

Tuesday 4 June 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)

Other materials required:
None

Duration: 1 hour

Teachers may open these notes from Tuesday 26 March 2013 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 2013 Resource Booklet.

GUIDANCE ON PREPARATION FOR THE SDM

- Teachers are reminded that the Resource Booklets must be available on 4 June 2013 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 2013

THE ISSUE:

ALL SHOOK UP – how do people in different parts of the world cope with the aftermath of earthquakes?

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 Natural Hazards section of the Key Geographical Themes featured in the Specification. The issue is one that faces those areas susceptible to tectonic risks on a daily basis, with the very real possibility that ‘the big one’ may be just around the corner.

The difference in the number of lives lost and the cost of damage caused varies with every earthquake. The reasons behind this are complex and inter-linked, but with some key ones standing out with respect to the magnitudes of the earthquake, the preparedness of the areas affected and their ability to cope with the aftermath.

A guide to the Resources

- | | |
|-------------------|--|
| Resource 1 | defines tectonic hazards and states some of the reasons why people continue to live in areas affected by them. |
| Resource 2 | shows information on selected recent earthquakes by magnitude, deaths and cost of damage. Note that the damages are expressed in both billions and millions of US\$. |
| Resource 3 | looks at the cycle of disaster response. |
| Resource 4 | gives a statement used to explain how earthquakes cause deaths. |
| Resource 5 | compares some recent earthquakes, all with similar magnitudes, but with very different effects.
5a Turkey, October 2011
5b New Zealand, September 2010
5c Haiti, January 2010 |
| Resource 6 | looks at the process of seismic retrofitting. |
| Resource 7 | gives information about the Hayward Fault, San Francisco Bay Area, California, USA. |
| Resource 8 | shows the facilities, properties and people at risk in the event of an earthquake in the San Francisco Bay Area. |

The three weeks' preparation time should focus on:

- referring to appropriate maps, 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;
- looking at the people's attitudes to living in earthquake prone regions;
- looking at different earthquake locations and discussing the reasons why loss of life and cost of damage is different at different locations;
- looking at ways to reduce the damage and loss of life caused by earthquakes;
- 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 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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