

Monday 21 January 2013 – 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)
- OS map extract (inserted)

Other materials required:

None

Duration: 1 hour

Teachers may open these notes from Monday 19 November 2012 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 2013 Resource Booklet and OS map extract.

GUIDANCE ON PREPARATION FOR THE SDM

- Teachers are reminded that the Resource Booklets and OS map extracts must be available on 21 January 2013 for the SDM and **must not** be annotated. You are therefore advised to collect them each time they are used.
- The booklets and maps 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 2013

THE ISSUE:

Back yard syndrome – why could the building of key settlements in rural areas be controversial?

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 series of the SDME, the subject matter comes from the Population and Settlement section of the Key Geographical Themes featured in the specification. The issue is one that makes news headlines on a weekly basis and is the subject of much parliamentary debate on planning laws.

The need for more housing in the UK should be studied. New ideas about building regulations and planning for a sustainable and 'green' future for housing developments in the UK should be studied and these should include the potential development of eco-towns.

Stakeholders' opinions on the building of key settlements in rural areas should be considered.

For the purposes of this assessment a key settlement is one that provides housing and some services in a sustainable and eco-friendly way.

A guide to the Resources

OS map extract showing an area on the edge of Leicester.

Resource 1 defines the terms urban and rural and shows how the percentage of world population living in urban and rural areas has changed over time.

Resource 2 shows differences in urban and rural populations by age group in England.

Resource 3 focuses on Britain's housing crisis. Teachers should explore the reasons for the housing crisis in the UK and the concept of 'nimbyism'.

Resource 4 describes some features of a sustainable settlement.

Resource 5 asks the question – Are existing settlements sustainable? Teachers should consider to what extent their local settlement is sustainable.

Resource 6 shows photographs taken in several locations in the area shown on the OS map.

Resource 7 shows artist impressions of what a sustainable settlement could look like.

Resource 8 gives information about proposals in this area.

Resource 9 shows an aerial photograph of Leicester Airport shown on the OS map.

The three weeks' preparation time should focus on:

- referring to appropriate articles 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 need for more houses in the UK;
- looking at the people's attitudes to the development of settlements in rural areas;
- looking at the various ways in which the housing requirements in the UK could be met and the sustainability of these approaches;
- 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;
- 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.

The sample assessment and 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 to allow effective scanning for electronic marking. If candidates require additional answer space they should use the lined pages at the back of the booklet. The question number(s) must be shown in the margin.

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