

Geography B

General Certificate of Secondary Education

Unit **B561/01**: Sustainable Decision Making (SDM)

Mark Scheme for June 2012

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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 ✓ ✓	(a)	Increasing longevity/people live longer Decreasing fertility/decrease in birth rate/ less babies born/reduction in number of young people	2	Only one mark per cause
✓ ✓ ✓	(b)	Positive Negative Positive	3	These answers only in this order
2	(a)	40 – 44	1	
✓ ✓	(b) (i)	Decrease / goes down 2000 figure 3.3% to 3.5% / 2050 figure 2.8% to 3.0% Drops by 0.5% (accept 0.3% to 0.7%)	2	One mark is for recognising overall change One mark is for figures/amounts If give figures for 2000 and 2050 – both figures must be given to award the mark FIGURES HAVE TO HAVE PERCENTAGE – NO MARKS FOR FIGURES ALONE OR WITH MILLIONS
✓ ✓	(ii)	Increases / goes up 2000 figure 1.3% to 1.5% / 2050 figure 3.2% to 3.4% Goes up by 1.9% (accept 1.7% to 2.1%)	2	One mark is for recognising overall change One mark is for figures/amounts If give figures for 2000 and 2050 – both figures must be given to award the mark FIGURES HAVE TO HAVE PERCENTAGE – NO MARKS FOR FIGURES ALONE OR WITH MILLIONS

Question		Answer	Marks	Guidance
3	(a)	66 – 70	1	
 	(b) (i)	<ul style="list-style-type: none"> The amount of disposable income generally increases as people get older Younger people have less disposable income / Older people have more disposable income Under 50s have the less than the average Over 50s have more than the average The disposable income falls for the over 70's * 	2	<p>2 x 1 for any good descriptive point showing the trend shown by the graph</p> <p>Answer has to relate to the whole graph. No marks are given for comparing two different age groups alone – MUST IMPLY A TREND</p> <p>*except for the over 70's – which shows a change in the general trend</p> <p>Figures are not necessary</p> <p>No marks for reasons</p>
 	(ii)	<p>All spider diagram ideas for ✓ marks.</p> <p>Developed points should be age related</p> <p>Housing costs✓ Older people have lived through time of house price increase (dev) downsizing has given them spare capital (dev) Young people have had to buy/rent houses at time of highest ever prices (dev) very little disposable income left after paid the mortgage/rent (dev)</p> <p>Cost of Childcare✓ Young families have to pay for childcare (dev)</p>	4	<p>2 x 2</p> <p>Point plus development</p> <p>Accept any sound answer</p> <p>Only one mark for Bills – i.e anything under Household costs and Other bills</p> <p>Mortgages/Rent can be credited under Housing costs</p> <p>All the marks could possibly be given in one section of the answer and/or development points may be found in the other section of the answer – Read both sections as one piece of writing.</p>

Question	Answer	Marks	Guidance
	Level of Income✓ Young people not long started working so will still be on relatively low wages (dev) Young people have not had time to reach highest pay levels (dev) Older people have had more time to save (dev)		

Question	Answer	Marks	Guidance
<p>4</p>    	<p>Level 3 (6-7 marks) Excellent explanation of how two different stakeholders are affected in different ways. Fully develops both ideas. Written work is clearly legible and spelling, punctuation and grammar are accurate.</p> <p>Level 2 (4-5 marks) Sound explanation of how different stakeholders are affected in different ways. Basic development given. Any candidate that only discusses one stakeholder – Max mark L2 4. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1-3 marks) Simple description of how different stakeholders are affected. May discuss only one stakeholder or may give valid L1 ideas not linked to a stakeholder. No development. Up to 3 points can be credited. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p> <p>Do not double credit the same idea for different stakeholders</p>	<p>7</p>	<p>Levels Marked</p> <p>HIGHLIGHT THE STAKEHOLDERS (e.g. Business woman/teaching assistant/family etc.)</p> <p>Indicative Content – fully developed explanations: The builder is being affected positively by the ageing population as they get more work and are able to increase the size of their company and their profits as more and more retirement homes need to be built</p> <p>The Teaching Assistant is being affected negatively. As there are more and more old people – the dependency ratio increases, meaning he will have to pay more tax/work longer before retiring. He is unlikely to have much disposable income and so will find saving for a house difficult.</p> <p>Note: Stakeholders can be affected in both positive and negative ways</p> <p>Level 1 ideas include:</p> <ul style="list-style-type: none"> • More work • Make more money • Build more retirement homes • Number of children decreases • Saving for a flat is difficult/hard • Work longer/retire later • Pay more tax • Bed blocking/house blocking/job blocking • Spending time with elderly relatives • Cost of retirement complexes <p>Can also credit valid Stakeholders not in Resource 4 e.g. the Government</p>

Question	Answer	Marks	Guidance
5 	(a) <p>Level 3 (5-6 marks) Excellent reasons for choice given with clear explanation of ideas. Written work is clearly legible and spelling, punctuation and grammar are accurate.</p> <p>Level 2 (3-4 marks) Sound reason for choice given with some explanation of ideas. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1-2 marks) Limited reason for choice given with brief/limited explanation of ideas. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p>	6	Levels marked For suggested content see table on Page 8. This is not intended to be definitive There are no wrong options – any option with appropriate explanation is acceptable Credit any valid site factor from the map Ideas such as pollution have to be qualified
 	(b) Gives disadvantages of the chosen option.	3	Point marked Any combination of disadvantages and development points to max 3 marks Can be: 3 disadvantages 2 disadvantages and 1 development 1 disadvantage with 2 developments
 	(c) Suitable disadvantages of one of the other two options. 2 marks for disadvantage, 2 marks for development. Maximum two marks per disadvantage.	4	Point marked. Disadvantage – Dev Disadvantage – Dev *Must be for the same option

Question	Answer	Marks	Guidance
  (d)	<p>Gives a reason why retirement homes are a good way of providing for the future of an ageing population</p> <p>1 mark for each reason or for each development point</p>	3	<p>Point marked.</p> <p>Any combination of reasons and development points to max 3 marks Can be: 3 disadvantages 2 disadvantages and 1 development 1 disadvantage with 2 developments</p> <p>Indicative Content:</p> <ul style="list-style-type: none"> • Easy to look after elderly, all in one place • Allows specialist medical care to be on hand/better health care • Gives old people a community – stops them feeling alone/lonely • On site facilities giving a better quality of life • Domestic help • Frees up housing stock • Decreases general pressure on NHS facilities • Creates jobs in care sector

	Advantages	Disadvantages
Option 1 Build a new retirement complex on the greenfield area on site 1.	<ul style="list-style-type: none"> • Large site/more room to build/develop • Allows facility to be developed to exact specification • Away from busy town centre/quiet • Close to A1 – for relatives to visit etc. • Etc. 	<ul style="list-style-type: none"> • Disturbs eco-system/bad for/destroys/ harms the environment • Loss of valuable farmland • Large complex will be more expensive / take longer to build • Away from town centre and its amenities • Etc.
Option 2 Knock down the old industrial unit at site 2 and build a new retirement complex	<ul style="list-style-type: none"> • Cheaper to develop than town centre location • Good Access - Close to A1 / Close to railway station – for relatives to visit etc. • Much of infrastructure (power etc) already in place • Small site would mean residents would quickly get to know each other • Etc. 	<ul style="list-style-type: none"> • Site needs to be cleared - high cost of clearing and re-developing the site / longer to build • Small site – may restrict the facilities they will be able to offer • Noise (from) / nearby train station / trading estate • Noisy / disruptive to local area when being built • Etc.
Option 3 Redevelop a large old hotel as a retirement complex on site 3.	<ul style="list-style-type: none"> • Building already there – so less building disruption • Some access to facilities in small town • Close to railway station • Seaside location suitable for those who want an active retirement, suitable for such things as walking and golf • Etc 	<ul style="list-style-type: none"> • Complex will be restricted by the pre-existing building structure • Town centre location – will cause greatest disruption to Dunbar/town centre busier • Loss of amenities / hotel / leisure pool to local people • Noisy / disruptive to local area when being built • Etc.

General points such as non seasonal job creation and the multiplier effect can also be credited

APPENDIX 2

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1	2	2		4
2	2		4	6
3	2	3	2	7
4	2	5		7
5	0	6	10	16
Totals	8	16	16	40

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