



GENERAL CERTIFICATE OF SECONDARY EDUCATION

GEOGRAPHY B

B561/01/02/TN

Sustainable Decision Making (SDM) (Foundation and Higher Tier)

TEACHERS' NOTES

Monday 14 June 2010
Morning

Duration: 1 hour

Teachers may open these notes from Thursday 22 April 2010, to ensure that they are available for FOUR working weeks prior to the SDM assessment taking place and to facilitate groups of teachers holding meetings. Enclosed with these notes is one copy of the June 2010 Resource Booklet.



GUIDANCE ON PREPARATION FOR THE SDM

- Teachers are reminded that the Resource Booklets must be available on 14 June 2010 for the SDM and **must not** be annotated. You are therefore advised to collect them each time they are used.
- The booklets can be used with candidates for up to **three working weeks** before the date of the assessment. This time should be carefully logged in your lesson records. Pages may be photocopied to facilitate active learning strategies.
- Candidates should be reminded that:
 - they should use information in the resources to support their answers;
 - they may be able to use knowledge of their own case studies (marks are allocated in the scheme of assessment to knowledge);
 - the SDM has three sections, The Background, The Options and The Decision, each with a different purpose as outlined in the specification on pages 10 and 11.
- This document consists of **4** pages. Any blank pages are indicated.

SUSTAINABLE DECISION MAKING EXERCISE JUNE 2010

**THE ISSUE:
LOGO, NO GO – ARE MULTINATIONAL COMPANIES IN NEWLY
INDUSTRIALISED COUNTRIES REALLY SUSTAINABLE?**

Introduction

This Sustainable Decision Making Exercise is the first one of the new Geography Specification B. The responses on both the foundation and higher tiers will be electronically marked. Both tiers have their own pre-designed answer booklet for the candidates to use.

For this session of the SDME, the subject matter comes from the Economic Development section of the Key Geographical Themes featured in the Specification, and poses the question “how do multinational companies affect development?” The issue is a very relevant one considering the recent world economic recession and increasing levels of unemployment worldwide. The increasing political influence of MNCs on governments cannot be ignored.

Definitions and examples of MNCs and Newly Industrialised Countries (NICs) are a pre-requisite to such a unit. How MNCs affect employment opportunities and the positive and negative effects of MNC investment form an important part of the topic. The possible futures for globalisation and its effects on specific groups of people should also be considered along with the consequences MNCs have on areas they choose to locate in and on other places. Sustainability of such enterprises should be considered at local, regional, national and global scales.

A guide to the Resources

- Resource 1** introduces some instantly recognisable logos of a selection of multi-national companies with branches in diverse parts of the world, including NICs. Candidates should realise how important to companies an easily recognised logo is and how many MNCs are based in the USA, the EU or Japan.
- Resource 2** defines both NICs and MNCs and suggests ways that NICs manage to attract such enterprises to their shores. It also suggests that it would be easy to over-estimate the importance of MNCs in some areas of the world.
- Resource 3** gives an overall picture of the positives and negatives regarding the siting of MNCs in NICs and LEDCs. The photographs may lead to further discussion on the subject.
- Resource 4** is a general introduction to one MNC, i.e. Mars Incorporated. It reveals the diverse nature of the company’s products and shows some of the ways the company looks after its workers across the world. The resource also suggests three successes and three problems connected with MNCs locating in NICs and candidates should evaluate their significance.
- Resource 5** provides a second example of an MNC (Unilever) which seems to look after its workforce and the local environment. The various ways it does this should be considered and evaluated.

- Resource 6** stresses one particular view of the negative effects of an MNC (Coca Cola) on parts of India. The views expressed in the article should be evaluated carefully by candidates and their significance noted.
- Resource 7** introduces the Brazilian car industry and shows the importance of various MNCs in its development as a major manufacturing industry in the NIC. It also gives some of the advantages of locating such an enterprise in an NIC. It confirms that Brazil is a major player in the car industry as shown by its modern production techniques and its recent developments in fuel technology.
- Resource 8** concentrates on one of Brazil's MNCs in the car industry – Fiat. It shows why the company is in Brazil, but suggests possible problems on the horizon. Candidates should consider what the future may hold for MNCs like Fiat in NICs like Brazil.

The three weeks preparation time should focus on:

- referring to appropriate maps and images in atlases and on the internet;
- analysing patterns and trends shown in maps, diagrams and images;
- extracting ideas and issues from the text;
- considering the sustainability issues highlighted in the resources;
- discussing the possible reasons for changing global economic patterns;
- increasing the candidates' knowledge of issues like economic recession;
- a logical, systematic approach to decision making which involves selection, prioritisation, justification and the use of supporting evidence and knowledge.

Candidates should be encouraged to use appropriate terminology, to refer to the resources in their answers and to write relatively short, concise answers that reflect both the provided answer space and the mark allocation.

Candidates should be reminded of the importance of the standard of written communication. They should present relevant information in a form that suits its purpose and ensure that the text is legible. They should endeavour to make spelling, punctuation and grammar accurate to ensure clarity of meaning. The quality of written communication is included in the marking criteria used for the Sustainable Decision Making Exercise.

Candidates also need to be aware that the length of the examination allows for some thinking time. They should always be encouraged to plan their answers, especially to the decision section. This should therefore help them to:

- target their answers on the question set and avoid wasting time on irrelevances;
- focus on 'command words' and other key words in the question. These could be highlighted or underlined prior to starting the written response;
- allow additional thoughts to be added as appropriate.

It is important to emphasise basic examination techniques, effective time management and the need to respond correctly to command words such as 'describe' or 'explain'. Teachers should ensure that candidates on both tiers are familiar with copies of the type of answer booklet they will be filling in during the examination. The sample assessment materials could be useful in this respect. The candidates should also be informed of the importance of not writing outside the provided frame on each page to allow effective scanning for electronic marking.

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