

GENERAL CERTIFICATE OF SECONDARY EDUCATION

GEOGRAPHY C (1988)

2401/01/02/TN

Decision Making Exercise (DME)
(Foundation and Higher Tier)

TEACHERS' NOTES

Teachers may open these notes from Monday 1 December 2008, to ensure that they are available for **FOUR** working weeks prior to the DME assessment taking place and to facilitate groups of teachers holding meetings. Enclosed with these notes is one copy of the January 2009 Resource Booklet.

Monday 26 January 2009
Morning

Duration: 1 hour 45 minutes



GUIDANCE ON PREPARATION FOR THE DME

- Teachers are reminded that the Resource Booklets must be available on Monday 26 January 2009 for the DME 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.
- 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 DME has three sections, the Background, the Options and The Decision, each with a different purpose as outlined in the specification on pages 19 and 20;
 - the three sections have equal weight;
 - the Foundation Tier paper has a combined question and answer booklet while the Higher Tier paper is to be answered on separate answer paper/booklet. Centres are advised to use the standard GCSE and GCE Examining Bodies 8 page answer booklet (AB8).
- The marking of continuous prose answers will take into account the quality of written communication.
- This document consists of **4** pages. Any blank pages are indicated.

DECISION MAKING EXERCISE JANUARY 2009

THE ISSUE CITY CENTRES – VIBRANT HUB OR DEAD HEART?

Introduction

This January's session of the DME covers a well publicised urban geography issue, i.e. the rivalry between city centres and out-of-town developments. In the 1970s and 1980s, city centres were seen as expensive, polluted and overcrowded by both businesses and residents; this resulted in the growth of shopping malls, business parks, leisure facilities and housing developments on the edge of cities, often threatening the existence of green belts. Since this time, city centres have been seen to fight back with large scale redevelopments of retail, business, leisure and housing areas in an attempt to redress the balance in favour of the 'vibrant hub' as opposed to the 'dead heart' that many city centres were in danger of becoming.

The topic encompasses elements of urban planning, economics, environmental awareness and sociology as well as sustainable development. It also draws on the candidate's knowledge of urban structure and the growth and decline of urban settlements in the United Kingdom from the Settlement and Population theme of the specification, as well as elements from the Economic Systems and Development Theme.

Resources 1 and 2 compare the 'vibrant hub' with the 'dead heart'. Resources 3 and 4 look at out-of-town business parks and shopping malls, whereas Resource 5 indicates the effects of such developments on city and town centres.

Resource 6 introduces the 'donut effect' which is the key to most recent attempts to redevelop city centres and explains some of the terms involved with the changes in city structure. Resource 7 reveals two British examples of city centre regeneration in recent years – Birmingham and Bristol.

Resources 8, 9 and 10 all refer to the redevelopment of Liverpool City Centre which is on-going and encompasses many of the issues featured in the resource booklet as a whole.

A guide to the Resources

Resource 1 gives some of the reasons why city centres used to be seen as 'vibrant hubs'. It should be pointed out that the term 'city centre' refers to a larger area than just the Central Business District. The graph introduces the concept of economic rent which helped to delimit the various sectors of a city pre-1970.

Resource 2 shows the ways in which a city centre may have deteriorated in more recent times and prompts reasons for it being called a 'dead heart'. Problems such as old housing, dereliction, unemployment, homelessness, higher prices and crime are only some of the criteria. The photographic montage shows some of the problems facing a city centre.

- Resource 3** indicates some of the attractions of out-of-town business parks and names some out-of-town shopping complexes. This should enable students to compare the relative advantages and disadvantages of these sites compared with the city centre environment.
- Resource 4** concentrates on the reasons why out-of-town shopping facilities are so popular and a great threat to a city centre's sustainability. The views on the malls do show that not everyone is in favour of such places.
- Resource 5** reveals how a high street can be damaged by an out-of-town complex, in this case Merry Hill in the West Midlands. It also shows how major retailers are shunning the town and city centre locations for their larger stores.
- Resource 6** depicts changes in city structure by using the analogy of a donut, with the city centre represented by the hole in the middle. The second diagram shows that there is some movement back into the heart and suggests reasons for it.
- Resource 7 a/b** contains examples of how two British cities have reacted to the 'donut effect' by undertaking large scale regeneration schemes for their centres. The Birmingham plan has involved new shopping facilities, offices, restaurants, new housing and educational facilities, while in Bristol, the Broadmead area is seeing similar developments to upgrade its facilities to compete with out-of-town areas to the north of the city. In both cases, the candidates should consider the pros and cons of such an approach.
- Resource 8** lists many of the improvements suggested for the redevelopment of Liverpool City Centre which are hoped to regenerate the whole area. Candidates should begin to realise why such elements are needed in the twenty-first century.
- Resource 9** is a far more detailed plan of the regeneration proposals and candidates should consider the social, economic and environmental sustainability of such plans.
- Resource 10** gives candidates a factfile on the city of Liverpool, an area which may not be familiar to them. It suggests that Liverpool is a high profile city whose central area should not be seen as run down in this country or worldwide and that urgent redevelopment has been necessary.

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 reasons for changing urban structures;
- Increasing the candidates' knowledge of the issues;
- 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 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 and that spelling, punctuation and grammar are accurate to ensure clarity of meaning. The quality of written communication is included in the marking criteria used for the Decision Making Exercise.

Candidates also need to be aware that the length of the examination allows for 'thinking time'. They should always be encouraged to plan their answers, especially to the decision section. This will therefore help them to:

- target their answers on the question set and avoid wasting time on irrelevancies;
- focus on 'command words' and other key words in the question. These could be underlined or highlighted prior to starting the written response;
- allow additional thoughts to be added as appropriate. To this end, it is always a good idea to leave a few lines at the end of each question to cope with such eventualities.

It is important to emphasise examination techniques, effective time management and the need to respond correctly to 'command words' such as 'describe' or 'explain'. Teachers should ensure that candidates have seen past papers and that Higher Tier candidates are familiar with copies of the standard GCSE and GCE Examining Bodies answer booklet they will be using in the examination.

Teachers are reminded that the Teacher's Guide and Student Handbook for OCR Geography C has a number of sections specific to the Decision Making Exercise.