

**Thursday 14 June 2012 – Morning**

**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 Thursday 12 April 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 2012 Resource Booklet.**

**GUIDANCE ON PREPARATION FOR THE SDM**

- Teachers are reminded that the Resource Booklets must be available on 14 June 2012 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 2012

**THE ISSUE:**  
**THE AGE OLD SAGA: why does an older population pose challenges for us all?**

### 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, the subject matter comes from the Population and Settlement section of the Key Geographical Themes featured in the Specification. The issue has been highlighted for developed countries throughout the world where decreasing birth rates have combined with improved health and longevity to change the structure of the population in these countries.

The mechanisms of an ageing population should be studied along with the impacts of such population structure on a country. However, the attitudes and values of retirees should also be taken into consideration and how their requirements in retirement impact on specialised retirement housing developments.

### A guide to the Resources

- Resource 1** describes how an ageing population develops and looks at some of the effects of an ageing population. These can be both positive and negative effects.
- Resource 2** looks at how the UK population structure is projected to change in the future. Students need to understand how a population pyramid shows the structure of a population.
- Resource 3** looks at what affects disposable income and at the varying levels of disposable income available to people of different age ranges.
- Resource 4** shows the attitudes of a range of stakeholders to ageing population.
- Resource 5** looks at the increase in the development of specialist 'retirement complexes', reflecting the changing needs of the ageing population and, at the potential development of a retirement complex in Dunbar. Teachers need to explore the sustainability of the development of retirement complexes in terms of their economic, social and environmental implications.
- Resource 6** shows an OS map of Dunbar, in Scotland, and includes three possible development sites for a retirement complex.
- Resource 7** shows views of some locations in and around Dunbar.
- Resource 8** shows the location of Dunbar and a fact file on Dunbar.

The three weeks' preparation time should focus on:

- referring to appropriate 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;
- discussing the mechanisms which produce an ageing population;
- looking at the changing attitudes to retirement;
- looking at the changing lifestyle choices available to retirees;
- 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 use their own words and ideas and to develop these ideas. The use of the candidate's own geographical knowledge and the use of other examples to explain ideas is to be encouraged.

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. Previous B561 examination materials could be useful in this respect.

Candidates should be informed of the importance of not writing outside the provided frame on each page and to use the extra pages at the back of the booklet rather than any extra paper to allow effective scanning for electronic marking. Candidates are to be reminded of the importance of clearly noting the question number of any extended answers they give.

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