

Mark Scheme (Results) Summer 2008

GCE

GCE Geography B (6475/01)

Option 5.1 Environments and resources	
Q1 'The current use of energy resources may be seen as a global crisis'. Assess this statement.	
<p>Generalisation 3 Resource management and sustainability</p> <ul style="list-style-type: none"> • The focus of the Option is: What are the questions for the future of resource use and management? Can resource use be effectively managed? • Investigating The current use of energy/mineral resources in MEDCs & LEDCs may be seen as a global crisis with an imbalance of resource availability v. demand; however rates of exhaustion can be reassessed. The nature of the crisis may vary, depending upon whether it is seen from MEDC or LEDC perspectives • By examining a range of energy case studies for example the use of fossil fuels/renewables/conservation strategies in UK, China, from MEDCs to LEDCs. Differences in MEDC/NIC/LEDC approaches of management should feature. Consensus is that the original energy gap feared by MEDCs is being amplified by demands from especially India & China. NB MANY DIFFERENT APPROACHES TO THIS QUESTION ARE POSSIBLE- BE OPEN IN ASSESSMENT! • Background: 80% world's population = LEDCs: consume 30% of global energy supply. The rate of energy consumption in LEDCs is rising rapidly due to industrial expansion and population growth especially in NICs/RICs. Much energy is sourced from fuelwood + less use of electricity. Management = increasing fossil fuel use to micro hydro projects - huge range according to location. Not a current crisis but soon to be. 20% of the world's population = MEDCs: consume 70% of the energy supply. The rate of energy consumption in MEDCs is slowly falling due to industrial decline and environmental concerns. National policies often long standing. Demand for electricity dominant. Management = finding more traditional resources / some investment in alternatives eg renewables/increasing efficiency + conservation. Crisis has been delayed by management so far eg UK Energy White Paper 2003 - low carbon policy. <p>Better candidates will challenge the statement, possibly showing local anomalies like Curitiba. They will choose a range of scales as well as MEDC/NIC/LEDC split. They may highlight growing demands of RICs eg China, India. They may introduce a time element and look at areas that have witnessed change in resource use and have policies that are more sustainable. Conservation strategies may feature.</p>	
<p>D Introducing, defining and describing the question, problem or issue, and identifying the data/information required to answer it</p>	<p>Discussion of title Definitions of</p> <ul style="list-style-type: none"> • Energy resource(finite, renewable) • Current usage of energy- by whom? • Global energy crisis = great shortfall/ price <u>rise</u> in the supply of energy resources to an economy, especially for oil & electricity • MEDC LEDC/NIC • Who sees it as a crisis- pressure groups? Governments? individuals? <p>Justification of case study selection by scale, time, location</p>
<p>R Researching relevant sources, selecting appropriate case study material and using this knowledge in detail</p>	<p>A balanced range of case studies by scale, location and possibly over time, showing detailed knowledge MEDC/LEDC/NIC locations should feature and be contrasted.</p>
<p>U Understanding of general concepts, case studies, attitudes and values, and the application of data and information to the question, problem or issue</p>	<p>Understanding of the key ideas</p> <ul style="list-style-type: none"> • How over use of finite reserves and lack of investment in renewables has led to impending gap between production and demand • The 'hidden energy crisis' of LEDC + global energy crisis in MEDCs • Reassessment of resource reserves-new technologies & discoveries, demand & pricing policies & management strategies. • Increasing sustainability policies: the 4Rs
<p>C Drawing appropriate conclusions on the basis of evidence, and on going evaluation</p>	<ul style="list-style-type: none"> • Should include a meaningful assessment of the title- complexity of energy crisis • Look for ongoing evaluations during essay • Should return to main case studies developed in the essay • Credit those who go beyond simplistic assertive viewpoint that there is an energy crisis
<p>Q Quality of written communication, including the communication of knowledge, ideas and conclusions in a clear and logical order, and the use of appropriate vocabulary</p>	<p>As per generic mark scheme Specialist geographical terminology such as resource, recyclable, renewable.....</p>

Option 5.1 Environments and resources	
Q2 To what extent can sustainable resource management at a local level help reduce global demands for resources?	
Generalisation 3 Resource management and sustainability The focus of the Option is: What are the questions for the future of resource use and management? Can resource use be effectively managed?	
<ul style="list-style-type: none"> • Investigating The rise in global demands - from MEDCs in last century and NICs/RICs in 21stC and how management policies re applied - if any! The title reflects the 1994 Earth Summit's Local Agenda 21 objective • By examining a range of mineral/ energy case studies for example the UK, China,from MEDCs to LEDCs. Differences in MEDC/NIC/LEDC approaches of management should feature. Should have at least one energy and one mineral resource, but may get a range within adequate to answer question. <p>Better candidates will choose a range of scales as well as MEDC/NIC/LEDC split. May highlight growing demands of RICs eg China, India. They may introduce a time element and look at areas that have witnessed change in resource use and have policies that are more sustainable now. Conservation/Efficiency strategies may feature, eg the 4Rs. They may highlight need for national & international policies rather than just local initiatives.</p>	
D Introducing, defining and describing the question, problem or issue, and identifying the data/information required to answer it	<p>Discussion of title</p> <p>Definitions of</p> <ul style="list-style-type: none"> • Sustainable Resource management - Brundtland principle • Resource demands • Global demands. • Local scale/level- eg city, state, area, country • Possibly identify the source of the title: Earth summit 1992 Local Agenda 21 <p>Justification of case study selection from MEDCs and NICs/LEDCs perhaps categorised by scale(global-local) or over time</p>
R Researching relevant sources, selecting appropriate case study material and using this knowledge in detail	<p>A balanced range of case studies by scale, location, type of economic development and possibly over time.</p> <p>Detailed knowledge of either several mineral or several energy resource or preferably a combination of mineral and energy.</p>
U Understanding of general concepts, case studies, attitudes and values, and the application of data and information to the question, problem or issue	<p>Understanding of the key ideas</p> <ul style="list-style-type: none"> • Global energy or mineral stock, including case studies at national & small scale eg 'hidden energy crisis' of LEDC v. global energy crisis in MEDCs or demand for steel versus iron ore/other mineral reserves • Reassessment of resource reserves - new technologies & discoveries, demand & pricing policies & management strategies. • Investigating the concepts of waste as a resource. Investigating the 4 Rs: recycling, repair, re use, product redesign
C Drawing appropriate conclusions on the basis of evidence, and on going evaluation	<ul style="list-style-type: none"> • Should include a meaningful assessment of the title • Should return to main case studies developed in the essay • Look for ongoing evaluations during essay
Q Quality of written communication, including the communication of knowledge, ideas and conclusions in a clear and logical order, and the use of appropriate vocabulary	<p>As per generic mark scheme</p> <p>Specialist geographical terminology such as resource , stock, flow, recyclable, renewable, Brundtland Principle</p>

Option 5.2 Living with hazardous environments		
Q3 'Economic status is overemphasised as the main reason for variations in the severity of natural hazard impacts.' What evidence is there to support this view?		
<p>The focus of this question is What are the impacts of natural hazards upon people, the economy and the environment? How and why do these vary spatially?</p>	<p>Guidance Investigating & assessing the impact of a</p> <ul style="list-style-type: none"> • Range of natural hazards at a range of scales in both MEDCs & LEDCs • Multiple hazards in a country or region • Hazards in MEDCs, LEDCs 	<p>Generalisation 2 Spatial variations in the impact of natural hazards. Impacts include social, economic & environmental effects. Impact is related to Type, frequency magnitude & spatial distribution of the natural hazard The nature of the area affected, including its economic status.</p>
<p>A main focus of this question is to show the complexity in factors affecting impacts- and to avoid the simplistic MEDC/LEDC economic development split so often seen in answers. By examining a range of case studies from countries of varying economic status, tectonic and climatic and possibly geomorphic hazards in differing economic groupings, and showing the role of other factors: magnitude, frequency, perception, management, response etc. in reducing negative impacts from hazards. Better candidates will not restrict themselves to one hazard type or a straight MEDC/LEDC split. They will choose anomalies to help support argument eg Kobe/New Orleans + Katrina - large impact yet MEDC, or Pinatubo - less impact yet an LEDC. Tsunami or 2004. They may consider media coverage and who is overstating the view.... Credit those who agree there is plenty of evidence for other factors-magnitude, politics, type</p>		
<p>D Introducing, defining and describing the question, problem or issue, and identifying the data/information required to answer it</p>	<p>Discussion of title Definitions of</p> <ul style="list-style-type: none"> • Natural hazard (and secondary hazard may be attempted eg tsunami, fire) • economic wealth/status possibly World Bank income groupings rather than MEDC/LEDC • variations in severity of impacts-economic, social, environmental. <p>Justification of case study selection for example by type of hazard, or type of impact or economic development</p>	
<p>R Researching relevant sources, selecting appropriate case study material and using this knowledge in detail</p>	<p>A balanced range of case studies with knowledge of specifics/depth & range of selected & appropriate case studies which might include</p> <ul style="list-style-type: none"> • the floods of the Mississippi and Boscastle, Galtur avalanches and Aberfan landslide, earthquakes of Kobe, and Bam, 2005 Asian earthquake, volcanoes of Mt St Helens and Pinatubo, the 2004 Asian Tsunami, Hurricanes Katrina, Wilma, Andrew, Mitch ... • Newer, topical or less standard case studies (eg Burma - Nargis, China - Sichuan) showing obvious personal research should be rewarded 	
<p>U Understanding of general concepts, case studies, attitudes and values, and the application of data and information to the question, problem or issue</p>	<p>Understanding of the key ideas</p> <ul style="list-style-type: none"> • Complex inter-linkage of factors • Different types of impact • Role of time scale, possibly using Parks model 	
<p>C Drawing appropriate conclusions on the basis of evidence, and on going evaluation</p>	<ul style="list-style-type: none"> • Should include a meaningful assessment of the title • Should return to main case studies developed in the essay • Look for ongoing evaluations during essay • Credit those who go beyond simplistic assertive viewpoint that development dominates impact. 	
<p>Q Quality of written communication, including the communication of knowledge, ideas and conclusions in a clear and logical order, and the use of appropriate vocabulary</p>	<p>As per generic mark scheme Specialist geographical terminology (depending on type of hazards chosen) such as vulnerability, quasi natural, tectonic, global warming, mass movement, hazard salience, techno centric, richter scale, mercalli scale...</p>	

Option 5.2 Living with hazardous environments		
Q4 How far is it true to say that the impact of <u>either</u> climatic <u>or</u> tectonic hazards is determined by local factors?		
<p>The focus of this question is What are the impacts of natural hazards upon people, the economy and the environment? How and why do these vary spatially?</p>	<p>Guidance Investigating & assessing the impact of a</p> <ul style="list-style-type: none"> • Range of natural hazards at a range of scales in both MEDCs & LEDCs • Multiple hazards in a country or region • Hazards in MEDCs, LEDCs 	<p>Generalisation 2 Spatial variations in the impact of natural hazards. Impacts include social, economic & environmental effects. Impact is related to type, frequency magnitude & spatial distribution of the natural hazard. The nature of the area affected, including its economic status.</p>
<p>The essay is concerned with weighing up the factors influencing hazards at different spatial scales and locations. There is a restriction on the type of hazard - 'tectonic' = earthquakes, volcanoes and tsunami should be covered. Climatic = climate, weather, floods. By examining a range of case studies from MEDCs /NICs /LEDCs, incorporating different groups of people and hazard types, candidates should explore the title. A decision is needed by the end of the essay as to the role of local factors. Better candidates may identify: factors other than local geography (eg time of day, type of eruption/event, building construction, local perception and salience). Wider scale factors include patterns of frequency and magnitude national economic development, perception, technology. They may use Parks model of impact. They may consider long, short term, direct, indirect.</p>		
<p>D Introducing, defining and describing the question, problem or issue, and identifying the data/information required to answer it</p>	<p>Discussion of title Definitions of</p> <ul style="list-style-type: none"> • Hazard (+ possibly secondary) • the term local factor as opposed to external/larger scale • local factors can be physical (eg time of day, type of eruption/event, building construction, local perception and salience, magnitude, frequency, local topography, geological characteristics) and human (poverty, vulnerability, accessibility, local governance & response, politics, technology and infrastructure) (Dreggs model useful here) • impacts - social, economic, environmental, long, short term <p>Justification of case study selection for example by type of hazard, or type of impact or economic development</p>	
<p>R Researching relevant sources, selecting appropriate case study material and using this knowledge in detail</p>	<p>A balanced range of case studies with knowledge of specifics/depth of selected & appropriate case studies, which might include</p> <ul style="list-style-type: none"> • The traditional approach using for hazards: the earthquakes of Kobe, and Bam, 2005 Asian; volcanoes of Mt St Helens and Pinatubo, the 2004 Asian Tsunami • Newer, topical or less standard case studies (eg Burma - Nargis, China - Sichuan) showing obvious personal research should be rewarded • Structure may be by impact generated rather than type of hazard/incident 	
<p>U Understanding of general concepts, case studies, attitudes and values, and the application of data and information to the question, problem or issue</p>	<p>Understanding of the key ideas</p> <ul style="list-style-type: none"> • Complex relationship between factors • Local factors may dominate eg impact of Mitch on Nicaragua, floods in Bangladesh, Kobe older building, New Orleans black population • More wide scale factors of economic status, government aid, use of technology etc may either increase or decrease impacts 	
<p>C Drawing appropriate conclusions on the basis of evidence, and on going evaluation</p>	<ul style="list-style-type: none"> • Should include a meaningful assessment of the title • Should return to main case studies developed in the essay • Look for ongoing evaluations during essay • Credit those who go beyond simplistic assertive viewpoint that local factors dominate 	
<p>Q Quality of written communication, including the communication of knowledge, ideas and conclusions in a clear and logical order, and the use of appropriate vocabulary</p>	<p>As per generic mark scheme Specialist geographical terminology eg quasi natural ,vulnerability, prediction and secondary hazards plus specialist vocabulary depending on hazard type chosen such as for tectonic: Mercalli, Richter scales</p>	

Option 5.3 The pollution of natural environments		
Q5 'The management of point source pollution has had much more success than that of diffuse pollution.'		
What evidence is there to support this view?		
<p>The focus of the Option is How can pollution issues & incidents be managed? By whom should they be managed?</p>	<p>Guidance</p> <ul style="list-style-type: none"> Identifying different groups who cause pollution (eg water companies, agriculturalists, car drivers, consumers) & their attitudes towards pollution Monitoring & managing pollution & its effects (local/national governments) pressure groups for change (eg Friends of the Earth, Greenpeace) Investigating incidents which have/have not been successfully managed; assessing the impact of the different groups involved in achieving this 	<p>Generalisation 3</p> <p>Different strategies exist for tackling & managing pollution incidents, eg national or international legislation, prevention, control, education, treatment. Whichever strategies are adopted usually reflect the attitudes & values of different groups towards pollution incidents</p>
<p>The essay is concerned with whether management of point incidents like oil spills and chemical explosions, and diffuse sources such as enhanced greenhouse effect or toxic build ups in river/marine environments has been more effective. There is no consensus view as to whether the statement is entirely accurate - it will depend on which pollution types/egs are chosen to compare. It seems that incidental oil spills at sea and chemical explosions are less evident and no more Chernobyls so far - but witness Harbin, Buncefield and the 2006 Lebanese war oil spillages. To counter the argument, on a longer term internationally, there are management initiatives eg global warming is more discussed. However Kyoto is to be far from effective. There has been success in controlling diffuse acid rain and ozone depletion however- at least in MEDCs. The recent rise of polluting superpowers like China will cast doubt on the statement from both sides! On a more local scale, great improvements in air and water quality have been seen in Western Europe especially since the 1960s. Individual cities /areas may be quoted for local initiatives eg Sheffield, Southampton or Curitiba</p> <p>By examining a range of types of point or diffuse pollution, and strategies relating to them eg Agenda 21 and Millennium Development Goals (Goal 7: Ensure environmental sustainability Target 9: Include the principles of sustainable development in policies and reverse the loss of environmental resources); CO2 and global warming - UN IPCC, 1997 Kyoto Protocol, G8 Gleneagles 2005; Ozone depletion - 1987 Montreal Protocol; Acid rain -1985 Sulphur Protocol, 1999 Gothenburg Protocol; Marine: MARPOL - from International Maritime Organisation, double hulls, North Sea Conferences; Toxic waste - 1989 Basel Convention; POPs- Agenda 21; Water - EU Water Framework Directive; Agriculture - Green Revolution. In W Europe Stewardship schemes...</p> <p>The usual case studies of incidents eg Bhopal, Chernobyl, Exxon Valdez , Sandoz, or newer ones of Buncefield and Harbin should be related to management strategy.</p> <p>Better candidates will look at a range of incidents and longer term events and evaluate whether policies have been successful/unsuccessful .They may look at regional/transboundary agreements and may go beyond international agreements and consider successful local initiatives eg in Curitiba, They may distinguish between sources and whether the pollution is accidental or operational. Simple models may be used eg based on the UK Environmental Agency model of pollution prevention, or the source-pathway sink concept. An attempt at traditional and alternative strategies may be made with reference to the concept of sustainability. The role of pressure groups may be considered.</p>		
<p>D Introducing, defining and describing the question, problem or issue, and identifying the data/information required to answer it</p>	<p>Discussion of title</p> <p>Definitions of</p> <ul style="list-style-type: none"> Atmospheric/terrestrial/water types + longer term (diffuse) and incidents (usually point) pollution. Successful Management - types, decision makers Success ie eliminating/reducing pollution Point and diffuse pollution types <p>Justification of case study selection for example by type of pollution, or type of management or economic development of countries</p>	
<p>R Researching relevant sources, selecting appropriate case study material and using this knowledge in detail</p>	<p>A balanced range of case studies with knowledge of specifics/depth & range of selected & appropriate case studies which might include</p> <ul style="list-style-type: none"> Traditional case studies: Exxon Valdez, Bhopal, Chernobyl, Montreal and Kyoto Protocols, North Sea. Credit obvious personal & topical research eg on latest international efforts on global warming & post Kyoto (Bali road map, Cool Climate 50 Hokkaido) or latest stewardship schemes in European agriculture. 	
<p>U Understanding of general concepts, case studies, attitudes and values, and the application of data and information to the question, problem or issue</p>	<p>Understanding of the key ideas</p> <ul style="list-style-type: none"> Types of pollution-incident and long term Traditional and alternative forms of management What successful management is Role of pressure groups eg Greenpeace 	
<p>C Drawing appropriate conclusions on the basis of evidence, and on going evaluation</p>	<ul style="list-style-type: none"> Should include a meaningful assessment of the title Should return to main case studies developed in the essay Look for ongoing evaluations during essay Credit those who go beyond simplistic assertive viewpoint that incident pollution is successfully controlled, longer term type is not. 	
<p>Q Quality of written communication, including the communication of knowledge, ideas and conclusions in a clear and logical order, and the use of appropriate vocabulary</p>	<p>As per generic mark scheme</p> <p>Specialist geographical terminology such as diffuse, point, incidents, GDP/GNP/GNI... proximity, precautionary, polluter pays principles</p>	

Option 5.3 The pollution of natural environments

Q6 What factors influence the choice of strategies used to manage pollution at both source and sink?

<p>The focus of the Option is How can pollution issues & incidents be managed? By whom should they be managed?</p>	<p>Guidance</p> <ul style="list-style-type: none"> Identifying different groups who cause pollution (eg water companies, agriculturalists, car drivers, consumers) & their attitudes towards pollution Monitoring & managing pollution & its effects (local/national governments) pressure groups for change (eg Friends of the Earth, Greenpeace) Investigating incidents which have/have not been successfully managed; assessing the impact of the different groups involved in achieving this 	<p>Generalisation 3</p> <p>Different strategies exist for tackling & managing pollution incidents, eg national or international legislation, prevention, control, education, treatment.</p> <p>Whichever strategies are adopted usually reflect the attitudes & values of different groups towards pollution incidents</p>
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The essay is concerned with successfully managing pollution incidents and places, and attempts to get candidates to identify the various groups of people who are responsible for managing (including preventing) pollution incidents and the impact on their attitudes to pollution.

Planners - International Government - UN, National Government - Government policy and legislation; Polluters - accidental/deliberate i.e. ongoing - causes of the pollution incidents e.g. industry, oil tanker spills, agriculture, individual actions; Individual consumers - users of energy services, transport etc. and their attitude to the 4Rs; Emergency services - from Environmental Agencies to oil spill specialist companies; Academics - researchers, scientists, educators

By examining a range of case studies at differing scales eg at International scale: The usual case studies showing strategies

- at source eg clean air acts, Ozone depletion - 1987 Montreal Protocol Acid rain - 1985 Sulphur Protocol, 1999 Gothenburg Protocol. CO2 and global warming - UN IPCC, 1997 Kyoto Protocol, G8 Gleneagles 2005 Kyoto carbon trading, effluent/toxic waste quotas + reduction in consumerism policies. Marine: MARPOL-from International Maritime Organisation, North Sea Conferences Toxic waste - 1989 Basel Convention Water - EU Water Framework Directive

- or sink eg Kyoto sequestration, acid rain liming eg Bhopal (regional), Chernobyl & North Sea (international), Exxon Valdez (local), or newer localised ones of Buncefield and Harbin

Better candidates will examine a larger range of scales/locations and link these specifically to attitudes of the group involved. They will evaluate the strategies used: eg for nuclear waste, global warming, POPs, refuse.... An attempt at traditional and alternative strategies may be made with reference to the concept of sustainability, Local Agenda 21 from 1992 Earth Summit

<p>D</p> <p>Introducing, defining and describing the question, problem or issue, and identifying the data/information required to answer it</p>	<p>Discussion of title</p> <p>Definitions of pollution source and sink, of strategies, decision makers, interested parties-pressure groups, attitudes and values</p> <p>Justification of case study selection to show that not just local initiatives are needed but international agreements as pollution becomes ever increasingly trans boundary. (ie by spatial scale) The essay may also be structured by using classifications: diffuse and point, atmosphere/ terrestrial/water</p>
<p>R</p> <p>Researching relevant sources, selecting appropriate case study material and using this knowledge in detail</p>	<p>A balanced range of case studies with knowledge of specifics/depth & range of selected & appropriate case studies which might include</p> <ul style="list-style-type: none"> Traditional case studies: Kyoto, Montreal, North Sea, but with anomalies such as Curitiba and successful local recycling initiatives eg Project Integra of Hampshire, may feature. If the USA is used for global warming, individual efforts by eg California or Chattanooga to reduce greenhouse gas emissions may be contrasted with the Bush administration policy on Kyoto. Credit obvious personal & topical research eg on global warming & post Kyoto (Bali road map, Cool Climate 50 Hokkaido) or latest stewardship schemes in European agriculture linked to reduced water pollution. Credit reference to Earth Summits, Local Agenda 21, Millennium Development Goals, Gleneagles
<p>U</p> <p>Understanding of general concepts, case studies, attitudes and values, and the application of data and information to the question, problem or issue</p>	<p>Understanding of the key ideas</p> <ul style="list-style-type: none"> Different strategies: prevention at source or clean up at sink, scales of pollution management: global to local and how these help achieve the goal of sustainable development. Attitudes of a business corporation (more for sink?) may differ from a green pressure group, or government authority (more for source?). Individuals may choose both! Change over time from sink to source strategies facilitated by increasing public pressure and international efforts
<p>C</p> <p>Drawing appropriate conclusions on the basis of evidence, and on going evaluation</p>	<ul style="list-style-type: none"> Should include a meaningful assessment of the title Should return to main case studies developed in the essay Look for ongoing evaluations during essay Credit those who go beyond simplistic assertive viewpoint that there the statement is correct!
<p>Q</p> <p>Quality of written communication, including the communication of knowledge, ideas and conclusions in a clear and logical order, and the use of appropriate vocabulary</p>	<p>As per generic mark scheme</p> <p>Specialist geographical terminology such as source, sink, diffuse, point, incidents, GDP/GNP/GNI... proximity, precautionary, polluter pays principles</p>

Option 5.4 Wilderness environments	
Q7 How and why does economic development continue to conflict with protection in wilderness areas?	
<p>Generalisation 3 Managing conflict in wilderness areas The conflict between economic development (eg mineral development, tourism) and conservation may not be reconcilable. Some pressures can be more easily managed (eg eco tourism) than others in maintaining wilderness quality.</p> <p>Key Questions How & why might protection constrain or conflict with economic development? How can such pressures be managed? By whom & with what effects?</p> <p>Guidance: investigating strategies used to protect wilderness areas at different scales (eg globally - World Heritage Coasts, nationally - national parks) by whom are they introduced, with what purpose & with what effects. Identifying wilderness areas whose environments have been less successfully managed & assessing reasons for this (eg tourist pressure Himalayas). Identifying strategies which might be introduced to resolve conflicting demands (eg ecotourism) & assessing the effectiveness of such strategies</p> <p>The essay is concerned with the ways in which and reasons for the basic conflict between conservation and development</p> <p>By examining a range of case studies: showing conflicts between the physical and cultural (if indigenous people are involved) environment and development. Both the ways in which conflicts are manifested (ecosystem/social stress, and loss) and the reasons why (over riding need for development, lack of effective management) should be covered. They should consider the element of time ie the aspect of 'continue' in conflicts despite protection.</p> <p>Better candidates may use different scales, and that some wildernesses do not have a major conflict because of effective management. They may consider the part played by different groups of people - inside and outside a wilderness area. They may include indigenous people as landscape 'stewards'. They may contrast wildernesses in MEDCs and LEDCs/NICs. They will reinforce the time element, and show the increasing global significance placed on wilderness areas as in the 20th C + 21st C.</p>	
<p>D Introducing, defining and describing the question, problem or issue, and identifying the data/information required to answer it</p>	<p>Discussion of title Definitions of wilderness areas, protection measures, economic development, conflict Justification of case study selection to show a range of types of conflict and types of protection - possibly the wilderness continuum model Alternatively justification may be by scale or preferably reason for development (resource exploitation, tourism)</p>
<p>R Researching relevant sources, selecting appropriate case study material and using this knowledge in detail</p>	<p>A balanced range of case studies with knowledge of specifics/depth & range of selected & appropriate case studies which might include</p> <ul style="list-style-type: none"> • Antarctica as the largest wilderness with unique international moratorium on development and a management strategy which although not easy to originally set up has lasted so far and stopped large scale economic development (some ecotourism) • Kakadu, active involvement of indigenous people as 'stewards' + MEDC status so less conflicts • Alaska, not easy to manage because of increasing pressures for minerals, and a variety of conservation areas like Denali.
<p>U Understanding of general concepts, case studies, attitudes and values, and the application of data and information to the question, problem or issue</p>	<p>Understanding of the key ideas</p> <ul style="list-style-type: none"> • Concept of wilderness management options • Types of conflicts • Need for economic development especially in poorer countries • Some wildernesses may need human exclusion (Antarctica, Korup core zone)
<p>C Drawing appropriate conclusions on the basis of evidence, and on going evaluation</p>	<ul style="list-style-type: none"> • Should include a meaningful assessment of the title • Should return to main case studies developed in the essay • Look for ongoing evaluations during essay • Credit those who go beyond simplistic viewpoint that wilderness protection always conflicts with economic development
<p>Q Quality of written communication, including the communication of knowledge, ideas and conclusions in a clear and logical order, and the use of appropriate vocabulary</p>	<p>As per generic mark scheme Specialist geographical terminology such as fragility, wilderness continuum, carrying capacity, core-buffer zoning, Biosphere reserves....</p>

Option 5.4 Wilderness environments	
Q8 'Managers find it difficult to reconcile the conflicting demands made on wilderness areas.' Assess this statement.	
<p>Generalisation 3 Managing conflict in wilderness areas The conflict between economic development (eg mineral development, tourism) and conservation may not be reconcilable. Some pressures can be more easily managed (eg eco tourism) than others in maintaining wilderness quality.</p> <p>Key Questions How & why might protection constrain or conflict with economic development? How can such pressures be managed? By whom & with what effects?</p> <p>Guidance: investigating strategies used to protect wilderness areas at different scales (eg globally - World Heritage Coasts, nationally - national parks) by whom are they introduced, with what purpose & with what effects. Identifying wilderness areas whose environments have been less successfully managed & assessing reasons for this (eg tourist pressure Himalayas). Identifying strategies which might be introduced to resolve conflicting demands (eg ecotourism) & assessing the effectiveness of such strategies</p> <p>The essay is concerned with the effectiveness of a range of strategies designed to manage wilderness areas coping with a variety of demands, and their long term success/sustainability</p> <p>By examining a range of case studies: either by scale, location or effectiveness.</p> <p>Better candidates may use different scales, and consider why different groups of people - inside and outside a wilderness area think it worthy of protection. They may include indigenous people as landscape 'stewards'. They may contrast wildernesses in MEDCs and LEDCs / NICs. They may introduce a time element, and show the increasing global significance placed on wilderness areas as in the 20th C +21st C. They will examine the term reconciliation and relate it to compromises</p>	
D Introducing, defining and describing the question, problem or issue, and identifying the data/information required to answer it	<p>Discussion of title Definitions of wilderness, conflicting demands, different types of managers/decision makers, (government, NGOs, individuals) strategies - international/local. Reconcile = ? for what/whom? Justification of case study selection to show a range of wildernesses by effectiveness of strategy/scale, type of demand/ economic development</p>
R Researching relevant sources, selecting appropriate case study material and using this knowledge in detail	<p>A balanced range of case studies with knowledge of specifics/depth & range of selected & appropriate case studies which might include</p> <ul style="list-style-type: none"> • Antarctica as the largest wilderness with unique international moratorium on development and a management strategy which although not easy to originally set up has lasted so far to safeguard fragility • Kakadu, active involvement of indigenous people + MEDC status so financial stability, seen as relatively successful • Alaska, not easy to manage because of increasing pressures for minerals, and a variety of conservation areas like Denali. • Ngorongoro Conservation Area, Tanzania seen as relatively unsuccessful
U Understanding of general concepts, case studies, attitudes and values, and the application of data and information to the question, problem or issue	<p>Understanding of the key ideas</p> <ul style="list-style-type: none"> • Concept of wilderness and demands on them • Need for increasing protection as human influences/footprints extend globally • Strategies may be short/long term. Local/National/international • Reconciliation - may mean compromise • International down to local
C Drawing appropriate conclusions on the basis of evidence, and on going evaluation	<ul style="list-style-type: none"> • Should include a meaningful assessment of the title • Should return to main case studies developed in the essay • Look for ongoing evaluations during essay • Credit those who go beyond simplistic viewpoint strategies are reconciled/not reconciled
Q Quality of written communication, including the communication of knowledge, ideas and conclusions in a clear and logical order, and the use of appropriate vocabulary	<p>As per generic mark scheme Specialist geographical terminology such as fragility, wilderness continuum, carrying capacity, core-buffer zoning, Biosphere reserves....</p>