growth • difficulty in planning for a growing population		Level 3 - Clear reference/implied reference to the idea of "problems". Level 2 - Shows a good awareness of the idea of "services" and issues about satisfying increasing demands. Level 1 - May be quite generic or narrow (one problem) and drifts around the question, focusing on problems of a lack of services.	geographical terminology. **Level 2 (5–7 marks)** Gives a clearly identified example. Some explanation of why managing the growing demand for services is a problem. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology. **Level 1 (0–4 marks)** Limited or no example. Basic descriptive observations about the increasing demand for services and why this creates problems. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. Max Level 1 if no use of located example.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
2	**(a)**		**Study Fig. 2, photographs of part of two rural settlements in the UK.**			
		(i)	**Contrast the housing and environmental quality shown in Fig. 2.** Indicative content: • larger/smaller houses • more/less dense • general quality/ upkeep • green space/trees • cars/traffic • points about pollution	4	Must clearly link to variations outlined in a) i). Max – 3 if not so linked. If no focus on contrast between the two areas then max 3. Single idea e.g. about differences in income with no development, max L1.	**Level 2 (3–4 marks)** Identifies both housing and environmental differences with clear reference to the photograph. **Level 1 (0–2 marks)** Identifies either housing or environmental differences or basic reference to both with some reference to the photograph.
		(ii)	**Suggest <u>two</u> possible reasons for these differences.** Indicative content: • levels of wealth • function of settlement • level of opportunity/infrastructure • historical context • planning/regulations/protection • management of the area • social structure • population change • government investment	6	Must have actual/implied link to variations outlined in a) i). Max – 3 if not so linked. If no focus on contrast between the two areas then max 3. Single idea e.g. about differences in population growth max L1.	**Level 2 (5–6 marks)** Suggests two clearly appropriate reasons and offers clear explanation for each. **Level 1 (0–4 marks)** Suggests one clearly appropriate reason with explanation or two appropriate reasons with limited explanation.

Question			Answer/Indicative Content	Marks	Guidance	
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	(b)		**Outline <u>two</u> reasons for the range of functions in rural areas.** Indicative content: • population numbers/thresholds • population structure • infrastructure/communications • remoteness/ closeness to urban • type of industry • government policy • physical characteristics • historical context • economic situation • resource base • not developed	6	Range means more than a single function – single function max 3 Two reasons identified with no real development, 2 marks.	**Level 2 (5–6 marks)** Outlines two reasons with some development of each. **Level 1 (0–4 marks)** Outlines one reason with some development or two reasons with limited development.
	(c)		**Explain the problems caused by the increasing recreational demands in <u>one</u> named rural area.** Indicative content: • challenges of managing many people in an area • pressures of particular activities • environmental pressures (footpaths, water pollution etc) • development pressures (roads, car parks etc) • social pressures (e.g. conflict) • second homes/home prices • conflicts of interests	9	Response may well be dictated by choice of example. Where more than one rural area – only credit the first one. Level 3 - Clear reference/implied reference to the idea of "problems". Level 2 - Shows a good awareness of the idea of "recreational demands" and problems caused by increasing demands.	**Level 3 (8–9 marks)** Uses a clearly identified example to explain in detail the problems caused by increasing recreational demands. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. **Level 2 (5–7 marks)** Gives a clearly identified example. Some explanation of the problems caused by increasing recreational demands. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
			Accept semi-rural area as location in an rural area.		Level 1 - May be quite generic and drifts around the question, focusing on recreational demands.	**Level 1 (0–4 marks)** Limited or no example. Basic descriptive observations about the increasing recreational demands. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. Max Level 1 if no use of located examples.
3	(a)		**Study Fig. 3, which shows the relationship between energy use and GNI for selected countries.**			
		(i)	**Describe the relationship shown in Fig. 3.** Indicative content: • basic relationship is a positive relationship • there are anomalies • even the lowest GNI have some energy use • when a certain level of GNI is reached energy use is less variable	4	Accept use of data where relationship correct but units may be wrong.	**Level 2 (3–4 marks)** Describes the relationship with data and/or picks out anomalies to the general pattern. **Level 1 (0–2 marks)** Describes the general pattern.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
		(ii)	**Explain <u>two</u> reasons for this relationship.** Indicative content: • basic idea about more developed countries being able to afford more energy • links to industry/communications • links to social conditions/housing • links to energy infrastructure/ accessibility • links to consumer wealth • links to available resources/ ability to develop resources • government investment	6	Must clearly link to relationship outlined in a) i). Max – 3 if not so linked. If no focus on relationship between the two variables then max 3. Single idea e.g. about differences in population wealth max L1. (reasons can focus on relationship and/or an identified anomaly)	**Level 2 (5–6 marks)** Explains two clearly appropriate reasons for the relationship. **Level 1 (0–4 marks)** Explains one clearly appropriate reason or two appropriate reasons with limited explanation.
	(b)		**How can community development result from the exploitation of energy resources?** Accept a broad interpretation of "community development". Indicative content: • opportunities resulting from taxation spending e.g. services • opportunities resulting from local incomes • opportunities resulting from having a local energy source • less damage to environments/ health through less use of fuelwood	6	If simply advantages with no real link to the idea of community development, max 2 marks.	**Level 2 (5–6 marks)** Clearly identifies and explains how the exploitation of energy resources can create opportunities for community development. **Level 1 (0–4 marks)** Identifies how the exploitation of energy resources can create opportunities for community development with limited explanation.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
			• social/cultural diversity increases • community cohesion (e.g. protests) (Development can be seen as negative as well as positive)			
	(c)		**With reference to one or more examples, explain how the exploitation of energy resources creates environmental problems.** Indicative content: • damage to environments through exploitation • damage to environments through the development of infrastructure • links to accidents • damage to farming/fishing-ecosystem links • Pollution • Climate change • Acid rain • Agglomeration of user industries Examples can be either type of environmental problems or place.	9	Level 3 - Identifies a range of environmental problems with cause-effect links clearly considered. Level 2 – Some variety of environmental problems with limited appreciation of cause-effect. Level 1 - Identifies at least two environmental problems with limited explanation. If only one problem then max 2.	**Level 3 (8–9 marks)** Uses a clearly identified example to explain how the exploitation of energy resources can create environmental problems. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. **Level 2 (5–7 marks)** Gives a clearly identified example. Describes environmental problems in areas of energy exploitation. 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. **Level 1 (0–4 marks)** Limited or no example. Both description and explanation incomplete. There may be little or no reference to cause-effect links.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
						Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. Max Level 1 if no use of located examples.
4	(a)		**Study Fig. 4, which shows the relationship between revenue from international tourism and GNI for selected countries.**			
		(i)	**Describe the relationship shown in Fig. 4.** Indicative content: • basic relationship is a positive relationship • there are quite marked anomalies • even the lowest GNI have some tourism revenue	4	Accept use of data where relationship correct but units may be wrong.	**Level 2 (3–4 marks)** Describes the relationship with data and/or picks out anomalies to the general pattern. **Level 1 (0–2 marks)** Describes the general pattern.
		(ii)	**Explain two reasons for this relationship.** Indicative content: • wealthier countries attract more tourists so generate more income • developed countries have more tourist facilities • developed countries have more transport/general infrastructure	6	Must clearly link to relationship outlined in a) i). Max – 3 if not so linked. If no focus on relationship between the two variables then max 3. Single idea e.g. about differences in population wealth max L1. (reasons can focus on relationship and/or an identified anomaly)	**Level 2 (5–6 marks)** Explains two clearly appropriate reasons. **Level 1 (0–4 marks)** Explains one clearly appropriate reason or two appropriate reasons with limited exemplification.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
			• issues about safety • climate/physical geography points • higher GNI shows better conditions which attract more visitors • increased tourism income can lead to improvements in GNI			
	(b)		**How can population displacement result from the growth of tourism?** Indicative content: • government/business forcing people from their homes • people losing their homes to development of resorts/ infrastructure • rising house prices pushing people away (second home idea) • seasonality pushing people away • loss of traditional jobs • closure/loss of local services Equally it could be displacement into a tourist area e.g. for seasonal jobs	6	Level 2 - Clear cause-effect. Level 1 - Largely descriptive. Limited cause-effect.	**Level 2 (5–6 marks)** Clearly identifies and explains why people may be displaced as a result of the growth of tourism. **Level 1 (0–4 marks)** Some understanding of why people may be displaced as a result of the growth of tourism.
	(c)		**With reference to one or more examples, explain how the growth of tourism creates opportunities for community development.** Accept a broad interpretation of "community development".	9	Level 3 - Identifies a range of community opportunities with cause-effect links clearly considered.	**Level 3 (8–9 marks)** Uses a clearly identified example(s) to explain how tourism can create opportunities for community development. Cause-effect links are stated and clearly explained. Answer is well structured with

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
			Indicative content: • opportunities resulting from taxation/ spending e.g. services • opportunities resulting from local incomes • employment • development of community infrastructure e.g. power, health • transport development • social/cultural diversity increases • community cohesion (e.g. protests) • reduces need for other more destructive development • shops, services etc staying open all year • enhances/preserves local cultures and crafts		Level 2 – Some variety of community opportunities with limited appreciation of cause-effect. Level 1 - Identifies at least two community opportunities with limited explanation. If only one opportunity then max 2.	accurate grammar and spelling. Good use of appropriate geographical terminology. **Level 2 (5–7 marks)** Gives a clearly identified example(s). Some explanation of how tourism can create opportunities for community development. 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. **Level 1 (0–4 marks)** Limited or no example(s). Generic ideas about how tourism can create opportunities for community development. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. Max Level 1 if no use of located example(s).

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
5			**With reference to one or more examples, explain how planning and management can make urban areas increasingly sustainable.** Indicative content: • might consider elements of sustainable management such as transport, energy generation, managing waste • might consider examples of newly planned sustainable settlements • "increasingly sustainable" suggests moving toward a more sustainable environmental and socio-economic situation Planning and management may not be seen as separate strategies. Accept planning and management at any scale.	25		**AO1 Knowledge and understanding** **Level 3 (11–13 marks)** Detailed knowledge and understanding of how planning and management are enabling urban areas to move towards a more sustainable situation. There is effective use of detailed exemplification. **Level 2 (7–10 marks)** Some knowledge and understanding of how planning and management are enabling urban areas to move towards a more sustainable situation. There is use of exemplification. **Level 1 (0–6 marks)** Limited knowledge and understanding of how planning and management are enabling urban areas to move towards a more sustainable situation. There is limited exemplification. Max Level 1 if no use of located example(s). **AO2 Analysis and application**

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
					Level 3 – Clear understanding of sustainable.	**Level 3 (5 marks)** Clear analysis of how planning and management is making urban areas more sustainable.
					Level 2 - top, some understanding of sustainable.	**Level 2 (3–4 marks)** Some analysis of how planning and management is making urban areas more sustainable.
						Level 1 (0–2 marks) Limited analysis of how planning and management is making urban areas more sustainable.
						AO3 Skills and communication
						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
						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.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						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.
6			**With reference to one or more examples, explain how planning and management can make rural areas increasingly sustainable.** Indicative content: • environmental stewardship • agricultural initiatives • building/development controls • investment in appropriate industry • the protection/development of local services • improved local transport • affordable housing schemes • technology schemes • economic development /sustainable development schemes/projects • government policies e.g. green belt • National parks and other conservation areas Planning and management may not be seen as separate strategies.	25		**AO1 Knowledge and understanding** **Level 3 (11–13 marks)** Detailed knowledge and understanding of how planning and management is enabling rural areas to be increasingly sustainable. There is effective use of exemplification. **Level 2 (7–10 marks)** Some knowledge and understanding of how planning and management is enabling rural areas to be increasingly sustainable. There is use of exemplification. **Level 1 (0–6 marks)** Limited knowledge and understanding of how planning and management is enabling rural areas to be increasingly sustainable. There is limited exemplification. Max Level 1 if no use of located examples.

Question	Answer/Indicative Content	Marks	Guidance	
			Content	**Levels of response**
	Accept planning and management at any scale.			**AO2 Analysis and application**
			Level 3 – Clear understanding of sustainable.	**Level 3 (5 marks)** Clear analysis of how planning and management is enabling rural areas to be increasingly sustainable.
			Level 2 - top, some understanding of sustainable.	**Level 2 (3–4 marks)** Some analysis of how planning and management is enabling rural areas to be increasingly sustainable
				Level 1 (0–2 marks) Limited analysis of how planning and management is making rural areas more sustainable.
				AO3 Skills and communication
				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.
				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.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
						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.
7			**Examine the factors that influence the variation in the global energy mix.** Indicative content: • availability of resources • relative costs • demand • level of technology • physical geography • level of development • government policy • international/trade relationships • international law (nuclear treaty) • scale/remoteness • move to renewables An alternative approach to answering the question is a consideration of physical, economic, social and political factors.	25		**AO1 Knowledge and understanding** **Level 3 (11–13 marks)** Detailed knowledge and understanding of the factors that influence the variations in the energy mix. There is effective use of exemplification. **Level 2 (7–10 marks)** Some knowledge and understanding of the factors that influence the energy mix. There is use of exemplification. **Level 1 (0–6 marks)** Limited knowledge and understanding of the factors that influence the energy mix. There is limited exemplification. **AO2 Analysis and application**

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
					Level 3 – Clear understanding of global energy mix.	**Level 3 (5 marks)** Clear analysis of the factors that influence the energy mix.
					Level 2 - top, some understanding of global energy mix.	**Level 2 (3–4 marks)** Some analysis of the factors that influence the energy mix.
						Level 1 (0–2 marks) Limited analysis of the factors that influence the energy mix.
						AO3 Skills and communication
						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.
						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.
						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.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
8			**Examine the factors that influence the growth of global tourism.** Indicative content: • idea of global spread of tourist locations • growth in disposable incomes • falling real costs • international events e.g. world cup • increasing demand for activity/wilderness locations • development of LEDC locations - idea of areas using tourism as a development tool • improvement in transport infrastructure • greater education, media, internet • increasing development of long-haul destinations • population changes • range of types of tourism beyond traditional sun/beach type holidays An alternative is a consideration of physical, economic, social and political factors. Growth can be negative e.g. impact of terrorism.	25	Level 3 – Clear understanding of global tourism. Level 2 - top, some understanding of global tourism.	**AO1 Knowledge and understanding** **Level 3 (11–13 marks)** Detailed knowledge and understanding of the factors that influence the growth of global tourism. There is effective use of exemplification. **Level 2 (7–10 marks)** Some knowledge and understanding of the factors that influence the growth of global tourism. There is use of exemplification. **Level 1 (0–6 marks)** Limited knowledge and understanding of the factors that influence global tourism. There is limited exemplification. **AO2 Analysis and application** **Level 3 (5 marks)** Clear analysis of the factors that influence the location and types of global tourism. **Level 2 (3–4 marks)** Some analysis of the factors that influence the location and types of global tourism.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	**Levels of response**
					Level 1 – focus on individual countries with no real global concept.	**Level 1 (0–2 marks)** Limited analysis of the factors that influence the location and types of global tourism. **AO3 Skills and communication** **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. **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. **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.

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

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