

GCSE

Geography A

Unit **A731/02**: Contemporary themes in geography (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2017

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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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Annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Correct response (use only to credit in point-marked questions).
	Incorrect response (use only to indicate incorrect in point marked questions).
	Information omitted.
	Unclear.
	Irrelevant.
	Development.
	Place specific.
	Two statements are linked.
	Highlighting an issue eg irrelevant paragraph. Use in conjunction with another stamp eg  or 
	Level one.
	Level two.
	Level three.
	Point has been seen and noted.
	Benefit of doubt given.
	Blank Page – this annotation must 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.

Answer/Indicative content			Mark	Guidance	
1	(a)	<p>Indicative content:</p> <p>Landscape is barren/empty (✓) Little vegetation/few sources of food (✓) Formation of sand dunes (✓) No clouds/ cloudless sky (✓) Vast/ covers a large area (✓) Dry/little rainfall/less than 250mm rainfall (✓)</p>	2	<p>2 x 1 mark</p> <p>No marks for hot. Accept other climatic features e.g. dry.</p> <p>Features must be identifiable from figure 1.</p> <p>Do not accept diurnal temperature</p>	
	(b)	(i)	<p>Indicative content:</p> <p>Food webs attempt to display all of the feeding relationships within a community (✓) whereas food chains only show one specific path in the food web. (✓)</p>	2	<p>2 x 1 mark</p> <p>One mark for accurate explanation of either food chain or web</p> <p>Second mark for comparison between the two</p> <p>Do not credit 'food webs show an entire ecosystem'.</p>
		(ii)	<p>Tertiary consumer –Snake (✓), Lizard (✓) Primary consumer – Harvester ant(✓) Primary producer – Brittle bush (✓), Triangle leaf bursage (✓).</p>	2	<p>2 x 1</p> <p>One mark for one or two correct. Two marks for all three correct</p>
		(iii)	<p>Level 3 [5 – 6 marks] Comprehensive explanation of adaptation in hot deserts with developed statements fully explaining how named plants and animals can adapt. Accurate reference to</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>For Level 3, specific detail of hot deserts and reference to</p>

Answer/Indicative content			Mark	Guidance
		<p>specific detail related to hot deserts. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Some explanation of adaptation in hot deserts with some developed statements which explain adaptation in plants and/or animals. Some direct reference to species in hot desert environment. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Basic statements that describe adaptation in hot deserts. Limited development or reference to specific detail. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>both plants and animals is needed. Two developed statements about both plant and animals are required for full marks.</p> <p>e.g. Level 3 - The Saguaro Cactus has stems that can store water. In addition, the cacti have spines instead of leaves which minimise the surface area and so reduce water loss by transpiration. The desert fox has long ears which both help it to locate its prey and also allows for more heat loss to keep it cool in the hot conditions.</p> <p>Level 2 – Cacti found in hot deserts have long roots which help them to find scarce water supplies. They also have spines instead of leaves for protection. Desert foxes have long ears which are good for heat loss.</p> <p>Level 1 – Cacti in hot deserts have long roots and store water in their trunk.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p>
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 22.	3	
	(c)	<p>Indicative content:</p> <p>Desertification is the process by which fertile land becomes desert (✓).</p>	1	<p>1 mark for accurate definition.</p> <p>Allow 'land turning into desert', 'expansion of deserts'</p>
	(d)	<p>Indicative Content:</p> <p>Overgrazing (✓) is when farmers keep too many animals on an area of land. Animals eat the plants so</p>	4	<p>2 x 2 marks</p> <p>One mark for identification of human causes. Allow single words e.g. overgrazing, deforestation.</p>

Answer/Indicative content			Mark	Guidance
		<p>the soil will be exposed to the sun and will dry out more quickly. (DEV)</p> <p>Deforestation (✓) is the process of removing trees and transforming a forest into cleared land. Deforestation can lead to desertification because it damages the vegetation that is protecting the land leading to soil erosion. (DEV)</p>		<p>Development mark for explanation of how it leads to the spread of deserts.</p> <p>Alternative responses might relate to population pressure, overcultivation or further human causes. Only accept global warming in relation to drought, not temperature increase.</p>
2	(a)	<p>Indicative Content:</p> <p>Tourists might enjoy winter sports, such as skiing, or snowboarding (✓) as the mountain climate provides a plentiful supply of snow for this purpose.(DEV)</p> <p>In summer months tourists enjoys walking/trekking in mountains (✓) this is because they enjoy the spectacular scenery mountains provide. (DEV)</p>	4	<p>2 x 2 marks.</p> <p>One mark for simple point of explanation. Second mark for development of explanation.</p> <p>No double credit for winter snow/ summer no snow.</p> <p>Maximum of 2 if no reference to time of year.</p>
	(b)	<p>Indicative Content:</p> <p>For energy practices: Renewable energy such as solar panels for heating would reduce carbon emissions (✓) as they can generate electricity without burning fossil fuels(DEV).</p> <p>For environmental impact: By staying on the piste, skiers will not harm natural habitats(✓). This will mean that local wildlife is not disturbed or threatened by the tourists. (DEV)</p>	4	<p>2 x 2 marks</p> <p>One mark for simple suggestion. Second mark for developed explanation.</p> <p>No double credit for idea of carbon dioxide emissions leading to global warming.</p>
	(c)	<p>Level 3 [5 – 6 marks]</p> <p>Comprehensive evaluation of both positive and negative impacts tourism has had on a named mountain environment. Developed statements fully explaining</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>For Level 3, place specific detail of mountain environment</p>

Answer/Indicative content			Mark	Guidance
		<p>different impacts. Accurate reference to place specific detail related to named mountain environment. Evaluative statement makes judgement about extent of positive and negative impacts. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Some evaluation of positive and negative impacts in a named mountain region with some developed statements which explain the impacts. Some place detail relevant to named mountain environment. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Basic statements that describe impacts of tourism on a named mountain environment. Limited development of ideas. Little or no reference to place specific detail. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>is required.</p> <p>e.g. Himalayas</p> <p>Level 3 In the Mount Everest region tourism has brought more positive than negative impacts. It has brought prosperity to the Sherpa population of Khumba who have built inns to cater for the increasing numbers of trekkers. However this has led to some deforestation in the area and the creation of the Sagarmartha national park to protect the landscape.</p> <p>Level 2 In the Himalayas tourism has brought money to the Sherpas who have built hotels for the tourists. But this has led to deforestation as wood is needed for the hotels. Sherpas have also gained work by guiding tourists up Mount Everest.</p> <p>Level 1 Tourism has brought money and jobs to the people who live in mountains. It can also lead to more litter and the loss of trees for firewood.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p>
		 Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 22.	3	
3	(a)	(i) Indicative Content: Many houses/ buildings have collapsed/ been destroyed(✓)	2	<p>2 x 1 mark</p> <p>Evidence must be from figure 5.</p>

Answer/Indicative content			Mark	Guidance
		<p>Phone/ power lines were disrupted (✓)</p> <p>Cars damaged (✓)</p> <p>Blocked roads/rubble on the streets(✓)</p>		<p>No credit for 'homelessness'</p> <p>No credit for longer term impacts such as the spread of disease or rebuilding costs.</p>
(a)	(ii)	<p>Indicative Content:</p> <p>People left homeless/staying in tents (✓)</p> <p>Economic costs/ time taken to rebuild homes (✓)</p> <p>Loss of jobs/unemployment (✓)</p>	1	<p>1 x 1 marks</p> <p>Evidence must be from figure 5.</p> <p>No credit for short term impacts</p>
(a)	(iii)	<p>Indicative Content:</p> <p>An MEDC may have seen less destruction of property/buildings (✓) as they have more finances/resources available (✓) in order to better protect their buildings (DEV). They might use earthquake proof designs (✓) which would leave fewer people homeless (DEV).</p>	3	<p>3 x 1 mark. Allow development marks.</p> <p>One mark max.for identification of different impacts. Other credit must explain why impact would be different.</p> <p>No credit for 'preparation' without clarification.</p> <p>Accept reasons for lack of response in LEDCs.</p> <p>No credit for comments relating to earthquake prediction.</p>
(b)		<p>Level 3 [5 – 6 marks]</p> <p>Comprehensive evaluation of ability of chosen location to manage future earthquake hazard. Developed statements fully explaining reasons that management is</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>For Level 3, place specific detail of earthquake event or</p>

Answer/Indicative content			Mark	Guidance
		<p>likely to be effective/ineffective. Accurate reference to place specific detail related to named earthquake event or location. Evaluative statement considers extent to which successful management is likely.</p> <p>Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks]</p> <p>Some evaluation of ability of chosen location to manage earthquake hazard. Some developed statements which explain the reasons why the country may/may not be prepared in the future. Some limited place detail.</p> <p>Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks]</p> <p>Basic statements that describe impacts and/or attempts to manage a chosen earthquake event. Limited development of ideas. Little or no reference to place specific detail.</p> <p>Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p>		<p>location is required.</p> <p>e.g. Pakistan earthquake</p> <p>Level 3</p> <p>In the Awaran district in 2013 80 percent of homes had collapsed or were damaged and 21,000 homes were completely destroyed.</p> <p>To a large extent, Pakistan is likely to continue to have difficulties managing earthquakes in the future as its GDP per person of \$1,360 suggests it does not have the finances to build earthquake proof buildings. It also has over 1700 people for every doctor which suggests that health care in the country is not as developed as might be needed in the event of a future earthquake.</p> <p>Level 2</p> <p>In Pakistan most homes collapsed and 80% of homes were completely destroyed. Things are not likely to get better in the future as Pakistan is an LEDC with a low GDP and will not have much money to rebuild. People will need to be educated about how to respond to an earthquake.</p> <p>Level 1</p> <p>In Pakistan lots of homes collapsed and many homes were completely destroyed. Pakistan is a poor country so cannot fix things easily.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p>
4	(a)	(i)	Indicative Content:	
			Someone who buys/purchases goods or services. (✓)	1
				1 x 1 mark

Answer/Indicative content			Mark	Guidance
(a)	(ii)	Coffee consumption was high in Europe (✓) Countries with high coffee production are mainly found between the tropics of Cancer and Capricorn . (✓)	2	2 x1 mark
(a)	(iii)	Indicative Content: Consumption is highest in the wealthy regions of the world as more people have the money to drink coffee. (✓) Some regions of the world have a stronger coffee drinking culture than others. (✓) Consumption is often higher in coffee producing countries as it is readily available. (✓)	2	Marks are for the reasons not for identification of the pattern.
(b)		Indicative Content: Gross Domestic Product (✓) measures the value of all goods and services sold by a country (DEV) Trade (✓) indicates the value of goods imported and exported (DEV) Percentage of people employed in primary jobs (✓) is a measure that indicates the employment structure of a country (DEV)	4	2 x 2 marks One mark for identification of appropriate measure. Second mark for description of how this measure works (DEV). GDP, GNP, trade and employment structure are listed in the specification, however other measures might be suggested for credit e.g. employment rates Do not credit social measures e.g. life expectancy, unless they are related to wealth.
(c)	(i)	Indicative Content: A restriction imposed by the government on the free trade of goods or services (✓).	1	1 x 1 mark Do not credit examples alone, 'stops trade'.

Answer/Indicative content			Mark	Guidance
	(c)	(ii)		
	(c)	(ii)	2	2 x 1 mark One mark for basic description. Two marks for a developed description (DEV).
	(d)		6	The response is to be marked holistically. Examiners to label overall level awarded at the end of the response. For Level 3, specific detail of effects on a named location

Answer/Indicative content			Mark	Guidance
		<p>to specific detail related to named locations/product. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Some description and explanation of impact of buying chosen product on people and/or the economy with some developed statements. Some limited specific detail. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Basic statements that describe effects of buying chosen product. Limited development of ideas. Little or no reference to specific detail. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>or detailed reference to named product is required.</p> <p>e.g. iPhone</p> <p>Level 3 Purchasing the iPhone helps to support the jobs of workers in locations such as Shenzhen, China where the Foxconn assembly plant is located, as without a high demand for the product the plant might close down. It also helps to raise tax income for the Chinese government who will tax the factory's profit.</p> <p>Level 2 Purchasing the iPhone ensures jobs for workers in China where the iPhone is made. This will also help to raise tax for the Chinese government. However, workers at the Foxconn factory have to work long hours in poor conditions.</p> <p>Level 1 Purchasing an iPhone means that the workers in different countries have jobs to support their family. They get more money than working on a farm.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p>
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 22.	3	
(e)		<p>Level 3 [5 – 6 marks] Comprehensive description of potential changes in demand with developed statements fully explaining why the changes are likely. Accurate reference to specific</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>For Level 3, specific detail related to named product or</p>

Answer/Indicative content			Mark	Guidance
		<p>detail related to product studied or worldwide demand. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Some description of potential changes in demand for product with some developed statements which explain why the changes are likely to occur. Some reference to global locations. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Basic statements that describe potential changes in demand. Limited development of ideas. Little or no reference to specific detail. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>worldwide demand is required</p> <p>e.g Mobile Phone.</p> <p>Level 3 In African countries such as the DRC demand for mobile phones is likely to rise. Over the past five years the continent's mobile phone use has increased by twice the global average. This is due to the fact that mobile phone networks are much cheaper and faster to establish than fixed lines. Sales of mobile phones are also likely to increase in China, due to its increasingly affluent middle class.</p> <p>Level 2 In some LEDCs like the DRC the demand for mobile phones is likely to increase. This is because people have more money and phones are getting cheaper. It is also cheaper to have mobile phone networks than a fixed line.</p> <p>Level 1 In some countries the demand will rise as people have more money to buy mobile phones.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p>
5.	(a)	<p>Indicative Content:</p> <p>Milton Keynes has fewer elderly people than the UK average (✓)</p>	3	<p>3 x 1 mark</p> <p>Do not accept reference to birth rates and death rates.</p>

Answer/Indicative content			Mark	Guidance
		<p>It has more people of working age for both genders. (✓) It has a higher number of 0-19 year olds than the UK average (✓) There are more elderly females than males in Milton Keynes, which is similar to the UK average (✓) Overall similar structure of population (✓)</p>		
	(b)	<p>Indicative Content:</p> <p>Christchurch has more elderly/ old dependents/ people over 65 (✓). This might be because it is located close to the sea so people like to retire there (DEV)</p> <p>Christchurch has fewer children/young dependents/people under 18 (✓). This may because the birth rate is lower than in Milton Keynes (DEV)</p>	2	<p>2 x 1 mark</p> <p>One mark for identification of difference Second mark for appropriate suggestion explaining difference.</p>
	(c) (i)	<p>Indicative Content:</p> <p>e.g. Mumbai</p> <p>Mumbai has a large population of young dependents. (✓) This is because birth rates remain very high in the city. (DEV)</p> <p>Mumbai has a smaller proportion of elderly people (✓). This is due to the high rates of poverty and lack of access to medical care. (DEV)</p>	4	<p>2 x 2 mark</p> <p>Answer must relate to structure – i.e. proportion of population in different age ranges or for different genders.</p> <p>First mark for stating the feature, second mark for explanation of this feature.</p> <p>No credit for non-UK location given as a continent.</p> <p>Credit acceptable explanations even if the descriptions have not been credited e.g. high birth rates.</p>
	(c) (ii)	<p>Level 3 [5 – 6 marks]</p> <p>Comprehensive description and explanation of two differences that exist between the two chosen locations.</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p>

Answer/Indicative content			Mark	Guidance
		<p>Developed statements fully explaining these differences. Reference to place specific detail related to both named locations. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Some description and explanation of differences that exist between the chosen locations with some developed statements for either description or explanation of differences. Some limited place detail. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Basic statements that describe differences between locations. Limited development of ideas. Little or no reference to place specific detail. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>For top of Level 3, place specific detail relating to both locations is required.</p> <p>e.g. Mumbai and Nottingham</p> <p>Level 3 Mumbai has a tropical monsoon climate with over 2 metres of rain in the summer. This compares to Nottingham's temperate climate where most rainfall occurs in the autumn season and there is 700mm annually. The climates are different as Nottingham is found at a higher latitude and is affected by the polar front rather than the trade winds. Life expectancy is lower in Mumbai with an average of 69yrs. This may be due to better health care facilities in Nottingham such as the QMC or more access to doctors.</p> <p>Level 2 Mumbai has high rainfall in June and July whereas in Nottingham most rainfall occurs in December to February. The climates are different as Mumbai gets rain from the monsoon. Life expectancies are higher in Nottingham due to better health care facilities.</p> <p>Level 1 Mumbai has much more rain than Nottingham. It is a much bigger city and is more overcrowded.</p> <p>Maximum Level 2 (3) if no explanations.</p> <p>If the quality of written communication criteria is not fully met then full marks must not be awarded.</p>
		Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 22.	3	

Answer/Indicative content		Mark	Guidance
6	(a)	2	<p>2 x 1 mark</p> <p>First mark for simple idea. Second mark for development of reasoning.</p>
	(b)	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p> <p>For top of Level 3, place specific detail relating to both locations is required.</p> <p>Do not penalise candidates who use Vietnam, providing they make comparisons with another government policy. No credit for candidates who only lift from figure 8.</p> <p>e.g. China and Singapore</p> <p>Level 3 Whereas China's one child policy was introduced in 1979 to reduce birth rates, in 1987 Singapore introduced a pro-natalist policy designed to increase birth rates. China's policy met its aim of reducing births by 400 million. Singapore's policy was also successful as its population increased by 2.3 million from 1987-2010.</p>
			<p>Indicative Content:</p> <p>Ageing population in future years (✓). This may put pressure on services such as health care (DEV)</p> <p>There is an imbalance in the population (✓). Abortions are being used to ensure couples have a boy. (DEV)</p> <p>Many of the elderly population will retire (✓). This will result in insufficient workers (DEV).</p>
			<p>Level 3 [5 – 6 marks] Comprehensive comparison of the impact of two population policies. Developed statements fully describing the similarities or differences. Reference to specific detail related to both policies. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Some comparison of the two population policies with some developed statements describing similarities or differences. Some limited specific detail. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Basic statements that describe at least one policy. Limited development of ideas or comparison with little or no detail. Written work contains mistakes in spelling, punctuation</p>

Answer/Indicative content			Mark	Guidance
		<p>and grammar, which sometimes hinders communication.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p>		<p>Level 2</p> <p>China had a one child policy to reduce births, on the other hand Singapore has a policy to increase births. Both were successful as China's population growth slowed down and Singapore's population increased by 2 million.</p> <p>Level 1</p> <p>China had a one child policy as it was worried there would not be enough food and resources for everyone. Not everyone had to follow the policy. If you had more than one child, money was taken from you.</p>
6	(c)	<p>Indicative Content:</p> <p>People might decide to move for work reasons (✓) For example they may receive an offer of a higher paid job or a promotion that means they have to work in a new town.(DEV)</p> <p>People might move to be closer to family (✓). They might have young children and so want them to be close to their grandparents (DEV)</p>	4	<p>2 x 2 mark.</p> <p>Allow use of examples for development marks.</p> <p>Maximum 2 marks for candidates writing about international migration.</p>
	(d)	<p>Level 3 [5 – 6 marks]</p> <p>Comprehensive evaluation of the benefits of population change studied. Developed statements fully explaining</p>	6	<p>The response is to be marked holistically. Examiners to label overall level awarded at the end of the response.</p>

Answer/Indicative content			Mark	Guidance
		<p>the problems or benefits created by the change. Reference to specific detail related to chosen change. Written work is legible and spelling, punctuation and grammar are accurate. Meaning is communicated very clearly.</p> <p>Level 2 [3 – 4 marks] Some evaluation of the population change studied with some developed statements describing problems or benefits created by the change. Some limited specific detail relevant to change studied. Written work is legible and spelling, punctuation and grammar are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 [1 – 2 marks] Basic statements that describe the population change. Limited development of ideas. Little or no detail. Written work contains mistakes in spelling, punctuation and grammar, which sometimes hinders communication.</p> <p>0 marks No response or no response worthy of credit.</p>		<p>For Level 3, specific detail relating to population change is required.</p> <p>e.g. Migration from Eastern Europe</p> <p>Level 3 To a large extent migration from Eastern Europe has brought benefits to the UK. According to research migrants from the A8 countries have put more money into the system than they took out. Their net contribution was around 22 billion GBP. Furthermore, recent immigrants are 45% less likely to claim benefits or tax credits than the UK's native population.</p> <p>Level 2 Migration from Eastern Europe has brought economic benefits to the UK as migrants pay tax which the government can use to fund schools and hospitals. However some people feel immigrants move to claim benefits which can lead to problems as racial tension increases.</p> <p>Level 1 I think migration from Eastern Europe has brought more problems than benefits as people think immigrants take people's jobs which can lead to more racism.</p>

Spelling, punctuation and grammar (SPaG) assessment grid***High performance 3 marks***

Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance 2 marks

Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance 1 mark

Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

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