

**GCSE**

**Geography B**

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

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Tick
	Cross
	Unclear
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Benefit of doubt
	Effective evaluation
	Level 1
	Level 2
	Level 3
	Level 4
	Not answered question
	Own figure rule
	Noted but no credit given
	Too vague
	Omission

Question		Answer	Mark	Guidance
1	(a)	<p>Indicative Content</p> <p><b>Track</b></p> <p>✓ ✓ ✓ ✓</p> <p>Any valid <b>directional change</b> in track. (e.g. South West - North West – North – North East) ✓✓✓ Indian Ocean to Bangladesh / Sea to land ✓ Equator to Tropic of Cancer ✓ Curved/bend/clockwise/curl/arc ✓</p> <p><b>Wind speed</b></p> <p>Increases from sea to coast/over sea/answer implies this is happening over the ocean ✓ Decreases from coast inland/as reaches land/moves inland/reaches shallower waters ✓</p> <p>Any valid <b>speed change</b> at any point along the track that <b>includes figures</b> from the resource. (e.g. less than 119km/h moving to 209-251km/h) ✓✓✓</p>	[4]	<p>Points marking 4 x 1 ✓ is available marks</p> <p><b>NB reserve 1 mark for track and 1 mark for wind speed (i.e. maximum of 3 marks if only track or wind speed covered)</b></p> <p>Do not accept reference to power/energy/strength answer must refer to speed.</p> <p>Do not accept East or Eastwards as valid to describe the track.</p> <p>It must describe the cyclone track moving from sea to land to gain credit.</p>
2	L3	<p><b>Level 3 (5-6 marks)</b> <b>Excellent explanation(s)</b> of different reason(s) why the number of deaths from the cyclone varies between the districts. Demonstrates thorough knowledge based on a <b>range</b> of factual information and evidence from the resources. Written work is legible and spelling, grammar and punctuation are very accurate and meaning is clearly communicated. Good use of geographical terminology.</p>	[6]	<p>Levelled question – see page 4 for instructions for answers marked by levels of response.</p> <p><b>Content guide:</b></p> <p>Population density Low lying land Quality of buildings Agriculture Track of cyclone Power of cyclone Islands for protection Primary / secondary effects e.g. disease</p>
	L2	<p><b>Level 2 (3–4 marks)</b> <b>Sound explanation(s)</b> of the factors why the number of deaths from the cyclone varied between the districts. Demonstrates some relevant knowledge based on a <b>range</b></p>		

Question		Answer	Mark	Guidance
	L1	<p>of factual information and evidence from the resources. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity.</p> <p><b>Level 1 (1–2 marks)</b>  <b>Simple explanation(s)</b> of the factors why the number of deaths from the cyclone varied between the districts, little or no reference or reference to the resources may not be relevant.  Written work contains mistakes in spelling, grammar and punctuation which sometimes hinder communication.</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p>		<p>Location</p> <p><b>Range –</b> This means two or more of the above ideas. The development of these ideas will determine which level is applied. (Simple / Sound / Excellent). Candidates can give an excellent explanation for one factor for a district and a sound explanation for another factor for another district and has met QWC at L3 can access bottom L3. This illustrates a ‘best-fit’ approach.</p> <p><b>Max L2 3 marks for answers that</b></p> <ul style="list-style-type: none"> <li>- <b>only refer to one district</b></li> <li>- <b>or begin e.g. ‘Chittagong has the highest number of deaths because’ as this is implied, not explicit comparison.</b></li> <li>- <b>give details for a comparative district taken from the resource are incorrect.</b></li> </ul>
3	L3	<p><b>Level 3 (5-6 marks)</b>  Excellent explanation of the reasons why evacuation is more likely to be effective in an MEDC than in Bangladesh, with reference to specific details from resource 7 using own words.  Written work is legible and spelling, grammar and punctuation are very accurate and meaning is clearly communicated. Good use of geographical terminology.</p>	[6]	<p>Levelled question – see page 4 for instructions for answers marked by levels of response.</p> <p>Comparison is L2. Can pick up comparison words e.g. infrastructure better for credit so don’t have to actually say MEDC/LEDC or US/ Bangladesh</p> <p><b>Must refer to evacuation – not protection/prevention</b>  <b>Only accept warnings if linked to evacuation</b></p> <p>Content guide:</p> <p>In MEDCs most people have private transport or access to public transport so they can evacuate more quickly and over longer distances than in Bangladesh where few people have any form of motorised transport.</p>
	L2	<p><b>Level 2 (3–4 marks)</b>  Sound explanation of the reason(s) why evacuation is more likely to be effective in an MEDC than in Bangladesh, with a simple reference to resource 7 using own words.  Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity.</p>		

Question		Answer	Mark	Guidance
	L1	<p><b>Level 1 (1–2 marks)</b> Simple explanation of the reason(s) why evacuation is likely to be effective in an MEDC / not likely to be effective in Bangladesh. No comparison between Bangladesh and MEDC. Written work contains mistakes in spelling, grammar and punctuation which sometimes hinder communication.</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p>		<p>Road network is well developed in MEDCs meaning almost everywhere is linked by road and the roads can take a higher volume of traffic so more people can get out more quickly and easily than in Bangladesh where rural roads are narrow and of poor quality.</p> <p>In MEDCs most people have insurance so they are willing to leave properties as they can claim for any damage/theft that does occur. This is not the case for so many people in Bangladesh where people may feel they have to stay in their homes to protect their possessions.</p> <p>There are coordinated government evacuation plan in MEDCs with resources and personnel in place to manage evacuation most effectively and ensure that everyone is evacuated from areas at risk. This level of organisation and resourcing may not be possible in Bangladesh as it is an LEDC.</p>
4	L3	<p><b>Level 3 (7-8 marks)</b> Excellent explanation(s) of how the recommendations will make sure that more people use the shelters. Answer must be comprehensive. Written work is legible and spelling, grammar and punctuation are very accurate and meaning is clearly communicated. Good use of geographical terminology.</p>	[8]	<p>Levelled question- see page 4 for instructions for answers marked by levels of response</p> <p><b>Resources indicate there is little motorised transport available, so do not credit this in answers.</b></p> <p>If more than 3 recommendations are covered then credit the best 3</p> <p>If candidate has not explained three recommendations – Max L2 4 marks</p> <p>Content guide: <b>Focus should be on how people are encouraged to use the shelters.</b></p>
	L2	<p><b>Level 2 (4–6 marks)</b> Sound explanation(s) of how the recommendations will make sure that more people use the shelters. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity.</p>		

Question		Answer	Mark	Guidance
	L1	<p><b>Level 1 (1–3 marks)</b> Simple explanation(s) of how the recommendations will make sure that more people use the shelters. Written work contains mistakes in spelling, grammar and punctuation which sometimes hinder communication.</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p>		<p>Shelters should be within 1.5 km of all houses which means people can get to shelters easily and quickly. They will still get there before the cyclone even if warnings are quite late, which might be the case with less sophisticated warning systems in Bangladesh.</p> <p>Public buildings such as schools or clinics should be used as a shelter as there will be schools and clinics in all villages so people will be familiar with location and buildings and more willing to use them.</p> <p>Shelters should contain a ‘killa’ for livestock as people don’t have to leave livestock unprotected, which they rely on for their income and they will not have the expense of replacing them after the cyclone.</p> <p>Access roads to shelter should have a proper tarmac surface which ensures the roads would be easy to use for walking or cycle-rickshaw, which is how the majority of the people in rural areas would be travelling.</p> <p>Shelters should contain separate facilities for males and females. Women and men will feel more comfortable if they are not having to share facilities with members of the opposite sex who are not in their family due to cultural/social attitudes about what is appropriate. Women and their families will be more willing to use the shelters as a consequence.</p>
5	L4	<p><b>Level 4 [13-16 marks]</b> Well developed reasons given why chosen method is more sustainable to protect people and the community than the other two methods. Well developed reason(s) why a combination of all the protection methods could be used. They demonstrate well developed skills of analysis and evaluation. Written work is legible and spelling, grammar and punctuation are very</p>	16	<p>Levelled of response. Question – see page 4 for instructions for answers marked by levels</p> <p>There are no wrong options – any option with appropriate explanation is acceptable.</p>

Question	Answer	Mark	Guidance
	<p>accurate and meaning is clearly communicated. Good use of geographical terminology.</p> <p><b>L3</b> <b>Level 3 [9-12 marks]</b> Developed reason(s) given why chosen method is more sustainable to protect people and the community than the other two methods. Developed reason(s) why a combination of protection methods could be used. They demonstrate developed skills of analysis and evaluation. Written work is legible and spelling, grammar and punctuation are accurate and meaning is clearly communicated. Use of geographical terminology.</p> <p><b>L2</b> <b>Level 2 [5-8 marks]</b> Simple reason(s) given why chosen method is more sustainable to protect people and the community than the other two methods. Simple reason(s) why a combination of protection methods could be used. They demonstrate simple skills of analysis and evaluation. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity.</p> <p><b>L1</b> <b>Level 1 [1-4 marks]</b> Limited reason given why chosen method is more sustainable to protect people and the community than the other two methods. Limited reason why a combination of protection methods could be used. They demonstrate limited skills of analysis and evaluation. Written work contains mistakes in spelling, grammar and punctuation which sometimes hinder communication.</p> <p><b>0 marks</b> No evidence submitted or response does not address the question.</p>		



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