

Tuesday 13 May 2014 – Afternoon

GCSE GEOGRAPHY B

B561/02 Sustainable Decision Making Exercise (SDME) (Higher Tier)



Candidates answer on the Question Paper.

OCR supplied materials:

- Resource Booklet (B561/01/02/RB – inserted)

Other materials required:

None

Duration: 1 hour 30 minutes



Candidate forename		Candidate surname	
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Centre number						Candidate number				
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INSTRUCTIONS TO CANDIDATES

- The Resource Booklet will be found inside this document.
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- You will be awarded marks in Questions **2, 3, 4** and **5** for the quality of written communication of your answer.
- Resources 1–8 are contained in the Resource Booklet.
- The total number of marks for this paper is **40**.
- This document consists of **8** pages. Any blank pages are indicated.

Answer **all** questions.

1 Use **Resource 2** in the Resource Booklet.

Describe how **both** the track and the wind speed of the cyclone shown in Resource 2 changes as it moves along its route.

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[4]

2 Use evidence from **Resources 4, 5 and 6** in the Resource Booklet to suggest why the number of deaths from the cyclone varied between the districts shown on Resource 4.

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[6]

5 Use the resources in the Resource Booklet and your own knowledge.

The report from the University of Dhaka also suggests three sustainable methods to protect communities from future cyclones.

Method 1: Prediction and warning

- Use satellite images to track the cyclone
- Broadcast radio and television warnings of the likely strength of the storm and when people should move to the cyclone shelter
- Give warnings to local people using short-wave radios, hand-held megaphones and mobile phones

Method 2: Physical defences

- Build embankments up to seven metres high along the coast
- Plant mangrove forests along the coastline
- Construct earth platforms and build houses on top of these platforms

Method 3: Increase awareness

- Have classes to teach people how they can survive future cyclones
- Store items such as food, medical items, blankets and supplies of water in flood-proof buildings
- Organise an exercise for people to practise using cyclone shelters

Task

Choose **one** of the methods.

- Explain why your chosen method is more sustainable than the other two methods to protect people and communities.
- Explain why it could be more effective to use methods 1, 2 and 3 together. **[16]**

Chosen method

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END OF QUESTION PAPER

ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margins.

A large area of lined paper for writing answers. It features a vertical solid line on the left side, creating a margin. The rest of the page is filled with horizontal dotted lines, providing space for writing. The lines are evenly spaced and extend across the width of the page.

A large area of the page is reserved for writing, featuring a vertical solid line on the left side and horizontal dotted lines extending across the page.



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