

GENERAL CERTIFICATE OF SECONDARY EDUCATION

GEOGRAPHY B

B561/01/02/TN

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

TEACHERS' NOTES

Thursday 20 January 2011

Afternoon

Duration: 1 hour

OCR supplied materials:

- Resource booklet (B561/01/02/RB – inserted)

Other materials required:

None



Teachers may open these notes from Thursday 25th November 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 January 2011 Resource Booklet.

GUIDANCE ON PREPARATION FOR THE SDM

- Teachers are reminded that the Resource Booklets must be available on 20 January 2011 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.
- **Working weeks** need not be consecutive or immediately before the date of the examination and should be scheduled to suit your centre's timetable.
- 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 JANUARY 2011

**THE ISSUE:
WE'RE ALL GOING ON A SUMMER HOLIDAY
HOW CAN TOURISM AFFECT THE PHYSICAL ENVIRONMENT?**

Introduction

This Sustainable Decision Making Exercise is only the second for the new Geography Specification B. The responses on both the foundation and higher tiers will be electronically marked. For both tiers candidates will be given combined question and answer booklets.

For this session of the SDME, the subject matter comes from the Economic Development section of the Key Geographical Themes featured in the Specification. The issue potentially affects all areas where tourism occurs. The need to develop areas in ways that will allow them to manage the impact tourists have is key to the future development of these areas.

The growth of international tourism should be studied along with the realisation that tourism has significant impacts on both the human and physical environment. The balance between income generation and the sustainability of such enterprises should be considered.

A guide to the Resources

- Resource 1** gives information on the growth of international tourism, the reasons for this growth and the input of tourism into the global economy. The interactions between these should be considered.
- Resource 2** suggests some of the attractions available to tourists in the Caribbean. Candidates need to understand that there are both physical and human attractions.
- Resource 3** shows the key factors that affect how much impact a tourist development would have on a location. An understanding of these impacts should be developed.
- Resource 4** looks at some of the problems associated with mass tourism and some of the things that can be done to mitigate some of these issues. Candidates need to develop a balanced view of both the positive and negative effects tourism can have on an area.
- Resource 5** case study of the resort of Benidorm, Costa Blanca, Spain, indicating how it has changed over time

- Resource 6** a model of how a tourist area changes over time. Links should be made to the development of Benidorm as a resort.
- Resource 7** defines ecotourism and looks at its features and also some of the negative points of this development.
- Resources 8 & 9** look at the current situation of tourism on St Lucia, in the Caribbean. They show what the country has to offer to tourists and explain some of the reasons why the Ministry for Tourism in St Lucia is keen to develop their tourist industry. Candidates should consider what the future may hold, particularly in terms of the income generated versus sustainability, for the development of tourism in countries such as St Lucia.

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 tourism patterns and developments;
- increasing the candidates' knowledge of issues like ecotourism;
- 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 irrelevant details;
- 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 and 2010 examination 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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