

**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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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.

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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
	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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