

**Geography B**

General Certificate of Secondary Education

Unit **B561/02**: Sustainable Decision Making (SDM) (Higher Tier)

**Mark Scheme for June 2012**

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## Annotations



Annotation	Meaning
	Correct point
	Incorrect point
	Unclear
	Omission mark
	Irrelevant, a significant amount of material that does not answer the question
	Development
	Level one
	Level two
	Level three
	Level four
	Left bracket
	Right bracket
	Dynamic, Vertical Wavy line that can be expanded
	Benefit of the doubt

Question	Answer	Marks	Guidance
1 	<p><b>Increased spending on healthcare</b></p> <p><b>Advantages</b>            Healthcare improves/increased medical knowledge            Longer life expectancy / People live longer            Increase in number of jobs e.g. NHS            People have improved quality of life</p> <p><b>Disadvantages</b>            Increased taxes            Less money for other services e.g. education (<b>needs to be a national issue not gas or water bills or “other things” or “stuff”</b>)            Waste of money as don't have long to live</p> <p><b>Fewer people of working age</b></p> <p><b>Advantages</b>            Choice of/more jobs/higher wages            Less unemployed</p> <p><b>DO NOT ACCEPT – able to spend more time with family or elderly can do voluntary work</b></p> <p><b>Disadvantages</b>            Later retirement            Taxes increase/less tax being paid            Business declines as lack of staff/skills shortage            Less money going into economy so it gets damaged/as more goes to pay for pensions</p> <p><b>DO NOT ACCEPT reference to encouraging immigration so more people to pay taxes or double credit idea of tax increases</b></p>	4	4 x 1  Credit any valid point



Question	Answer	Marks	Guidance
2	<p><b>Level 3 (5-6 marks)</b> Excellent explanation(s) of how the pyramids show the UK has an ageing population. Comparative data is given to support the answer. Work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (3-4 marks)</b> Sound explanation(s) of how pyramids show the UK has an ageing population. Data can be given. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity.</p> <p><b>Level 1 (1-2 marks)</b> Simple statements describing how the pyramids show the UK has an ageing population. Limited/no data given. Written work contains mistakes in spelling, grammar and punctuation.</p>	6	<p><b>Indicative Content</b></p> <ul style="list-style-type: none"> <li>The number of Under 15 fell from 17.8% in 2000 to 16.6% in 2050 showing a declining Birth rate / Fertility rate (with less young dependants in the population)</li> <li>35-39 and 40-44 majority age groups in 2000 but in 2050 it is the 85+ group. In 2000 the number in the 85+ age group was 2.3% whereas in 2050 the figure has risen to 5.9%</li> <li>In 2000 the 65+ age groups made up 16.9% of the population whereas in 2050 the figure has risen to 23.6% which shows that the proportion of the older people is increasing</li> </ul> <p><b>Indicative Content</b></p> <ul style="list-style-type: none"> <li>Working sector is greater than the younger dependants in 2000. In 2050 this sector is the 85+ age group. The young dependants are now the working age sector</li> <li>Decline in Birth rate / Fertility rate in 2050 means there are less children in the population so there is an ageing population</li> <li>35-39 and 40-44 majority age groups in 2000 but in 2050 it is the 85+ group</li> <li>85+ in 2000 there were 2% in 2050 there were 6%</li> </ul> <p><b>Indicative Content</b></p> <ul style="list-style-type: none"> <li>Birth rate / Fertility rate has decreased/ less in younger age groups/less children</li> <li>Increased number in 85+ age group/more elderly</li> <li>Tapering off at 60+ in 2000. Tapering off at 70+ in 2050</li> <li>Incorrect figures</li> </ul>

Question			Answer	Marks	Guidance																																
					<p>Accept the following range for age groups:</p> <table><tr><td><b>YR2050</b></td><td><b>85+</b></td><td><b>65+</b></td><td><b>Under 15s</b></td></tr><tr><td>Males</td><td>2-3%</td><td>10-11%</td><td>8-9%</td></tr><tr><td>Females</td><td>3-4%</td><td>12-13%</td><td>7.5-8.5%</td></tr><tr><td>Total</td><td>5-7%</td><td>22-24%</td><td>15.5-17.5%</td></tr></table> <table><tr><td><b>YR2000</b></td><td><b>85+</b></td><td><b>65+</b></td><td><b>Under 15s</b></td></tr><tr><td>Males</td><td>0.1-1%</td><td>7-8%</td><td>8.5-9.5%</td></tr><tr><td>Females</td><td>1-2%</td><td>9-10%</td><td>8-9%</td></tr><tr><td>Total</td><td>1-3%</td><td>16-18%</td><td>16.5-18.5%</td></tr></table> <p><b>Needs to show comparison with the other pyramid.</b></p> <p><b>Candidates can make comparisons of just male/female alone.</b></p> <p>To reach the top of L3 candidates must reference two or more sectors of the pyramids.</p> <p>If the candidate refers to simply ‘Elderly or Younger’ then they are limited to L2 3 marks.</p> <p>There could be other valid data – this is not an exclusive list. Check individual scripts for accuracy.</p> <p>Examiners are reminded Quality of Written Communication is integrated with the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2 &amp; L3.</p>	<b>YR2050</b>	<b>85+</b>	<b>65+</b>	<b>Under 15s</b>	Males	2-3%	10-11%	8-9%	Females	3-4%	12-13%	7.5-8.5%	Total	5-7%	22-24%	15.5-17.5%	<b>YR2000</b>	<b>85+</b>	<b>65+</b>	<b>Under 15s</b>	Males	0.1-1%	7-8%	8.5-9.5%	Females	1-2%	9-10%	8-9%	Total	1-3%	16-18%	16.5-18.5%
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Question	Answer	Marks	Guidance
<p>3</p> <div data-bbox="219 767 286 799"></div> <div data-bbox="219 1102 286 1134"></div>	<p><b>Level 3 (6-7 marks)</b> Description of the pattern shown by the graph with detailed reasons given. These points may be lifted from resource 3b, but with detailed explanation. Work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 2 (4-5 marks).</b> Description of the pattern shown by the graph with sound reasons. These points may be lifted from resource 3b, but with some explanation. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity.</p>	<p>7</p>	<p>Accept any sound answer</p> <p>Do not double credit for same idea but for different age group</p> <p>If answer concentrates on one age group e.g. older (or ages)/younger (or ages)/over 70 then L2 max 4 marks</p> <p>A student who only describes the pattern but does not explain the reasons for it cannot gain credit above L1</p> <p>Indicative Content – fully developed explanations</p> <p>The graph shows that Under 50's have the average amount of disposable income or less. Over 50's have more than the average amount of disposable income</p> <p>L3</p> <ul style="list-style-type: none"> <li>• At the beginning of their career they have not been promoted so their pay is relatively low</li> <li>• Children have left home so parents do not have childcare costs and food bills and associated costs are lower</li> <li>• The over 70's are often frail and need to go into full time care, which is very expensive and drains their pension / savings</li> </ul> <p>L2</p> <ul style="list-style-type: none"> <li>• They have recently left university but still have debts to pay</li> <li>• This is because the over 50's have had the longest time earning, and so have had more time to save</li> <li>• Just started work so they are likely to have low pay</li> </ul>

Question	Answer	Marks	Guidance
	<b>Level 1 (1 - 3 marks)</b> Description of the pattern shown by the graph and may give simple reasons which may be lifted from resource 3b. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.		L1 <ul style="list-style-type: none"> <li>Children have left home</li> <li>They still have mortgage costs to pay</li> <li>No longer earning</li> </ul>
4	 <b>Level 3 (6-7 marks)</b> Excellent explanation(s) of how different stakeholders are affected in different ways. Written work is clearly legible and spelling, punctuation and grammar are accurate.	7	<b>Accept any stakeholder</b> Note: Stakeholders can be affected in both positive and negative ways  <b>Level 3</b> Building contractor <ul style="list-style-type: none"> <li>The company gets more work so she gets a better wage and so a better quality of life</li> <li>Company builds more homes so it increases her disposable income and provides better job security</li> </ul> TA <ul style="list-style-type: none"> <li>He is at the beginning of his career with low disposable income as taxes have to be increased to pay for pensions and healthcare</li> <li>Declining BR so less children at school which may have to close and he is out of a job</li> <li>Increased taxes to pay for healthcare so he finds it harder to save</li> </ul> Family <ul style="list-style-type: none"> <li>It will be easier for the children to find jobs when they are older as there are people less in the working age group</li> <li>Family need money to pay for childcare but their taxes have increased to pay for pensions</li> </ul>



Question		Answer	Marks	Guidance
		<p><b>Level 2 (4-5 marks)</b> Sound explanation(s) of how different stakeholders are affected in different ways. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p>		<p><b>Level 2</b></p> <p>Building contractor</p> <ul style="list-style-type: none"> <li>• More business for her company better quality of life for her</li> <li>• More business means more money for company</li> </ul> <p>TA</p> <ul style="list-style-type: none"> <li>• Taxes will increase so harder to save</li> <li>• Less spent on education so pay cut</li> </ul> <p>Family</p> <ul style="list-style-type: none"> <li>• Less money for education so worse schools</li> <li>• Increase taxes to pay for pensions</li> <li>• Work longer for less pension</li> </ul>
		<p><b>Level 1 (1-3 marks)</b> Simple explanation(s) of how different stakeholders are affected. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinder communication.</p>		<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Work for longer</li> <li>• Pay more taxes</li> <li>• Increased business for company</li> </ul> <p><b>If only one stakeholder is given Max L2 (4) marks</b></p> <p>Only one level credit allowed per stakeholder</p> <p>Examiners are reminded Quality of Written Communication is integrated with the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2 &amp; L3</p>

Question	Answer	Marks	Guidance
5	<p><b>Level 4 (13-16 marks)</b></p> <p>Level 4</p> <ul style="list-style-type: none"> <li>Well-developed reason(s) given as to why chosen option is more suitable than each of the other options.</li> <li>Well-developed reasons given for disadvantages of chosen option.</li> <li>Well-developed reasons as to why retirement complexes are a sustainable way of meeting the challenge of an ageing population.</li> <li>Written work is legible and spelling, grammar and punctuation are very accurate and meaning is clearly communicated. Good use of geographical terminology.</li> </ul> <p><b>Level 3 (9-12 marks)</b></p> <p>Level 3</p> <ul style="list-style-type: none"> <li>Developed reason(s) given as to why chosen option is more suitable than each of the other options.</li> <li>Developed reason(s) given for disadvantages of chosen option.</li> <li>Developed reason(s) as to why retirement complexes are a sustainable way of meeting the challenge of an ageing population.</li> <li>Written work is legible and spelling, grammar and punctuation are accurate and meaning is clearly communicated. Use of geographical terminology.</li> </ul> <p><b>Level 2 (5-8 marks)</b></p> <p>Level 2</p> <ul style="list-style-type: none"> <li>Mention made as to why chosen option is more suitable than each of the other options.</li> </ul>	16	<p><b>Examiners to put final level achieved at the bottom right hand side at the end of the answer.</b></p> <p><b>There should be no other annotations made on question 5 other than the level at the end of the answer.</b></p> <p>Examiners are reminded Quality of Written Communication is integrated with the level descriptors. QWC will reflect how clearly ideas and concepts are expressed, but should not restrict candidates from reaching L2 &amp; L3.</p>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>Simple reason(s) given for disadvantages of chosen option.</li> <li>Mention made as to why retirement complexes are a sustainable way of meeting the challenge of an ageing population.</li> <li>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated with limited clarity.</li> </ul> <p><b>Level 1 (1-4 marks)</b></p> <p>Level 1</p> <ul style="list-style-type: none"> <li>Limited reference made as to why chosen option is more suitable than each of the other options.</li> <li>Disadvantage(s) of chosen option covered in a limited way.</li> <li>Limited reference made as to why retirement complexes are a sustainable way of meeting the challenge of an ageing population.</li> <li>Written work contains mistakes in spelling, punctuation and grammar which sometimes hinders communication</li> </ul>		

## APPENDIX 1

## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1	2	2		4
2	2		4	6
3	2	3	2	7
4	2	5		7
5	0	6	10	16
<b>Totals</b>	<b>8</b>	<b>16</b>	<b>16</b>	<b>40</b>

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