

Geography B

General Certificate of Secondary Education

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

Mark Scheme for June 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















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 |
|---|--|
|  | Correct point |
|  | Incorrect point |
|  | Unclear |
|  | Omission mark |
|  | Irrelevant, a significant amount of material that does not answer the question |
|  | Development |
|  | Level one |
|  | Level two |
|  | Level three |
|  | Left bracket |
|  | Right bracket |
|  | Dynamic, Vertical Wavy line that can be expanded |
|  | Benefit of the doubt |
|  | No benefit of doubt given |

| Question | | Answer | Marks | Guidance |
|----------|-----------------------------------|---|-------|--|
| 1 | <p>√ DEV</p> <p>√ DEV</p> | <p>Ignorance of the risks/unaware of any activity (√) because there has been no eruption/earthquake recently (DEV).</p> <p>There is a lack of alternatives (√). There may be nowhere else to go (DEV).</p> <p>Inertia/ they've always lived there/ (√) they have work/family nearby (DEV).</p> <p>There are advantages in the area/fertile soils (√) and so farmer has good harvests (DEV).</p> | 4 | <p>Do not accept ideas relating to; Cheaper land Cheaper to live there Good climate Beautiful landscape/climate.</p> <p>Accept any valid answer.</p> <p>2 max marks for simple statements or lifted material .</p> <p>Lifted material cannot be used as a development point.</p> <p>2x2</p> |
| 2 | <p>L3</p> <p>L2</p> <p>L1</p> | <p>Indicative Content</p> <p>Level 3 (5-6 marks) Use of data which shows the extent of variation in the pattern. Candidates include an anomaly which is clearly identified or suggest another causal factor other than magnitude.</p> <p>Level 2 (3-4 marks) Use of data which shows a variation in the pattern of links between magnitude and cost of damage.</p> <p>Level 1 (1-2 marks) Simple description(s) of data in the table.</p> | 6 | <p>Levelled question – see page 3 for instructions for answers marked by levels of response</p> <p>To access L3 marks the extent of variation in the pattern must be stated. The data used must support the pattern the candidate has identified.</p> <p>To access L2 candidates may make a comment as to the extent of variation in the pattern, however provide only weak data (eg only one set) to support the pattern they have identified.</p> <p>If no data used in answer maximum L2 – 3 marks.</p> <p>To access L1 candidates lift data from the table.</p> <p>Data can be facts and/or figures</p> |

| Question | Answer | Marks | Guidance |
|---|---|-------|---|
| 3 (a) √ √ | <p>Emergency Response: Response to a disaster by emergency services such as fire and rescue/provision of aid/timing.</p> <p>Monitoring: Collecting and recording information about the hazard/reference to use of appropriate equipment/timing.</p> | 2 | <p>1 mark per explanation.</p> <p>Emergency response: Credit for ideas referencing immediacy of response or type of response services/fire/rescue/aid etc.</p> <p>Monitoring: Credit for ideas referencing observations/recording/measuring/equipment used/timing etc.</p> <p>Do not credit use of terms in the question in the answer unless they are explained. Explanation should all be in the candidates' own words.</p> <p>Do not accept vague phrases such as "keeping an eye on" or "watching".</p> |
| (b) √√√√ or √ DEV √ DEV or √√√ DEV or √ DEV DEV DEV | <p>4 marks</p> <p>2 marks plus 2 for development.</p> <p>3 marks plus 1 for development.</p> <p>1 mark plus 3 for development.</p> | 4 | <p>Do not double credit opposite ideas eg MEDC/LEDC.</p> <p>√ has to be for a 'why' comment eg do not have the money/have better technology/level of development etc.</p> <p>DEV marks should be "how or why" comments which support the reasons why; eg some countries have more money (√) (why comment) so can afford better emergency services (DEV) with quicker response times (DEV) and so less lives are lost (DEV).</p> <p>Credit any valid point.</p> |

| Question | | Answer | Marks | Guidance |
|----------|----|--|-------|---|
| 4 | L3 | <p>Level 3 (7–8 marks) Excellent explanation of the statement. Includes explanation of other mitigating factor(s). Includes detailed data adapted from the resource. Written work is clearly legible and spelling, punctuation and grammar are accurate.</p> | 8 | <p>Levelled question – see page 3 for instructions for answers marked by levels of response.</p> <p>Mitigating factors may include examples such as MEDC/LEDC ability to cope/time of day/local conditions etc.</p> <p>Lifted material - MAX Level 1.</p> |
| | L2 | <p>Level 2 (4–6 marks) Sound explanation of the statement. May mention briefly other mitigating factors. Includes some data adapted from the resource. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> | | |
| | L1 | <p>Level 1 (1–3 marks) Simple description of the differences seen in the different earthquakes. No reference to other mitigating factors. Only descriptive data lifted from the resource. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> | | |

| Question | | Answer | Marks | Guidance |
|----------|----|---|-------|--|
| 5 | L4 | <p>Level 4 (13–16 marks)</p> <ul style="list-style-type: none"> Well-developed reason(s) given as to why their chosen option is better than the other options in terms of social and economic sustainability. Well-developed reason(s) given for the need for an integrated approach. There is a very good understanding of the term sustainability. Written work is legible and spelling, grammar and punctuation are very accurate and meaning very clearly communicated. Good use of geographical terminology. | 16 | <p>Levelled question – see page 3 for instructions for answers marked by levels of response.</p> <p>Other options do not have to be named specifically (eg option 1 etc). You can assume which option they are referring to through inference in their answer.</p> |
| | L3 | <p>Level 3 (9–12 marks)</p> <ul style="list-style-type: none"> Developed reason(s) given as to why their chosen option is better than the other options in terms of social and economic sustainability. Developed reason(s) given for the need for an integrated approach. There is a good understanding of the term sustainability. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly. Use of appropriate geographical terminology. | | |

| Question | | Answer | Marks | Guidance |
|----------|----|--|-------|--|
| | L2 | <p>Level 2 (5–8 marks)</p> <ul style="list-style-type: none"> • Simple reason(s) given as to why their chosen option is better than the other options in terms of social and economic sustainability. • Simple reason(s) given for the need for an integrated approach. • Mention is made of sustainability. • Work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity. | | <p>There are no wrong options – any option with appropriate explanation is acceptable.</p> <p>Examiners to put final level achieved at the bottom right hand side at the end of the candidates answer.</p> <p>There should be NO other annotations made on Q5 other than the level achieved.</p> <p>Ensure that all additional pages used in the response to this question are linked to Q5.</p> |
| | L1 | <p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> • Limited mention is made as to why their chosen option is better than the other options in terms of social and economic sustainability. • Limited mention of the need for an integrated approach. • There is little or no reference to sustainability. • Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. | | |

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