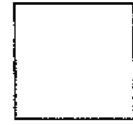


FOR OFFICIAL USE

Centre No.	Subject No.	Level	Paper No.	Group No.	Marker's No.



Total Marks

[C042/SQP082]

Intermediate 1 Time: 1 hour 15 minutes
Geography
Specimen Question Paper

NATIONAL
QUALIFICATIONS

Fill in these boxes and read what is printed below.

Full name of centre Town

First name and initials Surname

Date of birth Day Month Year Candidate number Number of seat

Answer **three** questions: **one** from Unit 1
one from Unit 2
and **one** from Unit 3.

- 1 Read the whole of each question carefully before you answer it.
- 2 Write in the spaces provided.
- 3 Extra paper may be obtained from the invigilator, if required.
- 4 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 map extract used is the 1:40 000 extract of Brodick. This is the map used in the 1993 Geography Standard Grade General Level paper. Copies may be obtained from SQA on request.

Unit 1: People and the Environment: Scotland/British Isles

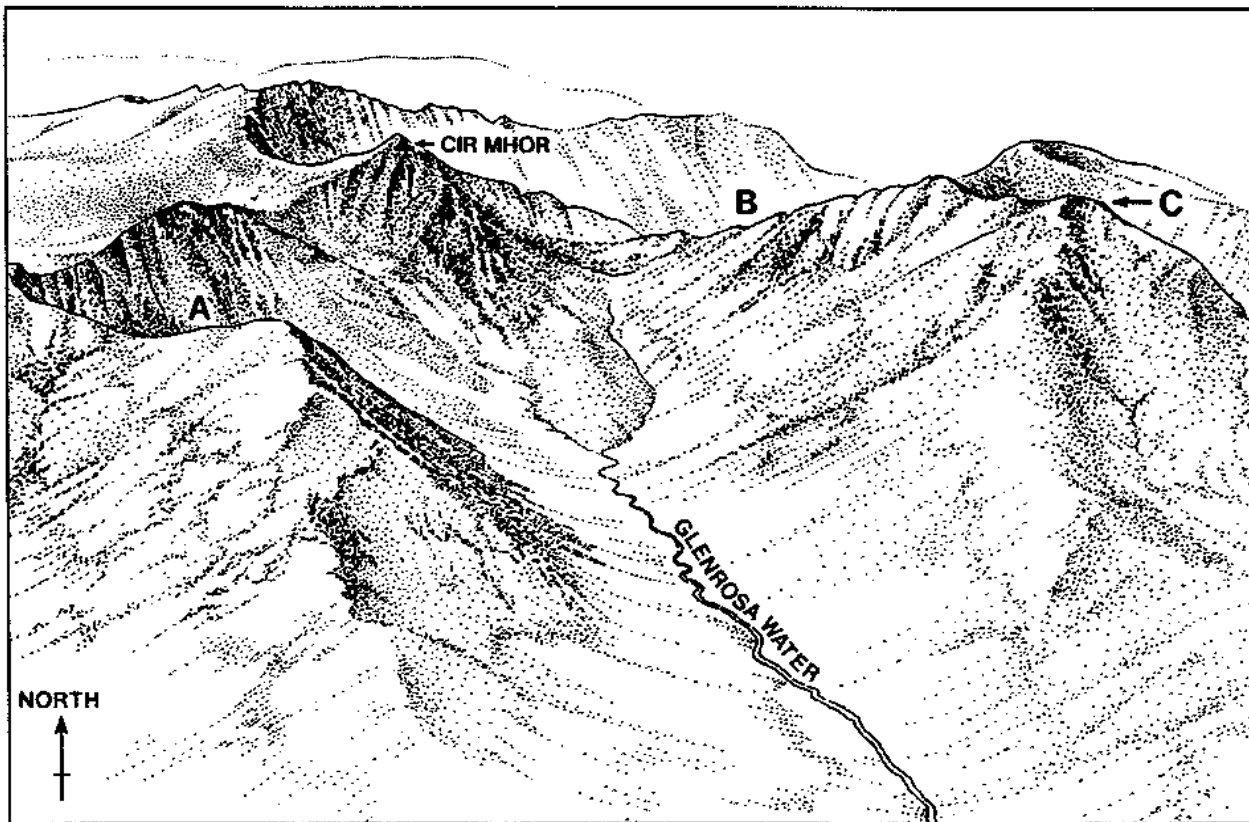
Answer ONE question from this Unit:

EITHER Question 1 (Pages 2–8) OR Question 2 (Pages 10–14)

Question 1: Physical Landscapes and Land Use

Look at the map extract of Brodick and Reference Diagram Q1A below.

Reference Diagram Q1A:
An aerial view of the Arran Mountains looking north from
Grid Square 9738



Marks

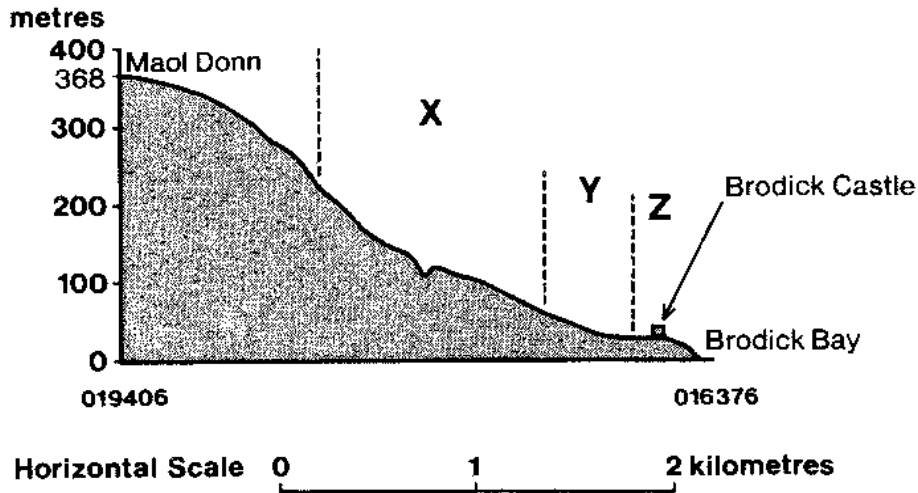
2

- (a) Using the map extract, match features A, B and C on Reference Diagram Q1A to the correct name on the table below.

<i>Name of Feature</i>	<i>Letter</i>
Glen Sannox	
Goat Fell	
Coire Daingean	

1. (continued)

Reference Diagram Q1B:
Cross-section from G.R. 019406 to G.R. 016376



(c) Look at the map extract and Reference Diagram Q1B which is a cross-section from Maol Donn G.R. 019406 to G.R. 016376.

Three areas of land use have been identified with the letters X, Y and Z.

For each of the land uses listed below, write the correct letter from the cross-section above into the space provided.

<i>Land use</i>	<i>Letter on cross-section</i>
Improved pasture	
Open forest or woodland	
Dense plantation	

1. (continued)

(d) Find the campsite at Grid Reference 001377 (Grid Square 0037).

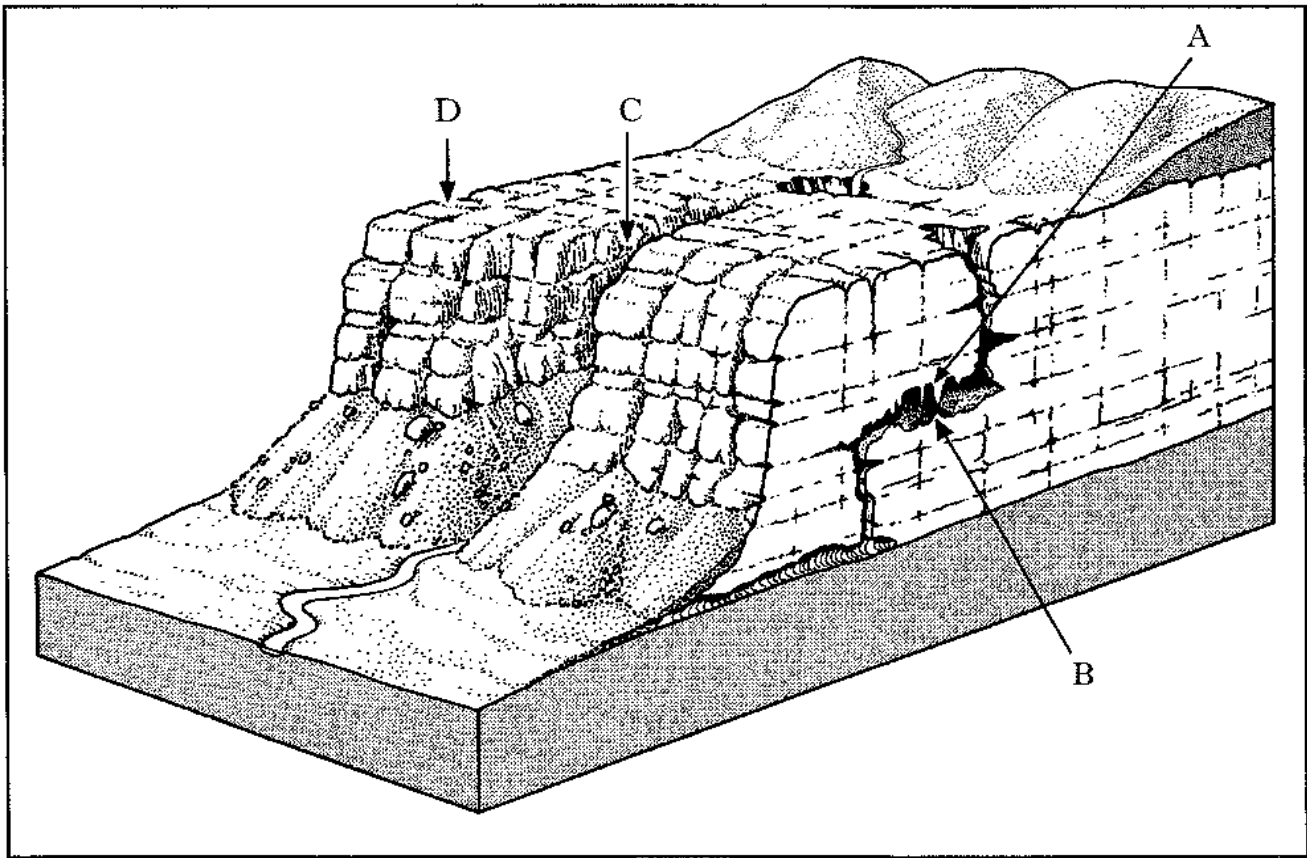
Describe in detail **one** advantage and **one** disadvantage of this location.

Advantage: _____

Disadvantage: _____

1. (continued)

Reference Diagram Q1C: Upland limestone landscape

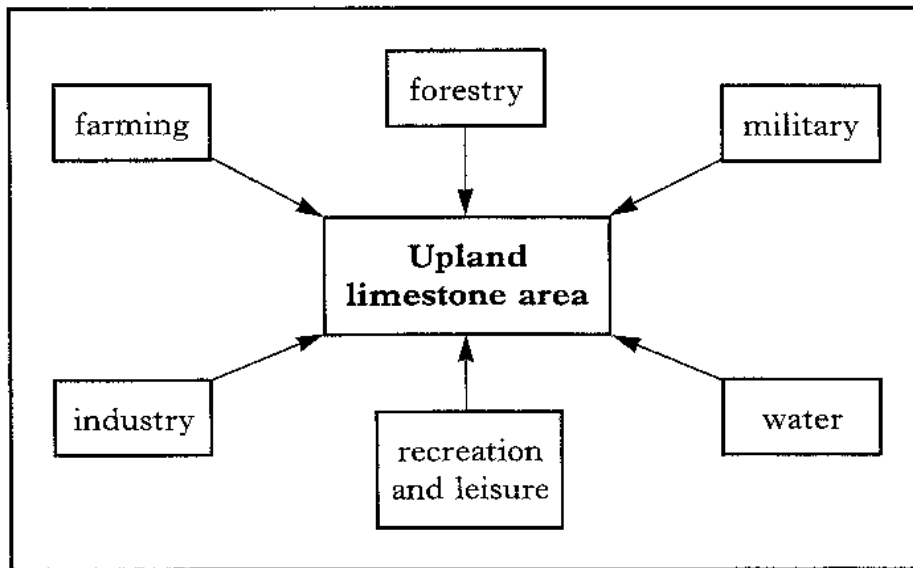


(e) Reference Diagram Q1C shows an area of upland limestone scenery. Complete the table below by matching the letters on the diagram to the features listed.

<i>Letter</i>	<i>Feature</i>
	limestone pavement
	gorge
	stalactites

1. (continued)

Reference Diagram Q1D: Model of land uses in limestone areas



(f) Many of the land uses in upland limestone areas are in conflict with each other.

Choose **two** examples of land use conflict from the land uses shown in Reference Diagram Q1D above.

For each choice, **explain** why they are in conflict.

Choice A _____ and _____

Explanation _____

Choice B _____ and _____

Explanation _____

1. (continued)

(g) The following groups of people try to protect the countryside.

- National park authorities
- Country park authorities
- Scottish National Heritage

For any **one** of these groups, or any other group you have studied, describe the ways in which they protect the countryside.

3

Total

[END OF UNIT 1: QUESTION 1]

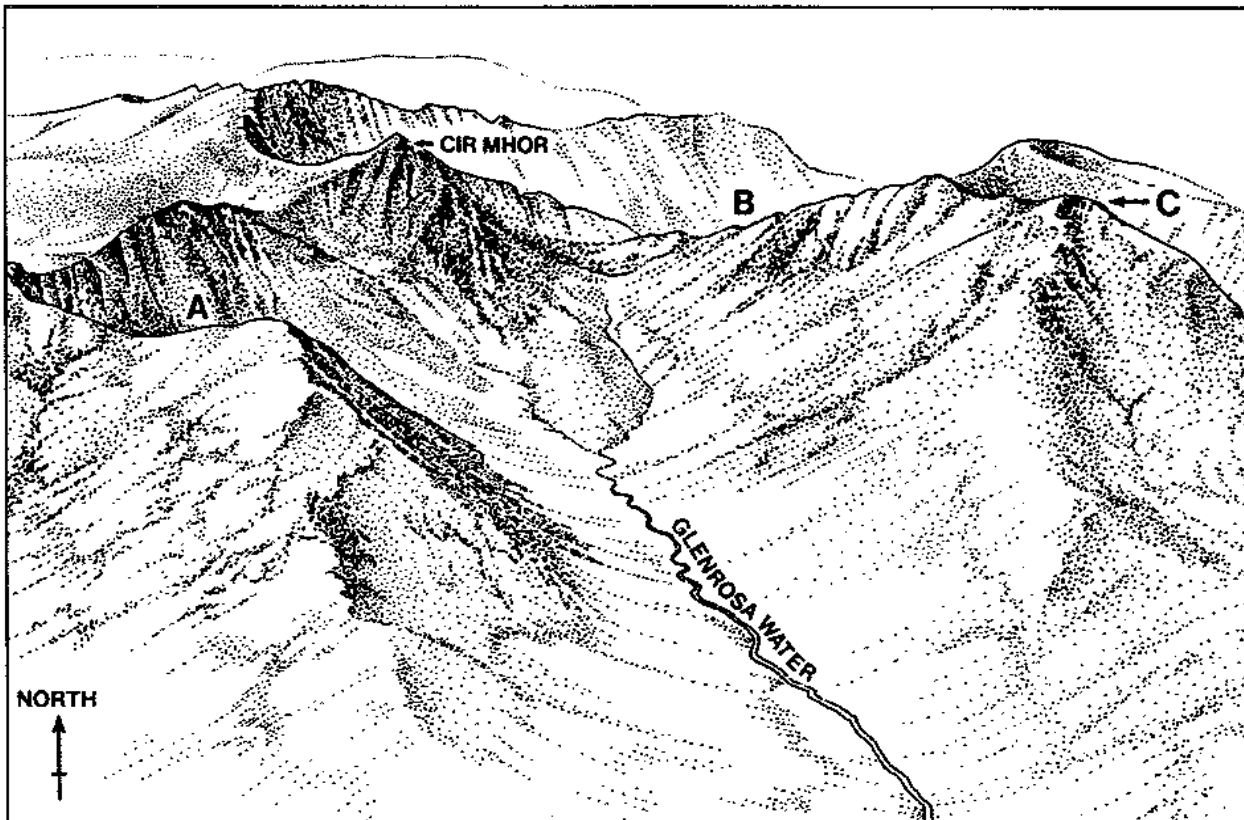
GO ON TO UNIT 2 ON PAGE SIXTEEN

[Turn over for Unit 1: Question 2 on *Page ten*]

Question 2: Landscapes and Tourism

Look at the map extract of Brodick and Reference Diagram Q2A below.

Reference Diagram Q2A:
An aerial view of the Arran Mountains looking north from
Grid Square 9738



Marks

- (a) Using the map extract, match features A, B and C on Reference Diagram Q2A to the correct name on the table below.

Name of Feature	Letter
Glen Sannox	
Goat Fell	
Coire Daingean	

2

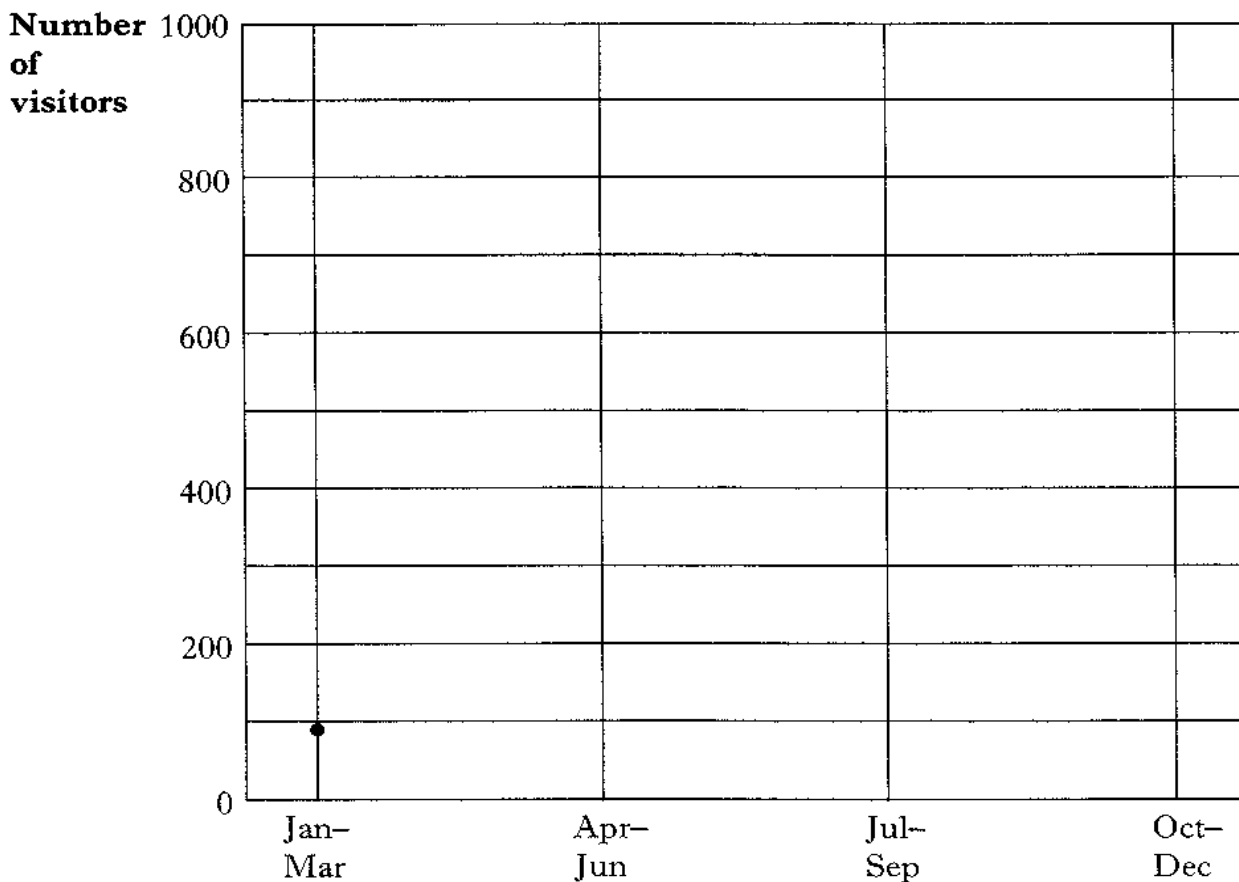
2. (continued)

Reference Table Q2B

Number of visitors to Brodick Castle in 1997	
January–March	90
April–June	390
July–September	850
October–December	100

- (d) (i) Study the table above showing the number of visitors to Brodick Castle (Grid reference 014377) in 1997.

Complete the line graph below to illustrate this information.



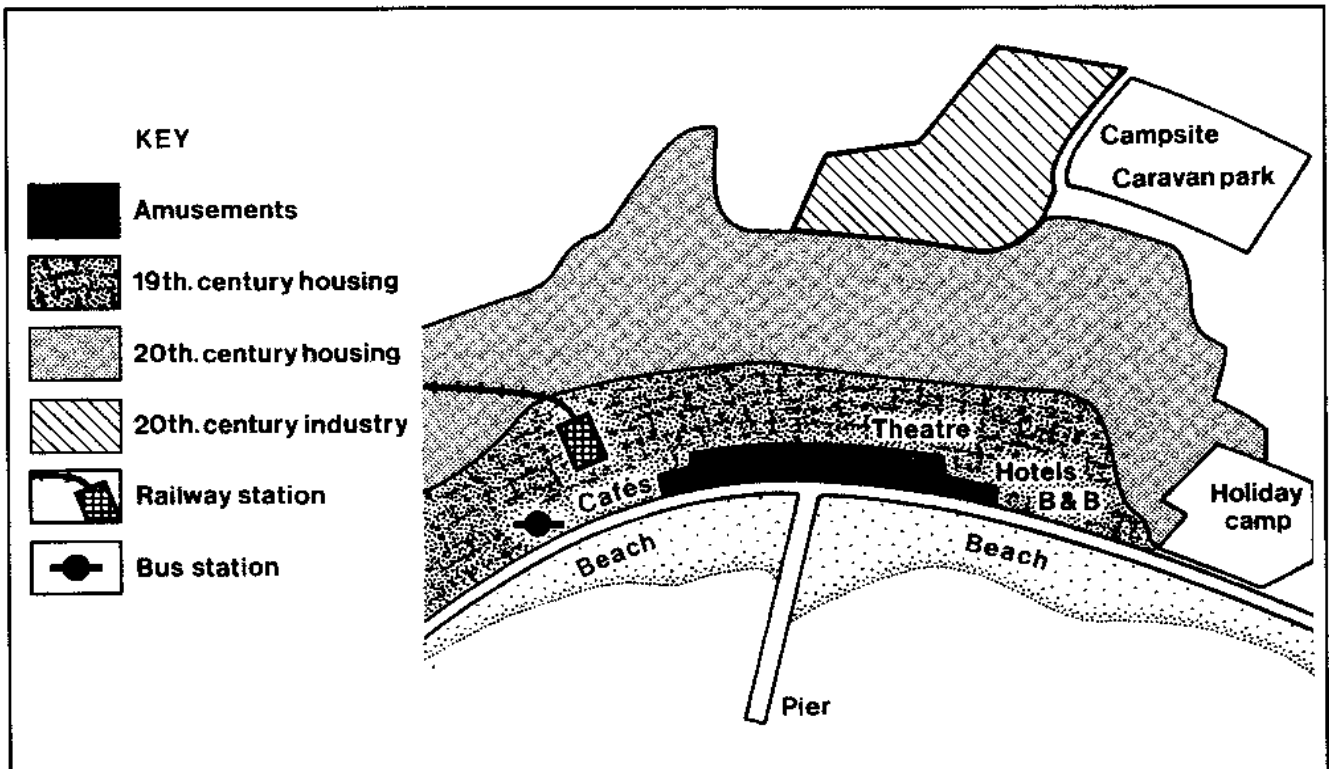
2

- (ii) Describe the seasonal pattern of visitor numbers to Brodick Castle.

2

2. (continued)

Reference Diagram Q2E: Model of British seaside holiday resort



(e) Study the model of a seaside resort shown above.

Choose any **two** tourist amenities or attractions which make seaside resorts popular with families on holiday.

Amenity 1 _____ 2 _____

For **each** amenity or attraction you have chosen, **explain** why it is important to holiday resorts.

Amenity 1 _____

Amenity 2 _____

2. (continued)

(f) (i) Explain the effects tourism may have on the seaside **environment**.

2

(ii) Tourism affects the local economy in many ways.

Describe **either** the advantages **or** the disadvantages tourism brings to the local economy.

2

Total

[END OF UNIT 1: QUESTION 2]

GO ON TO UNIT 2 ON PAGE SIXTEEN

[Turn over for Unit 2 on *Page sixteen*]

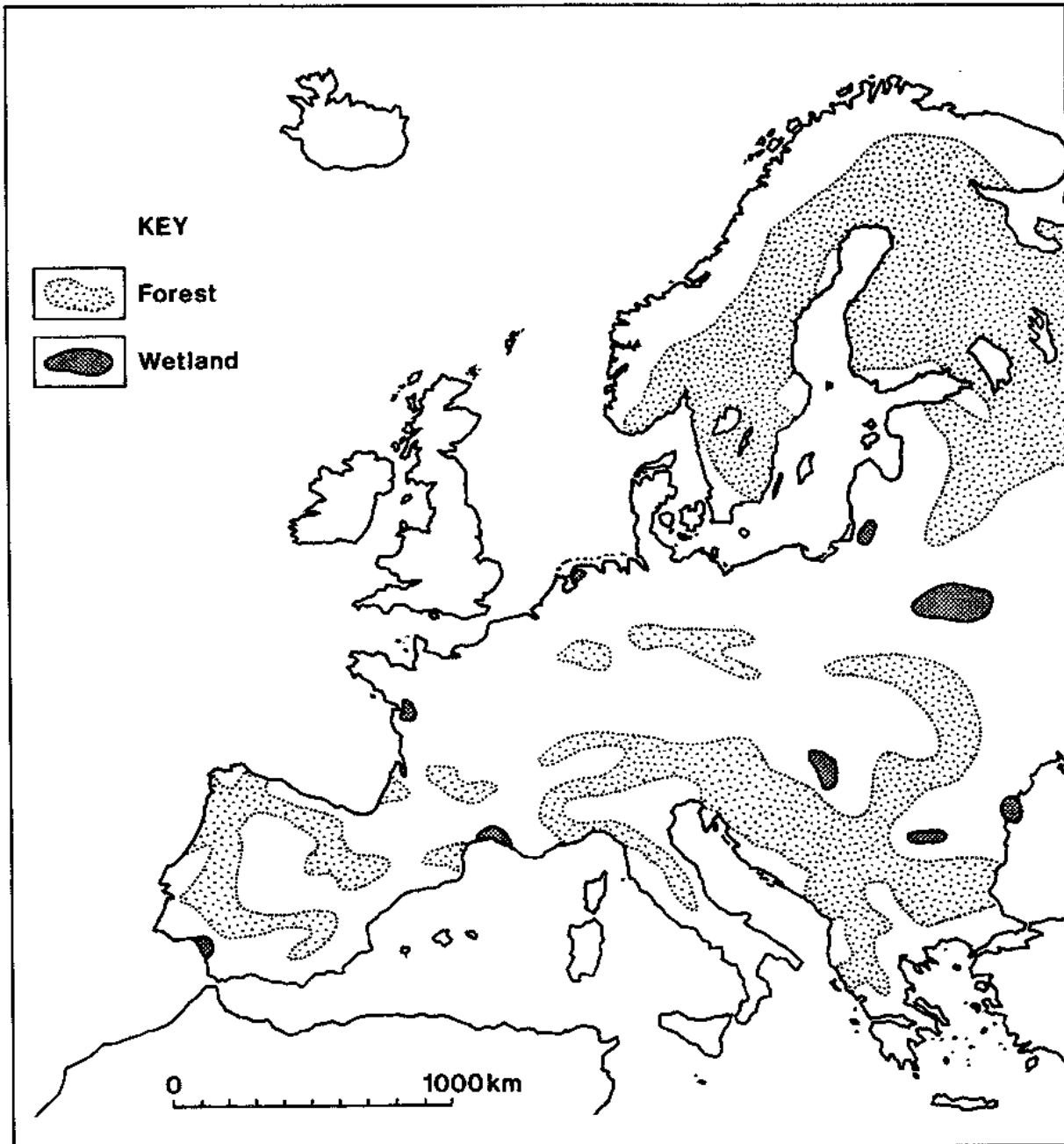
Unit 2: People and the Environment: Europe

Answer ONE question from this unit:

EITHER Question 3 (Pages 16–21) OR Question 4 (Pages 22–27)

Question 3: Environmental Issues

Reference Map Q3A: Forests and Wetlands in Europe



3. (continued)

- (a) (i) Look at Reference Map Q3A. It shows the main areas of wetlands and forests in Europe.

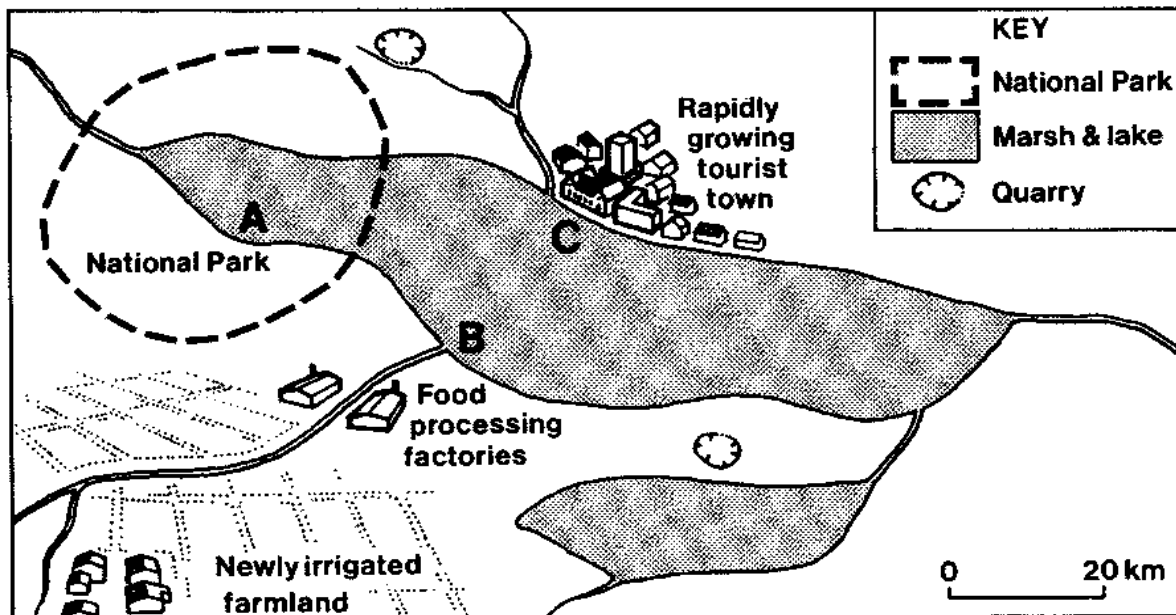
Name **one** area of wetland and **one** area of forest in Europe (but not in the British Isles).

Area of wetland: _____

Area of forest: _____

2

Reference Diagram Q3B: European wetland area



- (ii) Reference Diagram Q3B above is of a wetland in Europe. Three areas (A, B and C) are shown within this wetland. Which area (A, B or C) is under the greatest environmental pressure? Give reasons for your choice.

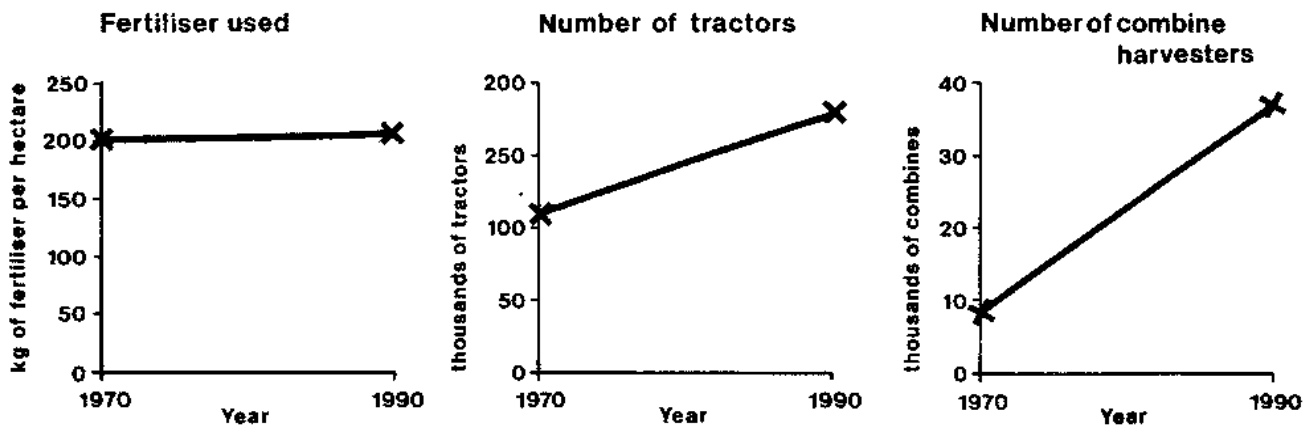
Choice of area: _____

Reasons for choice: _____

2

3. (continued)

Reference Diagram Q3C: Agriculture in Denmark



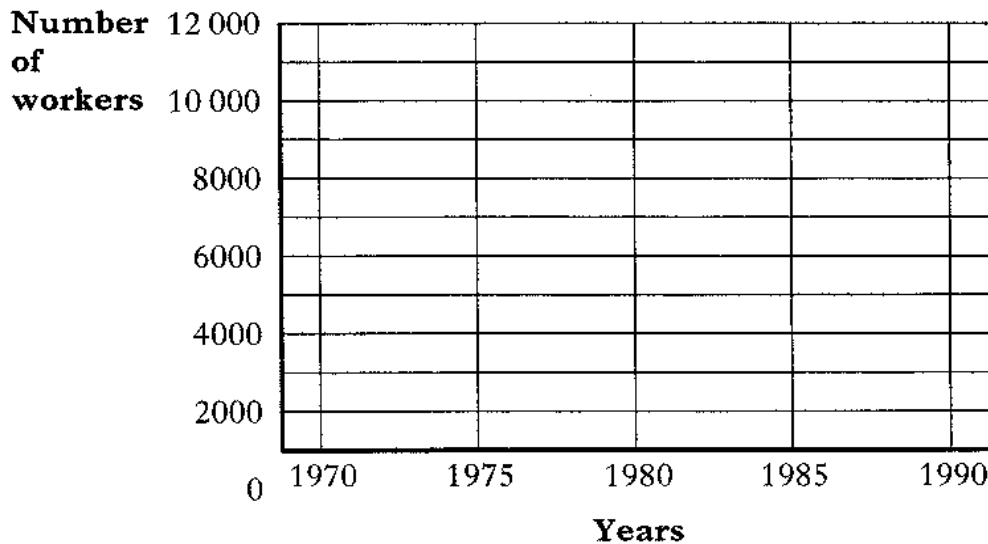
- (b) (i) Look at the three graphs in Reference Diagram Q3C above. Describe the changes in Danish farming between 1970 and 1990, shown by the graphs.

3. (b) (continued)

Reference Table Q3C

Year	Agricultural workers in Denmark
1970	11 000
1975	9000
1980	7000
1985	6500
1990	6000

- (ii) On the outline below, draw a **line graph** to show the changes in agricultural workers in Denmark between 1970 and 1990. Use the information in Reference Table Q3C above to draw the graph.



3

- (c) **Explain** why the amount of farmland is decreasing in Denmark and other countries in Europe.

3. (continued)

- (d) Tourists cause many problems in mountain areas of Europe, such as that shown in Reference Diagram Q3D.

Reference Diagram Q3D: A mountain landscape



Marks

- (i) **Explain** why mountain landscape environments, such as that shown in Reference Diagram Q3D above, attract large numbers of tourists.

3. (d) (continued)

(ii) Name **two** environmental problems caused by tourists in such mountain areas.

1. _____

2. _____

2

(iii) For **one** of the problems you have described in part (ii), **explain** how it affects people and the environment.

Problem: _____

Its effects: _____

2

Total

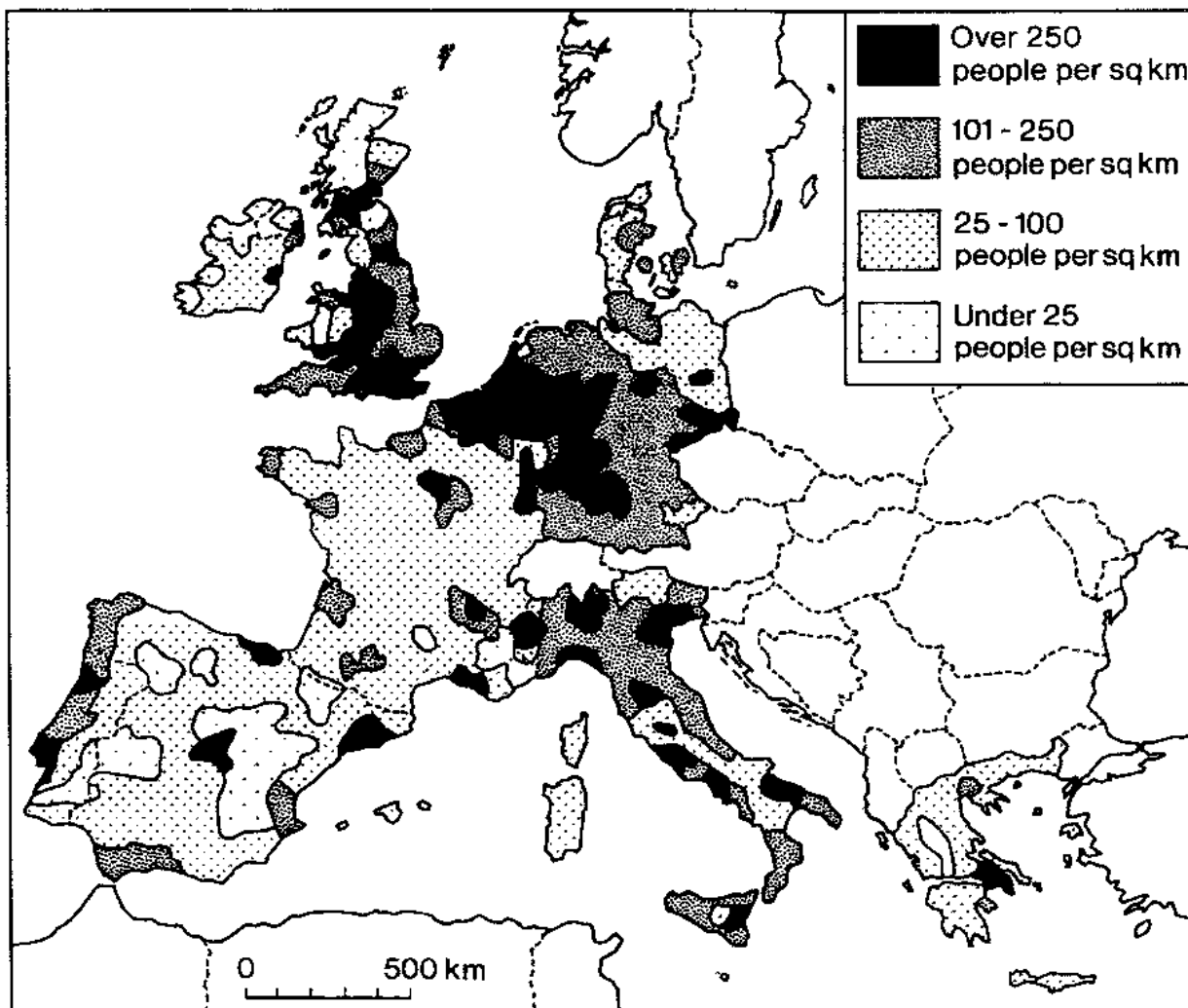
[END OF UNIT 2: QUESTION 3]

GO ON TO UNIT 3 ON PAGE TWENTY-EIGHT

Unit 2: People and the Environment: Europe

Question 4: Population

Reference Diagram Q4A: Population distribution in Europe

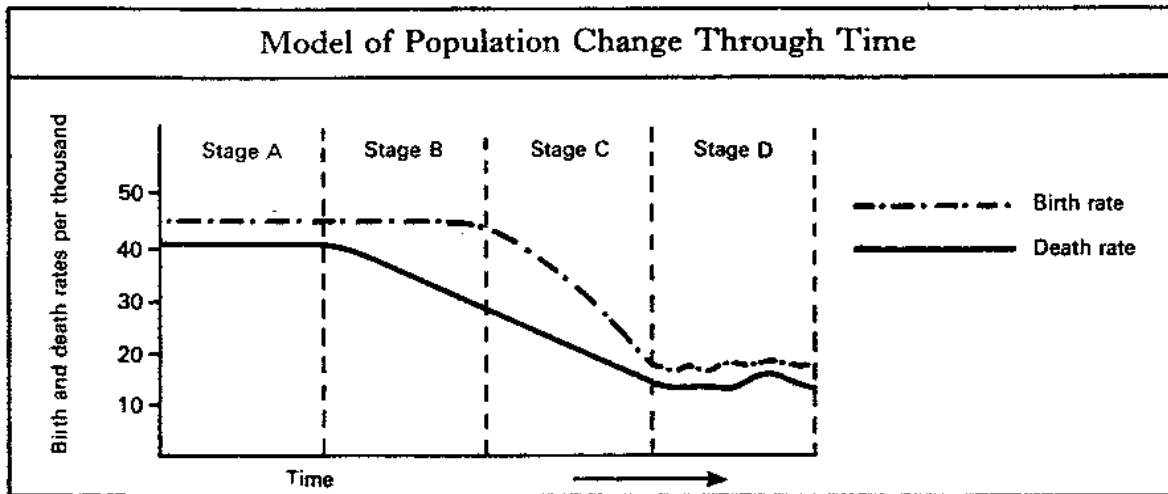


Look at Reference Diagram Q4A.

- (a) **Explain** why some parts of Europe are more densely populated than others.
 Refer to both **physical** and **human** factors in your answer.

4. (continued)

Reference Diagram Q4B



Look at Reference Diagram Q4B.

- (b) (i) Complete the table below by writing in the word which best describes the birth or death-rate at each stage.

Choose from:

high, low, falling

<i>Stage</i>	<i>Birth-rate</i>	<i>Death-rate</i>
A	high	
B	high	
C		falling
D		low

2

- (ii) Name **one** stage in which the population will be growing **slowly**. Give reasons for your answer.

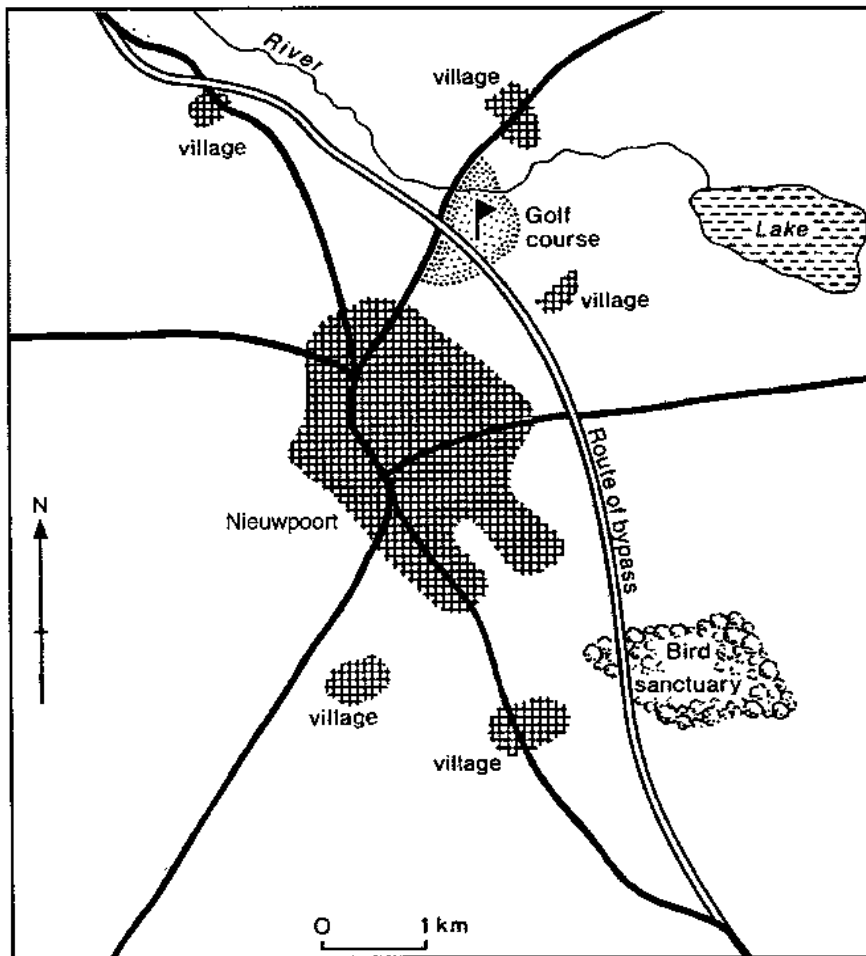
Stage: _____

Reasons: _____

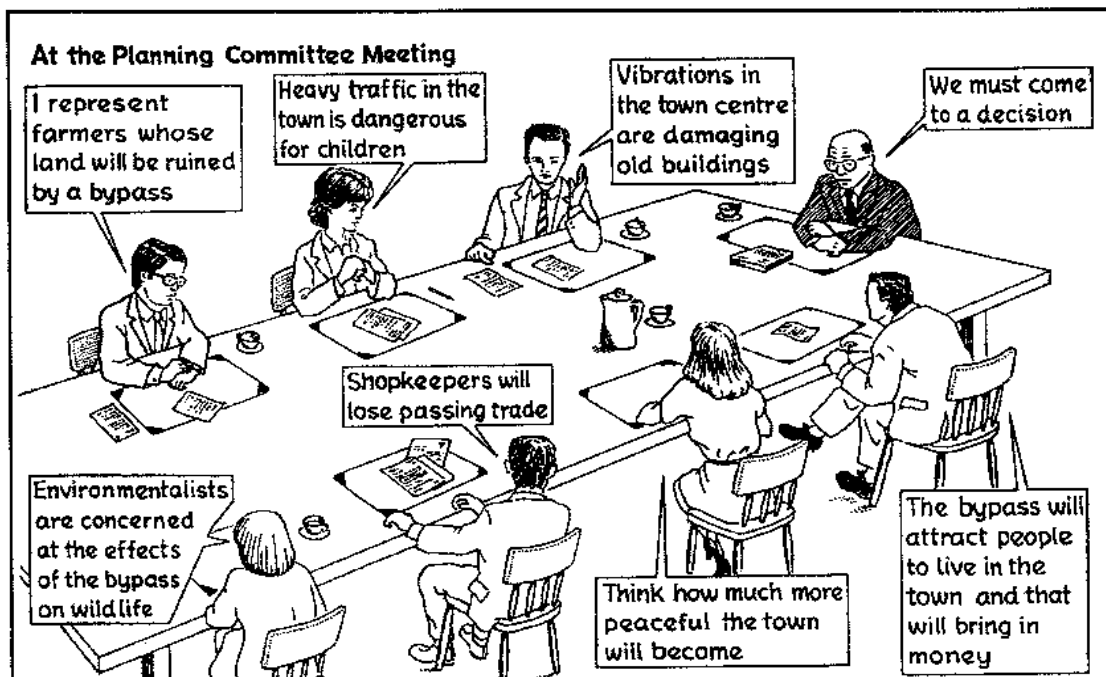
3

4. (continued)

Reference Diagram Q4C: Nieuwpoort by-pass proposal

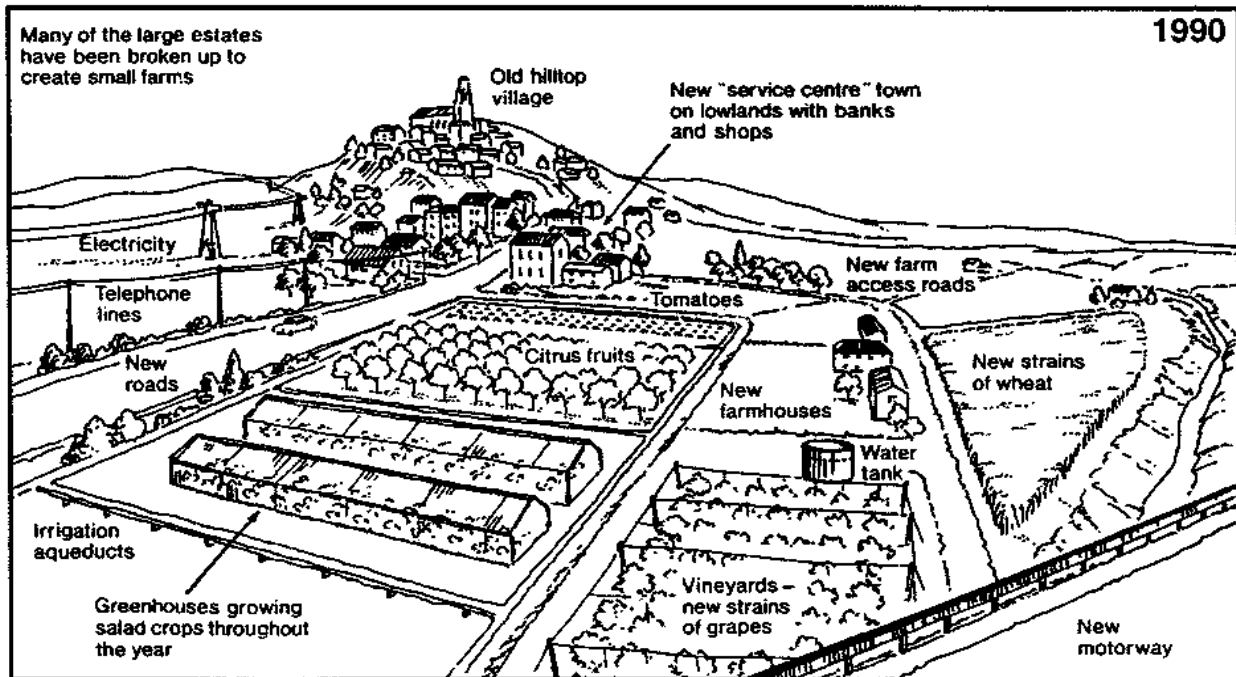
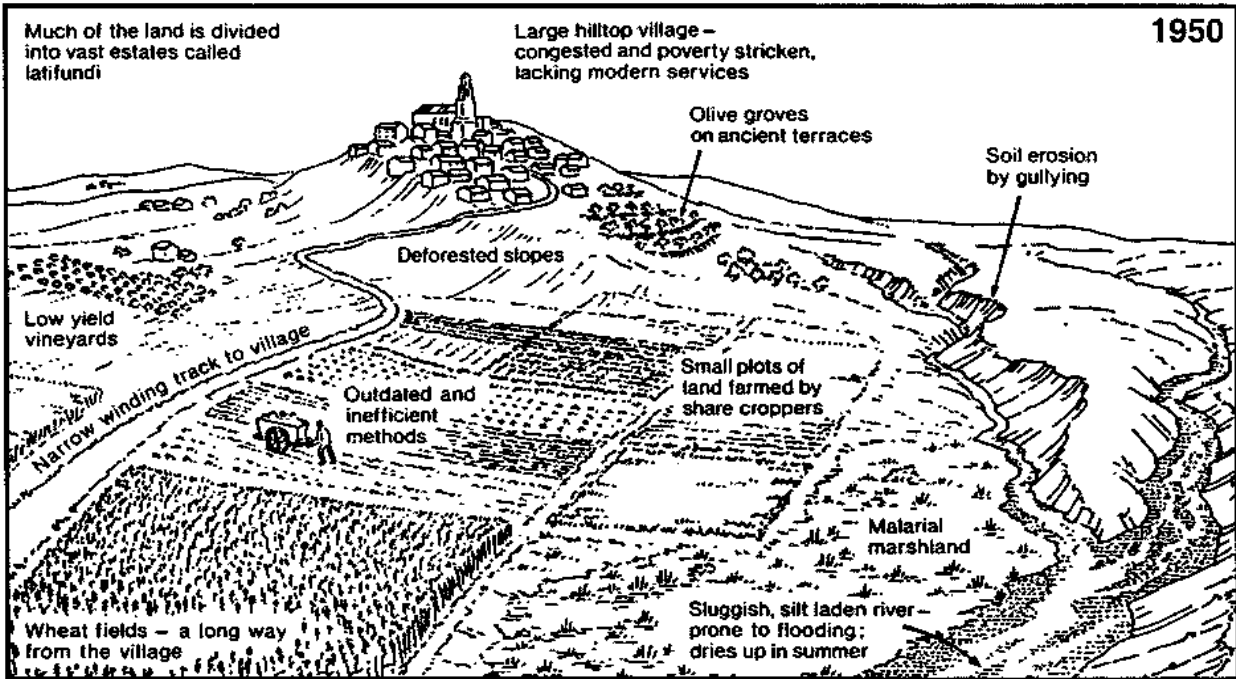


Reference Diagram Q4D



4. (continued)

Reference Diagram Q4E: Change in Southern Italy



Unit 3: People and the Environment: Global Issues

Answer ONE question from this Unit:

EITHER Question 5 (Pages 28–32) OR Question 6 (Pages 34–39)

Question 5: Development and Health

Reference Table Q5A: Selected Indicators of Development

<i>Indicators of Development</i>	<i>Country A</i>	<i>Country B</i>
Life expectancy at birth (years)	73	47
Adult literacy rate (percentage of population)	99	32
Access to safe drinking water (percentage of population)	99	34

(a) Look at Reference Table Q5A. Which country, A or B, is a **Developed** country? Give reasons for your choice.

Tick your choice.

Choice: A B

5. (continued)

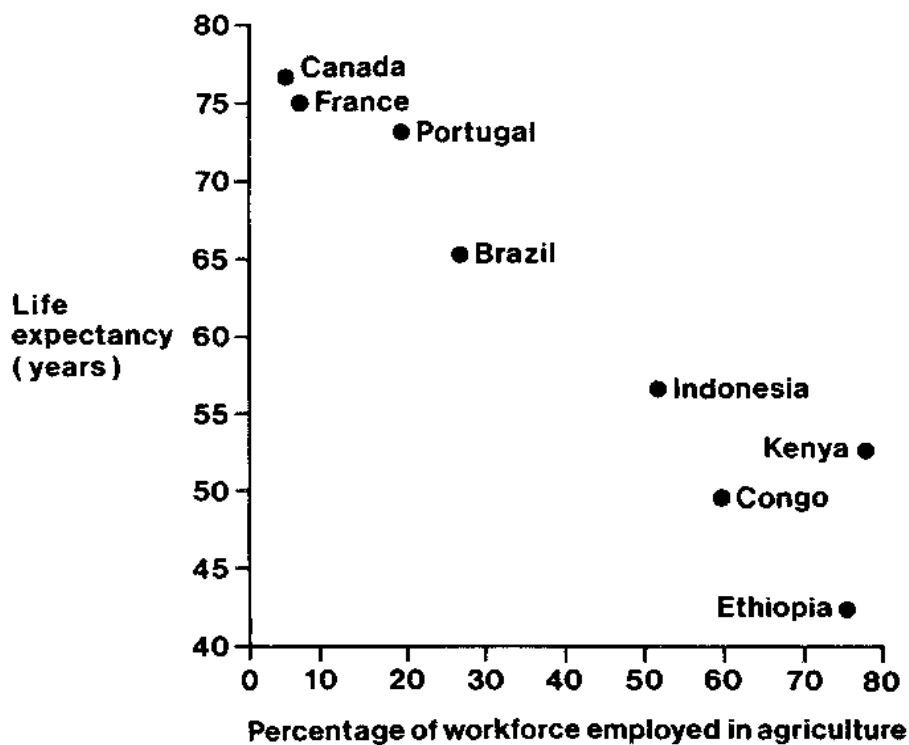
Reference Table Q5B: Population growth rate in selected countries

<i>Country</i>	<i>Percentage increase per year</i>
Ivory Coast	3.5
Malaysia	2.3
Peru	2.0
Jamaica	1.8
Australia	0.8
Belgium	0.2

- (b) Look at Reference Table Q5B.
Explain why population growth rate is often a good indicator of a country's level of development.

5. (continued)

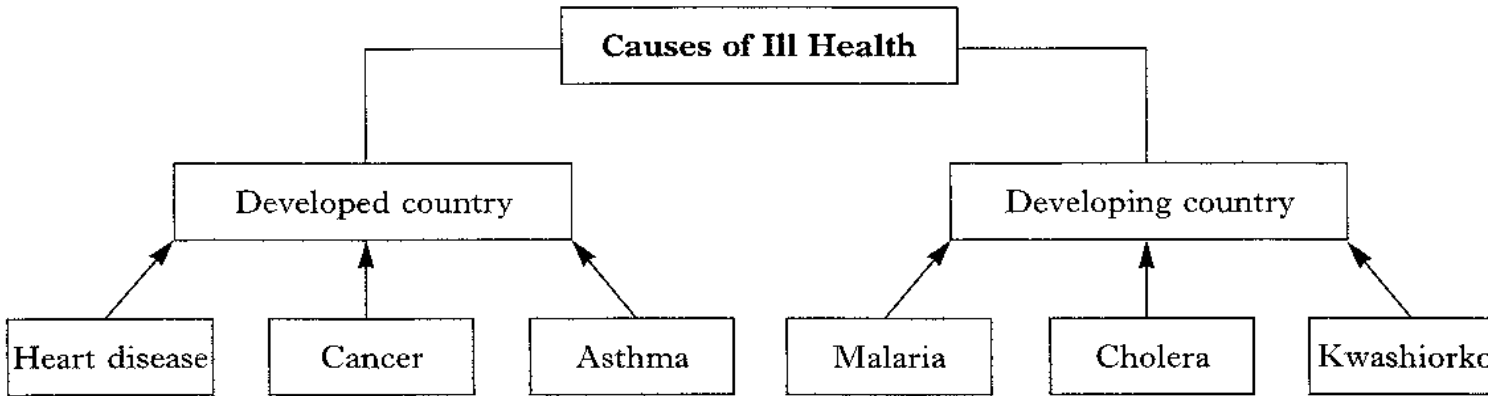
Reference Diagram Q5C: Life Expectancy and Percentage of Workforce Employed in Agriculture in selected countries



(c) Look at Reference Diagram Q5C above.
Describe the connection between Life Expectancy and Employment in Agriculture shown in the graph.

5. (continued)

Reference Diagram Q5D: Causes of Death and Illness



(d) Look at Reference Diagram Q5D.
Choose **either** Malaria, Cholera **or** Kwashiorkor.

Marks
2
3

Disease: _____

(i) Describe its distribution throughout the world.

(ii) **Explain** the causes and methods of transmission of the disease.

5. (d) (continued)

(iii) Describe the strategies used to control the disease.

3

(e) Heart Disease and Cancer are the most common causes of death in countries in the **Developed** world.
 For **either** Heart Disease **or** Cancer, **explain** its likely causes **and** describe any measures which might be taken to control or eradicate such a disease.

Disease: _____

Causes: _____

Measures: _____

4

Total

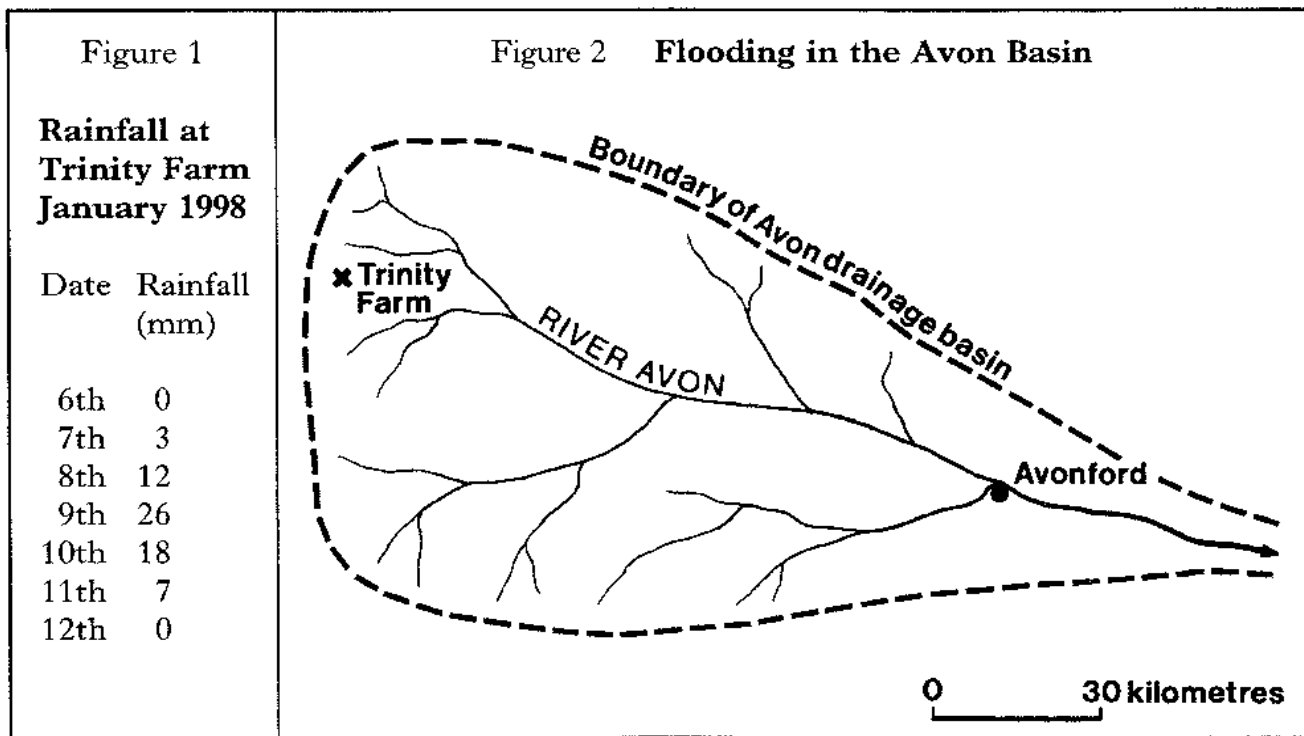
[END OF UNIT 3: QUESTION 5]

[Turn over for Unit 3: Question 6 on *Page thirty-four*]

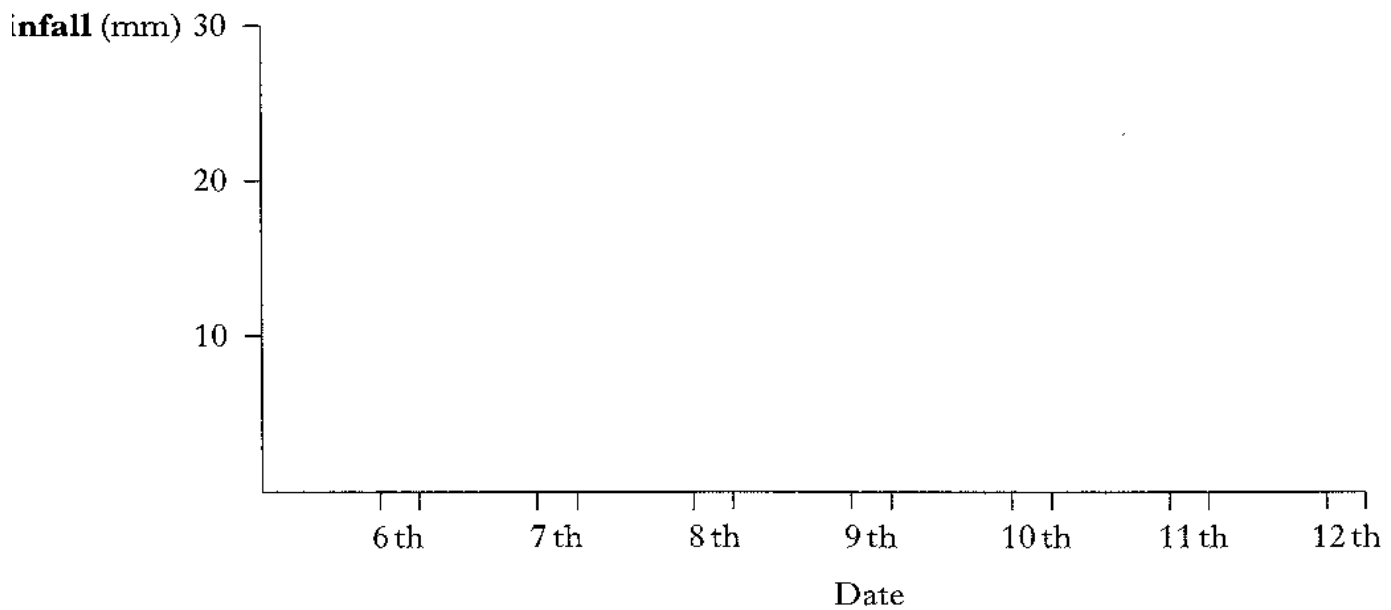
Unit 3: People and the Environment: Global Issues

Question 6: Environmental Hazards

Reference Diagram Q6A: Flooding in the Avon Basin



(a) (i) On the outline below, draw a bar graph to show the rainfall at Trinity Farm above, using the data given in Figure 1.



6. (a) (continued)

(ii) **Explain** why Avonford received its worst flooding on January 11th.

2

6. (continued)

(b) For **either** a tropical storm **or** a drought that you have studied, answer the following questions.

Tick (✓) the hazard you are describing: **tropical storm** **drought**

(i) Describe exactly where it took place.

2

(ii) Describe the ways in which it affected the local people.

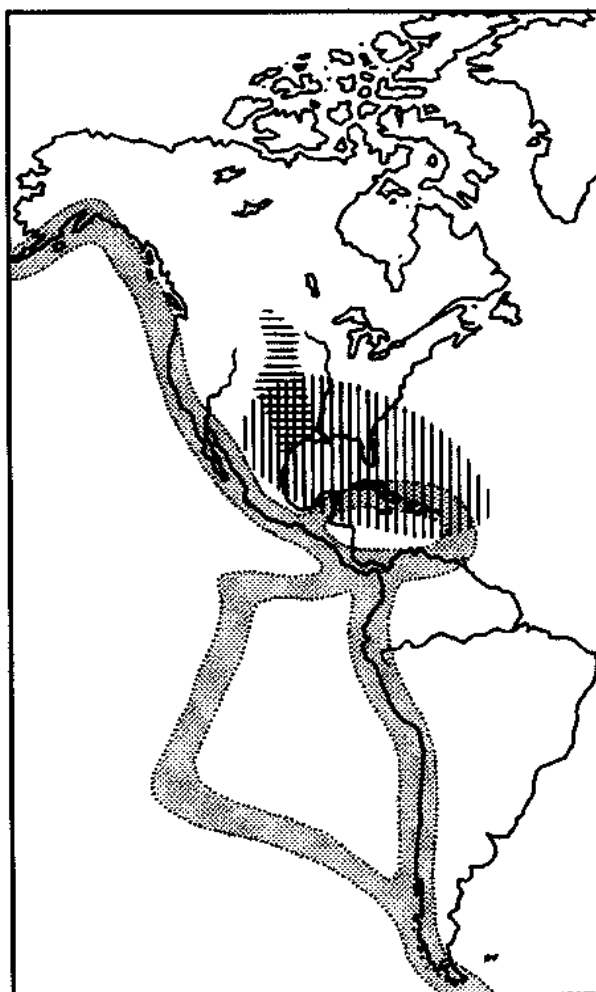
3

(iii) **Explain** the types of aid that were given.

2

6. (continued)

Reference Diagram Q6B: Natural hazards in North and South America



(c) Reference Diagram Q6B shows the main locations (A, B and C) in North and South America of three natural hazards.
Write the correct location (A, B, C) next to the hazards written below.

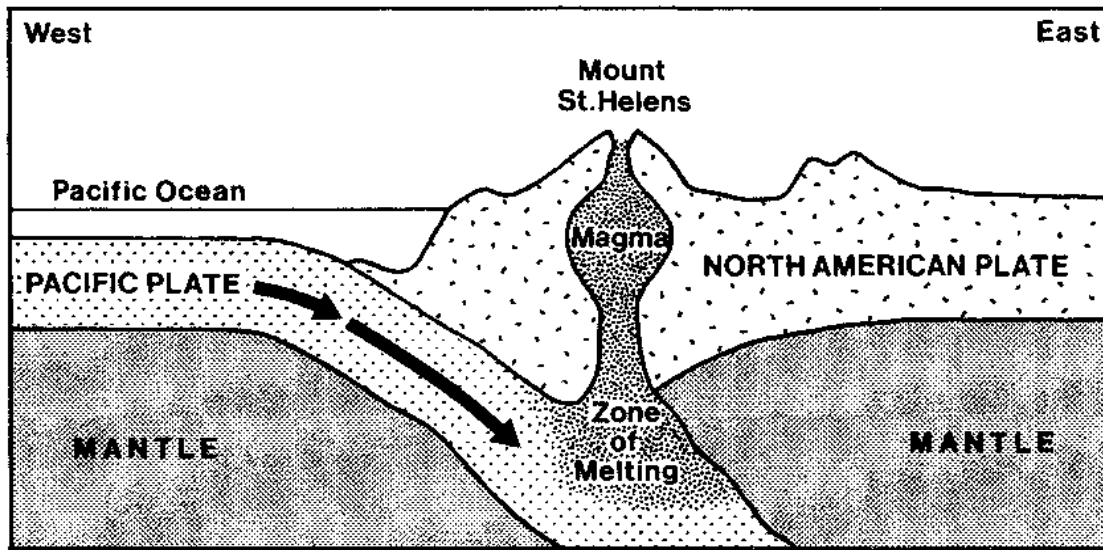
Earthquakes

Tropical storms

Droughts

6. (continued)

Reference Diagram Q6C: The eruption of Mount St. Helens, 1980



(d) Reference Diagram Q6C shows the cause of the eruption of Mount St. Helens in 1980. For this, or any other eruption you have studied, give reasons why it happened.

[C042/SQP082]

Intermediate 1
Geography
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

Instructions to Markers : General Notes

Marking

- 1 The maximum mark for the paper is 60. Markers are encouraged to use the whole range of marks.
- 2 The total marks assigned by you for each complete question should be entered as indicated in the right-hand margin of the answer book. As questions consist of more than one part, the marks assigned to each part **must be shown separately**.
It is of great importance that the utmost care should be exercised in adding up the marks. Where appropriate, all summations for sub-totals and totals **must be carefully checked**. Where a candidate has scored zero marks for any question attempted, '0' should be shown against the answer.
- 3 All mistakes **must** be underlined in red pen. A wavy line (~~~~) will be used for something that is not quite right, a single line (——) for mistakes which, though not very serious, are undoubtedly wrong, and a double line (=====) for gross blunders. These corrections are valuable when borderline cases and appeals are being considered. Where a page shows neither a correction nor a mark, a red tick **must** be placed at the bottom right-hand corner of the page.
- 4 The marker should take the candidate's answers strictly as they are written; no attempt should be made to read into answers ideas which the candidate may have intended to convey but which he has not, in fact, succeeded in conveying. A caret (∧) should be used to indicate an important omission. A question mark (?) should be used to indicate that the marker cannot understand the meaning intended. The letter 'R' should be used to indicate that the candidate is repeating something already stated in his answer.
- 5 Care should be taken that no credit whatsoever is given to irrelevant parts of answers, however accurate the irrelevant passages may be. Irrelevant passages should be square-bracketed [].
It should be noted however, that a fact or argument which is irrelevant in one candidate's answer may be made quite relevant by another candidate who has the ability and skill to connect it to the question.

Intermediate 1

Geography

Unit 1: People and the Environment: Scotland/British Isles

1. Physical landscapes and land use

- (a) Glen Sannox = B
Goat Fell = C
Coire Daingean = A 2

1 correct = 0 marks; 2 correct = 1 mark; 3 correct = 2 marks.

- (b) All 3 marks could be awarded to well annotated diagram.
Eg reference to glacial erosion (1) snow gathering in hollow (1) ice moving downhill
(1) plucking and abrasion (1) action of ice (1) reference to corries back to back or any
other reference point (1). 3

- (c) improved pasture = Y
open forest or woodland = Z
dense plantation = X 2

1 correct = 0 marks; 2 correct = 1 mark; 3 correct = 2 marks.

- (d) 2 x 2 marks
Looking for extended points, developing one advantage and disadvantage.
Eg on flatter land (1) so easier to erect tents (1) close to river for water (1) close to
river (1) so more likely to be marshy (1) or any other valid point. 4

- (e) D = limestone pavement
C = gorge
A = stalactites 2

1 correct = 0 marks; 2 correct = 1 mark; 3 correct = 2 marks

- (f) One mark for each valid statement.
Two marks for a developed point.
large tourist numbers can erode farmers cropland (1) and may leave gates open etc (1)
mining makes the area look unattractive (1) specific reference to mining types in
limestone areas (1) 4

- (g) maximum of 3 marks if no clear reference to limestone areas. 3

One mark for each valid statement.
Two marks for a development point.
All valid points must relate to the work of a named group/authority.

2. Landscapes and Tourism

- (a) Glen Sannox = B
Goat Fell = C
Coire Daingean = A 2
- 1 correct = 0 marks; 2 correct = 1 mark; 3 correct = 2 marks
- (b) All 3 marks could be awarded to well annotated diagram. Eg reference to glacial erosion (1) snow gathering in hollow (1) ice moving downhill (1) plucking and abrasion (1) action of ice (1) 3
- (c) 1 mark for each valid point.
For full marks, candidates must refer to the map - although this need not be with grid references. Award (1) mark for accurate, relevant use of grid reference(s). 3
- (d) (i) 1 mark for accurate plotting of points.
1 mark for accurate joining of points.
Candidates could be awarded 1 mark if graph is partially correct in some other way. 2
- (ii) 1 mark for each valid statement.
The most visitors in summer (1) with 850 people between July and September (1). The numbers increase and then decrease (1) with lowest visitors in the winter (1). 2
- (e) No marks for listing 2 amenities/attractions.
For full marks, candidates must refer to both
1 mark for a valid reasons; 2 marks for a developed point. 4
- (f) (i) 1 mark per relevant point; 2 marks for a developed point.
Litter pollution (1) noise pollution (1) erosion (1) of sand dune environment (1). 2
- (ii) Credit only advantages or disadvantages.
1 mark per point; 2 marks per developed point. Job creation (1) boost to the local economy (1) more facilities (1) only seasonal jobs (1) interferes with way of life (1) or any other valid point. 2

Unit 2: People and the Environment: Europe

3. Environmental Issues

- (a) (i) 1 mark for each correct answer` 2
- (ii) no marks for choice
1/2 marks for each valid/developed point
eg area B because it is polluted by the river (1) bringing chemicals from the farmland/waste from factories/sewage from the village (1) area C because it is polluted by sewage from the town (1) which reduces the amount of oxygen in the water (1) 2
- A = Too many people (1) destroying wildlife (1) leaving litter (1)
- (b) (i) 1 mark for each valid description
all 3 graphs must be mentioned for full marks
*eg the amount of fertilisers used has risen slightly (1) the number of tractors has risen (1)
the number of combines has increased greatly (1).*
Max 2 marks for straight lift of data. 3
- (ii) 3 marks for plotting all points accurately and joining them 3
- (c) 1/2 marks for each valid/developed point
eg farmland is decreasing due to more roads being built (1), towns increasing in size (1), industrial estates and retail parks being built at the edge of cities (2) 3
- (d) (i) 1 mark for each feature of the environment mentioned and explanation of how it attracts tourists 2 marks if this is developed
*eg high mountains offer opportunities for skiing (1) because they are so cold and snowy (1) steep slopes can be used for hill-walking (1) beautiful scenery encourages sightseers (1)
rivers can be used for water sports (1)
such as rafting, fishing, canoeing (1)* 3
- (ii) mark for each problem correctly identified
*eg A lot of tourists in one area will lead to the accumulation of much litter (1)
Tourists walking up hillsides will wear away the soil (1).* 2
- (iii) 1/2 marks for each valid/developed point
eg if there are many tourists on the narrow roads, there will be an increase in air pollution (1), buses will not be able to run on time (1) and emergency services may be delayed (1) 2

4 Population

- (a) One mark for a valid explanation. Credit up to two marks for a developed point. For full marks the candidate must refer to both physical and human factors' otherwise mark out of three.

Reasons for low density might include:

Physical factors such as; Climate ie north very cold (1) eg Central Spain too hot (1) drought (1) steep/mountain land (1) difficult to build on (1) areas with poor thin soils (1) Human factors such as; poorly developed infrastructure (1) Lack of good transport facilities (1) poor/inefficient agricultural systems (1) lack of industry (1)

High-density factors might include: Physical factors such as; flat/low lying land (1) easy to build on/good for farming (1/2) moderate climate (1) plenty of rainfall (1) fertile soils (1) no droughts (1) long growing seasons (1) Human factors such as; rich in raw materials (1) plenty of industries (1) employment opportunities (1) good accessibility (1) 4

Accept any other valid points.

- (b) (i) Mark 3 or 4 correct - 2 marks
2 correct 1 mark
1 correct no marks 2

- (ii) Mark 1 mark for identifying correct stage viz stage A or D
Note that it is possible to accept the beginning of stage B or the end of stage C if the explanation, which follows, is correct. Explanation: 1 mark per valid point or 2 marks per developed point. Answers should reflect the fact that Birth Rates need to be higher than Death rates - but by a relatively small amount. Credit reference to specific examples of Birth/Death rates. 3

- (c) Mark 1 mark per valid point - 2 marks per developed point

For: Avoids traffic going through town centre (1) less dangerous to people/children (1) avoids damaging building due to vibrations (1) town would be more peaceful (1) attract industry/jobs (1) less pollution in town (1)

Against: Local trade affected badly (1) farmers will lose valuable land (1) wildlife may be destroyed (1) affect bird sanctuary (1) golf course may be affected (1) 4

Accept any other valid points.

- (d) Mark 1 mark per valid point -

Solutions; Bus lanes (1) out of town shopping areas (1) one way systems (1) improved public transport services (1) traffic wardens (1) increased parking restrictions (1) more car parks (1) pedestrianised zones (1) park and ride schemes (1) or any other valid point. 2

- (e) Mark 1 mark per valid point

Changes: Large estates broken down into smaller units (1) new service centre (1) more/better service facilities (1) new/better roads (1) new/improved farming methods (1) Greenhouses instead of wheat fields (1) land drained and replaced by new vineyards (1) new strains of wheat in previously uncultivated areas (1) new farmhouses replacing small plots of land (1) electricity lines to bring electricity to town (1) irrigation systems introduced (1) or any other valid point. 5

Unit 3: People and the Environment: Global Issues

5. Development and Health

- (a) Mark 1 mark per valid point

Candidate correctly identifies country A (1)

Reasons for choice such as: Life expectancy is high (1) literacy rate is high (1) access to safe drinking water is high (1). Credit should be given for negative points in reference to country B. 3

- (b) Mark 1 mark per valid point or 2 marks per developed point

Points may include:

Population growth rate indicates whether a country is developed or underdeveloped (1) High growth rates - developing/low growth rates - developed (1) High increases are linked to high birth rates associated with developing countries (1) low increases linked to low birth rates associated with developed countries (1). Overpopulation may result from high growth rates (1) therefore indicates problems associated with health, education, housing etc (1).

Low increases may indicate high standards of health, education, economic wealth etc (1) or any other valid point. 3

- (c) Mark 1 mark per valid point

The higher the number employed in agriculture - the lower the life expectancy (1) the lower the number employed in agriculture - the higher the life expectancy (1) Credit relevant examples eg Ethiopia/Canada (1) 2

- (d) (i) Credit references to either Global distribution and/or Local distribution. Credit references to eg Climate features eg temperatures, rainfall, named areas, proximity to particular relevant physical features eg rivers, stagnant water etc.

Accept valid, relevant points for 1 mark 2

- (ii) Mark 1 mark per valid point or 2 marks per developed point.

Candidates must refer to causes and method of transmission for full marks. eg spread by mosquito as host (1) biting person for blood meal (1) parasites within mosquito carrier (1) parasites transmitted from infected person to next victim (1) or any similar valid points for selected disease. 3

- (iii) Mark 1 mark per valid point.
 Candidates should refer to at least three control strategies for chosen disease:
 eg Malaria - drainage of breeding grounds (1) destruction of larvae in water
 (1) use of drugs to kill parasites in people (1) oil on water (1) health
 education schemes (1) or any other valid point. 3

- (e) Mark 2 + 2, 3 + 1 or 1 + 3

Candidates must refer to both cause and control for full marks

	Heart disease	Cancer	
Causes	poor diet (1) fatty foods (1) alcohol abuse (1) lack of exercise (1) stress (1) smoking (1) hereditary (1)	hereditary factors (1) dietary factors (1) environmental factors (1) cigarettes/smoking	
Control	medication (1) improved lifestyle (1) exercise (1) health diets (1) reduction in harmful substances eg nicotine/alcohol (1)	screening (1) medication (1) education (1) reduction in harmful substances eg nicotine/alcohol (1) pollution control (1)	4
	Accept any other valid points		

6 Environmental Hazards

- (a) (i) 3 marks for accurately drawing the 'bars' (1 mark out of two for a single error) 3
- (ii) 1/2 marks for each valid/developed point *eg there had been very heavy rain for the two previous days (1) and it takes time for rain to run into a river (1) heavy rain falling upstream takes time to reach Avonford well downstream (1)* 2
- (b) (i) 1 mark for a correct country/broad region and 1 mark for further detail *eg Cuba (1), especially the north coast (1) West Indies (1), especially Cuba (1) the Sahel (1) just south of the Sahara Desert (1)* 2
- (ii) 1/2 marks for each valid/developed point *eg drought caused a famine (1) and hundreds of people died of hunger (1) or were forced to move away (1) the tropical storm blew down valuable banana trees (1) ruining farmers' harvests (1)* 3
- (iii) 1 mark for each explanatory point *eg food aid was sent because people could not grow any crops (1) medicines were given because the people were drinking polluted water (1)* 2
- (c) 2 marks for all 3 correct
1 mark for 1 or 2 correct
viz A = droughts
B = earthquakes
C = tropical storms 2
- (d) 1/2 marks for each valid/developed point *eg molten rock can reach the surface because there are cracks in the crust (1) cracks caused by plates coming together/moving apart (1) much molten rock available because crust is melting (1) as it is dragged into mantle (1)* 2
- (e) no marks for name of volcano or year of eruption/earthquake 1-2 marks for each valid/developed point *eg volcanic ash covered buildings and road (1) and killed crops (1) causing much hardship amongst the farmers (1) it caused a huge tidal wave (1) which drowned hundreds of people on the coast (1) mudflows covered farmland (1) caused by a mixture of ash, melted ice and condensed steam (1)* 4

Mark out of 3 if no reference to specific event.

[END OF MARKING INSTRUCTIONS]

