

**Drayton Manor High School**

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| Exam Question |
| |  |  | | --- | --- | | (a) (i) | Study Table 1. Plot the data for 2007 and 2009 given in Table 1 showing the UK’s Foreign Direct Investment (FDI) net earnings abroad (outward), on Figure 1.  **Figure 1: UK’s FDI net earnings abroad (outward) in £million, 2005–2014**   Source: Office for National Statistics, Statistical bulletin: Foreign Direct Investment Involving UK Companies: 2014, reproduced under the Open Government Licence v.3.0  *(2 marks)* | |
| |  |  | | --- | --- | | (a) (ii) | Calculate the percentage change in UK’s Foreign Direct Investment (FDI) net earnings abroad (outward) between 2005 and 2014. You must show your working. *(2 marks)* | |
| |  |  | | --- | --- | | (b) | Explain why foreign ownership of business and property can have an impact on national identity. *(6 marks)* | |
| |  |  | | --- | --- | | (c) | Explain why nationalism in the nineteenth century was important in the development of empires. *(8 marks)* | |
| |  |  | | --- | --- | | (d) | Evaluate this statement:  ‘People with high skill levels are more likely to be able to migrate across international borders.’ *(20 marks)* | |
| **Total:** 38 marks |

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| Source |
| **Table 1: Selected FDI net earnings abroad (outward) in £million for the UK** |

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| Mark scheme |
| |  |  | | --- | --- | | (a) (i) | 2 marks (AO3 = 2 marks)   You gain 1 mark for each correctly positioned point. You must be accurate — there is no tolerance allowed on the horizontal axis (Year); however, a tolerance of up to 2,000 each way on the vertical axis (£million) is allowed. | |
| |  |  | | --- | --- | | (a) (ii) | 2 marks (AO3 = 2 marks)  You gain 1 mark for showing your working. An answer for the 2005 figure in the range 77,000 to 79,000 will be given credit. An answer for the 2014 figure in the range 64,000 to 65,000 will be given credit.  2014 figure − 2005 figure/2005 figure × 100  65,000 – 78,000/65,000 × 100  You gain 1 mark for the correct answer.  = −20\_ine | |
| |  |  | | --- | --- | | (b) | 6 marks (AO1 = 3 marks, AO2 = 3 marks)  This question examines why foreign ownership of business and property can have an impact on national identity. Increasing levels of purchasing and possession of buildings, as well as local and national businesses by foreign firms, can lead to discussions of influence on national identity. Some suggested ideas are given below but you may wish to expand on these or include other relevant points.  **AO1 Demonstrating your knowledge and understanding of why foreign ownership of business and property can have an impact on national identity**  • National identity is used to measure one’s own affiliation to a particular country. It points towards the nation as a whole entity which has particular shared characteristics, e.g. traditions, culture and language.  • Foreign ownership of business and property is increasing in some economic sectors and in some places within countries. This can be linked to globalisation.  • Foreign ownership can raise issues about power, influence, control and security. **AO2 Applying your knowledge to suggest reasons why foreign ownership of business and property can have an impact on national identity**  • National businesses may feel under threat by foreign-owned or part-owned businesses in terms of how they run their business and where profits go to.  • Increased foreign ownership can affect the ability of people to buy property, either commercial or residential, as prices may be driven up. Increased foreign ownership of property can also bring opportunities for regeneration. This can have an impact on national identity. **Answers to this question will be given a mark within a level band  Level 1 (1–2 marks):** You show some geographical knowledge and understanding about the impact of foreign ownership on national identity but some points are inaccurate. Your knowledge is not applied consistently with the question.  **Level 2 (3–4 marks):** You show mostly relevant geographical knowledge and understanding about the impact of foreign ownership on national identity. Your knowledge in general is applied consistently with the question, although with only some details. You may have included impacts from only business or only property.  **Level 3 (5–6 marks):** You show accurate and relevant geographical knowledge and understanding about the impact of foreign ownership on national identity. You have included impacts from both business and property. You apply your points logically to the question and show a good level of detail.   **Hints and tips** Think about how foreign ownership of property can affect cultural traditions, e.g. home ownership in the UK. How does foreign ownership of companies have an impact on national identity? | |
| |  |  | | --- | --- | | (c) | 8 marks (AO1 = 8 marks)  This question examines why nationalism in the nineteenth century was important in the development of empires. The development of nation states in Europe and their quest for resources and trade links played a key role in empire building. Suggested ideas are outlined below, but you do not need to include all of these in your response. Other relevant points will be given credit.  **AO1 Demonstrating your knowledge and understanding of why nationalism in the nineteenth century was important in the development of empires**  • Nationalism is the concept of loyalty and devotion to a person’s own nation above all others.  • Nationalism in the nineteenth century links to the development of nation states, e.g. in Europe.  • After gaining their own independence in the nineteenth century, some countries looked to expand their influence and territory abroad.  • Expansionism in the nineteenth century can be linked to the need for natural resources and the exertion of power. **Answers to this question will be given a mark within a level band  Level 1 (1–2 marks):** You show limited knowledge and understanding of why nationalism in the nineteenth century was important in the development of empires, and there are some inaccuracies in your answer. Your answer lacks a range of geographical ideas.  **Level 2 (3–5 marks):** You show some relevant geographical knowledge and understanding of why nationalism in the nineteenth century was important in the development of empires and you demonstrate a range of geographical ideas, but your answer lacks detail.  **Level 3 (6–8 marks):** You show good geographical knowledge and understanding of why nationalism in the nineteenth century was important in the development of empires. Your points are accurate and relevant, and you include a range of geographical ideas which are developed in detail.   **Hints and tips** What is nationalism? Why did rulers of independent states feel they needed to expand their territory and/or influence in the nineteenth century? | |
| |  |  | | --- | --- | | (d) | 20 marks (AO1 = 5 marks, AO2 = 15 marks)  This question focuses on evaluating whether highly skilled workers have more opportunity to migrate across international borders. The ability to migrate across international borders can also be linked to migrant income as well as migration policies set by governments at national and international level. Legal and illegal migration can also be considered. Suggested ideas are outlined below but you do not need to include all of these in your response. Other relevant points will be given credit.  **AO1 Demonstrating your knowledge and understanding of the view that people with high skill levels are more likely to be able to migrate across international borders**  • The migration of workers across international borders is connected to many factors, e.g. skill level, income, age, demand, government policy.  • There may be certain skills which are in higher demand than others.  • While some areas have free movement of labour, other areas may have more restrictions. **AO2 Applying your knowledge to evaluate the view that people with high skill levels are more likely to be able to migrate across international borders**  • People with high skill levels are more likely to migrate across international borders.  • Migrants can be legal or illegal and this may affect their ability to move.  • Different levels of restrictions may affect workers with different levels of skills across the same international border. **Answers to this question will be given a mark within a level band  Level 1 (1–5 marks):** You show isolated points of knowledge and understanding about the connection between highly skilled migrants and their ability to cross international borders, with some errors and inaccuracies. You show limited understanding and are not always able to make connections between your points. Your answer is incoherent and lacks relevant evidence to support ideas. Your argument is limited, with unbalanced points. Your ideas are concluded in a general manner, if at all.  **Level 2 (6–10 marks):** You make some points showing knowledge and understanding about the relationship between highly skilled migrants and their ability to cross international borders, some of which may be relevant. You make some inaccurate points. You apply some knowledge but your points are not developed or may not be linked to the question. You use some evidence used to support statements which may answer only part of the question. You make a conclusion but this is drawn from unbalanced ideas.  **Level 3 (11–15 marks):** You show geographical knowledge and understanding about the relationship between highly skilled migrants and their ability to cross international borders. Your ideas are mostly relevant to the question and you make accurate points. You also put forward other factors which may influence the ability of different groups to cross borders. You use at least one example to show your points. You interpret the question well in general but there may be some gaps in the use of evidence to support points. You draw a conclusion which links to the arguments made but is not fully supported by evidence.  **Level 4 (16–20 marks):** You show good use of knowledge and understanding of the relationship between highly skilled migrants and their ability to cross international borders. You make a range of relevant points and use at least two examples to demonstrate your ideas. You also put forward other factors which may influence the ability of different groups to cross borders. All your points are linked to the question and you try to balance your ideas. You draw a good, well-balanced conclusion which links clearly to the evidence presented.   **Hints and tips** Why are some jobs more in demand in some countries than others? What other factors affect whether people can migrate from one country to another? | |

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| Student Response A | |
| (a) (i) | |  | | --- | | **Examiner comment** Two correctly positioned points. 2 marks. | |
| (a) (ii) | 65,000 − 78,000/65,000 × 100 = − 20\_ine   |  | | --- | | **Examiner comment** The correct answer is given, and working is shown. 2 marks. | |
| (b) | National identity is the way in which a country is viewed by its people or how a person has a sense of belonging to one nation. As the world becomes more globalised, the likelihood that companies have business interests outside their own country increases and this can influence the culture of a country. Foreign companies which buy control of UK companies can cause uncertainty when they have a global review of their businesses. For example, jobs in the UK steel industry were under threat as Tata, an Indian multinational, reviewed its investment in its UK steel operations. This raises questions about national identity as the steel industry is not owned by the UK government anymore and so changes can come relatively quickly out of the government’s control and have a direct impact on things that affect the people’s way of life, e.g. employment.   In addition, increases in foreign ownership of property can have a large influence on national identity. Traditionally, the concept of homeownership is very strong in the UK, whereby people have a mortgage and eventually own their own home. However, in some parts of London, foreign ownership of large property blocks has increased. This can contribute to the rise in property prices in the capital causing lack of affordability for homeownership and a rise in renting. Also many of these owners do not use these homes as their permanent residence, so key residential space is left empty rather than being lived in. This may change the feelings of community in a neighbourhood.   |  | | --- | | **Examiner comment** The student answers the question well. Two key areas where foreign ownership can have an impact on national identity (business and property) are mentioned and relevant examples are given to explain the points made. Level 3, 6 marks. | |
| *Examiner comment* | "business interests outside their own country"  Foreign ownership linked to national identity. |
| *Examiner comment* | "Tata"  Example of influence of multinationals. |
| *Examiner comment* | "way of life, e.g. employment"  Link to job security and national identity. |
| *Examiner comment* | "homeownership is very strong in the UK"  Link to home ownership and national identity. |
| *Examiner comment* | "lack of affordability for homeownership and a rise in renting"  Link to homeownership traditions and national identity. |
| *Examiner comment* | "do not use these homes as their permanent residence"  Link to property ownership and change in communities. |
| (c) | The nineteenth century saw a rise in nationalism, whereby nation states in Europe gained independence from former empires, e.g. Greece and the Ottoman Empire, or where regional states joined together to form a united country, e.g. Italy. Some countries then developed their own empires so that they could access the natural resources that they needed for development and also exert regional power in areas that were further away, e.g. south-east Asia. Some countries were ruled directly by the European state or were ruled by local leaders who were under the control of or sympathetic to the European colonists. Some countries such as the Belgian Congo were seen as the Belgian King’s personal fiefdom.  For example, in the nineteenth century French nationalism grew following the defeat of Napoleon and military action was taken to expand the empire in North Africa, Indochina and the South Pacific. The new French colonies were able to supply raw materials and to also buy products that had been made in France. Thus, the colonies had an important trading role and also offered a strategic show of power in regions where other European nations were trying to expand their territories, e.g. Germany in Africa. Nationalism in Europe saw a rise in patriotism and the promotion of language, culture, education and government. The culture of the imperial nation was then spread to the new colony. For example, French nationalism promoted the spread of French and the French education system to its colonies, which still has a significant influence today, e.g. Morocco and Algeria. It can be said that nationalism has a strong link to the development of empires in the 1800s.   |  | | --- | | **Examiner comment** The student clearly links the concept of nationalism and its rise in nineteenth-century Europe to the growth of empires. Good understanding of key ideas is shown and points are expanded using the case study of France. The student could also mention why some regions seemed more susceptible to European colonists (e.g. because of existing diplomatic and trade links, proximity). Level 3, 7 marks. | |
| (d) | The movement of highly skilled workers across international borders is complex. Highly skilled workers can refer to highly qualified staff with specific skills in sectors such as science, technology, medicine, engineering and IT. It also includes managerial and leadership abilities. The international migration of this type of workforce is increasing because of globalisation. As companies develop their businesses abroad, they want to recruit the best staff from the largest talent pool possible. Where skills are very specialised, in great demand or if there is a shortage in a particular expertise, there may not be suitable workers in one country and so businesses will want to be able to attract staff across international borders to fill posts.  There is an increasing number of skilled workers, especially from Asian countries such as India, to advanced OECD countries such as the USA and the UK. There is a high level of growth in some sectors such as computer programming and cybersecurity. There is also recruitment between advanced OECD countries such as Germany to the USA.  While companies may need such workers to fill certain jobs, the immigration policy of a country is also important as a country sets out the legal rights for entry and residence in a country for work purposes, e.g. through a visa or green card system. At a supranational level, freedom of movement of labour is one of the four economic freedoms of the ‘acquis communautaire’ of the EU. This encourages movement of skilled workers between European Union member states, e.g. French bankers working in the financial centre of London Docklands. Skilled migrants from developing countries may find it easier than non-skilled employees to work in a foreign country because of pro-immigrant policies of the host country. However, other factors may make it easier for these migrants to move, e.g. already established migrant communities and relocation support packages offered by companies. There might also be the chance of permanent residence for some workers as their working visa can be changed to a permanent one. Some countries such as Australia encourage skilled workers through a points system. In 2014–2015, there were nearly 200,000 places in Australia’s migration programme and 68\_f these places were taken by skilled workers. Some countries can encourage foreign students with in-demand skills to stay on after they have finished their studies, rather than return to their home country or another recruiting country. For example, Japan’s government has had a scheme whereby scholarships are offered to students. Government-sponsored job fairs, e.g. in Ireland, can guide workers more easily through the employment market and the visa required. This makes it more straightforward for migrants to cross borders.  However, there may be groups of migrants who are not classed as highly skilled but who may be able to have special consideration when moving across international borders. For example, the recent Syrian refugee crisis has prompted governments, e.g. within the EU, Turkey, Canada, to allow the legal residence of migrants who have had to flee the political situation there. The Australian government also has additional places within its humanitarian programme for the resettlement of refugees. However, it can be possible, as seen with the migrant crisis in Europe in 2015, for people to cross international borders without appropriate documentation. This can put much strain on the migrants themselves as they seek to find a better life, as well as stresses for governments as they tackle the short- and long-term implications of migration. There may also be highly skilled migrants who do not find it easy to cross borders, e.g. those with criminal records, or those who have wider family considerations.  It is easier in many cases for those with in-demand skills to move across borders than those with lower skill levels. However, some of these migrants may still have visa restrictions depending on their donor country’s relationship with the host. In addition there are some lower-skilled workers who may find it easier to cross borders because of special agreements between countries, e.g. within the EU. Those with official refugee status may find it easier to move permanently to another country than those without.   |  | | --- | | **Examiner comment** The student understands the question well and applies specific case study information from different countries and regions to explain and expand points. There is a clear focus on reasons why it is easier for highly skilled migrants to migrate, but also the fact that there may be other groups that may have easier access to foreign countries than others is considered. The student attempts to draw a balanced conclusion. How the wealth or income of a person may affect their ability to migrate internationally could also be considered. Level 4, 17 marks. | |

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| Student Response B | |
| (a) (i) | |  | | --- | | **Examiner comment** Only one data point is correctly positioned. 1 mark. | |
| (a) (ii) | 78,000/65,000 × 100 = 120\_ine   |  | | --- | | **Examiner comment** This is an incorrect calculation. 0 marks. | |
| (b) | The feeling of belonging to a particular country can be seen as part of your national identity. This can be very complex in the UK as there are many different groups which identify with different countries within the UK rather than the UK as a whole. There are many rich people from Russia and the Middle East who own property in London. They can bring an international feel to the area and also bring money for the local economy. Although they live in London, they may not identify with being British. They may also keep themselves separate from other residents and this can change the sense of community of an area. Also some people have this as a second home for when they come to London on business. This means that when they are away, large numbers of properties are empty in residential areas. This is a change of tradition as usually in the UK, people have their permanent residence near their place of work. This can have an impact on national identity.   |  | | --- | | **Examiner comment** The student includes some good ideas linked to national identity and property but does not include specific examples related to business which would lift the answer into the Level 3 band. Level 2, 4 marks. | |
| *Examiner comment* | "complex in the UK"  Valid point but not clearly linked to the question. |
| *Examiner comment* | "own property in London"  Example given of foreign ownership. |
| *Examiner comment* | "keep themselves separate from other residents"  Links to foreign ownership and sense of neighboorhood community. |
| *Examiner comment* | "properties are empty"  Links to foreign ownership and patterns of residence. |
| (c) | Nationalism has an important influence on empire building. Nationalism is the concept of developing high levels of patriotism in a population and also promoting national values and culture. Nationalists often believe that their way of doing things is better than other peoples’. Nationalism can lead to increased military power and support for military action abroad. This can also lead to conflicts with local people, e.g. colonial wars. Countries in the nineteenth century needed to have more raw materials and food supplies for a growing population because of the industrial revolution. If the resources could not be found at home, then leaders looked to expand territory so that they could own or have priority over the resources. This was especially important as many European countries were competing for these resources. They also wanted control of expanding markets. Some countries also wanted more control over the trade routes in south-east Asia, and to have more power than other nations in that region. This influence also lead to colonies having to adopt the laws of the colonial power. In some cases this lead to a loss of land ownership which had a negative impact on the local people. In the nineteenth century, many parts of the world were trying to become or did become independent from foreign rulers. For example, China fought Britain over disputes over trade of goods and China’s sovereignty.    |  | | --- | | **Examiner comment** The student shows some knowledge and understanding but the answer is underdeveloped. China is used as an example but is not linked clearly to the question. The student could focus on a specific European power, e.g. France, and explain in more detail how an increase in nationalism encouraged the expansion of its territory to colonies for economic, cultural and political gain. Level 3, 5 marks. | |
| (d) | Migration is the permanent or semi-permanent movement of people from one place to another. If a person moves between countries, they are an international migrant. Some people also want to move within a country. This is called internal migration. They may move from city to city to find work. People move for many reasons. They may want to find a job which pays more than their work at home, they may want to be with friends and family or they can be forced to move if it is not safe for them to live in their home country. Many people feel that they are in danger because of war or because their views do not fit in with those of the government. That is why they move. Some people find it easy to move across a border. They have the right travel documents, e.g. passport and the relevant visa needed to work in a country. These are legal workers. However, some people find it more difficult to move from one country to another. They may not get the official paperwork to move and have to pay traffickers large sums of money to get them where they want to go. This is very dangerous and many people have died in the Mediterranean because of this. One example of where people were encouraged to move from one country to another was from Turkey to Germany. After the Second World War, the Germans had to rebuild many cities as they had been damaged in the war. There were not enough workers in West Germany to work in the construction industry as there was a lot of work to do and it needed to be done quickly. The problem was made worse by the Berlin Wall as workers from East Germany could no longer work in the West. In the 1960s, the West German government signed an agreement with many countries, including Turkey, to acquire workers for the construction industry. This was the ‘gastarbeiter’ scheme. Although these people had few qualifications, they had some skills and helped the Germans to improve their cities.  Today some Germans themselves migrate to other countries. Germany is a highly developed country with high levels of graduates. These graduates have developed high-level skills which are demanded by other countries. For example, the quality of German engineering is world famous. If a German engineer wants to live in the USA, he needs a green card. In conclusion, it is much easier for people with higher skills to migrate to another country as they will find it easier to get a better job and won’t rely on benefits from the government to survive.    |  | | --- | | **Examiner comment** The student shows some understanding of migration but ideas should be focused more clearly on the question (the international migration of highly skilled workers) rather than making general points. Internal migration is discussed, which is not directly linked to the question. The section on Turks in Germany shows some understanding but should have focused on highly skilled jobs rather than general construction. The student starts to show their knowledge of highly skilled workers (German engineers), but this section should be expanded to show more evidence of why some highly skilled workers can move more easily. The conclusion is brief. Level 3, 11 marks. | |