

Geography B

General Certificate of Secondary Education

Unit **B561/02**: Sustainable Decision Making (SDM) (Higher Tier)

Mark Scheme for January 2013

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Unclear
	Cross
	Development
	Level 1
	Level 2
	Level 3
	Level 4
	Tick
	Omission Mark
	Lifted material
	Understanding of Sustainability
	Benefit of Doubt
	Irrelevant Material
	Development of Point

Question		Answer	Marks	Guidance
1	(a)  DEV	<p>Accept any sound answer referencing urban problems in LEDCs or MEDCs.</p> <p>Examples;</p> <ul style="list-style-type: none"> • Not enough homes (✓) leads to increase in homelessness (DEV) • Not enough jobs (✓) leads to increase in unemployment (DEV) • More homes needed (✓) can lead to financial problems (DEV) • Shortage of accommodation (✓) so increase in house prices (DEV) • Overcrowding/overpopulated/cramped • Shanty town developments 	2	<p>1 mark plus 1 for development</p> <p>Development could be consequence of or reason for the problem</p> <p>eg increase in traffic congestion caused by more people driving cars or more traffic cause more air pollution</p> <p>Type of pollution needs to be named for credit (eg air pollution)</p> <p>Credit any valid point</p> <p>Do not credit increase in urban population</p>
	(b)  DEV	<p>Accept any sound answer referencing rural problems in LEDCs or MEDCs</p> <p>Examples;</p> <ul style="list-style-type: none"> • Less customers / less children (✓) so closure of rural amenities, post offices/shops etc (DEV) • Fewer people to work the land (✓) so could cause food shortages (DEV) • Farming industry may decline (✓)so could lead to derelict buildings (DEV) • Under populated (✓) • Lack of workers (✓) 	2	<p>1 mark plus 1 for development</p> <p>Development could be consequence of or reason for the problem</p> <p>Credit any valid point</p> <p>Do not credit decrease in rural population</p>

Question	Answer	Marks	Guidance
<p>2</p> <p></p> <p></p> <p></p>	<p>Level 3 (5–6 marks) Excellent description of pattern shown and developed reason(s) given for the differences between age groups. May use figures from the graph. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 (3–4 marks) Good description of pattern shown and sound reason(s) given for the differences between the age groups. May use figures from the graph. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated with limited clarity.</p> <p>Level 1 (1–2 marks) Simple description of pattern shown in the graph and/or simple explanation of reason(s) given for the differences between age groups. May use figures. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p>	6	<p>Levelled question – see page 3 for instructions for answers marked by levels of response.</p> <p>To access L2 & L3 candidates must include sound / developed reasons. They cannot access them by description alone</p> <p>Developed reasons for both age groups needed for max L3 (6) Indicative content</p> <ul style="list-style-type: none"> • 45 -64 age group live off pension live in rural areas as costs are less so have a higher standard of living. • Less 16–29 year olds live in rural areas as there are fewer facilities, such as pubs and cinemas therefore there are fewer opportunities to socialise. <p>If refer to only one of the age groups then L2 max 3</p> <ul style="list-style-type: none"> • 45 -64 age group live in rural areas as they are more peaceful as there is less traffic on the roads. • 16 -29 year olds need a job and there are more job opportunities in urban areas. <ul style="list-style-type: none"> • May refer to older/younger generation • Older people like peace and quiet • Less (13%) 16-29 year olds live in rural areas • More (26%) 45-64 year olds live in rural areas

Question		Answer	Marks	Guidance
4	(a) 	Accept all ideas from Resource 4 except car journeys to make up less than half of all journeys. Credit other relevant ideas	2	Any two sustainable housing features 2x1 Relevant geographical ideas can be taken from each box from Resource 4. However, the box on the bottom right hand side has three ideas which are worthy of credit. Smart meters Solar / Wind Being able to sell back surplus
4	(b) 	Level 3 (5–6 marks) Excellent explanation(s) as to the extent that existing settlement(s) could be considered to be sustainable or not. Written work is clearly legible and spelling, punctuation and grammar are accurate. Level 2 (3–4 marks) Sound explanation(s) of how existing settlement(s) could be considered to be sustainable or not. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.	6	Levelled question – see page 3 for instructions for answers marked by levels of response. Need both sides of the argument at L3 for max L3 (6 marks) Indicative Content <ul style="list-style-type: none"> • Use coal, oil and gas to produce electricity for use in our buildings and produce greenhouse gases contributing to global warming. • They have range of leisure facilities such as sports centres, cinemas and museums within the urban area so less reliance on the car. • Do not have zero carbon buildings as homes do not have smart meters so lots of energy/money is wasted. • Use coal, oil and gas to produce electricity for our homes which produce greenhouse gases. • They have range of leisure facilities such as sports centres, cinemas and museums within the urban area.

Question	Answer	Marks	Guidance
	<p>Level 1 (1–2 marks) Simple explanation(s) why existing settlement(s) could be considered to be sustainable or not. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p>		<ul style="list-style-type: none"> • Use coal, oil and gas to produce electricity for use in our buildings • Have range of leisure facilities • Few people use electric cars. • There are lots of parks and gardens in the urban area • Gives employment opportunities • Traffic congestion

Question	Answer	Marks	Guidance
<p></p> <p></p>	<p>Level 2 (5-8 marks)</p> <ul style="list-style-type: none"> • Simple reason(s) given to explain the contrasting views of two different groups of people about the choice of option. • Simple reason(s) as to why their choice is sustainable. • Simple reason(s) as to why one of the other options was rejected. • Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity. <p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> • Limited mention made of the view(s) of two groups of people about the choice of option. • Limited mention made as to why their choice is sustainable. • Limited mention made as to why one of the other options was rejected. • Written work contains mistakes in spelling, punctuation and grammar which sometimes hinder communication. 		

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