



**GCE**

**Geography**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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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 used in the detailed Mark Scheme

Annotation	Meaning of annotation
BP	Blank page – use on pages with no writing from candidate
	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)
	Identifying an issue eg irrelevant paragraph. Use in conjunction with another stamp eg  or 
	Point has been seen and noted
	Use highlighter to draw attention to work that is particularly creditworthy.

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

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

Blank pages should have BP added.

## MARK SCHEME

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	(a)	<p><b>Study Fig. 1, which shows average road traffic delay for commuters in selected cities.</b></p>			
	(i)	<p><b>Describe variations in road traffic delay shown in Fig. 1.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• quite wide variations overall</li> <li>• delay greater in LEDC cities</li> <li>• variations exist within MEDCs and LEDCs</li> <li>• comparison by continent</li> </ul>	4	<p>Must use data to access Level 2.</p> <p>2 valid observations with data can gain max</p> <p>Repeating data with no variation – Max –Level 1</p>	<p><b>Level 2 (3–4 marks)</b> Considers overall variations and some observations about distinction between MEDCs and LEDCs or variations within MEDCs or LEDCs. Use of specific data.</p> <p><b>Level 1 (0–2 marks)</b> Offers some description of variation in either, overall pattern or MEDC/LEDC differences or variations within MEDCs or LEDCs.</p>
	(ii)	<p><b>Suggest <u>two</u> reasons for these variations.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• different volumes of vehicles or populations</li> <li>• different population density</li> <li>• numbers of commuters</li> <li>• road density</li> <li>• conditions of roads</li> <li>• amount/quality of public transport</li> <li>• government investment</li> <li>• management of traffic</li> </ul>	6	<p>For Level 2 both ideas do not have to be equally detailed.</p>	<p><b>Level 2 (5–6 marks)</b> Suggests two clearly appropriate reasons and offers clear reference to resource for each.</p> <p><b>Level 1 (0–4 marks)</b> Suggests one clearly appropriate reason with clear reference to resource or two appropriate reasons with limited reference to resource.</p>

Question		Answer/Indicative Content	Marks	Guidance	
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	(b)	<p><b>Outline how <u>two</u> social factors influence urban land use patterns.</b></p> <p>Accept observations about land use and/or land use patterns.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• gentrification</li> <li>• family change</li> <li>• age differences</li> <li>• religion differences</li> <li>• ageing v growing young pop</li> <li>• wealth – socio-economic aspect</li> <li>• migration/cultural factors</li> <li>• government policy</li> <li>• available facilities</li> </ul>	6	<p>For Level 2 both factors do not have to be equally detailed.</p> <p>Level 2 - Clear explanation of both factors - 6 marks, clear explanation of one factor and partial explanation of a second factor - 5 marks.</p> <p>Level 1 - May identify economic factors without offering any development (how).</p>	<p><b>Level 2 (5–6 marks)</b> Identifies two social factors which might influence urban land use (patterns) with some clarity of the link.</p> <p><b>Level 1 (0–4 marks)</b> Identifies one social factor that might influence urban land use (patterns) with limited reasoning or two factors with little development.</p>
	(c)	<p><b>With reference to one or more urban areas, explain how change has led to problems of water pollution.</b></p> <p>Response might be based on growth or decline.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• growth creating management issues/dealing with waste</li> <li>• lack of investment in sanitation systems/leakage</li> <li>• limited regulation/waste disposal</li> <li>• industrial growth or decline</li> <li>• increase in traffic</li> </ul>	9	<p>Response may well be dictated by the choice of example(s)</p> <p>Level 3 - Clear cause-effect explanation with idea of change considered.</p> <p>Level 2 - Partial cause-effect explanation.</p>	<p><b>Level 3 (8–9 marks)</b> Uses a clearly identified example(s) to consider how urban change can lead to increasing problems of water pollution. Cause-effect links are stated and clearly explained. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p><b>Level 2 (5–7 marks)</b> Gives a clearly identified example(s). Some explanation which considers how urban change can lead to increasing problems of water pollution. Cause-effect links are stated but explanation may not be clear. Answer</p>

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					Level 1 - Largely descriptive account of pollution problems with only tentative cause-effect links expressed. Limited appreciation of the change element.	<p>has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p><b>Level 1 (0–4 marks)</b> Limited or no example(s). Basic descriptive observations about how urban change can lead to increasing problems of water pollution. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>Max Level 1 if no use of located examples.</p>
2	(a)		<b>Study Fig. 2, which shows average daily traffic flows in the Peak District National Park (1980 and 2010).</b>			
		(i)	<p><b>Describe changes in traffic flows shown in Fig. 2.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>generally an increase in traffic</li> <li>variations in the rate of change</li> </ul>	4	<p>Must use data to access Level 2.</p> <p>2 valid observations with data can gain max</p> <p>Repeating data with no variation – Max –Level 1</p>	<p><b>Level 2 (3–4 marks)</b> Describes general change and observes variation in the rate of change. Some use of specific data.</p> <p><b>Level 1 (0–2 marks)</b> Identifies general increase. Limited use of specific data.</p>

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	(ii)	<p><b>Suggest <u>two</u> reasons for these changes.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• general points about increasing car ownership</li> <li>• links to increasing prosperity</li> <li>• links to increasing leisure time</li> <li>• commuting to nearby urban areas</li> <li>• greater increase where links to urban areas/particular places/attractions</li> <li>• more people living in the area</li> <li>• road improvements</li> <li>• decrease in local jobs</li> </ul>	6	For Level 2 both reasons do not have to be equally detailed.	<p><b>Level 2 (5–6 marks)</b> Suggests two reasons and shows clearly how each may have influenced change in traffic flows.</p> <p><b>Level 1 (0–4 marks)</b> Suggests one reason and shows clearly how it might influence change or two reasons with limited exemplification.</p>
	(b)	<p><b>Outline how <u>two</u> political factors influence development in rural areas.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• planning decisions</li> <li>• broader infrastructural decisions</li> <li>• changes to agriculture</li> <li>• government investment/lack of investment</li> <li>• government policy (CAP/settlement policy/infrastructure/housing policy)</li> <li>• designation of area e.g. National Park</li> </ul>	6	<p>For Level 2 both factors do not have to be equally detailed.</p> <p>Two factors with some clarity of each - 6 marks.</p> <p>One factor with some clarity or two factors generally expressed - 4 marks.</p>	<p><b>Level 2 (5–6 marks)</b> Clearly identifies and explains two political factors that might influence the development of rural areas.</p> <p><b>Level 1 (0–4 marks)</b> Clearly identifies and explains one political factor that might influence the development of rural areas, or two factors with limited explanation.</p>

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	(c)	<p><b>With reference to one or more rural areas, explain how change in farming has led to environmental problems.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• loss of bio-diversity (removal of hedgerows/monoculture)</li> <li>• new crops/farm animals impact on wildlife/food chain</li> <li>• new buildings (change to built environment)</li> <li>• water pollution through increased run-off or use of chemicals</li> <li>• air pollution linked to use of machinery</li> <li>• decline in farming – dereliction</li> <li>• conservation – predators no longer reduced</li> </ul>	9	<p>Response may well be dictated by the choice of example(s)</p> <p>Level 3 - Clear cause-effect explanation with idea of change considered.</p> <p>Level 2 - Partial cause-effect explanation.</p> <p>Level 1 - Largely descriptive account of pollution problems with only tentative cause-effect links expressed. Limited appreciation of the change element.</p>	<p><b>Level 3 (8–9 marks)</b> Uses a clearly identified example(s) to explain how farming change can harm the environment. 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><b>Level 2 (5–7 marks)</b> Gives a clearly identified example(s). Some explanation of how farming change can harm the environment. 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><b>Level 1 (0–4 marks)</b> Limited or no example(s). Basic descriptive observations about how farming change can harm the environment. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>Max Level 1 if no use of located examples.</p>

Question		Answer/Indicative Content	Marks	Guidance	
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3	(a)	<b>Study Fig. 3, an OS map extract showing the location of a wind farm in Cornwall.</b>			
	(i)	<b>Describe the location of the wind farm shown in Fig. 3.</b>  Indicative content: <ul style="list-style-type: none"> <li>• higher land</li> <li>• facing wind</li> <li>• not near many buildings</li> <li>• distance/direction/grid refs</li> <li>• not protected land</li> </ul>	4	Level 2 - Uses clear map evidence to make points about the location.  2 valid observations with data can gain max  Level 1 - Basic use/implied use of map. Basic points which tend to describe the area rather than the location (on high land)	<b>Level 2 (3–4 marks)</b> Offers a number of points with clear reference to the map.  <b>Level 1 (0–2 marks)</b> Offers generic points with limited reference to the map.
	(ii)	<b>Use Fig. 3 to suggest <u>two</u> possible problems created by the location of this wind farm.</b>  Accept problems for area or wind farm.  Indicative content: <ul style="list-style-type: none"> <li>• disturbance of environment and wildlife (building/operating)</li> <li>• visual/noise pollution</li> <li>• local conflicts</li> <li>• damage to local economy (tourism)</li> <li>• impact on property prices</li> </ul>	6	For Level 2 both problems do not have to be equally detailed.  “Possible problems” - accept any appropriate ideas.  Two problems can be about the same issue (environment/local economy)	<b>Level 2 (5–6 marks)</b> Identifies two problems and offers some clear reasoning.  <b>Level 1 (0–4 marks)</b> Identifies one problem with clear reasoning or two reasons with limited development.

Question		Answer/Indicative Content	Marks	Guidance	
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	(b)	<p><b>Explain how the exploitation of energy resources can create a range of employment opportunities.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• direct employment</li> <li>• opportunities linked to infrastructural developments</li> <li>• multiplier ideas</li> <li>• employment linked to increasing tax revenues in local area</li> </ul> <p>Exploitation can include fuel extraction and/or transport e.g. mining as well as power production.</p>	6	<p>Level 2 - Range of examples which picks up multiplier ideas and goes beyond jobs directly related to the exploitation. Clear explanation.</p> <p>Level 1 - Largely related directly to the mining operation or list of jobs with no real explanation.</p>	<p><b>Level 2 (5–6 marks)</b> Identifies direct and indirect employment possibilities. Some appreciation of the multiplier.</p> <p><b>Level 1 (0–4 marks)</b> Focus on directly linked employment possibilities.</p>
	(c)	<p><b>Describe and explain the energy mix of <u>one</u> named MEDC.</b></p> <p><b>Accept use of state (California)</b></p> <p>Indicative content: Must be a more economically developed country (Specification).</p> <ul style="list-style-type: none"> <li>• energy mix might be considered in terms of relative resources, renewable/non-renewable resources or by considering specific data/percentages</li> <li>• explanation will be determined by the choice of example. Points might include: available resources, available investment, political decisions, physical geography.</li> </ul>	9	<p>Level 3 - Clear description and explanation.</p> <p>Level 2 - Detailed description with some explanation.</p>	<p><b>Level 3 (8–9 marks)</b> Uses a clearly identified example to explain the energy mix with clear detail. 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><b>Level 2 (5–7 marks)</b> Gives a clearly identified example. Offers clear description of energy mix with some reasons. 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>

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			If more than one MEDC – mark first one only.		Level 1 - Incomplete descriptive/explanatory points.	<p><b>Level 1 (0–4 marks)</b>            Limited or no example. Both description and explanation incomplete. There may be little or no reference to cause-effect links. Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology.</p> <p>Max Level 1 if no use of located examples.</p>
4	(a)		<b>Study Fig. 4, an OS map extract showing the location of a holiday village in Cumbria.</b>			
		(i)	<p><b>Describe the location of the holiday village shown in Fig. 4.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• lots of space</li> <li>• attractive environment</li> <li>• amenity value</li> <li>• close to main roads/motorway</li> <li>• distance/direction/grid refs</li> <li>• near Lake District</li> <li>• available workforce nearby</li> </ul>	4	<p>Level 2 - Uses clear map evidence to make points about the location.</p> <p>2 valid observations with data can gain max</p> <p>Level 1 - Basic use/implied use of map. Basic points which tend to describe the area rather than the location.</p>	<p><b>Level 2 (3–4 marks)</b>            Offers a number of points with clear reference to the map.</p> <p><b>Level 1 (0–2 marks)</b>            Offers generic points with limited reference to the map.</p>

Question		Answer/Indicative Content	Marks	Guidance	
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	(ii)	<p><b>Use Fig. 4 to suggest <u>two</u> possible problems created by the location of this holiday village.</b></p> <p>Accept problems for area or holiday village.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• points about visual /noise pollution</li> <li>• might put off other types of visitors</li> <li>• building might disrupt the area/harm the environment</li> <li>• fall in property values</li> <li>• disruption during construction</li> <li>• seasonal traffic problems/road safety issues</li> <li>• narrowness of access road</li> <li>• local conflicts/resentment</li> </ul>	6	<p>For Level 2 both problems do not have to be equally detailed.</p> <p>“Possible problems” - accept any appropriate ideas.</p> <p>Two problems can be about the same issue (environment/local economy)</p>	<p><b>Level 2 (5–6 marks)</b> Clearly identifies two problems created by the development of the holiday village.</p> <p><b>Level 1 (0–4 marks)</b> Clearly identifies one problem created by the development of the holiday village or two problems with limited explanation.</p>
	(b)	<p><b>Explain <u>two</u> recent changes in the types of global tourism.</b></p> <p>Indicative content:</p> <p>Ideas might include;</p> <ul style="list-style-type: none"> <li>• activity holidays</li> <li>• wilderness holidays</li> <li>• ecotourism</li> <li>• grey tourism</li> <li>• medical tourism</li> <li>• touring holidays</li> <li>• cruising</li> <li>• “gap” breaks</li> <li>• dark tourism</li> </ul>	6	<p>For Level 2 both changes do not have to be equally detailed.</p> <p>Accept a broad interpretation of “recent”.</p> <p>“Change” can be a relatively new “type” or the development of an existing “type” of holiday.</p> <p>Package holidays are not a recent change !</p>	<p><b>Level 2 (5–6 marks)</b> Identifies two changes and offers clear explanation for each.</p> <p><b>Level 1 (0–4 marks)</b> Identifies one change and attempts to explain it or two changes with no explanation.</p>

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			<ul style="list-style-type: none"> <li>• sports holidays</li> <li>• sex tourism</li> <li>• growth of holidays to less developed areas</li> <li>• more long haul</li> </ul> <p>Reasons might include points about;</p> <ul style="list-style-type: none"> <li>• increased wealth</li> <li>• lower relative cost</li> <li>• developed infrastructure</li> <li>• longer holidays</li> <li>• ease of planning/booking</li> <li>• greater awareness/media</li> </ul>			
	(c)	<p><b>Describe and explain how tourism has played a significant part in the economic development of <u>one</u> named area.</b></p> <p>Indicative content: Consider the idea of “Economic Development “ in its broadest context.</p> <ul style="list-style-type: none"> <li>• significance in relation to: Social opportunities Economic opportunities Environmental opportunities Direct and indirect benefits from tourism</li> <li>• accept observations that offer some balance in terms of range of benefits</li> </ul>	9	<p>Level 3 - Some appreciation/judgement about the relative importance of tourism to an area.</p> <p>Level 2 - Description of the advantages of tourism to an area.</p>	<p><b>Level 3 (8–9 marks)</b> Uses a clearly identified example to examine in detail the significance of tourism to an area. Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology.</p> <p><b>Level 2 (5–7 marks)</b> Gives a clearly identified example. Some explanation of the significance of tourism to an area. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p>	

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			If more than one area – mark first one only.		Level 1 - Basic “jobs and money “ idea – Max 2 marks.  Generic description of tourist development -Level 1	<p><b>Level 1 (0–4 marks)</b> Limited or no example. Generic ideas about the significance of tourism to an area. 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><b>With reference to one or more examples, examine the causes and consequences of socio-economic deprivation in urban areas.</b></p> <p>Indicative content: Causes might include;</p> <ul style="list-style-type: none"> <li>• industrial decline</li> <li>• lack of investment</li> <li>• population movement</li> <li>• crime</li> <li>• reputation</li> <li>• difficulty in attracting industry</li> <li>• spiral of decline ideas</li> </ul> <p>Consequences can include;</p> <ul style="list-style-type: none"> <li>• economic (unemployment, lower incomes, fewer opportunities, negative multiplier effects)</li> <li>• social (falling living standards, crime, health issues, education issues, family breakdown, vandalism)</li> </ul>	25	Expect a balance of causes and consequences at Level 3.	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (11–13 marks)</b> Detailed knowledge and understanding of the causes and consequences of socio-economic deprivation. Cause-effect links are clearly explained. There is effective use of detailed exemplification.</p> <p><b>Level 2 (7–10 marks)</b> Some knowledge and understanding of the causes and consequences of socio-economic deprivation. Cause-effect links are stated but not clearly explained. There is use of exemplification.</p> <p><b>Level 1 (0–6 marks)</b> Limited knowledge and understanding of the causes and consequences of socio-economic deprivation. No cause-effect links are stated. There is limited exemplification.</p>

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			<ul style="list-style-type: none"> <li>environmental ideas (urban decay, industrial dereliction, increasing levels of pollution, vandalism)</li> </ul>			<p>Max Level 1 if no use of located examples.</p> <p><b>AO2 Analysis and application</b></p> <p><b>Level 3 (5 marks)</b> Clear analysis of the causes and consequences of socio-economic deprivation.</p> <p><b>Level 2 (3–4 marks)</b> Some analysis of the causes and consequences of socio-economic deprivation.</p> <p><b>Level 1 (0–2 marks)</b> Limited analysis of the causes and consequences of socio-economic deprivation.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (6–7 marks)</b> Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p><b>Level 2 (4–5 marks)</b> 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>

Question			Answer/Indicative Content	Marks	Guidance	
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						<p><b>Level 1 (0–3 marks)</b> 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>
6			<p><b>With reference to one or more examples, examine the causes and consequences of rural decline.</b></p> <p>Indicative content: Causes might include;</p> <ul style="list-style-type: none"> <li>• industrial/agricultural change</li> <li>• outmigration</li> <li>• lack of investment</li> <li>• lack of services/opportunities</li> <li>• creation of national parks etc</li> <li>• improved communication</li> <li>• second home purchase</li> <li>• ageing population</li> </ul> <p>Consequences might include;</p> <ul style="list-style-type: none"> <li>• imbalance of population (structure)</li> <li>• natural decrease</li> <li>• closure of services</li> <li>• dereliction</li> <li>• abandonment</li> <li>• social and environmental decline</li> <li>• fall in house prices</li> <li>• second home purchase</li> </ul>	25	Expect a balance of causes and consequences at Level 3.	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (11–13 marks)</b> Detailed knowledge and understanding of the causes and consequences of decline in rural areas. There is effective use of detailed exemplification.</p> <p><b>Level 2 (7–10 marks)</b> Some knowledge and understanding of the causes and consequences of decline in rural areas. There is use of exemplification.</p> <p><b>Level 1 (0–6 marks)</b> Limited knowledge and understanding of the causes and consequences of decline in rural areas. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p>

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						<p><b>AO2 Analysis and application</b></p> <p><b>Level 3 (5 marks)</b> Clear analysis of the causes and consequences of decline in rural areas.</p> <p><b>Level 2 (3–4 marks)</b> Some analysis of the causes and consequences of decline in rural areas.</p> <p><b>Level 1 (0–2 marks)</b> Limited analysis of the causes and consequences of decline in rural areas.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (6–7 marks)</b> Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p><b>Level 2 (4–5 marks)</b> 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>

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						<p><b>Level 1 (0–3 marks)</b> 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>
7			<p><b>With reference to one or more examples, explain how energy supply is being managed to achieve sustainability.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• might consider specific countries/areas in terms of energy policy</li> <li>• energy mix changes over time/place/source</li> <li>• might consider specific renewable energy projects</li> <li>• renewable energy projects at different scales might be considered, including NGO projects in LEDCs</li> <li>• better use of existing fossil fuels</li> </ul> <p>This is firmly based on the supply side so limited credit for demand issues unless linked to supply.</p>	25	<p>The key is how that management is achieving (or hopes to achieve) sustainability.</p> <p>Higher level candidates may recognise sustainability can vary with the criteria – environmental, economic, social and political.</p>	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (11–13 marks)</b> Detailed knowledge and understanding of how energy supply is being managed to achieve sustainability. There is effective use of detailed exemplification.</p> <p><b>Level 2 (7–10 marks)</b> Some knowledge and understanding of how energy supply is being managed to achieve sustainability. There is use of exemplification.</p> <p><b>Level 1 (0–6 marks)</b> Limited knowledge and understanding of how energy supply is increasingly sustainable. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p> <p><b>AO2 Analysis and application</b></p> <p><b>Level 3 (5 marks)</b> Clear analysis of how energy supply is</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<p>being managed to achieve sustainability</p> <p><b>Level 2 (3–4 marks)</b> Some analysis of how energy supply is being managed to achieve sustainability</p> <p><b>Level 1 (0–2 marks)</b> Limited analysis of how energy supply is increasingly sustainable.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (6–7 marks)</b> Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p><b>Level 2 (4–5 marks)</b> 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><b>Level 1 (0–3 marks)</b> 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><b>With reference to one or more examples, explain why ecotourism can be seen as a way of managing tourism sustainably.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• accept answers that consider 'ecotourism' in the broadest sense (there is some confusion since many tourist areas sell themselves as ecotourism)</li> <li>• interpretation may simply focus on environmentally friendly tourism</li> <li>• "sustainability" should consider observations beyond simply environmental factors</li> </ul>	25	<p>Accept a broad definition of ecotourism-however, it should include some appreciation environmental management/limiting impacts/working with the local area.</p> <p>The key is how ecotourism is achieving (or hopes to achieve) sustainability.</p> <p>Higher level candidates may recognise sustainability can vary with the criteria – environmental, economic, social and political.</p>	<p><b>AO1 Knowledge and understanding</b></p> <p><b>Level 3 (11–13 marks)</b> Detailed knowledge and understanding of why ecotourism is seen as a way of managing tourism sustainably. There is effective use of detailed exemplification.</p> <p><b>Level 2 (7–10 marks)</b> Some knowledge and understanding of why ecotourism is seen as a way of managing tourism sustainably. There is use of exemplification.</p> <p><b>Level 1 (0–6 marks)</b> Limited knowledge and understanding of why ecotourism is seen as a way of managing tourism sustainably. There is limited exemplification.</p> <p>Max Level 1 if no use of located examples.</p> <p><b>AO2 Analysis and application</b></p> <p><b>Level 3 (5 marks)</b> Clear analysis of why ecotourism is seen as a way of managing tourism sustainably.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<p><b>Level 2 (3–4 marks)</b> Some analysis of why ecotourism is seen as a way of managing tourism sustainably.</p> <p><b>Level 1 (0–2 marks)</b> Limited analysis of why ecotourism is seen as a way of managing tourism sustainably.</p> <p><b>AO3 Skills and communication</b></p> <p><b>Level 3 (6–7 marks)</b> Answer is well structured with accurate grammar and spelling. Good use of appropriate geographical terminology. There is a clear conclusion.</p> <p><b>Level 2 (4–5 marks)</b> 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><b>Level 1 (0–3 marks)</b> Answer has little structure and has some errors in grammar and spelling. Little use of appropriate geographical terminology. There is no attempt at a conclusion.</p>

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