

**C208/SQP226**

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Geography  
Intermediate 1

NATIONAL  
QUALIFICATIONS

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# Course Assessment Specification

## Geography Intermediate 1

The purpose of this document is to provide:

- ◆ details of the structure of the Question Paper in this Course
- ◆ guidance to centres on how to use information gathered from the Question Paper in this Course to estimate candidate performance

### Part 1

**This part of the Course Assessment Specification details the structure of the Question Paper in this Course.**

- ◆ The Question Paper has a time allocation of 1 hour 15 minutes.
- ◆ The total marks available are 60.
- ◆ The paper will consist of two sections, A and B.

#### Section A – total marks 40

This section will include the use of an Ordnance Survey map of the British Isles at either 1:25000 or 1:50000 scale.

Candidates answer **two compulsory** questions.

Question 1 based on the topics in the Unit *Geography: Physical Environments*

Question 2 based on the topics in the Unit *Geography: Human Environments*

Each question is worth **20 marks**

Questions in this section of the paper are the same length as those within the Unit assessment. The added value for the Course assessment is on the retention of knowledge and skills.

#### Section B – total marks 20

Candidates answer **two questions from a choice of five.**

There is one question on each of the topics in the *Geography: Environmental Interactions* Unit

Question 3 – rural land degradation

Question 4 – river basin management

Question 5 – European environmental inequalities

Question 6 – development and health

Question 7 – environmental hazards

Each question will be out of **10 marks**.

Questions in this section provide the opportunity to integrate knowledge about human and physical environments and evaluate strategies and policies, in more than one context, for the management of issues. The added value of the Course assessment is the increased breadth of knowledge which has to be shown; two topics assessed but only one in Unit assessment.

## Part 2

**This part of the Course Assessment Specification provides guidance on how to use assessment information gathered from the Question Paper to estimate candidate performance.**

The Course award is based on the total mark gained in the Question Paper.

In National Qualifications cut-off scores should be set at approximately 70% for Grade A and 50% for Grade C with Grade B falling midway.

The cut-off scores may be lowered if the Question Paper turns out to be more demanding or raised if less demanding than intended.

For a total mark range of 0-60, the table gives an indication of the cut-off scores that may apply.

Grade	Band	Mark Range
A	1	51 - 60
A	2	42 - 50
B	3	39 - 41
B	4	36 - 38
C	5	33 - 35
C	6	30 - 32
D	7	27 - 29
NA	8	24 - 26
NA	9	0 - 23

In estimating performance for a candidate who scored 37/60 in the centre's own assessment, the following considerations would apply:

- ◆ The centre's view is that their assessment is less demanding than SQA Question Paper.
- ◆ Using the table a more realistic estimate may be **band 5**.

FOR OFFICIAL USE

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Total Marks

**C208/SQP226**

Geography  
Intermediate 1  
Specimen Question Paper  
for use in and after 2005

Time: 1 hour 15 mins

**NATIONAL  
QUALIFICATIONS**

**Fill in these boxes and read what is printed below.**

Full name of centre

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Town

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Forename(s)

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Surname

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Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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Answer **four** questions: Section A Question 1 **and** Question 2

**AND**

Section B any **two** questions from Questions 3 to 7

- 1 Read the whole of each question carefully before you answer it.
- 2 Write in the spaces provided.
- 3 Where boxes like this  are provided, put a tick (✓) in the box beside the answer you think is correct.
- 4 Extra paper may be obtained from the invigilator, if required.
- 5 Before leaving the examination room you must give this book to the invigilator. If you do not, you may lose all the marks for this paper.

**The Ordnance Survey Map used in this Specimen Question Paper is the map from the Standard Grade General examination in 2000.**

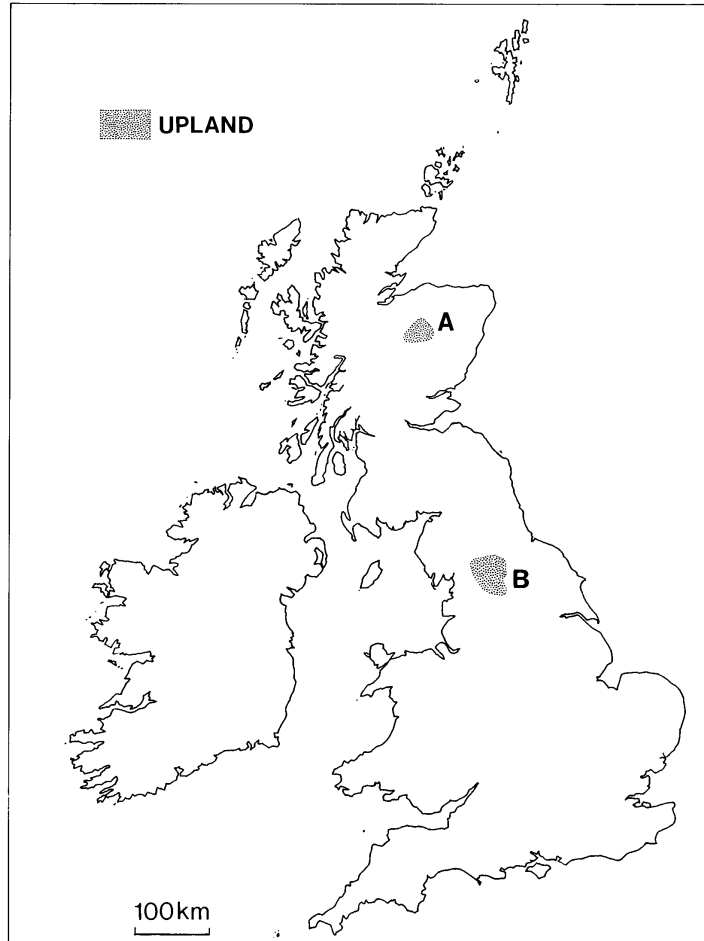
**SECTION A**

*Marks*

**IN THIS SECTION YOU MUST ANSWER QUESTION 1 AND QUESTION 2**

**Question 1: Physical Environments**

**Reference Map Q1A: Selected Upland Landscapes**



(a) Study Reference Map Q1A.

Name the upland areas labelled **A** and **B**.

Choose from:

Yorkshire Dales

Cairngorms

The Lake District.

**A** \_\_\_\_\_

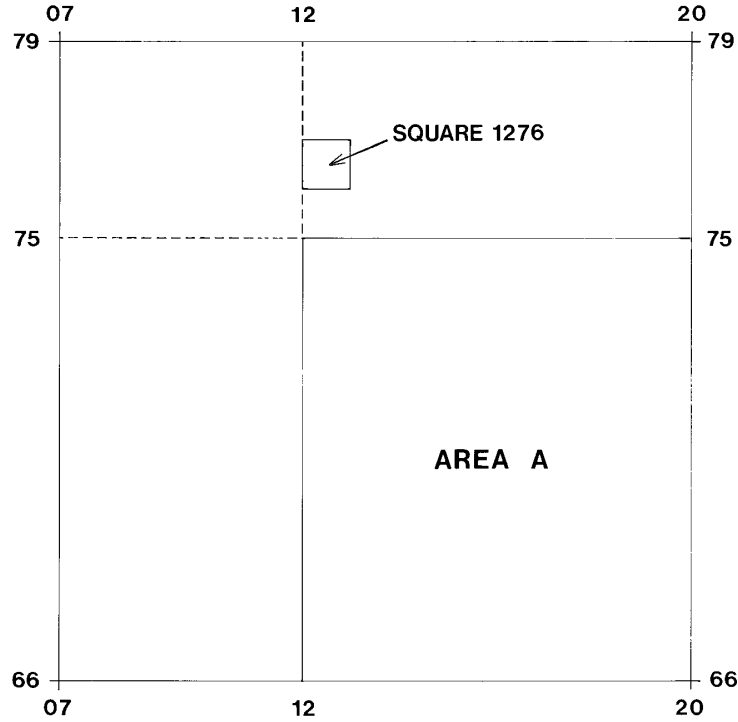
**B** \_\_\_\_\_

**2**

Marks

1. (continued)

Reference Diagram Q1B: Selected Glaciated Area from the Map Extract



(b) Look at Reference Diagram Q1B and the map extract number 1174/41 (Fort William). **Area A** on Reference Diagram Q1B above is an area of upland glaciation.

Match the correct grid references to the features listed in Reference Table Q1C below.

Select your answers from the following references.

1871

1868

1666

Reference Table Q1C

<i>Feature</i>	<i>Grid Reference</i>
Pyramidal peak	
Corrie	

2



Marks

1. (continued)

(e) “Tourism can bring advantages and disadvantages to coastal areas in the British Isles.”

Describe **either** the advantages **or** disadvantages that tourists can bring.

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(f) **Explain** how people have tried to protect and manage British coastlines.

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(g) Study the map extract and Reference Diagram Q1B.  
Using map evidence, name **two** land uses which may be in conflict in area A.

Land Uses: 1 \_\_\_\_\_ 2 \_\_\_\_\_

Briefly **explain** why these land uses may be in conflict.

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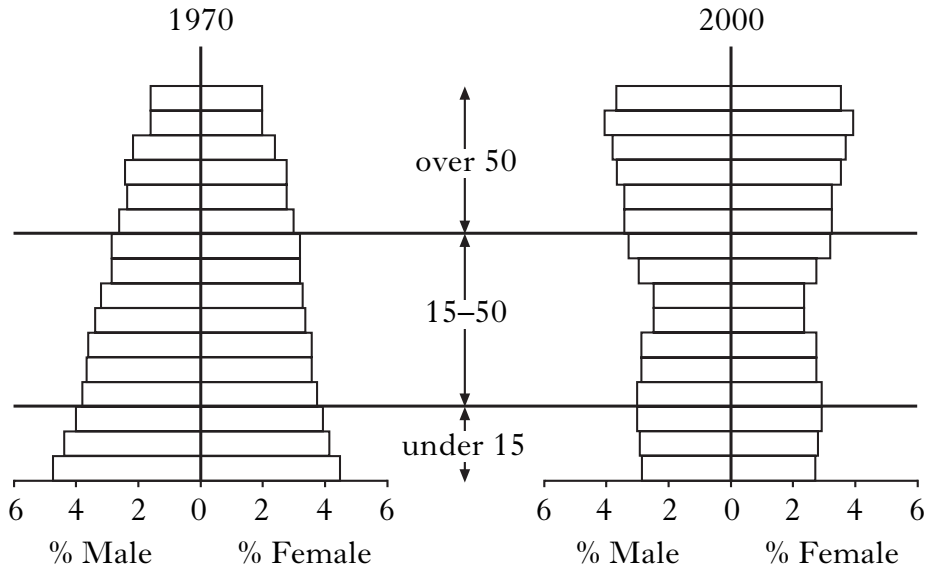
4

**Total 20**

Marks

**Question 2: Human Environments**

**Reference Diagram Q2A: Changes in Population Structure  
in a Spanish Mountain Village**



(a) Study Reference Diagram Q2A.

Describe in detail the changes in population structure between 1970 and 2000.

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(b) Suggest why these changes have taken place.

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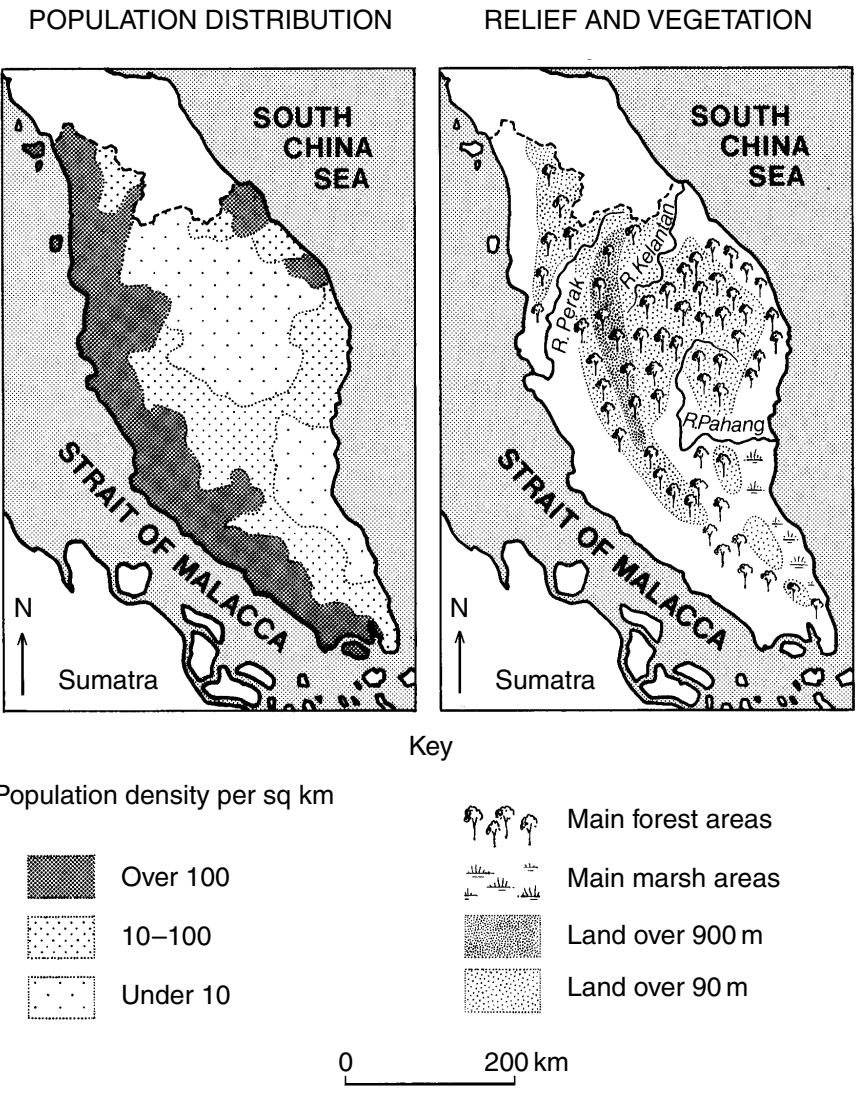
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Marks

2. (continued)

Reference Diagram Q2B: Maps of Malaysia



(c) Study Reference Diagram Q2B.

Describe the relationship between population distribution and physical landscape features in Malaysia.

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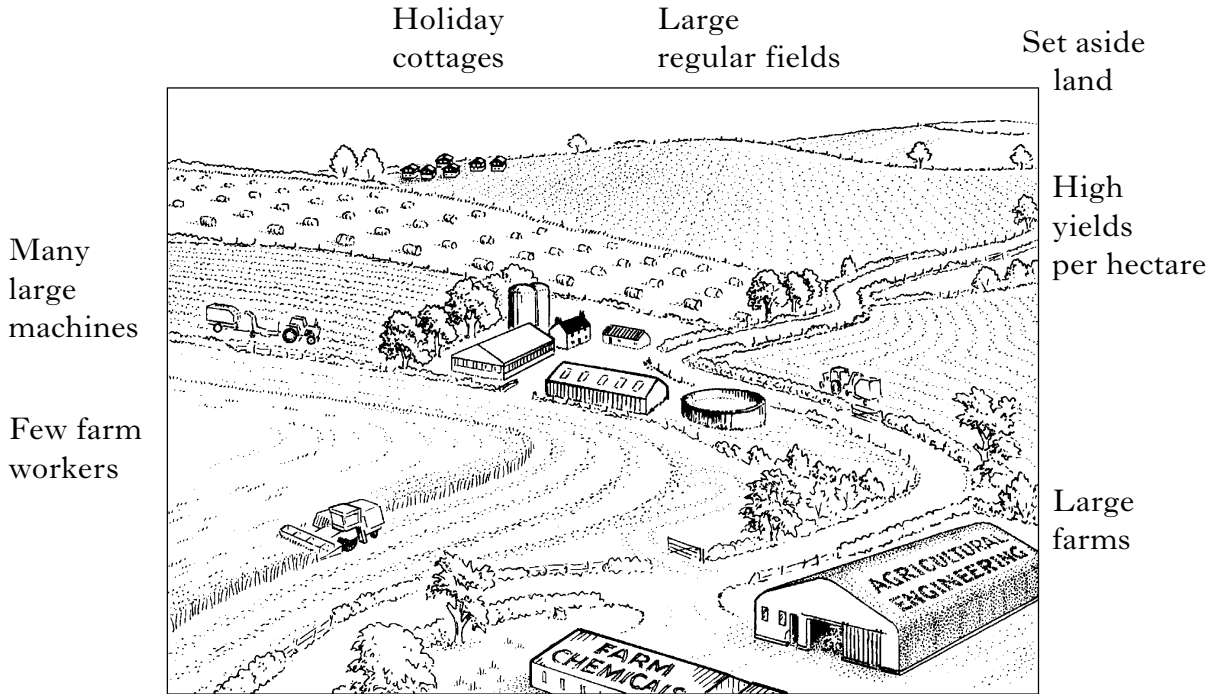
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Marks

2. (continued)

Reference Diagram Q2C: Farming Landscape 2004



(d) Study Reference Diagram Q2C.

**Explain** the features of this modern farming landscape.

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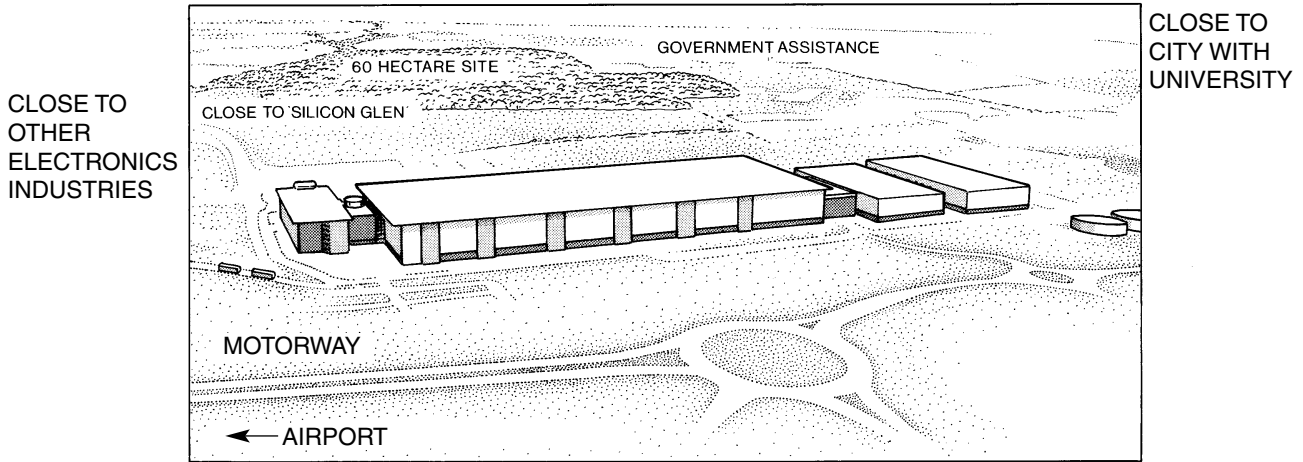
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Marks

2. (continued)

Reference Diagram Q2D: Site of Electronics Factory



(e) Study Reference Diagram Q2D.

Suggest why the electronics factory chose this location.

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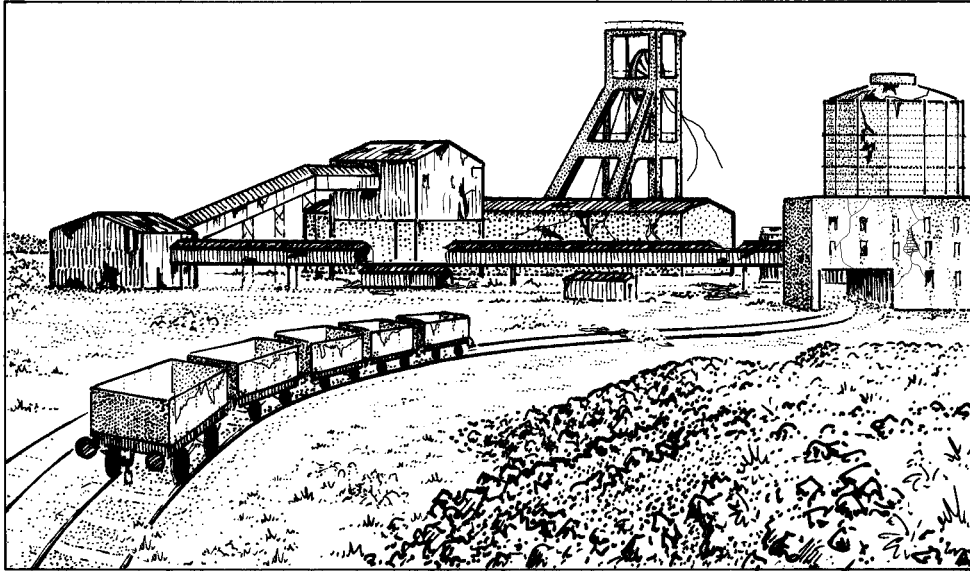
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4

Marks

2. (continued)

**Reference Diagram Q2E: Industrial Decline**



(f) Study Reference Diagram Q2E.

Describe the environmental problems caused by industrial decline in coal mining or any other industry you have studied.

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**Total 20**

[END OF SECTION A]

**NOW TURN TO SECTION B AND ANSWER ANY TWO QUESTIONS**

## SECTION B

Environmental Interactions

Answer any **two** questions from this section.

Choose from

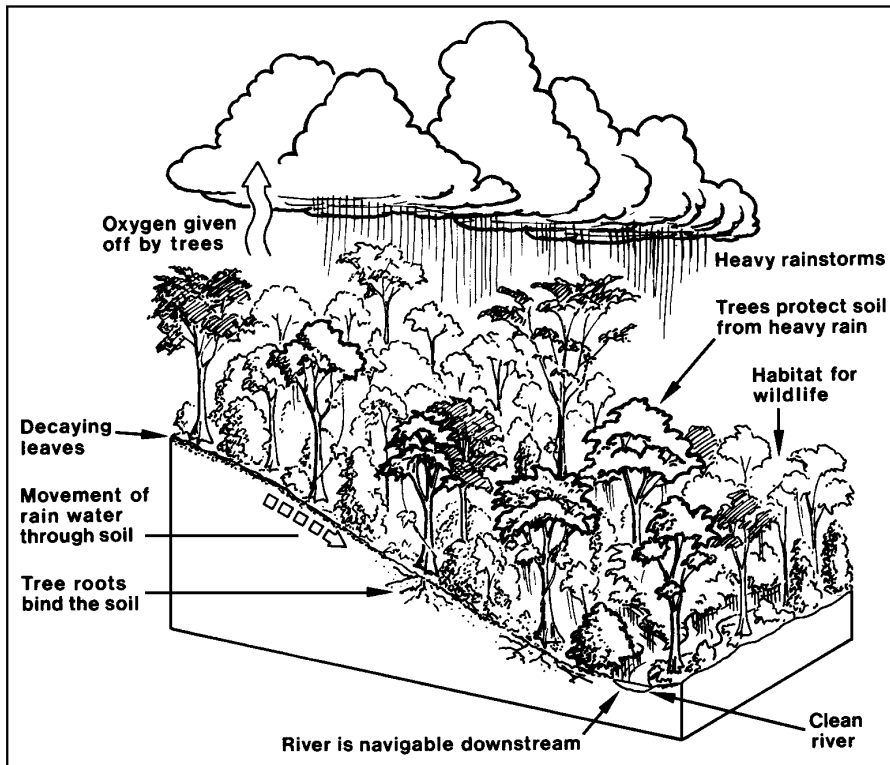
- |            |  |                  |
|------------|--|------------------|
| Question 3 | <b>Rural Land Degradation</b>              | (Pages 12 to 15) |
| Question 4 | <b>River Basin Management</b>              | (Pages 16 to 18) |
| Question 5 | <b>European Environmental Inequalities</b> | (Pages 20 to 21) |
| Question 6 | <b>Development and Health</b>              | (Pages 22 to 23) |
| Question 7 | <b>Environmental Hazards</b>               | (Pages 24 to 25) |

SECTION B

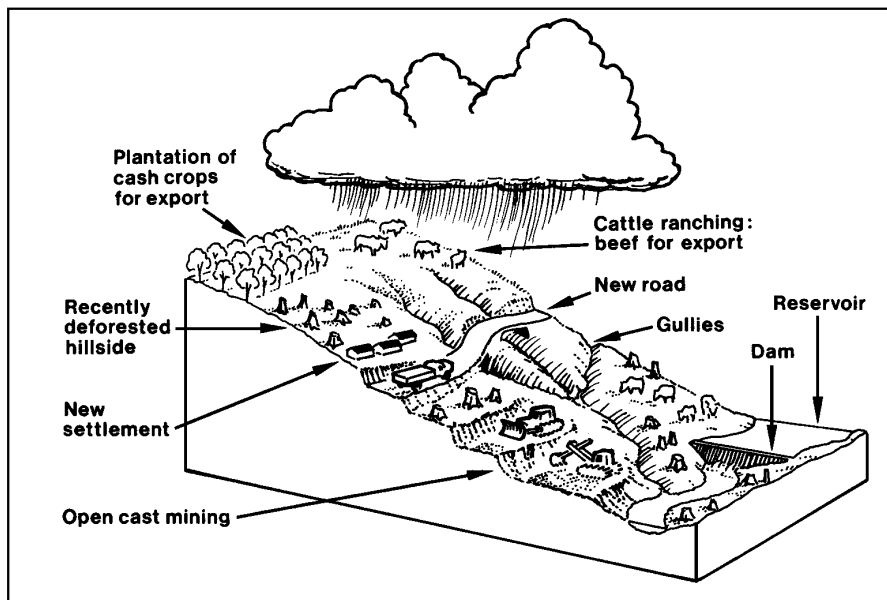
Question 3: Rural Land Degradation

Answer either 3(a) or 3(b)

Reference Diagram Q3A: A Tropical Rainforest Landscape before Deforestation



Reference Diagram Q3B: A Tropical Rainforest Landscape after Deforestation



Marks

**3. (continued)**

(a) Study Reference Diagrams Q3A and Q3B.

(i) **Describe** the changes which have taken place.

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(ii) **Explain** why these changes have taken place in the Tropical Rainforest.

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(iii) What effects have these changes had on the **people** of the area?

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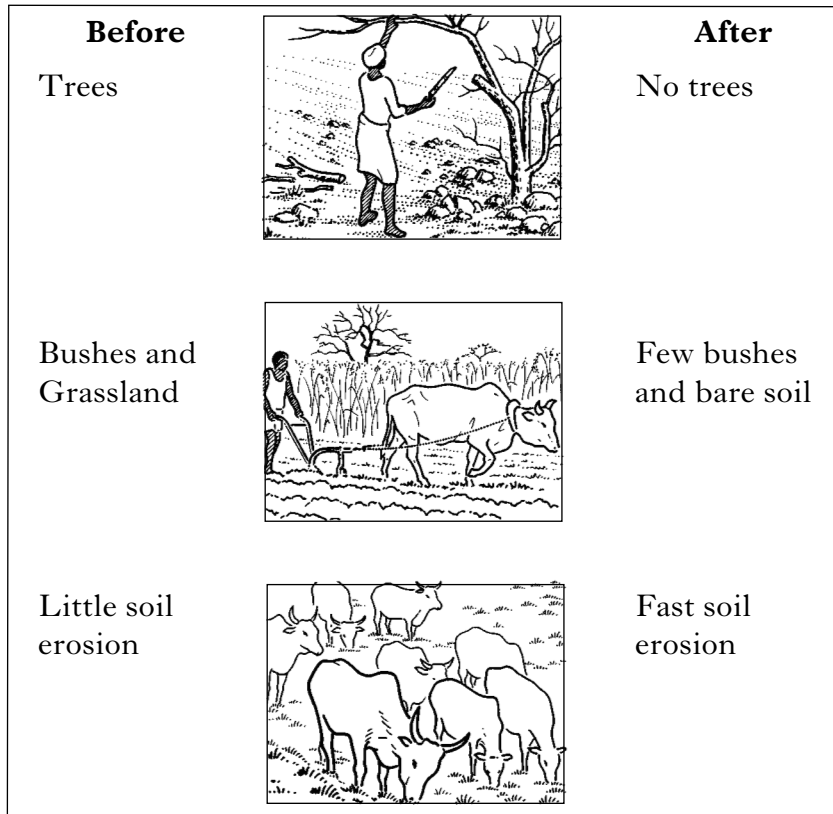
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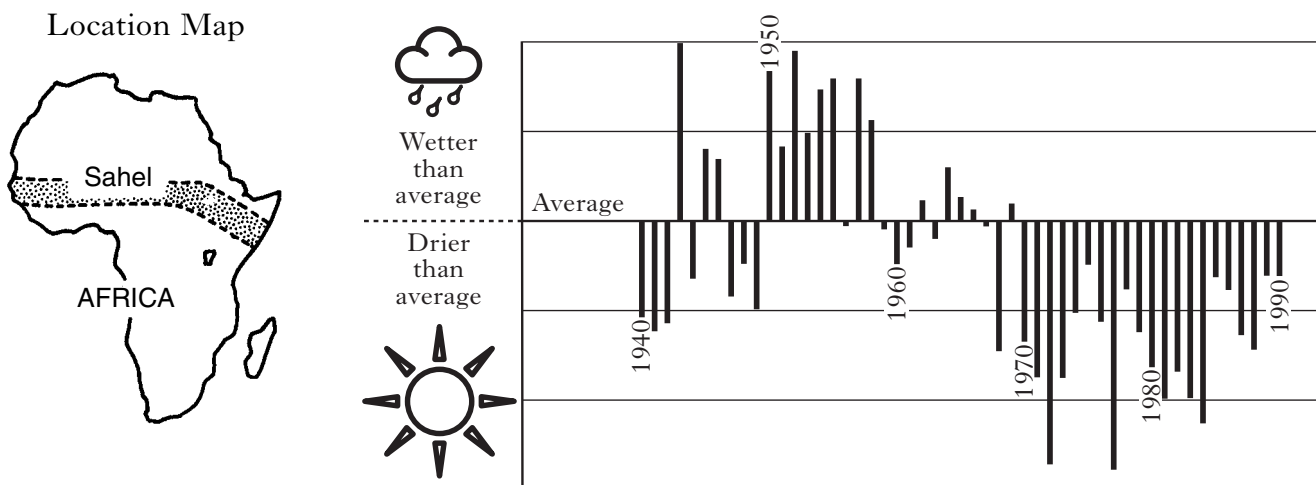
3. (continued)

Reference Diagram Q3C: Land turns to Desert



Reference Diagram Q3D: Information about an Area in the Sahel Region of Africa

Annual Rainfall 1940 to 1990



Marks

**3. (continued)**

(b) Look at Reference Diagrams Q3C and Q3D.

(i) “Large areas of land in the Sahel are turning to desert.”

Use the information in Reference Diagrams Q3C and Q3D to give possible reasons for this.

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(ii) **Describe** in detail the effects of desertification.

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(iii) What measures can be taken to reduce the effects of desertification?

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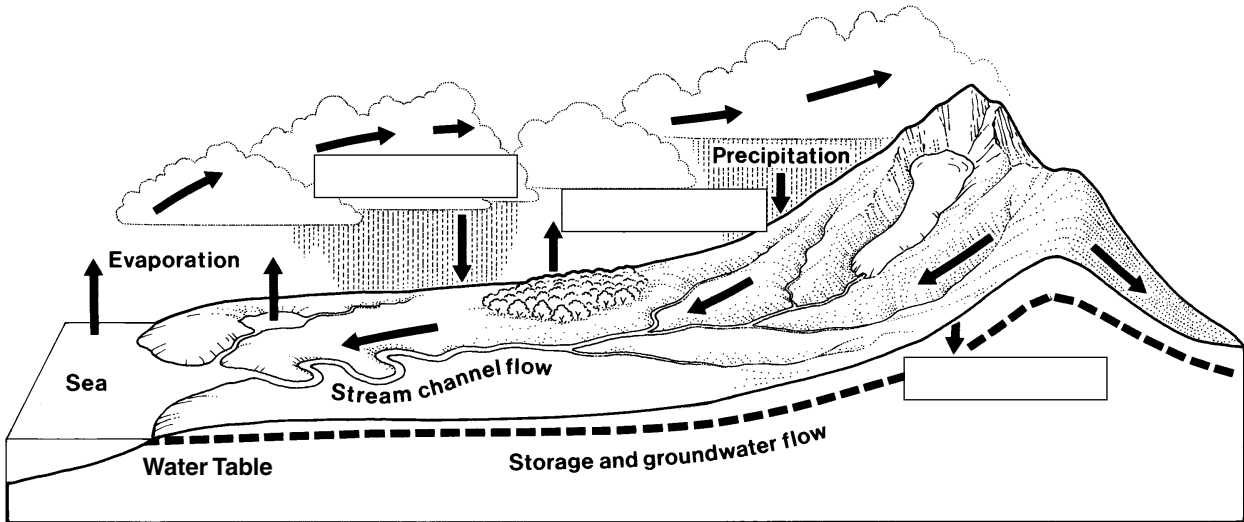
4

**Total 10**

Marks

**Question 4: River Basin Management**

**Reference Diagram Q4A: The Hydrological Cycle**



(a) **Label** Reference Diagram Q4A above to show parts of the hydrological cycle.

**Choose** the labels from the following list.

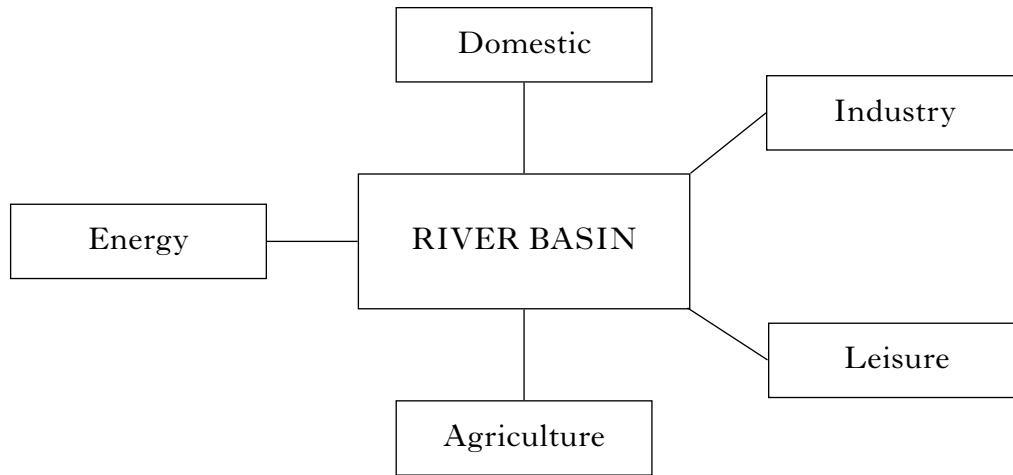
INFILTRATION, CONDENSATION, TRANSPIRATION,  
MELTWATER

3

Marks

4. (continued)

**Reference Diagram Q4B: Main Consumers of Water  
in a Typical River Basin**



(b) Study Reference Diagram Q4B.

Select **one** of the water consumers shown.

For a river basin outwith Europe you have studied, **explain** why this consumer requires so much water.

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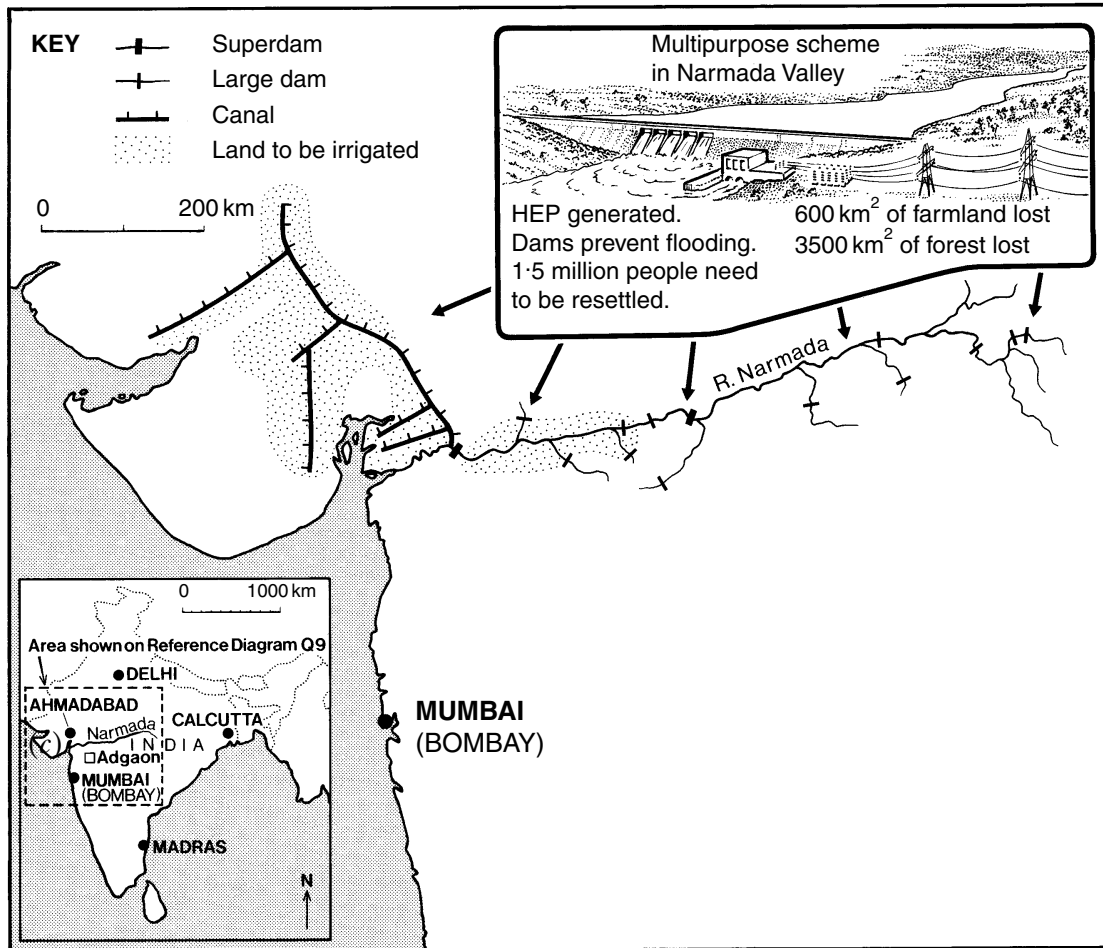
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Marks

4. (continued)

Reference Diagram Q4C: Water Management Scheme in Narmada Valley, India



(c) Study Reference Diagram Q4C.

**Explain** the disadvantages of this, or any other, water management scheme you have studied.

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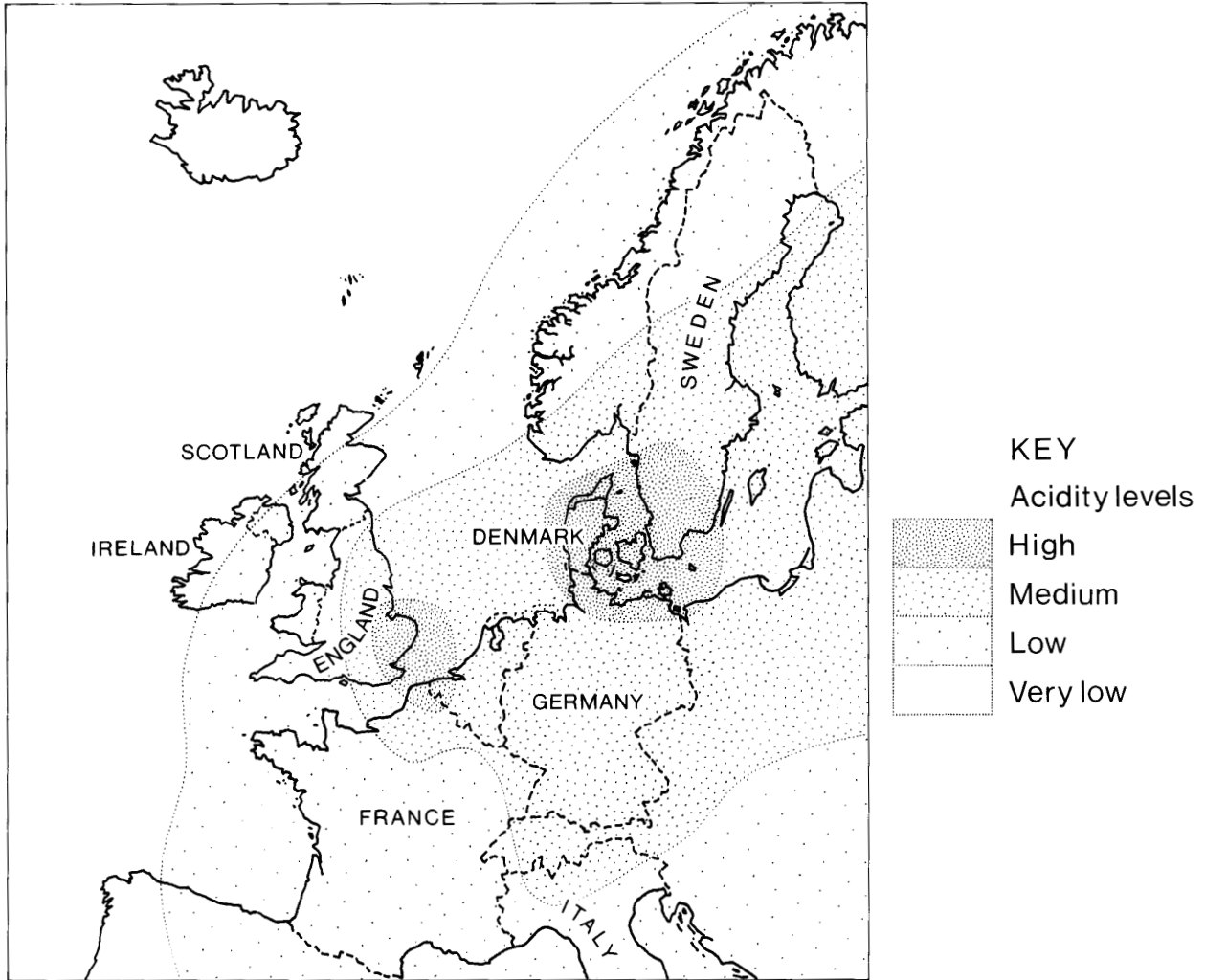
Total 10

**[Turn over for Question 5 on *Page twenty***

Marks

**Question 5: European Environmental Inequalities**

**Reference Diagram Q5A: The Distribution of Acid Rain in Europe**



- (a) Look at Reference Diagram Q5A.  
(i) **Describe** the pattern of Acid Rain within Europe.

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Marks

**Question 6: Development and Health**

**Reference Diagram Q6A: Selected Indicators of Development**

<i>Development Indicator</i>	<i>Country A</i>	<i>Country B</i>	<i>Country C</i>
Income per person (\$US)	6020	270	11 790
Life expectancy	72	61	69
Infant mortality rate (per 1000 births)	26	47	14
People per doctor	1600	10 130	300

(a) Study Reference Diagram Q6A.

Which of the three countries, A, B or C, do you think is the most developed country?

Give **one** reason to support your choice.

Country \_\_\_\_\_

Reason \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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(b) Look again at Reference Diagram Q6A.

Suggest reasons for differences in life expectancy between countries B and C.

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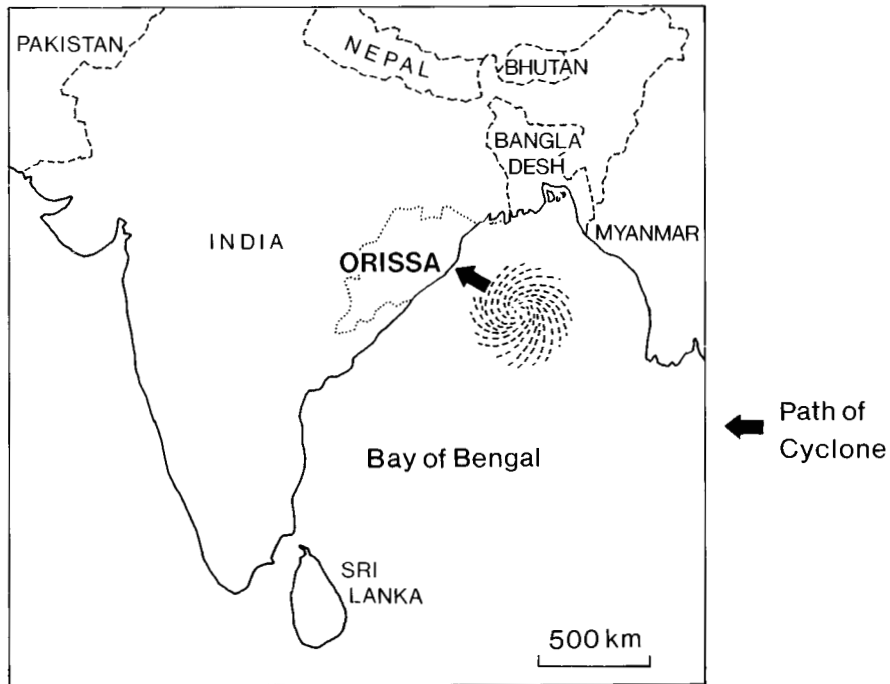


Marks

**Question 7: Environmental Hazards**

**Reference Diagram Q7A**

**Large death toll expected as super-cyclone strikes India**



- (a) (i) Look at Reference Diagram Q7A. This shows a tropical storm. What are the main causes of tropical storms?

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- (ii) For any tropical storm you have studied, describe how national and international aid agencies helped the local people.

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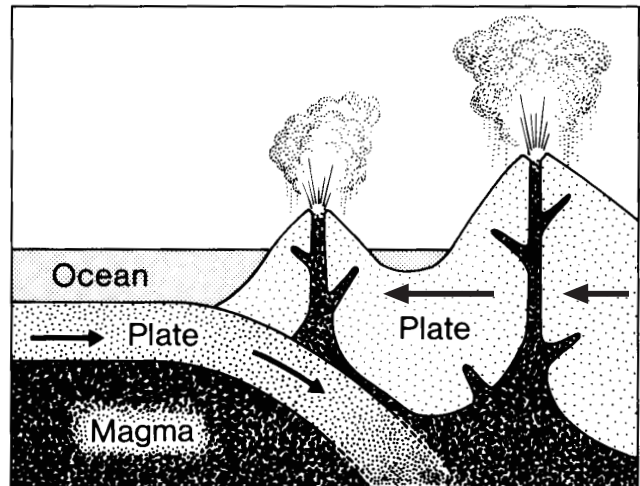
Marks

7. (continued)

**Reference Diagram Q7B: The Formation of Volcanoes**

Constructive Plate Boundaries

Destructive Plate Boundaries



(b) Study Reference Diagram Q7B.

**Explain** why volcanoes or earthquakes occur along plate boundaries.

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**Total 10**

[END OF SPECIMEN QUESTION PAPER]

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**C208/SQP226**

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Geography  
Intermediate 1  
Specimen Marking Instructions  
for use in and after 2005

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**Only use whole marks for all questions. Half marks should not be awarded for any answer.**

## SECTION A

### Question 1: Physical Environments

(a) **2 marks**

A Cairngorms                      B Yorkshire Dales

(b) **2 marks**

Pyramidal Peak: 1666

Corrie:                      1871

(c) **3 marks**

All three marks may be awarded for a well annotated diagram.

If diagram is not labelled award a maximum of 1 mark.

3 valid explanatory points are required, eg corrie: snow collects in hollow (1) and compacts to form ice (1). The ice moves/rotates under its own weight (1), plucking rocks from the backwall (1) and causing abrasion at the bottom of the hollow (1), over time the hollow becomes larger creating a corrie (1).

(d) **3 marks**

(i) Stage: Lower (1)

(ii) River is wide (1), has a large meander (1), flows slowly (1) through a wide valley/flood plain (1). There are islands/deposits in the river (1). It is near the sea (1).

(e) **3 marks**

Accept **only** Advantages **or** Disadvantages

Advantages include: more income from visitors (1), more jobs created (1), local businesses thrive (1).

Disadvantages include: increased pollution (traffic/litter) (1), overcrowded or dangerous roads (1), lack of parking (1), sewage problems (1), sand dune or footpath erosion (1).  
(or any other valid point)

(f) **3 marks**

Reference could be made to groynes (1) built at right angles to the beach (1) which prevent longshore drift (1). Recurved concrete sea walls (1) reflect wave energy (1). Large boulders (armour blocks) (1) or gabions (steel mesh and stones) (1) absorb energy (1) preventing further erosion (1).

(or any other valid point)

(g) **4 marks**

Must name two land uses which are in conflict, otherwise mark out of 3, eg Farming/ Recreation—no marks for naming conflicts.

Disturbance to livestock (1), litter and fires caused by walkers (1), gates to fields left open (1), soil/footpath erosion caused by walkers/skiers (1).

Award maximum of one mark for a relevant 4 or 6 figure reference number.

## Question 2: Human Environments

(a) **3 marks**

Proportion of population under 15 has almost halved. (1)

The working age group has also reduced, in some cases almost halved (1) around the 40–45 age range (1)

The over 50's have almost doubled in contrast (1)

(b) **3 marks**

The increase in over 50's will be because of the improvements in medicines (1) and old age care increasing life expectancy (1). A lot of people may also be moving in to retire there (1).

The reduction in young people will be the result of increased use of contraception (1) and fewer people of child bearing age being around (1). Fewer working age people may be the result of out migration (1) in order to look for jobs (1) and a better standard of living (1).

(c) **3 marks**

Population density is highest in coastal (1), low lying areas (1) (less than 90 m) (1).

Population densities are lowest in forested, mountainous (1) and marshy areas (1).

(d) **4 marks**

Set aside—to reduce grain surpluses. (1)

Few farm workers as they have been replaced by high tech (1), efficient machinery (1).

Large regular fields so that modern farm machinery can be used (1), also more efficient to have larger fields (1).

Farm chemicals used to maintain fertility of soil (1) and reduce the incidence of pests (1).

Large farms as smaller farms have been amalgamated (1). Large farms operate as an agri-business (1).

(or any other valid points)

(e) **4 marks**

Straight lift from diagram, maximum of 2 marks.

Good choice as there are good communication links for transporting (1), components/RM's, workers (1).

City close by for workers (1).

University close by research and development (1) and skilled workers (1).

Flat land to build on (1) and expand on (1).

Government grants to reduce costs (1).

(f) **3 marks**

Groundwater pollution (1)

Unightly visual pollution (1)

Dangerous buildings (1)

Chemicals left around may leak into soil (1)

Mine shafts may collapse (1)

Vermin attracted to derelict buildings (1)

(or any other valid point)

## SECTION B

### Question 3: Rural Land Degradation

Candidates answer either (a) or (b)

(a) (i) **4 marks**

Fewer trees therefore less oxygen being released (1).

The majority of the trees have been cut down (1).

Areas of forest now used for cattle ranching (1).

A new road has been built through the former forest area (1).

The river now has a dam on it with a reservoir behind it (1).

New settlements have been built on the hillside (1).

(or any other relevant answer)

(ii) **3 marks**

Changes that have taken place include: new road built in order to make the area more accessible (1), trees have been chopped down as their wood is used for timber and various furniture products (1), cattle ranching has taken place in order to provide cash for farmers (1) as a lot of the beef is sold abroad (1).

Open cast mining takes place in order to exploit minerals and export to make money (1). Many LEDC have debt problems therefore by cutting down the rainforest they can use the money to help pay some of their debts (1).

(iii) **3 marks**

Western disease (eg measles) spread among local people and killed many (1).

Large-scale destruction of the Indian ways of life has occurred (1) and the possibility of their extinction threatens (1).

Transport routes by river became more difficult due to the increased amounts of silt in the river caused by the deforestation (1).

The amount of land available to local people decreased in size (1) due to the pressure from other land uses (1).

Local tribes placed in reservations usually against their will (1) therefore are forced to move from their own area (1).

### Question 3 (continued)

(b) (i) **3 marks**

Deforestation—clearing of trees for farmland and fuel (1).

Over cultivation of land has lead to bushes and grassland being destroyed (1).

Overgrazing—too many animals grazing on the same land or returning to grazing before vegetation has time to re-grow (1).

Decline in the amount of rainfall, since 1970 the Sahel has been drier than normal (1).

(ii) **3 marks**

Answers could include:

Deforestation results in no roots in the soil to bind the soil together therefore soil erosion occurs (1).

Over cultivation of land has led to bushes and grassland being destroyed therefore lack of roots causes soil erosion (1).

Overgrazing means too many animals grazing on the same land or returning to grazing before vegetation has time to re-grow, which results in less vegetation and eventually a decline in grazing land (1).

The spread of the desert means that the normal migration routes of nomadic people have to change (1).

Waterholes can become dried up due to the advancing desert (1).

(iii) **4 marks**

Shelter belts could be planted to protect soil from high temperatures and prevent sand moving (1).

Education of locals will help them improve their farming technique and thus hopefully help prevent desertification (1).

Protect trees in order to prevent desertification due to the loss of roots which help to bind the soil together (1).

Plant grass on sand dunes as the roots will help prevent the sand being blown away by the wind (1).

Set aside certain areas of land where grazing is not permitted in order to let the land regenerate and thus prevent desertification (1).

Irrigation supplies water to land which helps to bind the soil together (1).

Use fences to keep animals off grazing areas which have been set aside to regenerate (1).

Use manure to make soil more fertile (1).

#### **Question 4: River Basin Management**

**(a) 3 marks**

1 mark for each correct answer.

Box on left - Condensation

Box in centre - Transpiration

Box on right - Infiltration

**(b) 3 marks**

eg Agriculture—water needed for irrigation (1). This is necessary for crop growth (1).  
Helps to increase outputs (1).

**(c) 4 marks**

Loss of farmland and homelands (1)

Communities broken up (1)

Local people do not benefit as much as those in cities (1)

Stagnant water may cause diseases such as malaria to spread (1)

## Question 5: European Environmental Inequalities

(a) (i) **3 marks**

Acid rain covers all of North and Western Europe (1), rain which is highly acidic concentrated around Denmark, Southern Sweden, SE England (1).

Medium levels cover areas such as the remainder of Sweden, large parts of Germany, etc (1).

Low levels cover most of Scotland, Eastern Ireland, large parts of France and North Italy (1).

Low levels also cover Western Ireland (1).

(ii) **3 marks**

eg Acid formed in the air from sulphur dioxide and nitrogen oxide emitted by thermal power stations, industry (1) and motor vehicles (1).

The gases are either carried by prevailing winds to be deposited directly onto the earth's surface (1) or converted into acids which fall to the ground in the rain (1).

Water droplets carried by south-westerly winds from the industrial areas of Europe (eg Germany, UK) to northern European countries such as Sweden and Finland (1). Acid rain is also blown by winds from Russia (1).

(b) **4 marks**

Candidates must either select two polluted areas and explain the differences or one polluted area and one which is not so polluted and give reasons.

If only one area referred to, max 2 marks.

### Sea and Coastal Areas

eg Mediterranean Sea—polluted in certain areas due to pressures of tourism, eg coast of Spain (1), oil tankers using the Mediterranean Sea to transport oil from the Middle East therefore oil spills (1), waste material dumped from factories and mines (1).

eg North Sea—not as much pollution from tourists in this area (1), pollution from acid rain which falls into the sea from industry in Germany, etc (1), river pollution a major problem as so many rivers flow into the North Sea (1).

### Mountain Areas

eg Tyrol region of Austria—increase in number of tourists over the past 40 years has led to more hotels, chalets, etc, being built hence changing the landscape (1), chairlifts and cable cars alter the landscape and may be considered eyesores (1), increasing erosion from hillwalkers, mountain climbers and skiers, etc, due to popularity of region (1), traffic problems due to its location between the industrial regions of south Germany and north Italy (1), air pollution from motor exhausts a major problem due to the volume of traffic (1).

eg North-West Highlands—erosion of some mountain areas a problem due to hillwalkers (1), no major ski resort in area therefore no major tourist developments in this region (1), quite a remote area and no motorways therefore volume of traffic much lower than the Tyrol (1).

## Question 6: Development and Health

(a) **2 marks**

Country C—1 mark

Country C is most developed because it has the highest income per person, it has the most money in the economy (1), this money comes from products which are made in Country C and then exported (1). Country C has the highest life expectancy; people live to be oldest in this country (1) because of good health care (1) and high sanitation levels (1).

Country C has the lowest infant mortality (1), this is because of good health care, plentiful food (1). Country C has the smallest number of people per doctor, this means each doctor has less patients (1) than in the other 2 countries and so health care must be good (1), etc.

Accept a list from the table but with a comparative statement, eg lower, higher.

(b) **3 x 1 mark for each valid (or 2 marks for a developed) point**

Country C may have a higher life expectancy because it has better health care (1) and hospitals (1). Country C may also have a programme of vaccinations (1), which help prevent diseases, which would raise the life expectancy (1).

Country C may have a higher standard of living (1), eg more food and a more reliable source of food (1), clean water supplies and good sanitation (1), sufficient good quality housing for all the population (1).

Country C has a higher income and so can afford to spend more money on health care and education (1).

Better education in Country C means people will be more aware of basic hygiene and how to prevent the spread of disease (2).

(c) (i) **3 marks**

**Malaria**

Physical factors: temperatures of 15–40 °C (1), areas of stagnant water (1), eg padi fields, lakes behind dams, irrigation channels, puddles, water tanks (1), near areas of shade such as trees (1), near to human settlement (1) for a source of human blood (1).

Human factors: ineffective health care (1), lack of money to buy drugs (1), lack of education so people are not aware of basic hygiene (1) and of how to prevent the spread of disease (1) migration of people from areas affected by malaria carry the disease to new areas (1), the government policies of particular countries on the control of Malaria.

**Heart Disease**

Smoking cigarettes (1), drinking too much alcohol (1), fatty diet leading to a build up of cholesterol (1), lack of exercise (1), being overweight (1), too much stress (1).

**AIDS**

AIDS is caused by a virus and is transmitted through contact with infected blood (1) or blood products (eg blood transfusions) (1) and through sexual contact involving the exchange of bodily fluids (1). Sharing of needles by intravenous drug users (1).

AIDS can be congenital and congenital transmission can occur both through the uterus and breast milk (1).

## Question 6(c) (continued)

(ii) **2 marks**

**Malaria**—DDT to kill mosquitoes (1), drain breeding sites (1), immunisation programmes (1), spraying oil on breeding sites (1), egg white on water (1), introduce larvae eating fish to padi fields (1), sterilisation of male mosquitoes (1).

### **Heart Disease**

Health education programmes (1)—in schools (HEBS) (1). Advertising in the press and on TV (1). Helplines, eg telephone number for a free smokeline (1). Banning cigarette advertising (1), banning certain tobacco products, eg moist snuff (1).

Controls on dangerous chemicals, etc in the workplace (1).

Dietary advice—cutting down on fatty foods (HEBS) (1), medical research—the development of new drugs (1).

### **AIDS**

Blood screening to remove danger of acquiring the virus through transfusions (1), education campaigns aimed at “safer sex” (1), promotion of limited sexual contacts (1), disposal of syringes after one use both by drug addicts and in hospitals (1), screening of high-risk groups (1).

## Question 7: Environmental Hazards

(a) (i) **3 marks**

Sea temperatures of 27°C or more (1) cause moisture to evaporate (1) creating low pressure (1) and cumulonimbus clouds (1). As pressure drops the storm spins violently and is carried by trade winds (1). As it passes over the warm ocean it absorbs more moisture and intensifies (1).

(ii) **3 marks**

Aid agencies such as International Red Cross/United Nations/Christian Aid (1) provide emergency medical aid (1), food supplies (1), tents for temporary shelter (1), heavy moving equipment (1). Disaster relief funds set up to assist local economy area declared as state of emergency (1) for additional government funding (1).

(b) **4 marks**

### **Earthquakes**

Heat and pressure below the earth's crust (1) create movement at the edges of the continental plates (1). If they move towards each other, pressure builds up (1) and is then released suddenly causing an earthquake (1). If plates slide past each other they may "stick" then break free suddenly, again causing an earthquake (1).

### **Volcanoes**

Volcanoes are caused by friction created when continental plates move towards each other (2). Extreme heat melts rocks below the crust (1). This molten rock (magma) forces its way up to the surface (1) creating a volcanic eruption (1).

[END OF SPECIMEN MARKING INSTRUCTIONS]

## ANALYSIS GRID

### Intermediate 1

Question	Outcome	Topic (including number & bullet point in Unit specification)	Marks
1a	1a	Location of landscapes (1)	2
1b	1a, 2a	Recognition of features (2.1) (OS Map)	2
1c	1c	Explanation of features (2.1)	3
1d (i)	1a	Recognise features (river) (2.4)	1
(ii)	1b	Describe features (2.4)	2
1e	3a	Knowledge of land uses (tourism) (3.6)	3
1f	3e	Management strategies (5) (6)	3
1g	2a, 3b	Conflict (OS Map) (6)	4
2a	2b	Population change (2.1)	3
2b	2c, 3b	Population change — rural (4)	3
2c	2a, 3a	Population distribution (1)	3
2d	1c	Features of rural landscape (4.2)	4
2e	3b	Interaction of industrial landscape (5.2)	4
2f	3c	Describe consequences of industrial change (5.2)	3
3a (i)	2a	Describe change in rain forest (1)	4
(ii)	1c, 2b	Explain, analyse change (3)	3
(iii)	1c	Describe effects of change (4)	3
3b (i)	1c, 2a	Explain process of desertification (3)	3
(ii)	1c	Describe consequences of desertification (4)	3
(ii)	3a	Describe strategies of solutions (5)	4
4a	1a, 2a	Characteristics of river basin (Hydrological cycle) (1)	3
4b	1b	Describe demands for water control (3)	3
4c	3b	Advantages/disadvantages of water control project (5) (case study)	4
<b>Total 20</b>			<b>Total 10</b>
<b>Total 20</b>			<b>Total 10</b>
<b>Total 20</b>			<b>Total 10</b>
<b>Total 20</b>			<b>Total 10</b>

**Intermediate 1 (continued)**

<b>Question</b>	<b>Outcome</b>	<b>Topic</b>	<b>Marks</b>	
5a (i)	2a	Describe pattern of acid rain (1.1)	3	
5 (ii)	1c, 2b	Explain pattern (2.3)	3	
5b	3b	Explain differences in patterns (3.1)	4	<b>Total 10</b>
6a	1b, 2a/b	Identifying explaining level of development (1.2)	2	
6b	1b	Explain development (2.1/2)	3	
6c	1a, 1b	Main diseases, causes (3)	3	
6d	3a	Strategies to control disease (6)	2	<b>Total 10</b>
7a	1a, 1b	Causes of tropical storms (2) (hazards)	3	
7b	3a	Strategies to control (4.4) (case study)	3	
7c	1a/c, 2a/b	Causes of hazards (4.1)	4	<b>Total 10</b>

Some questions cover more than one outcome.

The outcomes covered in questions 1 and 2 are different from those covered in Questions 3 to 7.