



GCE

Geography

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

Advanced Subsidiary GCE

Mark Scheme for June 2018

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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.

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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.
	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.
	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.

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	(a)	Study Fig.1, which shows unemployment rates in the West Midlands region, 2013.			
	(i)	<p>Describe the pattern of unemployment shown in Fig.1. (Accept reversed reference to employment/unemployment)</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • High area in the central urban centres • Low on the periphery, more rural areas • Medium are scattered usually based on a town • Smaller districts have higher unemployment <p>Do not credit explanation.</p>	4	<p>Two aspects of the pattern with reference to Fig (directions, place names) can gain max. Consider reference to anomalies as an aspect of pattern.</p> <p>At this level we can expect simple lists of towns.</p>	<p>Level 2 (3–4 marks) Detailed description of a pattern with good reference to Fig 1.</p> <p>Level 1 (1–2 marks) Limited focus on pattern as such and little, if any, reference to Fig 1.</p> <p>0 = no credit worthy response</p>
	(ii)	<p>Suggest two reasons for this pattern. (Accept reversed reference to employment/unemployment as long as reason is logical)</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Cities are de-industrialising • Industry moving out from urban core (more space etc) • Influx of migrants into cities (low employment prospects) 	6	<p>Reasons need to have clear cause-effect link to pattern in (i).</p> <p>Linked in a limited way to Fig 1.</p>	<p>Level 2 (5–6 marks) Suggests two clearly appropriate reasons linked to pattern of unemployment.</p> <p>Level 1 (1–4 marks) Suggests one clearly appropriate reason linked to pattern or two appropriate reasons with limited link to pattern.</p> <p>0 = no credit worthy response</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • Younger population in core – more retired in outer periphery • Cheap housing in urban core 			
	(b)	<p>Give two reasons why there is growing demand for water resources in urban areas.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Increased population so greater demand in general • Higher standards of living e.g. greater use of dish washers • More water using industries e.g. drinks • Increased use in recreation and leisure e.g. swimming pools • Public/aesthetic uses e.g. fountains 	6	<p>Explanations need to have clear cause-effect link to demand for water in urban areas.</p> <p>Limited, if any, cause-effect link. Largely descriptive. Not specifically urban demand e.g. washing.</p> <p>Answers could be in context of MEDCs and/or LEDCs.</p>	<p>Level 2 (5–6 marks) Suggests two clearly appropriate reasons with detailed explanation.</p> <p>Level 1 (1–4 marks) Suggests one clearly appropriate reason with development or two with limited explanation.</p> <p>0 = no credit worthy response</p>
	(c)	<p>With reference to one or more examples, explain how urban areas are being managed to reduce traffic congestion.</p> <p>Possible approaches include:</p> <ul style="list-style-type: none"> • Increase public transport or reduce its costs • Road building • Parking controls • Traffic management e.g. one way systems, lights • Planning and design e.g. integrated transport system 	9	<p>Response may be dictated by choice of example(s).</p> <p>Level 3 - Clear reference to both urban management and traffic congestion.</p> <p>Level 2 - Shows a good awareness of the idea of 'urban management' related to traffic.</p>	<p>Level 3 (8–9 marks) Uses a clearly identified example(s) to explain in detail how urban areas are being managed to reduce traffic congestion. 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(s). Some explanation of how urban areas are being</p>

Question		Answer/Indicative Content	Marks	Guidance	
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		<ul style="list-style-type: none"> Economic penalties e.g. congestion charge, road pricing Technology e.g. route planning Decentralisation <p>Higher level answers may recognise that public and private traffic may need different types of management strategies.</p>		<p>Level 1 - May be quite generic and drifts around the question, offering an appreciation of traffic congestion with general descriptive links to urban management.</p>	<p>managed to reduce traffic congestion. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p>Level 1 (1–4 marks) Limited or no example(s). Basic descriptive observations about urban management schemes. 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(s).</p> <p>0 = no credit worthy response</p>
2	(a)	Study Fig. 2, which shows the percentage of 64-75 year olds in Norfolk, 2011.			
	(i)	<p>Describe the pattern of 64-75 year olds shown in Fig. 2.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> High percentage along the coast Some scattered high areas in the middle of Norfolk Low areas in the two largest towns Small scattered areas of low numbers 	4	<p>Two aspects of the pattern with reference to map (directions, place names) can gain max. Consider reference to anomalies as an aspect of pattern.</p>	<p>Level 2 (3–4 marks) Detailed description of a pattern with good reference to Fig 2.</p> <p>Level 1 (1–2 marks) Limited focus on pattern as such and little, if any, reference to Fig 2.</p> <p>0 = no credit worthy response</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> Number of elderly declines towards the south <p>Do not credit explanation.</p>			
	(ii)	<p>Suggest two reasons for this pattern.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> Retirement to the coast (scenery, warmer) Repelled by larger urban areas (noise, pollution, house prices) Few elderly inland as fewer facilities for them in these rural areas Perception(or reality) of safety 	6	<p>Reasons need to have clear cause-effect link to pattern of elderly.</p> <p>Linked in a limited way to Fig 2.</p>	<p>Level 2 (5–6 marks) Suggests two clearly appropriate reasons linked to pattern of elderly.</p> <p>Level 1 (1–4 marks) Suggests one clearly appropriate reason linked to pattern or two appropriate reasons with limited link to pattern.</p> <p>0 = no credit worthy response</p>
	(b)	<p>Give two reasons for the increasing levels of water pollution in rural areas.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> Increased use of agrichemicals Increased production of animal wastes (factory farming) Soil erosion Increased tourism (car and boat fuel spills) Increased population so more waste water + rubbish Decentralisation of industry to rural areas 	6	<p>Reasons need to have clear cause-effect link to increasing water pollution.</p> <p>Limited, if any, cause-effect link. Largely descriptive. Not specifically rural demand, eg. washing</p>	<p>Level 2 (5–6 marks) Suggests two clearly appropriate reasons with detailed explanation.</p> <p>Level 1 (1–4 marks) Suggests one clearly appropriate reason with development or two with limited explanation.</p> <p>0 = no credit worthy response</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(c)	<p>With reference to one or more examples, explain how rural areas are being managed to reduce traffic congestion.</p> <p>Possible approaches include:</p> <ul style="list-style-type: none"> • Increase public transport or reduce its costs • Road building e.g. bypasses • Road widening • Parking controls • Traffic management e.g. one way systems, lights • Planning and design e.g. integrated transport system • Economic penalties e.g. congestion charge, road pricing • Technology e.g. route planning <p>Higher level answers may recognise that public and private traffic may need different types of management strategies.</p>	9	<p>Response may be dictated by choice of example(s).</p> <p>Level 3 - Clear reference to both rural management and traffic congestion.</p> <p>Level 2 - Shows a good awareness of the idea of 'rural management' related to traffic.</p> <p>Level 1 - May be quite generic and drifts around the question, offering an appreciation of traffic congestion with general descriptive links to rural management.</p>	<p>Level 3 (8–9 marks) Uses a clearly identified example(s) to explain in detail how urban areas are being managed to reduce traffic congestion. 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(s). Some explanation of how urban areas are being managed to reduce traffic congestion. Answer has sound structure but may have some errors in grammar and spelling. Some use of appropriate geographical terminology.</p> <p>Level 1 (1–4 marks) Limited or no example(s). Basic descriptive observations about rural management schemes. 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> <p>0 = no credit worthy response</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>Study Photograph A, a coal-fired power station in Denmark.</p>			
		<p>(i) Using evidence from Photograph A, identify four features of the location of the power station. Accept features that may relate to wind turbines.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Large area of cheaper flat land (reclaimed) • By water for ease of import of bulky coal • On coast so winds blow pollution out to sea • Has water supply for steam • Waste ash can be dumped easily • Away from built up areas 	4	<p>Four features of its location with reference to the photograph.</p> <p>List of features with limited reference to photograph.</p>	<p>Level 2 (3–4 marks) Identification of four features and reference to photograph.</p> <p>Level 1 (1–2 marks) Identification of two features. Limited link to photograph</p> <p>0 = no credit worthy response</p>
		<p>(ii) Suggest two disadvantages of this location. Accept locational factors linked to wind turbines.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Power station could be flooded by rising sea level • Remote from consumers (expensive transmission) • Polluting fumes, ash and warm water • Large area of land needed (cost) • Away from labour supply 	6	<p>The key to L2 is linking the location to a problem.</p> <p>Much will be generic and/or descriptive e.g. the disadvantages of coal as a fuel.</p>	<p>Level 2 (3–4 marks) Suggests two clearly appropriate disadvantages effectively linked to the location.</p> <p>Level 1 (1–4 marks) Suggests one clearly appropriate disadvantage linked to the location or two disadvantages with limited linkage to location.</p> <p>0 = no credit worthy response</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(b)	<p>Suggest two reasons for the decline in the use of coal-fired power stations.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Agreements on reducing carbon emissions • It is a dirty fuel creating a lot of waste • Coal is running out or becoming more expensive • It is an inefficient producer of energy • High cost of importing such fuel • Competition from other easier fuels (e.g. gas) or other power production methods e.g. wind 	6	<p>Clear appreciation of cause-effect between reason and decline in use of coal.</p> <p>Limited cause-effect. Much is descriptive</p>	<p>Level 2 (5–6 marks) Suggests two clearly appropriate reasons in detail with some clear explanation.</p> <p>Level 1 (1–4 marks) Suggests one clearly appropriate reason with development or two reasons with limited explanation.</p> <p>0 = no credit worthy response</p>
	(c)	<p>With reference to one or more examples, outline the problems resulting from the development of renewable energy.</p> <p>Candidates may consider this as a whole or for one or more types of renewable energy.</p> <p>Indicative content: Problems could include:</p> <ul style="list-style-type: none"> • Cost – construction &/or running or maintenance • Level of technology involved • Less reliable e.g. wind • Impact on environment e.g. HEP 	9	Clearly expressed range of problems with supporting example(s) of renewable energy.	<p>Level 3 (8–9 marks) Detailed problems effectively linked to renewable energy sources. 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) Clear problems linked to renewable energy sources. 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</p>

Question			Answer/Indicative Content	Marks	Guidance	
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			<ul style="list-style-type: none"> • Low efficiency • May pollute e.g. noise from wind farms • Has particular requirements e.g. geothermal 			<p>of appropriate geographical terminology.</p> <p>Level 1 (1–4 marks) Limited or no example of renewable energy types. Problems are largely generic and 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 example.</p> <p>0 = no credit worthy response</p>
4	(a)		Study Photograph B, a tourist hotel in Crete.			
		(i)	<p>Using evidence from Photograph B, identify four features of the location of the hotel.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • On the coast for water sports • On beach • On hill side to maximise views • Large area of marginal farmland (cheap) • Away from built up area • Possibly south facing to get the sun • Limited roads/communications 	4	<p>Four features of its location with reference to the photograph.</p> <p>Lists of features with limited reference to photograph.</p>	<p>Level 2 (3–4 marks) Identification of four features with reference to photograph.</p> <p>Level 1 (1–2 marks) Identification of two features. Limited link to photograph.</p> <p>0 = no credit worthy response</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(ii)	<p>Suggest two disadvantages of this location.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Visual pollution – it is an eyesore on this prominent hill • Site is too steep for older tourists • Limited size of beach • Remote so making supplies expensive • Limited road/communication links • Difficult access for coaches etc • Relief may make building expensive • Small area so development may cause local conflict 	6	<p>The key to L2 is linking the location to a problem.</p> <p>Much will be generic and/or descriptive e.g. waste disposal.</p>	<p>Level 2 (3–4 marks) Suggests two clearly appropriate disadvantages effectively linked to the location.</p> <p>Level 1 (1–4 marks) Suggests one clearly appropriate disadvantage linked to the location or two disadvantages with limited linkage to location. 0 = no credit worthy response</p>
	(b)	<p>Suggest two reasons why a local population might be opposed to further tourist development.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Fear of moral corruption – vice, crime, drinking • Loss of traditional culture • Increased prices e.g. house • Low paid seasonal jobs • Traffic congestion • Pollution e.g. litter, noise • Increased inequalities • Second homes 	6	<p>Clear appreciation of cause-effect between opposition and tourism development.</p> <p>Limited cause-effect. Much is descriptive or is the Doxey model.</p>	<p>Level 2 (5–6 marks) Suggests two appropriate reasons in detail with some clear explanation.</p> <p>Level 1 (1–4 marks) Suggests one clearly appropriate reason with development or two reasons with limited explanation. 0 = no credit worthy response</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(c)	<p>With reference to one or more examples, outline the opportunities resulting from the growth of global tourism.</p> <p>Candidates may consider this as a whole or for one or more types of tourism but it is at the global scale.</p> <p>Indicative content: Opportunities could include:</p> <ul style="list-style-type: none"> • Increased development for poor areas • Greater cultural understanding and sharing • Income – national (invisible trade) and local (regional growth) • Encourages conservation and environmental protection • Creates jobs – direct & indirect • Improved services, infrastructure and facilities • Improves balance of trade 	9	Clearly expressed range of opportunities with supporting examples of the growth of global tourism.	<p>Level 3 (8–9 marks) Detailed opportunities effectively linked to the growth of global tourism. 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) Clear opportunities linked to the growth of global tourism. 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 (1–4 marks) Limited or no example(s). Generic ideas about global tourism 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.</p> <p>Max Level 1 if no use of located examples.</p> <p>0 = no credit worthy response</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
				SECTION B	
5		<p>With reference to one or more examples, examine the factors that influence urban land use patterns.</p> <p>Context can be MEDC or LEDC.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Environmental factors such as relief, water bodies, geology (e.g. coal) • Economic factors such as Bid Rent, transport routes, agglomeration • Social factors such as historical, land ownership, cultural • Political factors such as planning controls, defence, state functions <p>Candidates may relate these to specific types of land use patterns but this not a requirement and might invite a lack of exemplification.</p>	25	<p>Level 3 – Clear reference to land use patterns.</p> <p>Level 2 – some reference, albeit indirectly, to land use patterns.</p>	<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of the factors that influence urban land use patterns. There is effective use of detailed exemplification.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of the factors that influence urban land use patterns. There is use of exemplification.</p> <p>Level 1 (1–6 marks) Limited knowledge and understanding of the factors that influence urban land use patterns. There is limited, if any, exemplification.</p> <p>Max Level 1 if no use of located examples.</p> <p>0 = no credit worthy response</p> <p>AO2 Analysis and application</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<p>Level 3 (5 marks) Clear analysis of the way factors operates to influence land use patterns in urban areas.</p> <p>Level 2 (3–4 marks) Some analysis of the way factors operates to influence land use patterns in urban areas.</p> <p>Level 1 (1–2 marks) Limited analysis of the way factors operates to influence land use patterns in urban areas.</p> <p>0 = no credit worthy response</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>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<p>Level 1 (1–3 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> <p>0 = no credit worthy response</p>
6		<p>With reference to one or more examples, examine the factors that influence the range of functions in rural areas.</p> <p>Context can be MEDC or LEDC.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Environmental factors such as relief, water bodies, geology (e.g. impact on soil fertility), microclimate, distance • Economic factors such as costs v income, demand, transport routes, labour supply • Social factors such as historical, land ownership, cultural, religion, inertia • Political factors such as planning controls, land use zoning, policies e.g. CAP • Candidates may relate these to specific types of land use patterns but this not a requirement and might invite a lack of exemplification. 	25	<p>Level 3 – Clear reference to the range of functions.</p> <p>Level 2 – some reference, albeit indirectly, to range of functions.</p>	<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of how a range of factors influence different functions in rural areas. There is effective use of detailed exemplification.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of how a range of factors influence different functions in rural areas. There is use of exemplification.</p> <p>Level 1 (1–6 marks) Limited knowledge and understanding of how a range of factors influence different functions in rural areas. There is limited exemplification.</p> <p>Max Level 1 if no use of located</p>	

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			This question is about range of functions so should cover at least three different functions.			<p>examples.</p> <p>0 = no credit worthy response</p> <p>AO2 Analysis and application Level 3 (5 marks) Clear analysis of how the factors influence the functions.</p> <p>Level 2 (3–4 marks) Some analysis of how the factors influence the functions.</p> <p>Level 1 (1–2 marks) Limited analysis of how the factors influence the functions.</p> <p>0 = no credit worthy response</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>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<p>Level 1 (1–3 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> <p>0 = no credit worthy response</p>
7			<p>With reference to one named country, describe and explain the nature of its energy mix.</p> <p>Context can be MEDC or LEDC. If more than one country, credit the first example used.</p> <p>Indicative content:</p> <p>Description – clearly this will vary with the choice of country but there should be some notion of non-renewables and renewables. Many may fulfil this with a labelled diagram.</p> <p>Explanation (which could focus on the balance within the mix or look at each element) could include:</p> <ul style="list-style-type: none"> • Physical factors such as climate, geology, water supply • Economic factors such as capital, demand, ease of transport, cost of fuels, waste disposal 	25		<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of the energy mix and the reasons for this mix. There is effective use of exemplification.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of the energy mix and the reasons for this mix. There is use of exemplification.</p> <p>Level 1 (1–6 marks) Limited knowledge and understanding of the energy mix and the reasons for this mix. There is limited exemplification.</p> <p>0 = no credit worthy response</p> <p>AO2 Analysis and application</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> • Social factors such as safety, pollution, ease of use, environmental concerns • Political factors such as energy security, anti-pollution agreements, energy policy, ownership issues 			<p>Level 3 (5 marks) Clear analysis of how the energy mix came about. Good cause/effect.</p> <p>Level 2 (3–4 marks) Some analysis of how the energy mix came about. Some cause/effect.</p> <p>Level 1 (1–2 marks) Limited analysis of how the energy mix came about. Little, if any, cause/effect.</p> <p>0 = no credit worthy response</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 (1–3 marks) Answer has little structure and has some errors in grammar and</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<p>spelling. Little use of appropriate geographical terminology. There is no attempt at a conclusion.</p> <p>0 = no credit worthy response</p>
8			<p>Describe and explain the characteristics of tourism in one named country or area.</p> <p>Context can be MEDC or LEDC and at any scale. If more than one area (location) then credit the first one.</p> <p>Indicative content: Description – clearly this will vary with the choice of area but there should be some notion of the type tourism found there.</p> <p>Explanation Characteristics could refer to the activity, the nature of the tourists attracted, facilities provided, costs/benefits</p> <p>Explanation could include:</p> <ul style="list-style-type: none"> • The nature of the area such as climate, scenery, relief. sites of interest • Economic factors such as transport (both to and within), capital, labour supply, demand, investment, specialisms e.g. dark tourism 	25		<p>AO1 Knowledge and understanding</p> <p>Level 3 (11–13 marks) Detailed knowledge and understanding of the characteristics of a tourist area and what explains these. There is effective use of exemplification.</p> <p>Level 2 (7–10 marks) Some knowledge and understanding of the characteristics of a tourist area and what explains these. There is use of exemplification.</p> <p>Level 1 (1–6 marks) Limited knowledge and understanding of the characteristics of a tourist area and what explains these. There is limited exemplification.</p> <p>0 = no credit worthy response</p> <p>AO2 Analysis and application Level 3 (5 marks) Clear analysis of how the area</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> Social factors such as local culture, history, food, events e.g. fiestas, media Political factors such as government policies and investment e.g. in infrastructure 			<p>gained its distinctive tourist characteristics.</p> <p>Level 2 (3–4 marks) Some analysis of how the area gained its distinctive tourist characteristics.</p> <p>Level 1 (1–2 marks) Limited analysis of how the area gained its distinctive tourist characteristics.</p> <p>0 = no credit worthy response</p> <p>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.</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 (1–3 marks) Answer has little structure and has some errors in grammar and spelling. Little use of appropriate</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						geographical terminology. There is no attempt at a conclusion. 0 = no credit worthy response

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