

GENERAL CERTIFICATE OF SECONDARY EDUCATION**GEOGRAPHY C (1988)**Decision Making Exercise (DME)
(Foundation and Higher Tier)**2401/01/02/TN****TEACHERS' NOTES**

Teachers may open these notes from Tuesday 21 April 2009, 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 June 2009 Resource Booklet.

**Tuesday 9 June 2009
Morning****Duration:** 1 hour 45 minutes**GUIDANCE ON PREPARATION FOR THE DME**

- Teachers are reminded that the Resource Booklets must be available on 9 June 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 JUNE 2009

**THE ISSUE
IS THE COUNTRYSIDE IN CRISIS?**

Introduction

This June's session of the DME focuses on rural issues in the context of one country, England. It looks at the issues affecting life in the countryside at the beginning of the twenty first century as more people choose to live, work, holiday and take recreation in rural areas. It explores a range of issues and raises questions about the sustainability (environmental, economic and social) of the countryside and the quality of life in rural areas.

The topic draws on Theme 1 – Physical Systems and Environments, Theme 3 – Economic Systems and Development, Theme 4 – Population and Settlement and of course, Theme 5 – Sustainable Development. To help understand the issues involved, it would be helpful for candidates in urban areas who have not studied rural economic activity, to have some background knowledge of the countryside. Some Centres may have already anticipated this need and ensured the programmes of study of the cohort taking the examination have covered farming as an economic activity and population and settlement in rural areas. In addition, in Theme 1 teachers may have considered a rural landscape as part of geomorphic processes and landforms or maybe observed the countryside through the coach windows on a fieldtrip.

Resources 1, 2 and 3 give an overview, introducing ideas about what it may be like to live in the countryside, changes in rural landscape since the 1930s and the growth of second homes.

Resources 4, 5 and 6 look in more depth at what the countryside is really like, contrasting this with the desire of city dwellers to live a 'dream life' there, far away from air, noise and visual pollution, crime and congestion. The dream seems to be an image of a cluster of houses around a village green with a shop and public house surrounded by fields. The reality of life in the countryside can be very different and the challenge is how to create a more sustainable future.

Resources 7 and 8 are designed to allow the candidates to consider rural issues in the context of a real place, Stoney Middleton, a village in Derbyshire.

A guide to the Resources

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| Resource 1 | <ul style="list-style-type: none"> (a) Introduces some ideas about life in the countryside. Before using the Resource Booklet, teachers may wish to explore class perceptions of the countryside e.g. by brainstorming activities. Some consideration of the importance of the countryside may also be useful.
 (b) Many people think of agriculture when the word countryside is mentioned. The graph shows the pattern of employment in farming. The rural scene used as wallpaper for the graph is a traditional view of the English countryside with green hedgerows, a gathered harvest and, in the distance, a village indicated by the church and its tower. |
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Resource 2	(a) and (b) Illustrate how change is as much a feature of the countryside as it is of urban areas. Some of the most dramatic changes have taken place since the 1940s with the introduction of sophisticated, powerful farm machinery. Candidates should consider possible reasons for the changes that have occurred.
	(c) The cartoon (dated 2006) suggests that the millions of homes needed for the growing number of households in the country could be a possible future for the countryside. In July 2007, Gordon Brown announced plans to build three million new homes by 2020 (http://www.independent.co.uk/news/uk/politics/brown-plans-three-million-new-homes-456904.html).
Resource 3	A poem introduces the concepts of second homes and weekenders. Candidates should think about the impact of these on the landscape and buildings in the countryside, and on rural communities.
Resource 4	Is a map and information about the most sought after villages. Candidates should consider the location of these villages and also the impact of change on traditional village dwellers and incomers such as commuters, teleworkers and the retired.
Resource 5	Uses key facts to compare and contrast life in the countryside and urban areas. Candidates should consider positive and negative aspects of living in the countryside.
Resource 6	Focuses on ways to make communities in the countryside more sustainable. Candidates should consider the usefulness of the suggestions put forward for rural regeneration.
Resources 7 & 8	Draw some of the issues together by focussing on a specific countryside location, the village of Stoney Middleton in the Peak District National Park in Derbyshire. Candidates should study the photographs, maps and text and consider the site, services and function of the village. They should consider the future of Stoney Middleton as a sustainable village community in a National Park.

The preparation time should focus on:

- referring to appropriate atlas maps;
- extracting ideas and issues from the text;
- studying the photographs, noting key points possibly by means of annotated sketches;
- considering the full range of sustainability issues highlighted in the resources;
- discussing the differing viewpoints;
- increasing the candidates' knowledge of the issues;
- a logical systematic approach to decision making which will involve selection, prioritisation, justification and the use of supporting evidence and knowledge.

Candidates should be encouraged to use appropriate terminology, to refer to resources and to write balanced answers that reflect the mark allocation.

Candidates should be reminded of the importance of written communication. They should present relevant information in a form that suits its purpose and ensure that text is legible and that spelling, punctuation and grammar are accurate to ensure clarity of meaning. They should be encouraged to write answers in their own words and not copy out passages from the Resource Booklet. The quality of written communication is assessed as part of the levels 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 be encouraged to plan their answers, especially to the decision section. This will 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 may be underlined prior to starting the written response;
- allow additional thoughts to be added as appropriate.

It is important to emphasise examination techniques, effective time management and the need to respond to ‘command words’. Teachers should ensure that candidates have seen past papers. They should ensure that candidates are familiar with the question and answer booklets that they will use in the examination. They should stress to the Higher Tier candidates the importance of carefully reading the cover of the standard GCSE and GCE answer booklet they will be given in the examination room. All candidates should be made aware of the importance of filling the front cover of answer booklets fully and correctly.

Teachers are reminded that the Specification, Teacher’s Guide and the Student Handbook Materials for OCR Geography C all have sections specific to the Decision Making Exercise.



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