

## Tuesday 24 January 2012 – Afternoon

### GCSE GEOGRAPHY B

**B561/01/02/TN** Sustainable Decision Making (SDM) (Foundation and Higher Tier)

#### TEACHERS' NOTES

**OCR supplied materials:**

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

**Other materials required:**  
None

**Duration:** 1 hour

Teachers may open these notes from Tuesday 15 November 2011 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 2012 Resource Booklet.

#### GUIDANCE ON PREPARATION FOR THE SDM

- Teachers are reminded that the Resource Booklets must be available on 24 January 2012 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 and these photocopies taken home if required.
- **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 2012****THE ISSUE:****A DAMMING REPORT: why are some strategies for flood management more sustainable than others?****Introduction**

This Sustainable Decision Making Exercise continues the Geography Specification B analysis of key issues facing the world today. 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 Rivers and Coasts section of the Key Geographical Themes featured in the Specification. The issue has been highlighted both in Britain, Europe and across the world in recent years, with climate change and increased flood events making headlines on a regular basis.

The whole range of flood management strategies should be studied, along with their impact on both the physical and human environment. The balance between the cost, impact and the sustainability of such enterprises should be considered along with the development of an understanding of the causes and effects of flooding.

**A guide to the Resources**

**Resource 1** shows storm hydrographs for two different drainage basins, and photographs and maps which may help suggest factors influencing a river's response to a rain event. Teachers should note the use of key terms including  $\text{m}^3/\text{sec}$  (cumecs) when referring to discharge.

**Resource 2** looks at the difference between Hazard, Risk and Disaster and how the relationship between these can have different effects.

**Resource 3** shows two sketch diagrams of different areas which could be affected by flooding.

**Resource 4** shows potential flood levels from floods of different return periods on a floodplain. Teachers should ensure the concept of a 1 in 10 year/1 in 100 year etc. flood is understood.

**Resource 5** shows floodplains being used in a variety of ways in different parts of the world.

**Resource 6** shows a range of flood management strategies.

**Resource 7** is about the floods in Brisbane, Australia in January 2011 and gives information relating to the causes, as well as some of the effects.

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 various methods by which flooding can be managed and the issues associated with flood management;
- increasing the candidates' knowledge of issues such as flood frequency, zonation of floodplains, flood defence mechanisms and other flood management strategies;
- 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 use their own words and ideas and to develop these ideas. The use of the candidates' own geographical knowledge and the use of other examples to explain ideas is to be encouraged.

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 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;
- understand that material merely lifted from the resources will gain limited credit.

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.

Previous B561 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, and to use the extra pages at the back of the booklet rather than any extra paper to allow effective scanning for electronic marking. Candidates are to be reminded of the importance of clearly noting the question number of any extended answers they give.

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