

Geography B

General Certificate of Secondary Education (**Short Course**)

Unit **A772/02**: Key Geographical Themes (Higher Tier)

Mark Scheme for June 2011

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Question		Expected Answers	Marks	Rationale
(1)	Use Fig. 1 in the Resource Booklet and the OS map extract.			
(a)	Study Fig. 1 , a photograph of the River Esk at Whitby, and the OS map extract.			
(i) ✓	State the number of the A road which crosses the River Esk in Fig. 1 .	(A)171	[1]	
(ii) ✓	Give the 6 figure grid reference for this crossing point.	899102 Also accept: 898102 899103 898103 899101 898101	[1]	
(iii) ✓	Use the scale to calculate the length of the River Esk in the area shown on Fig. 1 . <u>Circle</u> the correct answer.	3.25 km	[1]	Accept a tick on the correct answer.
(b) ✓	Describe the River Esk and its valley shown in Fig. 1 .	River: Meandering/bends/winding Confluence/Tributary; Wide/approx 100m; Gentle gradient; Mouth/estuary/tidal; Braiding/island/point bar. Valley: Widens out nearer sea; River cliff on outside of meander; Slip-off slope/river beach/deposited material on inside of meander; Gently sloping sides; Lower course/stage; Floodplain; Housing/industry/urban/tourism/transport/port; Agriculture/woodland/rural	[4]	4 x 1 Ideas may be linked together but credit as separate points Points need to be linked to the photograph Not 'flat'

	Question	Expected Answers	Marks	Rationale
(c) ✓	Suggest two ways in which the upper course of the River Esk will be different from that shown on the OS map extract.	Steeper/steep Narrower/narrow Straighter/few/small meanders; Shallow/shallower Steeper/steep valley sides; Interlocking spurs; Waterfalls/rapids/irregular profile/gorge; Smaller/small river/valley; Fast-flowing; Vertical erosion; Bedload is larger/rocks in river	[2]	2 x 1 Accept river or valley differences Not just 'no meanders' Not just 'rocks' Not 'source' This is not an exhaustive list
(d) ✓	There is a river meander at 838064. Explain how this river landform has been formed. You may draw a labelled diagram(s) in your answer.	Obstacle in the path of the river/hard rock; Water forced to move around the obstacle; Pools and riffles forces water to the banks; Takes the line of least resistance/quickest route; Erosion on outer bank; Faster/more powerful current/more energy to erode Deposition on inner bank; Slower/less powerful current/less energy to erode Credit abrasion/hydraulic action to 1 mark max. if linked to explanation	[4]	4 x 1 Credit text or diagram labels Candidates may approach this answer in a number of ways eg, the formation of the meander or the processes involved in a meander
(e) ✓	A main geomorphic process of a river is transport. Name and describe two ways that a river transports its load.	Solution/solute load: dissolved/soluble material carried in water; Suspension/suspended load: light material carried by water; Saltation: small/medium-sized material/pebbles bounced along bed; Traction: heavy material/rocks rolled along bed; Flotation: lighter load/organic material carried along the surface	[4]	2 x 2 1 mark for name. 1 mark for description Allow the accurate description without term. If wrong definition to term, just allow mark for a correct term.

Question		Expected Answers	Marks	Rationale
(f)	CASE STUDY – River flooding	Case study will be marked using 3 levels	[8]	
L1	Name a river where flooding is managed.	0 marks Response does not address the question		Accept name of town where flooding has occurred as an alternative to name of river, e.g Boscastle, Shrewsbury, Carlisle
L2	Describe how the flooding is managed and explain how sustainable these methods are. Include at least three developed ideas.	Level 1 (1-3 marks) Demonstrates limited knowledge and understanding of the issue One or more relevant ideas which include limited detail. Ideas describe how flooding is managed and/or explain how sustainable these methods are <i>with little or no development</i> . Management methods are described and/or sustainability is explained <i>in basic terms</i> . eg Build flood barriers Plant trees in drainage basin Building embankments Too expensive to build flood defences everywhere		Level 1 1 limited detail idea or simple statement = 1 mark 2 limited detail ideas or simple statements = 2 marks 2 limited detail ideas or simple statements + named example = 3 marks OR 3 limited detail ideas or simple statements = 3 marks
L3				
EG PLC		Full level 1 needs three limited detail ideas or two limited detail ideas plus a named example Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.		
		Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of the issue One to three relevant developed ideas. Ideas describe how flooding is managed and/or explain how sustainable these methods are, <i>with development</i> . Management methods are described and/or sustainability is explained <i>clearly</i> . eg Widen and deepen river channel so it can carry higher water flows		Level 2 1 developed idea or statement = 4 marks 2 developed ideas or statements = 5 marks 3 developed ideas or statements = 6 marks

	Question	Expected Answers	Marks	Rationale
		<p>Afforestation of upland slopes to intercept more rainfall Building flood defences only responds to a flood, plans are needed to reduce flooding in future</p> <p>Full level 2 needs three developed ideas plus a named example. If no example limit to 5 marks.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (7-8) marks Demonstrates good knowledge and understanding of the issue At least three relevant developed ideas. Ideas both describe how flooding is managed and explain how sustainable these methods are, <i>with development</i>. Management methods are described and sustainability is explained <i>clearly</i>.</p> <p>Full level 3 needs three developed ideas plus relevant place-specific detail of the example, (such as place name, costs of management). If no relevant place-specific detail limit to 7 marks</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Content guide River may be any location or scale</p> <p>Flood management methods could include:</p> <ul style="list-style-type: none"> • monitoring of precipitation/discharge for flood warning system 		<p>Limit to 5 marks if no named example</p> <p>Level 3 3 developed ideas or statements which make a comprehensive answer (ie describe and explain) = 7 marks</p> <p>A comprehensive answer + place-specific detail = 8 marks</p> <p>Place specific detail – look for something which is unique/clearly identifiable with the case study.</p>

	Question	Expected Answers	Marks	Rationale
		<ul style="list-style-type: none"> • construction of flood barriers/embankments • flood control dams • storage basins • flood channels • increased drainage • restricting development on floodplains • afforestation in catchment areas • increased green space in urban areas • education/awareness of public <p>Sustainability could be economic, environmental, social. References could include:</p> <ul style="list-style-type: none"> • costs re: economic sustainability, especially for LEDCs • if method(s) tackles the causes of flooding or the effects • if method(s) will be successful in the future/forever • effect of method(s) on the environment/natural systems • involvement of local people in the method(s) 		

Question		Expected Answers	Marks	Rationale
2	Use the OS map extract and Fig. 2 in the Resource Booklet.			
(a)	Study the OS map extract.			
(i) ✓	Use the map key to identify the type of beach deposit in grid square 8612.	Shingle	[1]	
(ii) ✓	What is the highest point in grid square 9209?	93-109(m) Accept Beacon Hill	[1]	Can be any range or single figure between these two digits. Not 100m+ or more than 100m
(iii) ✓	Use map evidence to compare the slope of the land in grid squares 9209 and 9210.	Steeper slope in 9210 or gentler slope in 9209	[1]	Must be a comparison
(b)	Study Fig. 2 , which shows Saltwick Bay, in grid square 9110.			
(i) ✓	Give two pieces of evidence from Fig. 2 which show that erosion has taken place here.	Stack/stump; Cliff; Headland/bay; Wave-cut platform/coastline receded; Rocks/beach	[2]	2 x 1
(ii) ✓	Name and describe two processes of erosion which affect this area of coastline.	Hydraulic action Waves force air into cracks/force of water; Abrasion/corrasion Waves throw material against cliff/grinding or rubbing by sediment; Attrition Sand particles/pebbles collide with each other/cliff and wear away/are broken down; Corrosion/solution Dissolved/soluble material worn away	[4]	2 x 2 1 mark for each name 1 mark for each description If the name and wrong description accept just the correct term. If description but not correct term allow 1 mark

Question		Expected Answers	Marks	Rationale
(c) ✓ DEV	Explain two ways that geology affects the formation of coastal landforms.	<p>Layers of hard/resistant rock Forms a headland/cliff (dev); Layers of soft rock Forms a bay (dev);</p> <p>Sea erodes weakness in resistant rock (chalk/limestone/granite) Forms landforms such as cave, arch, stack (dev);</p> <p>Less resistant rock (clay/sand) weakened by undercutting Landslide/slumping due to instability/gentle slopes (dev);</p> <p>Concordant /Rocks lie parallel to the coast Coves/leads to islands offshore (dev); Discordant coastline/Rocks lie at right angles to the wave attack Headlands and bays (dev)</p>	[4]	<p>2 x 2</p> <p>1 mark for basic explanation second mark for development</p>
(d) ✓	There is a beach at Whitby Sands in and around grid square 8811 on the OS map extract. Suggest how the beach has been formed. You may draw a labelled diagram(s) in your answer.	<p>Source of beach material comes from cliff/offshore</p> <p>Constructive waves; Swash more powerful than backwash; Gentle gradient allows deposition; Build up/deposition of beach material ; Backwash has insufficient power to remove material.</p> <p>Longshore drift; Prevailing winds; Dictate the angle of wave approach; Swash pushes material up the beach in the direction of wave break; Backwash is determined by gravity; Piles up behind groyne or other obstruction/West Pier</p>	[4]	<p>4 x 1</p> <p>Ideas may be linked together but credit as separate points Credit text or diagram labels</p> <p>Candidates may approach this answer in a number of ways eg, the formation of the beach or the processes involved in longshore drift</p>

Question		Expected Answers	Marks	Rationale
(e)	CASE STUDY – Coastline management	Case study will be marked using 3 levels	[8]	Accept name of coastline area, eg. Holderness or place on coastline, e.g. Mappleton
L1	Name an area of coastline where management has taken place.	0 marks Response does not address the question		
L2	Describe how the coastline has been managed and explain how sustainable these methods are. Include at least three developed ideas.	Level 1 (1-3 marks) Demonstrates limited knowledge and understanding of the issue One or more relevant ideas which include limited detail. Ideas describe how coastline is managed and/or explain how sustainable these methods are <i>with little or no development</i> . Management methods are described and/or sustainability is explained in <i>basic terms</i> . eg Build sea wall/rip rap Build up beach by dumping more sand on it Allow some areas to flood naturally Too expensive to build barriers everywhere		Level 1 1 limited detail idea or simple statement = 1 mark
L3				2 limited detail ideas or simple statements = 2 marks
EG		Full level 1 needs three limited detail ideas or two limited detail ideas plus a named example Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.		2 limited detail ideas or simple statements + named example = 3 marks
PLC				OR 3 limited detail ideas or simple statements = 3 marks
		Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of the issue One to three relevant developed ideas. Ideas describe how coastline is managed and/or explain how sustainable these methods are, <i>with development</i> . Management methods are described and/or sustainability is explained <i>clearly</i> . eg Put gabions, wire cages filled with rock, in front of the cliff to absorb the power of breaking waves.		Level 2 1 developed idea or statement = 4 marks 2 developed ideas or statements = 5 marks 3 developed ideas or statements = 6 marks

	Question	Expected Answers	Marks	Rationale
		<p>Take beach material back along the beach to counteract longshore drift and keep an even beach profile</p> <p>Building groyne to restrict movement of sand along the coast protects one area but leaves other areas with no protection and so erosion increases.</p> <p>Full level 2 needs three developed ideas plus a named example. If no example limit to 5 marks.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (7-8) marks Demonstrates good knowledge and understanding of the issue At least three relevant developed ideas. Ideas both describe how coastline is managed and explain how sustainable these methods are, <i>with development</i>. Management methods are described and sustainability is explained <i>clearly</i>.</p> <p>Full level 3 needs three developed ideas plus relevant place-specific detail of the example, (such as place name, costs of management). If no relevant place-specific detail limit to 7 marks</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Content guide Coastline can be any location or scale.</p>		<p>Limit to 5 marks if no named example</p> <p>Level 3 3 developed ideas or statements which make a comprehensive answer (ie describe and explain) = 7 marks</p> <p>A comprehensive answer + place-specific detail = 8 marks</p> <p>Place specific detail – look for something which is unique/clearly identifiable with the case study.</p>

	Question	Expected Answers	Marks	Rationale
		<p>Methods could include hard or soft engineering or managed retreat such as:</p> <ul style="list-style-type: none"> • Sea walls • rock armour/barriers • groynes • beach replenishment • drainage pipes in cliff • allow sea to flood land to achieve its natural position <p>Sustainability references could include:</p> <ul style="list-style-type: none"> • Costs re: economic sustainability, especially for LEDCs • If method(s) will be successful in the future/forever • Effect of method(s) on the environment/natural systems • Involvement of local people in the method(s) • Impact of method(s) on other places along the coast 		

Question		Expected Answers	Marks	Rationale
3	Use Fig. 10 in the Resource Booklet.			
(a)	Study Fig. 10 , which shows the variation in the Human Development Index (HDI) across the world.			
(i) ✓	Complete the table below to rank the five countries shown on Fig. 10 .	Highest: Australia ↑ Spain ↓ India ↓ Angola ↓ Lowest: Mali	[1]	
(ii) ✓	Describe the distribution of countries with a medium HDI of between 0.500 and 0.799.	Located in Africa, Asia, S. America – 1 max Found in LEDCs/ North(ern) and South(ern) Africa/S.E. Asia/S of Brandt line/North-South divide	[2]	2 x 1 No marks for country names
(b) (i) ✓ DEV	Two measurements which are included in HDI are <ul style="list-style-type: none"> life expectancy the percentage of children who have access to primary and secondary education. Explain how each can be used to show quality of life. Develop your ideas.	Life expectancy Level of /access to health care Such as ratio of doctors to patients, immunisation, access to medicines, hospitals (dev) Diseases which kill many people eg HIV/AIDS, malaria (dev); Inadequate food supply So people are malnourished/starving/disease (dev); Clean water supply/sanitation Disease/cholera (dev)	[4]	2 x 2 2 marks for both life expectancy and access to education 1 mark for explanation, second mark for development
		Access to education Education influences ability to get a well-paid job Route out of the cycle of poverty/better standard of living/better quality of life (dev); Reflects spending on schools/developing education How much of a priority of a country (dev) Reflects level of education in a country So country as a whole develops (dev);		

	Question	Expected Answers	Marks	Rationale
		Children may have to work So they are not in school (dev); Shows people have money Can afford to send children to school (dev);		
(ii) ✓	HDI measures quality of life and Gross Domestic Product (GDP) measures wealth. How is the wealth of a country different from quality of life in a country?	Wealth is the amount of money earned by people/country Quality of life includes education/healthcare/threat of crime/clean water/environment/wellbeing	[2]	2 x 1 Not 'money' by itself Allow contrast between wealth & QoL as indicators
(c) ✓	Describe and explain two ways that employment structures vary between LEDCs and MEDCs.	Description: In LEDCs there is a larger primary percentage In LEDCs there is a larger secondary percentage In MEDCs there is a larger tertiary/ quaternary percentage (or opposites) Explanation: In LEDCs many people are subsistence farmers. In LEDCs mining is well paid compared with other jobs LEDCs are primary dependent with little processing of raw materials Increase in manufacturing and processing of raw materials in LEDCs with greater investment (usually foreign) In MEDCs manufacturing declines due to competition from LEDCs/NICs or mechanisation In MEDCs demand for tertiary/quaternary employment with more spending available for leisure/health, care/education Development of IT/research/finance sectors in MEDCs	[4]	2 x 2 1 mark for description & 1 mark for explanation of each difference

Question		Expected Answers	Marks	Rationale
(d) ✓ DEV	Aid can be a major help to a country's development, but there can also be disadvantages of aid. Explain two disadvantages of aid for an LEDC.	Doesn't always reach the people who need it due to poor infrastructure/corruption (dev); Short-term aid is not sustainable so benefits are short-lived (dev); Aid may be tied to donor country and have to be used to buy goods/services/arms from donor (dev); Inappropriate aid such as large capital projects/not suitable to their needs Cannot use equipment/waste of money (dev); Creates dependency on aid so government loses incentive to make long-term plans (dev);✓ Aid is a loan Must be paid back with interest/more in debt (dev); Creates social/community problems Not everyone gets same amount of aid (dev);	[4]	2 x 2 1 mark for basic explanation, second mark for development
(e) L1 L2 L3 EG PLC	CASE STUDY – an aid project in an LEDC Name and locate an aid project. Describe the main features of the project. To what extent is the project sustainable?	Case study will be marked using 3 levels 0 marks Response does not address the question Level 1 (1-3 marks) Demonstrates limited knowledge and understanding of the issue One or more relevant ideas which include limited detail. Ideas describe main features of the project and/or explain to what extent it is sustainable, <i>with little or no development</i> . Features are described and/or sustainability is explained <i>in basic terms</i> . eg A dam was built to create a reservoir Local people dug a well with help from foreign advisers A charity donated a water pump to the village	[8]	Level 1 1 limited detail idea or simple statement = 1 mark 2 limited detail ideas or simple statements = 2 marks 2 limited detail ideas or simple statements + named example = 3 marks OR 3 limited detail ideas or simple statements = 3 marks

	Question	Expected Answers	Marks	Rationale
		<p>The pump meant that women no longer needed to walk to the river to collect water</p> <p>Full level 1 needs three limited detail ideas or two limited detail ideas plus a named example</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of the issue One to three relevant developed ideas. Ideas describe main features of the project and/or explain to what extent it is sustainable, <i>with development</i>. Features are described and/or sustainability is explained <i>clearly</i>. eg Clean water improves the health of people so they can work harder in their fields Small scale projects benefit the whole community who sell more animals and use this money to develop local craft industries Dam affected people downstream who relied on the river for fishing and irrigation; they could no longer earn a living and poverty increased.</p> <p>Full level 2 needs three developed ideas plus a named example. If no example or MEDC example limit to 5 marks.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>		<p>Level 2 1 developed idea or statement = 4 marks</p> <p>2 developed ideas or statements = 5 marks</p> <p>3 developed ideas or statements = 6 marks</p> <p>Limit to 5 marks if no named example or MEDC example</p>

Question	Expected Answers	Marks	Rationale
	<p>Level 3 (7-8) marks Demonstrates good knowledge and understanding of the issue At least three relevant developed ideas. Ideas both describe main features of the project and explain to what extent it is sustainable, <i>with development</i>. Features are described and sustainability is explained <i>clearly</i>.</p> <p>Full level 3 needs three developed ideas plus relevant place-specific detail of the example, (such as place name, type of aid). If no relevant place-specific detail limit to 7 marks</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Content guide The aid project can be large or small scale but must be in an LEDC. Features of the project could include</p> <ul style="list-style-type: none"> • Farming/food production • Provision of health/education/family planning services • Clean water supply • New industry • Energy production • Transport links • Employment skills/training <p>Sustainability could refer to</p> <ul style="list-style-type: none"> • Conservation of resources for the future • Involvement of local people in decision making • Passing on new ideas/techniques 		<p>Level 3 3 developed ideas or statements which make a comprehensive answer (ie describe and explain) = 7 marks</p> <p>A comprehensive answer + place-specific detail = 8 marks</p>

	Question	Expected Answers	Marks	Rationale
		<ul style="list-style-type: none">• Long-term economic benefits• Impact on quality of life now and in the future• Possible unsustainability of project		

Question		Expected Answers	Marks	Rationale
4	Use Figs 11 and 12 in the Resource Booklet.			
(a) (i) ✓	Study Fig. 11 , a photograph taken inside a car assembly factory. Give two pieces of evidence to show that this is a modern manufacturing industry.	Machinery/robots/only machines/high level of technology Capital intensive Few/no workers/not labour intensive	[2]	2 x 1
(ii) ✓	Study Fig. 12 , a photograph which shows the Nissan car assembly factory near Sunderland, UK. Use Fig. 12 to describe three features of the site of the factory.	Large/lot of space Flat Room for storage/parking/expansion Surrounded by countryside/Greenfield	[3]	3 x 1
(b) (i) ✓	Most car production in the UK is done by multinational companies (MNCs) which have factories in many countries. Suggest why these multinational companies (MNCs) invest in the UK.	Maximise profits Access to markets/lots of customers/ large population UK is MEDC/people can afford cars Avoid trade barriers Base in EU/access to European market Reduce transport costs by assembly near market Financial incentive from government Tax concessions/lower rates/subsidies Reputation as 'local' company employing many people boosts sales Positive/quality image of made in UK More skilled workers/research/design engineers English is a global language	[4]	4 x 1 Ideas may be linked together but credit as separate points

	Question	Expected Answers	Marks	Rationale
(ii) ✓ DEV	Describe one positive and one negative effect of decisions made by multinational companies on the local economy of an area. Develop your ideas.	<p>Positive</p> <p>Investment in local infrastructure/roads Improves access for business/industry/easier to get to work (dev); Healthcare investment Local people can work because they don't get sick (dev) Jobs for local people Multiplier effect/boosts local economy (dev); Raise standard of living of workers Which brings benefits to other businesses eg shops (dev); Improves skills of employees Makes them more employable (dev); Attracts other companies to invest Multiplier effect (dev);</p> <p>Negative</p> <p>Exploitation of local workforce Through low wages/poor working conditions (dev); Little long-term job security Factory may be re-located at short notice to lower cost location (dev); MNC becomes too powerful and overrides decisions E.g. not adhering to planning regulations (dev); Inequality in wages between workers Some have more money to spend (dev);</p>	[4]	2 x 2 1 mark for basic effect, second mark for development

Question		Expected Answers	Marks	Rationale
(c) ✓	Economic and environmental factors affect the location of tertiary industry. Give an example of a tertiary industry. Explain how these factors affect its location.	<p>Economic: Attraction of similar services eg retail/business and finance/entertainment Access to customers eg retailing in CBD Attraction of site or location such as price of land/transport links for out-of-town shopping centre Reputation of city for finance/business eg London/New York/Tokyo Lower labour costs in LEDCs</p> <p>Environmental: Attractions such as climate/beaches for tourism Scenery/landscape of rural areas or business parks High quality of life/entertainment offered by city for highly skilled workers Availability of space</p>	[4]	<p>1 mark max for example of tertiary industry</p> <p>4 x 1 1 mark reserve for economic and environmental factor</p> <p>Ideas may be linked together but credit as separate points</p>
(d) L1 L2 L3 EG PLC	<p>CASE STUDY – Economic development and the environment</p> <p>Name and locate an economic activity.</p> <p>Describe how this economic activity has affected the natural physical environment. How has conflict between economic development and the environment been managed?</p>	<p>Case study will be marked using 3 levels</p> <p>0 marks Response does not address the question</p> <p>Level 1 (1-3 marks) Demonstrates limited knowledge and understanding of the issue One or more relevant ideas which include limited detail. Ideas describe the effect on the natural environment <i>and/or</i> explain how conflict has been managed, <i>with little or no development</i>. Effects are described and/or management is explained <i>in basic terms</i>. eg Large scale tree felling destroys the rainforest ecosystem Overfishing can disrupt the maritime food chain Quarrying produces a visual scar on the landscape 'Scrubbers' in chimneys trap harmful gases</p>	[8]	<p>Level 1 1 limited detail idea or simple statement = 1 mark</p> <p>2 limited detail ideas or simple statements = 2 marks</p> <p>2 limited detail ideas or simple statements + named example = 3 marks OR 3 limited detail ideas or simple statements = 3 marks</p>

Question	Expected Answers	Marks	Rationale
	<p>Full level 1 needs three limited detail ideas or two limited detail ideas plus a named example</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</p> <p>Level 2 (4-6 marks) Demonstrates sound knowledge and understanding of the issue One to three relevant developed ideas. Ideas <i>describe</i> the effect on the natural environment and/or explain how conflict has been managed, <i>with development</i>. Effects are described and/or management is explained <i>clearly</i>. eg Ranching has resulted in large areas of forest being cleared which has destroyed habitats and caused extinction of species Air pollution from manufacturing industries such as sulphur dioxide is a cause of acid rain which poisons fish in lakes Overfishing in the EU is managed by the quota system which determines the number of fish which can be caught by each country annually.</p> <p>Full level 2 needs three developed ideas plus a named example. If no example limit to 5 marks. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (7-8) marks Demonstrates good knowledge and understanding of the issue At least three relevant developed ideas. Ideas both</p>		<p>Level 2 1 developed idea or statement = 4 marks 2 developed ideas or statements = 5 marks 3 developed ideas or statements = 6 marks</p> <p>Limit to 5 marks if no named example</p> <p>Level 3 3 developed ideas or statements which make a comprehensive answer (ie</p>

	Question	Expected Answers	Marks	Rationale
		<p>describe the effect on the natural environment and explain how conflict has been managed, <i>with development</i>. Effects are described or management is explained <i>clearly</i>.</p> <p>Full level 3 needs three developed ideas plus relevant place-specific detail of the example, (such as place name, type of environment affected). If no relevant place-specific detail limit to 7 marks</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Content guide The chosen economic activity may be primary, secondary or tertiary, including farming, mining, manufacturing, services, tourism in any location.</p> <p>Effects on the natural environment such as:</p> <ul style="list-style-type: none"> • Air/water/noise pollution • Visual intrusion • Loss of wildlife/habitats • Soil erosion • Landscape degradation <p>Ideas to manage conflict such as:</p> <ul style="list-style-type: none"> • Pollution laws/controls • research into 'green' fuels and technology • Screening • Planning of construction sites/activities • Preservation areas • Soil conservation • International agreements 		<p>describe and explain) = 7 marks</p> <p>A comprehensive answer + place-specific detail = 8 marks</p>

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