



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

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# Mark scheme January 2004

## GCE

### Geography B

### Unit GGB5

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### **General Instructions**

It is important that every Examiner marks the scripts to the same standard as the rest of the panel. All Examiners must operate the Marking Scheme in a similar and consistent manner, and hence they must all participate in the application of that scheme at the Standardisation Meeting. In particular they should take careful note of all decisions taken or changes made at the meeting. Examiners are allocated to a Team Leader for the period of examining, and any difficulties that arise should be discussed with that person.

### **The Marking Scheme**

The Marking Scheme consists of two sections for each question or sub-question – the Notes for Answers and the Mark Scheme itself.

### **Notes for Answers (NFA)**

These indicate the possible content for the various sections of the question paper. In some cases (for example short answer questions) the NFA may indicate the only response that is acceptable, but in many cases they indicate either a range of suitable responses, or an exemplar of the type of response required. Therefore in most cases, the NFA do **not** provide model answers, and should not be regarded as such. More NFA may be added at the standardisation meeting if it is felt by the Principal Examiner that details of appropriate ways of answering the question have been omitted.

### **The Mark Scheme**

This is provided in italics and provides the instructions to Examiners as to how they are to assess the work of candidates. The number of marks allocated within the mark scheme to a question should correspond to the number of marks for that question on the question paper.

There are two ways in which the Mark Scheme operates:

- (a) it indicates how the marks to short answer questions are to be allocated – usually to a maximum of 4 marks.
- (b) it indicates how Examiners should move through the Levels in a level response mark scheme – usually to all questions of 5 marks or more. Each Level has a levels descriptor, with clear statements of the “triggers” to move candidates from one level to another. Each Level contains a range of marks as shown on the Mark Scheme.

A number of features have been used to distinguish between Levels, for example:

- a number of characteristics, reasons, attitudes, etc
- the degree of specification, for example the use of specific case studies, or accurate detail
- responses to more than one command word, for example, describe and suggest reasons
- the degree of linkage between two aspects of the question
- the depth of understanding of a concept.

### The Marking Process

A sample of an Examiner’s marked scripts will be marked again by a Senior Examiner according to the procedures set out by the Board. Also the scripts may be re-examined at the Awards Meeting and the subsequent Grade Review. Therefore, it is most important that Examiners mark clearly according to the procedures set out below.

- All marking should be done in red.
- The right-hand margin should be used for marks only.
- The overall mark for a question must be ringed at the end of the answer.
- The total mark for the question must be transferred to the front of the script.
- The left-hand margin is where an indication of the level achieved is written.
- Comments and codes (see below) may also be written on the left.
- Indications of the levels achieved may also occur in the body of the answer if this is easier for the Examiner to apply (e.g. in the marking of diagrams).
- Ticks should be used for short answer responses and Level I responses only, with one tick representing one mark (to the maximum allowed in a Levels scheme)
- Levels II, III and IV should be indicated with a Roman II, III or IV on the script, and this symbol should be used each time this Level is achieved. Examiners may wish to bracket an area of text where this level of response has been achieved.
- Once a candidate has reached Level II, additional Level I credit should be indicated using a + symbol. If these points are of sufficient quality **one additional mark** can be awarded (assuming no further Level II points are made).
- Examiners may indicate strong Level II or III material by writing “Level II (or III) – good” in the left hand margin of the script. The Examiner should ensure that this is reflected in the **awarding of an appropriate number of marks** at the end of the answer.
- Level III is to be used only for questions of 9 marks or more, and Level IV is to be used only for questions of 25 marks in total.

### Other Mechanics of Marking

- Underline all errors and contradictions.
- Indicate repeated material with “rep”.
- Other useful marking codes can be used, for example, “Va” for vague, “NQ” or “Not Qu.” for failure to answer the question, “Irrel” for irrelevant material, and “SIF” for self-penalising material.
- Put a wavy line in the left-hand margin to indicate weak dubious material.
- If the rubric is contravened, mark all answers but count only the best mark towards the candidate’s total mark for the script. Put the mark for the question on the front of the script in the usual way, but also write “RAM Rubric” on the front of the script.
- Large areas of text must not be left blank – use the wavy line or write “seen” alongside the text. All pages must have an indication that they have been read, especially supplementary sheets.
- Unless indicated otherwise always mark text before marking maps and diagrams – do not give double credit for the same point made in the text and a diagram.

## Question 1

### Notes for Answers

The UK's population of people over 60 is predicted to increase by 43.6% by 2025. Figures are not given for the increase in people over 75 or over 80 – the cohort most likely to need care homes – but it can be assumed that this cohort will increase in a similar way. Meanwhile, the 20 – 59 age cohort is set to fall by 2.8%. This has traditionally been regarded as the working population. The retirement age may have to be increased, but the working population is still likely to remain static or, at best, to rise only slowly.

These two changes, when taken together could well mean that there is a shortage of labour to work in care homes, which are always going to be labour intensive. The work force in care homes also always tends to be comparatively low paid. It may well be that the increased demand for low paid labour in the care home sector will increase the demand for migrant labour to move into the UK – and into the EU as well.

### Mark Scheme

#### Level 1

*The answer presents statistics from the AIB, but adds little or nothing to them. Ideas are expressed in vague, general terms, with minimum development. Little or nothing is brought to the answer from the candidate's own knowledge and understanding of the wider field of geography.*

0 – 3 marks

#### Level 2

*The answer uses statistics from the AIB, showing links and connections between them. Ideas are expressed clearly and developed to show clear links and connections. The candidate uses some ideas and/or knowledge from the wider field of geography, and uses them in a way that is relevant to answer the question as set.*

*When one clear link or connection is made, with the candidate obviously going beyond what has been provided in the AIB, and using this link to help answer the question, the answer reaches Level 2.*

*The types of answers that reach Level 2 include:*

- *recognition that there is a difference between 'over 60' and 'demand for care homes'*
- *short and long term considerations of the issue*
- *discussion of availability of family care and/or support in own home*
- *discussion of broader aspects of economy – growth/decline, decrease in primary and secondary employment*
- *discussion of spatial variations of demand and of wage rates and availability of labour*
- *issues linked to detailed discussion of gender pattern of employment.*

4 – 7 marks

**Level 3**

*The answer uses statistics from the AIB and goes on to draw inferences from them.*

*Ideas are developed in detail.*

*The candidate takes some ideas and/or knowledge from the wider field of geography, and uses them in a detailed, synoptic way that is relevant to answer the question as set.*

*8 – 10 marks*

**Question 2****Notes for Answers**

The applicant countries are poorer, and statistics can be quoted to support this view, especially from Items 8 and 6. Item 6 then goes on to state that poor distribution of wealth and opportunity in the migrant countries produces a poor underclass, which feels a particular push to migrate.

There is a high and growing demand for labour in the present member countries, and statistics can be quoted from Item 7.

People have already migrated for work, as shown in Item 5, and it is felt by many that this movement will increase if the applicants are accepted. However, Item 5 also mentions the belief that economic growth, consequent on membership, would probably reduce the push to migrate.

The possibility of migrating to the west is seen as a freedom to overcome isolation, as shown in Item 5.

A commission study, described in Item 7, suggests that only about 335 000 people would migrate, even if all controls were removed immediately on enlargement. However, the controls will only be removed in stages, during a seven-year transition period.

The scale of east-west migration might increase because of the economic differences and because barriers to migration have been removed.

However, because the barriers are being reduced over a transition period the scale of migration might be small to start with and then gradually increase.

On the other hand, integration might cause rapid growth of the economies of the new members, so this might reduce the push to migrate, so might slow down the movement. On balance, the reduction of barriers and the reduction of pushes might leave the migrant stream more or less as it is at present.

The pull of the growing demand for labour in Western Europe, consequent upon the ageing population, might increase migration. However, no figures are given for the age cohorts in Eastern Europe. Many of the applicants actually have a population which is ageing as fast as, even faster than, Western Europe.

At the same time there might be a ‘reverse flow’ of migrants as Western Europeans move east to buy land and property.

## Mark Scheme

### Level 1

*The answer presents statistics from the AIB, but adds little or nothing to them. Ideas are expressed in vague, general terms, with minimum development. There may be little understanding of the difference between push and pull factors, or these may be expressed only in terms of opposites. Little or nothing is brought to the answer from the candidate's own knowledge and understanding of the wider field of geography. Some simple skills are demonstrated.*

0 – 5 marks

### Level 2

*The answer uses statistics from the AIB, and makes clear links and connections between them. Ideas are expressed clearly. They are developed to show clear links and connections between them. Push and pull factors are clearly differentiated and elaborated. There is some clear explanation of the way that membership of the EU may change the patterns of migration. The candidate gives simple relevant ideas and/or knowledge from the wider field of geography, and uses them in a way that is relevant to answer the question as set. A variety of skills is used. If only one part of the answer is attempted the mark cannot go beyond the middle of this level – i.e. 8 marks.*

*The types of answers that reach level 2 include:*

- *clear explanation of at least two pushes, including poverty, unemployment, lack of facilities (specified, not just a general list), lack of freedom and opportunity (though do not credit sweeping generalisations that may not be relevant today)*
- *clear explanation of at least two pulls – but do not double mark simple opposites*
- *clear explanation of likely changes, although be careful of answers which contain serious internal contradictions*
- *in particular, give credit for short term change (i.e. immediately consequent on joining) and/or medium term change (i.e. at end of 7 year transition period) and/or long term change (i.e. about 25 years from now)*
- *clear references to relevant models – such as distance decay and two stage migration.*

6 - 10 marks

### Level 3

*Statistics are used to make clear and detailed links, and inferences are drawn from the statistics. Ideas are expressed clearly and are elaborated in detail. Links and connections are explained thoroughly, and the complexity of the ideas about migration is recognised and understood. The candidate may explain complex changes, long term as well as short term. The candidate uses a range of ideas and knowledge from the wider field of geography and shows good synoptic ability by integrating them into the answer. A wide variety of skills is used and integrated into the answer. Unless both parts of the answer are written well the mark cannot go beyond the middle of this level – i.e. 13 marks.*

11 – 15 marks

**Question 3(a)****Notes for Answers**

The answer should be written from the point of view of care home owners. It should take into account the need for labour, which would probably suggest that expansion should be supported.

A short term view might be that migration should be encouraged, to provide a pool of cheap labour. A long term view might be concerned about the quality of the labour which migrates. In particular there might be concern about development of language skills and other training for the migrant workers.

Long term views might also consider the way in which economic development, consequent upon the enlargement of the EU, might actually reduce the need for the economic push to migrate.

Answers might consider that migration is only a short term help, as migrants will, in turn, need care, therefore increasing the demand.

It would probably be easier to recruit labour if the applicant countries were accepted. However, candidates could oppose expansion for other reasons but argue for a relaxation of / change in migration laws.

**Mark scheme****Level 1**

*The answer presents facts from the AIB, but adds little or nothing to them. The answer shows little attempt to write in 'the voice' of the care home owners. Little, or no, attempt is made to develop criteria for the decision making. Ideas are expressed in vague, general terms, with minimum development. They are seen in very simplistic terms with little attempt to see subtleties and shades of opinions.*

*Little or nothing is brought to the answer from the candidate's own knowledge and understanding of the wider field of geography. A simple list of arguments for and against is presented, but no decision is reached, or, if reached, no justification is given. Some simple skills are demonstrated.*

*Do not give credit for material which does not address the question from the owner's point of view.*

*0 – 5 marks*

**Level 2**

*The answer uses facts from the AIB, and makes clear links and connections between them. The answer shows some understanding of the needs of care home owners, and is developed accordingly.*

*Clear criteria are established for the decision making. Ideas are expressed clearly. They are developed to show clear links and connections between them. Some subtlety and complexity of ideas is recognised. The candidate uses relevant ideas and/or knowledge from the wider field of geography, and uses them in a way that is relevant to answer the question as set.*

*A discussion of arguments for and against is perfectly valid at this level, but a decision must be reached and justified clearly. A variety of skills is used.*

*The types of answers that reach level 2 include:*

- *clearly balanced, weighing up pros and cons*
  - *accepting that answer might not be ideal for all considerations*
  - *consider the wider picture – not just labour supply – but from the home owner's point of view*
  - *look at both short term and long term considerations*
- 6 – 10 marks*

### **Level 3**

*Facts from the AIB are used to make clear and detailed links, and inferences are drawn from those facts.*

*The answer shows a clear and detailed appreciation of the viewpoint of care home owners, and is developed accordingly. Clear, detailed criteria are established and well used for the decision making. Ideas are expressed clearly and are elaborated in detail. Links and connections are explained thoroughly, and the complexity of the ideas is recognised and understood. The candidate uses a range of ideas and knowledge from the wider field of geography and shows good synoptic ability by integrating them into the answer. A wide variety of skills is used and integrated into the answer.*

*11 – 15 marks*

### **Question 3(b)**

#### **Notes for Answers**

This gives scope for a wide variety of different answers. Award credit for any relevant points, even if they have not been included below.

In the AIB it is suggested that lack of comparability between qualifications is a problem for people trying to recruit from countries within the EU, and even more so for recruitment outside the EU. The restrictions could be reduced, or qualifications could be made more acceptable.

The transition period for the new entrant countries could be reduced, especially with regard to labour migration.

Candidates might also make reference to:

- *easing restrictions on non-EU migrants, as long as they have work permits*
- *easing restrictions on working hours*
- *altering minimum wage legislation, etc.*

The drawbacks with some of these suggestions might be discussed, and credit should be awarded for this. However, the answer really ought to be written from the point of view of the care home owner.



## Mark Scheme

### Level 1

*Some suggestion(s) are made but the justification is basic. The suggestions(s) have little relevance to the needs of the care home industry, and are not clearly based on an understanding of the content of the geography specification. The ideas that are described are more ‘vague aspirations’ rather than UK or EU ‘policy’.*

*0 – 3 marks*

### Level 2

*Suggestions are made and justified clearly. The suggestions are relevant to the needs of the care home industry and/or show a clear understanding of the content of the geography specification.*

*The types of answers that reach level 2 include:*

- *detailed references to training and recognition of qualifications*
- *consideration of other sources of migrant labour, and reduction of barriers*
- *policies to increase birth rate*
- *policies to strengthen family care provision and/or care by religious groups*
- *possible further expansion of EU – particularly Turkey*
- *need for multi-cultural care.*

*4 – 7 marks*

### Level 3

*Suggestions are justified in detail. The suggestions are relevant to the needs of the care home industry and show a detailed understanding of the content of the geography specification. Ideas are clearly linked to possible EU or UK national/local government policies. The answer is synoptic.*

*8 – 10 marks*