

GENERAL CERTIFICATE OF SECONDARY EDUCATION

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

Monday 13 June 2011

Morning

Duration: 1 hour

Teachers may open these notes from Monday 11 April 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 June 2011 Resource Booklet.

GUIDANCE ON PREPARATION FOR THE SDM

- Teachers are reminded that the Resource Booklets must be available on 13 June 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 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 JUNE 2011

THE ISSUE:
THE TIDE IS HIGH – why is there a need to protect some of our coastline?

Introduction

This Sustainable Decision Making Exercise sees the continued development of the new Geography Specification B. 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 affects coastal areas the world over. Because of the increasing cost of coastal protection and a greater understanding of coastal processes there have been many changes in the way we protect our coasts.

The whole range of coastal protection methods should be studied, along with their impact on both the physical and human environment. The balance between the cost and sustainability of such enterprises should be considered and an understanding of the different attitudes of stakeholders to coastal protection should be appreciated.

A guide to the Resources

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| Resource 1 | looks at a variety of hard engineering coastal protection methods, including information on their costs and lifespans. Candidates should have an appreciation of these methods and their use. Teachers should note the different units used (metre, m ³). |
| Resource 2 | considers the location of Happisburgh and looks at how coastal erosion has affected Happisburgh over time. |
| Resource 3 | shows a map of the Happisburgh area. |
| Resource 4 | looks at some of the different opinions held by stakeholders about coastal erosion and protection. Candidates need to appreciate the positive and negative arguments put forward with regard to this topic. Teachers should note the use of the term 'hold the line' in relation to coastal management. |
| Resource 5 | looks at a variety of soft engineering coastal protection methods. |
| Resource 6 | looks at the method of managed retreat. Teachers should note the use of the term 'natural equilibrium'. |
| Resource 7 | shows the short, medium and long term coastal management plans for the North Norfolk coast. Teachers should note the term 'managed realignment'. |
| Resource 8 | discusses erosion at Happisburgh and the relatively new 'pathfinder' Buy and Demolish scheme which allows councils to compensate owners of houses that are likely to be lost to coastal erosion. |

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 coastlines can be protected and the issues associated with coastal protection;
- increasing the candidates' knowledge of issues such as managed retreat and the 'pathfinder' project of Buy and Demolish;
- 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 resource book 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 June 2010 and January 2011 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.

Candidates should be reminded **not** to hand in the Resource Booklet together with their Question and Answer booklet for marking. This will both save unnecessary postage costs and allow teachers the possibility of using the Resource Booklets again. Teachers should note that if they would like to do this, they should check with OCR Copyright in case there are any issues relating to re-use on parts of that particular paper.

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