

# **Geography**

Advanced GCE **2684**

Synoptic Geography: People and Environment Options

## **Mark Scheme for June 2010**

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**GENERIC ASSESSMENT CRITERIA****1 Knowledge of content (0-8 marks)**

<b>Level 4</b>	Candidates have detailed knowledge of appropriate themes, processes and specific environments and places. They have detailed knowledge of relevant concepts, principles and theories, and of a wide range of geographical terms. They have detailed knowledge of the connections between different aspects of geography represented in the specification.	<b>7-8 marks</b>
<b>Level 3</b>	Candidates have clear knowledge of appropriate themes, processes and specific environments and places. They have clear knowledge of relevant concepts, principles and theories, and of a range of geographical terms. They have clear knowledge of the connections between different aspects of geography represented in the specification. There must be evidence of synoptic connections with other parts of the specification to achieve more than level 2.	<b>5-6 marks</b>
<b>Level 2</b>	Candidates have sound knowledge of some appropriate themes, processes and specific environments and places. They have sound knowledge of some relevant concepts, principles and theories, and of some geographical terms. They have sound knowledge of some connections between different aspects of geography represented in the specification.	<b>3-4 marks</b>
<b>Level 1</b>	Candidates have basic knowledge of some appropriate themes, processes and environments and places. They have basic knowledge of some relevant concepts, principles, theories, and geographical terms. They have basic knowledge of some connections between different aspects of geography represented in the specification.	<b>0-2 marks</b>

**2 Critical understanding of content (0-22 marks)**

<b>Level 4</b>	Candidates have detailed critical understanding of the content of the specification and have detailed critical understanding of the connections between the different aspects of geography represented in the specification.	<b>18-22 marks</b>
<b>Level 3</b>	Candidates have clear critical understanding of the content of the specification and have clear critical understanding of the connections between the different aspects of geography represented in the specification. There must be evidence of synoptic connections with other parts of the specification to achieve more than level 2.	<b>12-17 marks</b>
<b>Level 2</b>	Candidates have sound critical understanding of some of the content of the specification and have sound critical understanding of some of the connections between the different aspects of geography represented in the specification.	<b>6-11 marks</b>
<b>Level 1</b>	Candidates have basic critical understanding of some the content of the specification and have basic critical understanding of some connections between the different aspects of geography represented in the specification.	<b>0-5 marks</b>

### 3 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)\*

<b>Level 4</b>	Candidates apply their knowledge and critical understanding of the specification content and connections to different aspects of geography represented in the specification, relevantly and where appropriate at a range of scales. They evaluate arguments, ideas, concepts and theories in detail.	<b>18-22 marks</b>
<b>Level 3</b>	Candidates apply most of their knowledge and critical understanding of the specification content and connections to different aspects of geography represented in the specification, relevantly and where appropriate at a range of scales. They evaluate arguments, ideas, concepts and theories clearly. There must be evidence of synoptic connections with other parts of the specification to achieve more than level 2.	<b>12-17 marks</b>
<b>Level 2</b>	Candidates apply some of their knowledge and critical understanding of the specification content and connections to different aspects of geography represented in the specification, relevantly. They attempt a basic evaluation.	<b>6-11 marks</b>
<b>Level 1</b>	Candidates explain contexts using basic ideas and concepts.	<b>0-5 marks</b>

\* Maximum 11 marks for application and 11 marks for evaluation

### 4 Communication (0-8 marks)

<b>Level 4</b>	Candidates use an appropriate range of communication skills fluently and in different formats; present information within a logical and coherent structure; where appropriate, synthesise information from a variety of sources; use spelling, punctuation and grammar with a high level of accuracy; and employ geographical terminology with confidence.	<b>7-8 marks</b>
<b>Level 3</b>	Candidates use an appropriate range of communication skills clearly in different formats; present information within an effective structure; use spelling, punctuation and grammar with accuracy; and use a range of geographical terms.	<b>5-6 marks</b>
<b>Level 2</b>	Candidates use a limited range of methods to communicate knowledge and understanding; make some effort to structure their work; and use spelling, punctuation and grammar with some accuracy; and have a basic knowledge of geographical terminology.	<b>3-4 marks</b>
<b>Level 1</b>	Candidates use a limited range of methods to communicate knowledge and understanding; make only a basic attempt to structure their work; use spelling, punctuation and grammar with variable accuracy, and have only sparse knowledge of geographical terminology.	<b>0-2 marks</b>

**Option 1: Geographical Aspects of the European Union**

1. **Discuss the view that the single European market has intensified the problems of peripheral regions in the EU.** [60]

Peripheral may be both geographical and/or socio-economic in nature.

**A01 Knowledge of content (0-8 marks)****Level 4 (7-8 marks)**

Candidates will have detailed knowledge of a range of problems faced by peripheral regions including physical, political, economic and social. Clear knowledge of the causes and role of the single European market are expected. These should be well exemplified.

**Level 3 (5-6 marks)**

Candidates will have clear knowledge of a range of problems faced by peripheral regions including physical and economic. Knowledge of the causes and some of the role of the single European market are expected. These should be exemplified.

**Level 2 (3-4 marks)**

Candidates will have sound knowledge of some of the problems faced by peripheral regions. A limited range of the causes is expected. These will be limited in exemplification.

**Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of some of the problems faced by peripheral regions and a limited or vague knowledge of the causes. Little, if any, exemplification.

**A02 Critical understanding of content (0-22 marks)****Level 4 (18-22 marks)**

Candidates will demonstrate detailed understanding of the inter-relationship of the single European market and the challenges faced by the peripheral regions. A clear cause-effect between the creation of a single market and its impact on peripheral regions can be expected. This may be underpinned by an effective use of concepts e.g. core-periphery or theories to explain causes of differences in regional development in the EU.

**Level 3 (12-17 marks)**

Candidates will demonstrate a clear understanding of the inter-relationship of the single European market and the challenges faced by the peripheral regions. A cause-effect between the creation of a single market and its impact on peripheral regions can be expected.

**Level 2 (6-11 marks)**

Candidates will demonstrate a sound understanding of the inter-relationship of the single European market and the challenges faced by the peripheral regions. A limited, if any, appreciation of the cause-effect between the creation of a single market and its impact on peripheral regions can be expected.

**Level 1 (0-5 marks)**

Candidates will demonstrate a limited or vague understanding of the links between the creation of a single market and its impact on peripheral regions.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and critical understanding of the inter-relationship of the single European market and its effect on peripheral regions to evaluate the relative impact on such areas' problems. Candidates at this level will argue that this varies with location (north v south etc) scale (local, regional, national), with time/development. At this level, candidates should appreciate that the impact may differ with the nature of the problems (e.g. economic problems increased but physical turned into advantages) or even variation within a problem (e.g. Economic = increased market but increased competition).

**Level 3 (12-17 marks)**

Candidates apply their knowledge and critical understanding of the inter-relationship of the single European market and its effect on peripheral regions to evaluate the relative impact on such areas' problems. Candidates at this level will argue that this varies with location (north v south etc) with time/development or the nature of the problems. At this level, candidates may appreciate that the impact may differ with the nature of the problems.

**Level 2 (6-11 marks)**

Candidates apply some of their knowledge and critical understanding of the inter-relationship of the single European market and its effect on peripheral regions to evaluate the relative impact on such areas' problems. At this level, most will agree with the view.

**Level 1 (0-5 marks)**

Candidates apply limited or vague knowledge and critical understanding of the inter-relationship of the single European market and its effect on peripheral regions to offer a limited discussion. Candidates at this level will offer little, if any, evaluation of the relative impact on the problems.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria

**2. For a named declining rural region, evaluate the effectiveness of regeneration strategies. [60]**

Region is open to wide interpretation of scale e.g. very local to large scale such as Eastern England. If no named rural region, max top of level 2.

**A01 Knowledge of content (0-8 marks)**

**Level 4 (7-8 marks)**

Candidates will have detailed knowledge of a named rural area experiencing decline and the strategies being used to regenerate the area - (immediate and longer term, direct and indirect, environmental v political v economic, central v local etc) by the EU and other agencies/sources is expected. A knowledge of appropriate models and/or concepts can be expected e.g. spread, trickling down etc.

**Level 3 (5-6 marks)**

Candidates will have clear knowledge of a named rural area experiencing decline. Also a knowledge of the range of strategies used to regenerate the area by the EU and/or other agencies is expected.

**Level 2 (3-4 marks)**

Candidates will have sound knowledge of a named rural area experiencing decline. Limited exemplification is expected as is some limited knowledge of the range of strategies used by the EU.

**Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of a named rural area experiencing decline and limited, if any, knowledge of the range of strategies used by the EU.

**A02 Critical understanding of content (0-22 marks)**

**Level 4 (18-22 marks)**

Candidates will demonstrate detailed understanding of the cause-effect of rural regional decline resulting from a range of factors (economic, demographic, social, political and possibly physical). A detailed understanding of the effectiveness of the types of strategies used to regenerate such areas can be expected.

**Level 3 (12-17 marks)**

Candidates will demonstrate a clear understanding of the cause-effect of rural regional decline resulting from a range of factors (economic and social). An understanding of the effectiveness of the types of strategies used to regenerate such areas can be expected.

**Level 2 (6-11 marks)**

Candidates will demonstrate a sound understanding of the cause-effect of rural regional decline resulting from a range of factors. A limited understanding of the effectiveness of the types of strategies used to regenerate such areas can be expected.

**Level 1 (0-5 marks)**

Candidates will demonstrate a limited or vague understanding of the cause-effect of rural regional decline and little, if any, understanding of the effectiveness of the types of strategies used to regenerate such areas can be expected.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and critical understanding of the causes of rural regional decline and the range of remedial strategies to evaluate their effectiveness in regenerating the area. They may also effectively show how EU responses may be helping or hindering the solution of these problems. Candidates may recognise that the effectiveness will vary with scale, time, location e.g. remote v less remote, and with the scale/type of cause of decline. At this level, candidates can be expected to recognise that the view of their effectiveness may vary between groups in the rural community.

**Level 3 (12-17 marks)**

Candidates apply their knowledge and critical understanding of the causes of rural regional decline and the range of remedial strategies to evaluate their effectiveness in regenerating the area. They may also show how EU responses may be helping or hindering the solution of these problems. Candidates may recognise that the effectiveness will vary with time, location e.g. remote v less remote, and that the effectiveness may vary between groups in the rural community.

**Level 2 (6-11 marks)**

Candidates apply some of their knowledge and critical understanding of the causes of rural regional decline and the range of remedial strategies to evaluate their effectiveness in regenerating the area. Candidates may recognise that the effectiveness will vary over time and between locations.

**Level 1 (0-5 marks)**

Candidates apply limited or vague knowledge and critical understanding of the causes of rural regional decline and the range of remedial strategies to offer a limited or vague evaluation of their effectiveness.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria



3. 'The problem of transnational pollution in the EU has largely been solved.'  
Assess the validity of this statement. [60]

Pollution can cover air, water, solid, noise etc and should be clearly transnational. A case study of a single type e.g. acid rain is a valid approach.

**A01 Knowledge of content (0-8 marks)**

**Level 4 (7-8 marks)**

Candidates will have detailed knowledge of the problem of transnational pollution, its causes and a range of solutions/strategies used to reduce its impact and their relative success.

**Level 3 (5-6 marks)**

Candidates will have a clear knowledge of the problem of transnational pollution its causes and a variety of solutions/strategies used to reduce its impact and their relative success.

**Level 2 (3-4 marks)**

Candidates will have a sound knowledge of the problem of transnational pollution and at least two of the solutions/strategies used to reduce its impact and their relative success.

**Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of the problem of transnational pollution together with vague knowledge of the solutions/strategies used to reduce its impact.

**A02 Critical understanding of content (0-22 marks)**

**Level 4 (18-22 marks)**

Candidates will demonstrate detailed understanding of how and why strategies act to reduce transnational pollution. A clear cause-effect will be demonstrated between strategy and impact. A clear understanding of what 'solved' means is expected.

**Level 3 (12-17 marks)**

Candidates will demonstrate a clear understanding of how and why strategies act to reduce transnational pollution. Cause-effect will be demonstrated between strategy and impact. An understanding of what 'solved' means is expected.

**Level 2 (6-11 marks)**

Candidates will demonstrate a sound understanding of how and why strategies act to reduce transnational pollution. Some limited cause-effect will be demonstrated between strategy and impact.

**Level 1 (0-5 marks)**

Candidates will demonstrate a limited or vague understanding of how and why strategies act to reduce transnational pollution. Some vague, if any, cause-effect will be demonstrated between strategy and impact.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and understanding of the strategies' impacts to evaluate whether the overall impact (negative or positive) on solving the problem of transnational pollution is effective. Some appreciation that this will vary with scale, location (within an area/region), over time and may vary depending on the particular causes or nature of the pollution can be expected at this level. There will be a clear evaluation of the statement

**Level 3 (12-17 marks)**

Candidates apply their knowledge and understanding of the strategies' impacts to evaluate whether the overall impact (negative or positive) on solving the problem of transnational pollution is effective. An appreciation that this will vary with location (within an area/region) and may vary depending on the particular cause or type of pollution can be expected at this level. There will be an evaluation of the statement.

**Level 2 (6-11 marks)**

Candidates apply some of their knowledge and understanding of the strategies' impacts to evaluate whether the overall impact (negative or positive) on solving the problem of transnational pollution is effective. There will be a limited evaluation.

**Level 1 (0-5 marks)**

Candidates apply limited or vague knowledge and understanding of the strategies' impacts to produce a limited evaluation of whether the problem of transnational pollution has been solved.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria

**Option 2: Managing Urban Environments****4. To what extent has decentralisation reduced urban environmental problems?**  
**[60]**

Most candidates will probably see this as based on MEDC but there is no requirement and a contrast with LEDC might be effective.

**A01 Knowledge of content (0-8 marks)****Level 4 (7-8 marks)**

Candidates will have detailed knowledge of various environmental problems of cities such as air/water pollution, water supply, waste disposal, congestion etc and of a range of decentralisation forces and policies e.g. New Towns, expanded towns/villages, movement out of offices/industry etc. Detailed examples are expected from one or more cities.

**Level 3 (5-6 marks)**

Candidates will have clear knowledge of the various environmental problems of cities and of a range of decentralisation forces and policies. Exemplification is expected from one or more urban areas.

**Level 2 (3-4 marks)**

Candidates will have a sound knowledge of some of the environmental problems of cities and of some of the decentralisation forces. Exemplification may be limited.

**Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of the environmental problems of cities and of decentralisation. Exemplification will be limited or missing.

**A02 Critical understanding of content (0-22 marks)****Level 4 (18-22 marks)**

Candidates will demonstrate a detailed understanding of the cause-effect relationship between the various types of decentralisation processes/forces and their impact on a range of environmental problems.

**Level 3 (12-17 marks)**

Candidates will demonstrate a clear understanding of the cause-effect relationship between a range of types of decentralisation processes/forces and their impact on a range of environmental problems.

**Level 2 (6-11 marks)**

Candidates will demonstrate a sound understanding of the cause-effect relationship between some of the types of processes/forces and their impact on some of the environmental problems.

**Level 1 (0-5 marks)**

Candidates will demonstrate a limited or vague understanding of the cause-effect relationship between decentralisation and environmental problems.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and critical understanding of the effectiveness of the processes of decentralisation to evaluate if they have 'reduced' all or some of the environmental problems or more able candidates may discuss where they have made things worse for both the urban area and the area decentralised to. Some debate of the term 'solved' can be expected. Some appreciation that this relative success may vary over location (e.g. inner v outer city, city v surrounding rural area, LEDC v MEDC etc), between policies and free market, scale, time or even between cities is expected.

**Level 3 (12-17 marks)**

Candidates apply their knowledge and critical understanding of the effectiveness of the processes of decentralisation to evaluate if they have 'reduced' all or some of the urban environmental problems. Some debate of the term 'solved' can be expected. Some appreciation that this relative success may vary over location or even between cities is expected.

**Level 2 (6-11 marks)**

Candidates apply some of their knowledge and critical understanding of the effectiveness of decentralisation to evaluate if it has 'reduced' all or some of the urban environmental problems. Some appreciation that this relative success may vary is expected.

**Level 1 (0-5 marks)**

Candidates apply only limited or vague knowledge and critical understanding of the effectiveness of decentralisation to offer a limited or vague evaluation if they have 'reduced' all or some of the urban environmental problems.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria

**5. Evaluate the effectiveness of strategies used to revitalise inner city areas. [60]**

Candidates may focus on MEDCs but LEDCs or a combination are equally valid provided it is clearly an inner city area i.e. this is not an improving shanty town question.

**A01 Knowledge of content (0-8 marks)****Level 4 (7-8 marks)**

Candidates will have detailed knowledge of a range of various types of strategies used to revitalise inner city areas (renewal, redevelopment, regeneration, refurbishment, gentrification etc). Detailed examples are expected from a range of inner urban areas demonstrating knowledge of the relative effectiveness of some of these strategies.

**Level 3 (5-6 marks)**

Candidates will have clear knowledge of a range of various types of strategies used to revitalise inner city areas. Exemplification is expected from one or more inner urban areas demonstrating knowledge of the relative success of some of these strategies.

**Level 2 (3-4 marks)**

Candidates will have a sound knowledge of various types of strategies used to revitalise inner city areas. Some exemplification is expected from one or more inner urban areas demonstrating knowledge of the relative success of some of these strategies.

**Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of various types of strategies used to revitalise inner city areas. Exemplification will be limited or missing.

**A02 Critical understanding of content (0-22 marks)****Level 4 (18-22 marks)**

Candidates will demonstrate a detailed understanding of the cause-effect relationship between the strategy and the types of revitalisation (physically, economically, environmentally and socially) of inner city areas. An understanding of some of the appropriate models or concepts such as the multiplier, spread etc can be expected but are not required.

**Level 3 (12-17 marks)**

Candidates will demonstrate a clear understanding of the cause-effect relationship between the strategy and the types of revitalisation of inner city areas. Some understanding of some of the appropriate models or concepts such as the multiplier, spread etc may be expected.

**Level 2 (6-11 marks)**

Candidates will demonstrate a sound understanding of the cause-effect relationship between the strategy and the types of revitalisation of inner city areas.

**Level 1 (0-5 marks)**

Candidates will demonstrate a limited or vague understanding of the cause-effect relationship between the strategy and the types of revitalisation of inner city areas.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and critical understanding of the range of strategies used by a number of agencies to evaluate whether they have been effective in revitalising inner city areas. An appreciation that the level of effectiveness may vary with: location within the inner area, type of strategy, scale, time or even between the different aspects e.g. economic v social, or may vary with the viewpoint of the different groups within the local community is expected.

**Level 3 (12-17 marks)**

Candidates apply their knowledge and critical understanding of the range of strategies used by a number of agencies to evaluate whether they have been effective in revitalising inner city areas. An appreciation that the level of effectiveness may vary with: type of strategy, time, between the different aspects e.g. economic v social, is expected.

**Level 2 (6-11 marks)**

Candidates apply some of their knowledge and critical understanding of the strategies used by a number of agencies to offer a limited evaluation of whether they have been effective in revitalising inner city areas. An appreciation that the level of effectiveness may vary is expected.

**Level 1 (0-5 marks)**

Candidates apply only limited or vague knowledge and critical understanding of the causes of the strategies used by a number of agencies to offer a limited or vague evaluation of their effectiveness.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria

**6. 'Cities can never be sustainable.' How far do you agree with this statement? [60]**

This is about cities in general so can draw on examples from both LEDCs and MEDCs. A lot will hinge on the understanding of the term 'sustainable'.

**A01 Knowledge of content (0-8 marks)****Level 4 (7-8 marks)**

Candidates will demonstrate a detailed and well exemplified knowledge of the problems created by cities (physical, economic and social) as well as knowledge of what sustainability means in an urban context.

**Level 3 (5-6 marks)**

Candidates will demonstrate a clear and exemplified knowledge of the problems created by cities (physical, economic and social) as well as knowledge of what sustainability means in an urban context.

**Level 2 (3-4 marks)**

Candidates will demonstrate a sound and exemplified knowledge of the problems created by cities as well as some knowledge of what sustainability means in an urban context.

**Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of the process of problems created by cities and sustainability.

**A02 Critical understanding of content (0-22 marks)****Level 4 (18-22 marks)**

Candidates will demonstrate detailed understanding of how and why cities pose a challenge to the concept of sustainability. A clear grasp of cause-effect relationships is expected as is an understanding of the way that sustainability varies relative to the viewpoint e.g. economic v environmental.

**Level 3 (12-17 marks)**

Candidates will demonstrate a clear understanding of how and why cities pose a challenge to the concept of sustainability. A grasp of cause-effect relationships is expected as is an understanding of the way that sustainability varies relative to the viewpoint.

**Level 2 (6-11 marks)**

Candidates will demonstrate a sound understanding of how and why cities pose problems/challenges to the concept of sustainability and some of the ways this may vary.

**Level 1 (0-5 marks)**

Candidates will demonstrate limited or vague understanding of how and why cities pose problems/challenges to the concept of sustainability.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and critical understanding of the problems posed by cities to evaluate whether they are or ever can be sustainable. At this level, some appreciation of scale e.g. large cities v neighbourhoods, location e.g. LEDC v MEDC and variations over time (have they ever been sustainable?) can be expected. A clear evaluation of the viewpoint is expected.

**Level 3 (12-17 marks)**

Candidates apply their knowledge and critical understanding of the problems posed by cities to evaluate whether they are or ever can be sustainable. At this level, some appreciation of location e.g. LEDC v MEDC and variations over time can be expected. An evaluation of the viewpoint is expected.

**Level 2 (6-11 marks)**

Candidates apply some of their knowledge and critical understanding of the problems posed by cities to offer a limited evaluation of whether they are or ever can be sustainable.

**Level 1 (0-5 marks)**

Candidates apply limited or vague knowledge and critical understanding of the problems posed by cities and offer little, if any, evaluation.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria



**Option 3: Managing Rural Environments**

7. To what extent do you agree with the view that the main role of farmers is to manage the countryside? [60]

**A01 Knowledge of content (0-8 marks)****Level 4 (7-8 marks)**

Candidates will have detailed knowledge of the farmers' roles and their role in managing the countryside and why/how roles vary or have changed in recent years – from producer of food to manager or steward of the countryside. Detailed exemplification is expected.

**Level 3 (5-6 marks)**

Candidates will have clear knowledge of the farmers' roles and their role in managing the countryside and why/how roles vary or have changed. Sound exemplification is expected.

**Level 2 (3-4 marks)**

Candidates will have sound knowledge of the farmers' roles and their role in managing the countryside. Limited exemplification is expected.

**Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of the farmers' roles in managing the countryside. Exemplification will be limited or missing.

**A02 Critical understanding of content (0-22 marks)****Level 4 (18-22 marks)**

Candidates will demonstrate detailed understanding of the current range of management roles of farmers (ranging from agri-businesses to organic farmers to diversification) and how these may impact on the countryside – both the physical environment and the human community – and why such management is needed.

**Level 3 (12-17 marks)**

Candidates will demonstrate clear understanding of the current management roles of farmers and how these may impact on the countryside – both the physical environment and the human community – and some appreciation of why such management is needed.

**Level 2 (6-11 marks)**

Candidates will demonstrate sound understanding of some of the current management roles of farmers and how some of these may impact on the countryside and a limited appreciation of why such management is needed.

**Level 1 (0-5 marks)**

Candidates will demonstrate limited or vague understanding of the current management roles of farmers and how these may impact on the countryside.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and critical understanding of the current range of management roles of farmers to evaluate whether it is the key role. An appreciation of the way this may vary with: scale, location e.g. upland v lowland areas, time, the type of farming, the exact management role adopted, or how they may impact on different aspects or groups of/in the countryside can be expected.

**Level 3 (12-17 marks)**

Candidates apply their knowledge and critical understanding of the current range of management roles of farmers to evaluate whether it is the key role. Some appreciation of the way this may vary with: location e.g. upland v lowland areas, the type of farming, the exact role adopted, can be expected.

**Level 2 (6-11 marks)**

Candidates apply some of their knowledge and critical understanding of the some of the management roles of farmers to offer a limited evaluation of their effectiveness in making the countryside sustainable. Some limited appreciation of the way this may vary is expected.

**Level 1 (0-5 marks)**

Candidates have limited or vague application of knowledge and critical understanding of the management roles of farmers and the possible impacts on the countryside and so offer little, if any, evaluation.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria

**8. 'Modern intensive farming is the main cause of habitat loss.' How far do you agree with this statement? [60]**

'Modern intensive' may refer to types of farming e.g. agri-businesses or intensive techniques such as the use of fertilisers etc.

**A01 Knowledge of content (0-8 marks)**

**Level 4 (7-8 marks)**

Candidates will have detailed knowledge of the impact (both positive and negative) of a range of modern intensive farming aspects and other factors on a variety of habitats. Detailed exemplification is expected. At this level, a contrasting pair of detailed examples or case studies might be appropriate.

**Level 3 (5-6 marks)**

Candidates will have clear knowledge of the impact (both positive and negative) of modern intensive farming aspects and other factors on a variety of habitats. Sound exemplification is expected of both intensive farming and habitats.

**Level 2 (3-4 marks)**

Candidates will have sound knowledge of the impact (both positive and negative) of modern intensive farming aspects on a variety of habitats. Exemplification is expected of either intensive farming or habitats being damaged.

**Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of a few examples (possibly a single case study) of habitats being damaged by modern intensive farming.

**A02 Critical understanding of content (0-22 marks)**

**Level 4 (18-22 marks)**

Candidates will demonstrate detailed understanding of the cause-effect of why modern intensive farming, and its techniques, poses a threat to habitats (including impacts on stores and flows in the system or impacts on aspects of habitats e.g. reduction in herbivores etc). An understanding of the level of threat (is it likely to cause total destruction) from farming and other factors is also expected.

**Level 3 (12-17 marks)**

Candidates will demonstrate clear understanding of the cause-effect of why modern intensive farming and its techniques poses a threat to habitats or aspects of the habitat. Some understanding of the level of threat from farming and other factors is also expected.

**Level 2 (6-11 marks)**

Candidates will demonstrate sound understanding of the cause-effect of why modern intensive farming and its techniques poses a threat to habitats or aspects of the habitat.

**Level 1 (0-5 marks)**

Candidates will demonstrate limited or vague understanding of why modern intensive farming and its techniques poses a threat to habitats.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and critical understanding of the threats caused to habitats (or aspects of habitats) by modern intensive farming to evaluate the extent to which modern intensive farming is the main cause – it could be pollution, housing, increased population etc. At this level, an appreciation of how this may differ with scale e.g. small pond v forest, over time, with location e.g. East Anglia v highlands of Scotland can be expected together with the nature and characteristics of the habitats involved.

**Level 3 (12-17 marks)**

Candidates apply their knowledge and critical understanding of the threats caused to habitats (or aspects of habitats) by modern intensive farming to evaluate the extent to which intensive farming is the main cause. At this level, some appreciation of how this may differ with location e.g. East Anglia v highlands of Scotland can be expected.

**Level 2 (6-11 marks)**

Candidates apply some of their knowledge and critical understanding of the threats caused to habitats (or aspects of habitats) by modern intensive farming to offer a limited evaluation of the extent to which intensive farming is the main threat.

**Level 1 (0-5 marks)**

Candidates are limited and vague in the application of their knowledge and critical understanding of the threats caused to habitats (or aspects of habitats) by modern intensive farming to offer very limited, if any, evaluation.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria

9. 'Rural communities and cultures are undergoing rapid change.' Assess the accuracy of this statement. [60]

Many will see this as being about farmers but it goes beyond this to include all those that traditionally make up rural communities and more recent additions.

#### **A01 Knowledge of content (0-8 marks)**

##### **Level 4 (7-8 marks)**

Candidates will have detailed knowledge of the changing make-up of rural communities and cultures with detailed exemplification. A detailed knowledge of the factors influencing the changes and structure of the rural community (economic, social, demographic etc) is also expected.

##### **Level 3 (5-6 marks)**

Candidates will have clear knowledge of the changing make-up of rural communities with sound exemplification. A knowledge of the factors influencing the changes and the structure of the rural community is also expected.

##### **Level 2 (3-4 marks)**

Candidates will have sound knowledge of the changing make-up of rural communities with some limited exemplification. Some knowledge of the factors influencing the changes in the rural community is also expected.

##### **Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of the changing make-up of rural communities.

#### **A02 Critical understanding of content (0-22 marks)**

##### **Level 4 (18-22 marks)**

Candidates will demonstrate detailed understanding of the cause-effect relationship between a range of change factors and their impact on rural communities and cultures, especially those involved in farming. An understanding of the wider economic and/or social changes (including urban growth, spread etc) that underlie this structural change should be demonstrated.

##### **Level 3 (12-17 marks)**

Candidates will demonstrate clear understanding of the cause-effect relationship between a range of change factors and their impact on rural communities, especially farm workers. Some understanding of the wider economic and/or social changes that underlie this structural change should be demonstrated.

##### **Level 2 (6-11 marks)**

Candidates will demonstrate sound understanding of the cause-effect relationship between a range of change factors and their impact on rural communities, especially farm workers.

##### **Level 1 (0-5 marks)**

Candidates will demonstrate limited or vague understanding of the impacts of a range of factors on rural communities.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and critical understanding of the impact of various factors on rural communities to evaluate the viewpoint that rural communities and cultures are undergoing rapid change. At this level, some appreciation that the speed and nature of change may vary with: scale, location e.g. SE England v highlands of Scotland and variations over time can be expected together with it varying with the nature of the area e.g. type of farming, its local population size/type e.g. area near to large population clusters, the nature of the community/culture, etc.

**Level 3 (12-17 marks)**

Candidates apply their knowledge and critical understanding of the impact of various factors on rural communities to evaluate the viewpoint that rural communities and cultures are undergoing rapid change. At this level, some appreciation can be expected that change and its rate will vary with: location e.g. SE England v highlands of Scotland and variations with the nature of the area e.g. type of farming, its local population size/type e.g. area near to large population clusters, etc.

**Level 2 (6-11 marks)**

Candidates apply some of their knowledge and critical understanding of the impact of various factors on rural communities to offer a limited evaluation of the viewpoint that rural communities and cultures are undergoing rapid change.

**Level 1 (0-5 marks)**

Candidates apply only limited or vague knowledge and critical understanding of the impact of various factors on rural communities to offer very limited, if any, evaluation of the viewpoint.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria

**Option 4: Hazardous Environments**

**10. Evaluate the view that in hazardous environments the real killer is poverty, not the forces of nature. [60]**

**A01 Knowledge of content (0-8 marks)****Level 4 (7-8 marks)**

Candidates will have detailed and well exemplified knowledge of a variety of hazardous environments (earthquake prone areas, hurricane prone areas, mountains, volcanic areas etc) together with knowledge of the level of fatalities in a number of case studies e.g. Hurricane Katrina in New Orleans. Also some knowledge of short term v long term hazards can be expected at this level.

**Level 3 (5-6 marks)**

Candidates will have clear and exemplified knowledge of a variety of hazardous environments together with knowledge of the level of fatalities in a number of examples. Also some limited knowledge of short term v long term hazards can be expected at this level.

**Level 2 (3-4 marks)**

Candidates will have a sound knowledge of some hazardous environments together with some limited knowledge of the level of fatalities in a number of limited or vague examples.

**Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of hazardous environments and their level of fatalities.

**A02 Critical understanding of content (0-22 marks)****Level 4 (18-22 marks)**

Candidates will demonstrate a detailed understanding of the inter-relationship between the level of fatalities and the severity and/or type of hazard as well as the role of human factors (preparation, planning, accessibility, level of warning, density of population etc) including poverty. At this level, the impact of poverty should be understood in a range of ways (increases vulnerability, fewer resources to cope, less education/awareness, lack of communication etc). The focus of the question is on fatalities rather than simply the scale of the disaster.

**Level 3 (12-17 marks)**

Candidates will demonstrate a clear understanding of the inter-relationship between the level of fatalities in a hazardous area and the type of hazard as well as the role of human factors (economic, social and political) including poverty.

**Level 2 (6-11 marks)**

Candidates will demonstrate a sound understanding of the inter-relationship between the level of fatalities and the type of hazard as well as the role of some of the human factors including poverty.

**Level 1 (0-5 marks)**

Candidates will demonstrate limited or vague understanding of the inter-relationship of poverty and deaths from hazards.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and critical understanding to evaluate if poverty is the 'real killer' or whether other human factors e.g. level of preparation or physical factors such as the characteristics or magnitude of the hazard event are more important in determining the death toll. At this level, poverty may be seen as influencing the ability of individuals and governments to plan, level of protection, type of communication etc. Some appreciation that this view may vary with scale e.g. local v regional, location e.g. LEDC v MEDC and vary over time can be expected.

**Level 3 (12-17 marks)**

Candidates apply their knowledge and critical understanding to evaluate if poverty is the 'real killer' or whether other human factors or physical factors are more important in determining the death toll. Some appreciation that this view may vary with location e.g. LEDC v MEDC and vary over time can be expected.

**Level 2 (6-11 marks)**

Candidates apply their knowledge and critical understanding to evaluate if poverty is the 'real killer' with some appreciation that this statement's accuracy will vary with a variety of factors may be demonstrated. A limited, if any, conclusion to the evaluation may be offered.

**Level 1 (0-5 marks)**

Candidates apply only limited or vague knowledge and understanding of the topic and offer little or vague evaluations of why the level of death varies.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria



11. **Discuss the view that rapid urbanisation has significantly increased the vulnerability of populations to tectonic hazards.** [60]

Tectonic hazards includes those resulting from earthquakes and volcanoes.

**A01 Knowledge of content (0-8 marks)**

**Level 4 (7-8 marks)**

Candidates will have detailed and well exemplified knowledge of both rapid urbanisation and the main types of primary and secondary tectonic hazards. Detailed case studies of actual earthquake events will be known.

**Level 3 (5-6 marks)**

Candidates will have clear and exemplified knowledge of both rapid urbanisation and the main types of primary and secondary tectonic hazards. Case studies of actual tectonic events will be known.

**Level 2 (3-4 marks)**

Candidates will have sound knowledge of both rapid urbanisation and the main types of primary and secondary tectonic hazards. Case studies of actual tectonic events may be limited.

**Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of both rapid urbanisation and the main types of primary and secondary tectonic hazards showing very limited knowledge, if any, of appropriate examples.

**A02 Critical understanding of content (0-22 marks)**

**Level 4 (18-22 marks)**

Candidates will demonstrate detailed understanding of urban growth (such as greater density of buildings, more high rise, more slums/shanties, more people etc) and why this makes the population more vulnerable to the primary and secondary impacts (disease, fire, landslides, floods etc) of tectonics. Cause and effect will be well understood.

**Level 3 (12-17 marks)**

Candidates will demonstrate a clear understanding of urban growth and why this makes the population more vulnerable to the primary and secondary impacts of tectonics. Cause and effect will be understood.

**Level 2 (6-11 marks)**

Candidates will demonstrate a sound understanding of urban growth and some of the reasons why this makes the population more vulnerable to the primary and secondary impacts of tectonics. Cause and effect will be understood in a limited way.

**Level 1 (0-5 marks)**

Candidates will demonstrate limited or vague understanding of the link between urban growth and why this makes the population more vulnerable to the impacts of tectonics.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and critical understanding to evaluate and assess the extent to which rapid urbanisation does increase the population's vulnerability to tectonic hazards. The more able may point out urban areas may reduce the hazard by having better planning/preparation, better infrastructure, greater resources, more resistant buildings. Some may focus on 'rapid' and point out that it is the LEDC areas that are so vulnerable as growth has been so rapid unlike MEDC. Some appreciation that this is not a simple assessment but that vulnerability may vary with scale e.g. size of urban area, location e.g. LEDC v MEDC, time, level of preparation, nature of the hazards etc can be expected.

**Level 3 (12-17 marks)**

Candidates apply their knowledge and critical understanding to assess the extent to which rapid urbanisation may increase the population's vulnerability to tectonic hazards. Some appreciation that this is not a simple assessment but that vulnerability may vary with location e.g. LEDC v MEDC, level of preparation, nature of the hazards etc can be expected.

**Level 2 (6-11 marks)**

Candidates apply some of their knowledge and critical understanding to assess the extent to which rapid urbanisation does increase the population's vulnerability to tectonic hazards. Some appreciation that this is not a simple assessment can be expected.

**Level 1 (0-5 marks)**

Candidates apply limited or vague knowledge and limited critical understanding to assess in a limited, if at all, way the extent to which rapid urbanisation does increase the population's vulnerability to tectonic hazards.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria

**12. Evaluate the effectiveness of strategies used to reduce slope hazards. [60]****A01 Knowledge of content (0-8 marks)****Level 4 (7-8 marks)**

Candidates will have detailed and well exemplified knowledge of the main types of mitigation strategies used to reduce the primary and secondary slope hazards such as monitoring, planning, evacuation strategies, slope grading, nets, building designs etc. They will also demonstrate a knowledge of the effectiveness of these strategies for a number of slope hazards.

**Level 3 (5-6 marks)**

Candidates will have clear and exemplified knowledge of the main types of mitigation strategies used to reduce the primary and secondary slope hazards. They will also demonstrate some knowledge of the effectiveness of these strategies for a number of slope hazards.

**Level 2 (3-4 marks)**

Candidates will have sound knowledge of the main types of mitigation strategies used to reduce the primary and secondary slope hazards. They will also demonstrate basic knowledge of the effectiveness of these strategies. This will be supported by brief exemplification.

**Level 1 (0-2 marks)**

Candidates will have limited or vague knowledge of the main types of mitigation strategies used to reduce slope hazards.

Candidates will show very limited knowledge, if any, of appropriate examples.

**A02 Critical understanding of content (0-22 marks)****Level 4 (18-22 marks)**

Candidates will demonstrate detailed understanding of the ways that different mitigation strategies seek to reduce the various impacts of slope hazards and how these can vary with the nature and characteristics of the hazard and the nature of the area. Cause and effect will be well understood.

**Level 3 (12-17 marks)**

Candidates will demonstrate clear understanding of the ways that different mitigation strategies seek to reduce the various impacts of slope hazards and how these can vary with the nature and characteristics of the hazard and the nature of the area. Cause and effect will be understood.

**Level 2 (6-11 marks)**

Candidates will demonstrate sound understanding of the ways that some of the mitigation strategies seek to reduce the various impacts of slope hazards and some appreciation of how these can vary with the nature and characteristics of the hazard and the nature of the area.

**Level 1 (0-5 marks)**

Candidates will demonstrate limited or vague understanding of the link between mitigation strategies and the impacts of the slope hazards.

**A03 Application of knowledge and critical understanding in unfamiliar contexts (0-22 marks)****Level 4 (18-22 marks)**

Candidates apply their detailed knowledge and critical understanding to evaluate the effectiveness of hazard mitigation strategies for slope hazards. Some appreciation that this is not a simple evaluation but the effectiveness may vary with scale, location e.g. upland area v lowland, time, level of development, population preparation/education etc as well as the nature of the slope hazard's primary and secondary impacts can be expected.

**Level 3 (12-17 marks)**

Candidates apply their knowledge and critical understanding to evaluate the effectiveness of hazard mitigation strategies for slope hazards. An appreciation that this is not a simple evaluation but the effectiveness may vary with location e.g. upland area v lowland, level of development, population preparation/education etc as well as the nature of the slope hazard's impacts can be expected.

**Level 2 (6-11 marks)**

Candidates apply some of their knowledge and critical understanding to offer a limited evaluation of the effectiveness of hazard mitigation strategies for slope hazards. An appreciation that this is not a simple evaluation but the effectiveness may vary with the level of development or with the severity of the hazard can be expected.

**Level 1 (0-5 marks)**

Candidates apply limited or vague knowledge and critical understanding to assess, in a limited way the effectiveness of hazard mitigation strategies for slope hazards. Evaluation will be very limited or non-existent.

**Maximum 11 marks for application and 11 marks for evaluation**

**A04 Communication (0-8 marks)**

Use generic assessment criteria

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