

[C042/SQP083]

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Intermediate 2    Time: 1 hour 30 minutes  
Geography  
Specimen Question Paper

NATIONAL  
QUALIFICATIONS

Candidates should answer **three** questions: **one** from Unit 1  
**one** from Unit 2  
and **one** from Unit 3

Candidates should read the questions carefully. Answers should be clearly expressed and relevant.

Credit will always be given for appropriate sketch-maps and diagrams.

Write legibly and neatly, and leave a space of about one cm between the lines.

Marks may be deducted for bad spelling and bad punctuation, and for writing that is difficult to read.

All maps and diagrams in this paper have been printed in black only: no other colours have been used.

The map extract used is the 1:50 000 extract 973/115: Llanberis and Snowdon.  
This is the map used in the 1995 Geography Standard Grade Credit Level paper. Copies may be obtained from SQA on request.

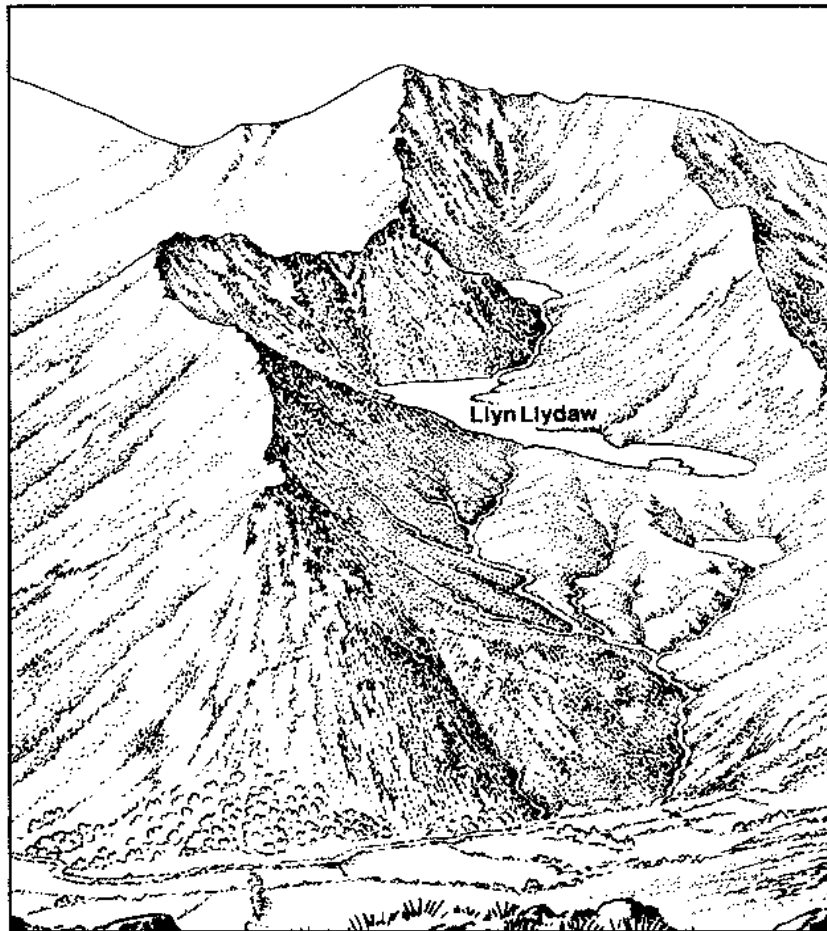
## Unit 1: People and the Environment: Scotland/British Isles

Attempt **one** question from this unit:  
 EITHER Question 1: (pages 2–4) OR Question 2: (pages 5–6)

### Question 1: Physical Landscapes and Land Use

This question refers to the Ordnance Survey map extract (No 973/115) of the Llanberis and Snowdon area.

**Reference Diagram Q1A:**  
**The view looking west from Grid Reference 665535**



- (a) (i) Using the map extract and Reference Diagram Q1A, match each of the glacial features listed with the correct place name.

*Features:* Pyramidal Peak, U-Shaped Valley, Hanging Valley, Arête

*Place names:* Y Lliwedd, Snowdon, Afon Glaslyn, Cwm Dyli

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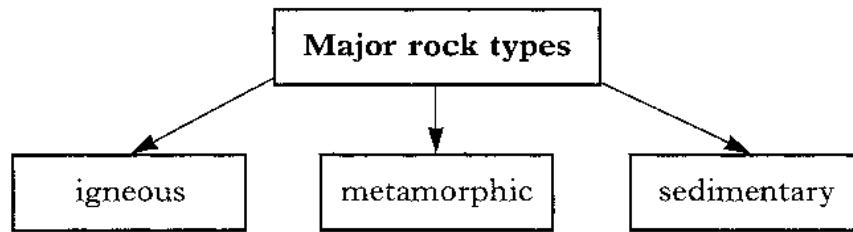
- (ii) **Explain** how **one** of the glacial features listed in (a)(i) was formed.  
 (You may wish to illustrate your answer with a diagram(s).)

4

1. (continued)

(b)

Reference Diagram Q1B

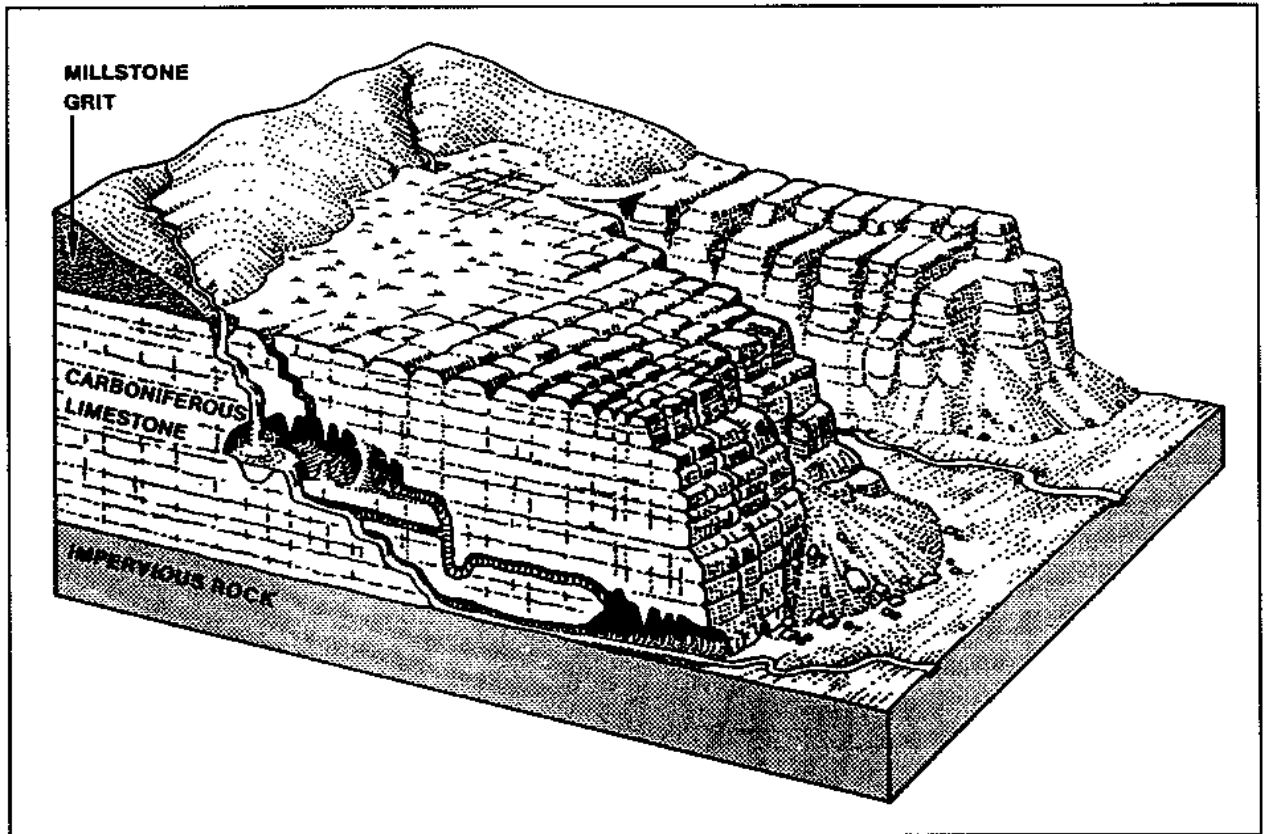


Explain how igneous **and** metamorphic rocks are formed, giving an **example of each** rock type.

4

## 1. (continued)

## Reference Diagram Q1C: A typical upland limestone area



(c) Study Reference Diagram Q1C.

The following features are commonly found in areas of upland limestone scenery:

**limestone pavements; stalactites and stalagmites; gorges.**

For any **two** of the features listed, explain in detail how they are formed. You may wish to include diagrams in your answer.

6

(d) Areas of upland limestone scenery come under pressure from many visitors **and** conflicting land uses.

Describe how national park authorities, and/or any other environmental agencies you have studied, protect upland limestone areas.

3

(20)

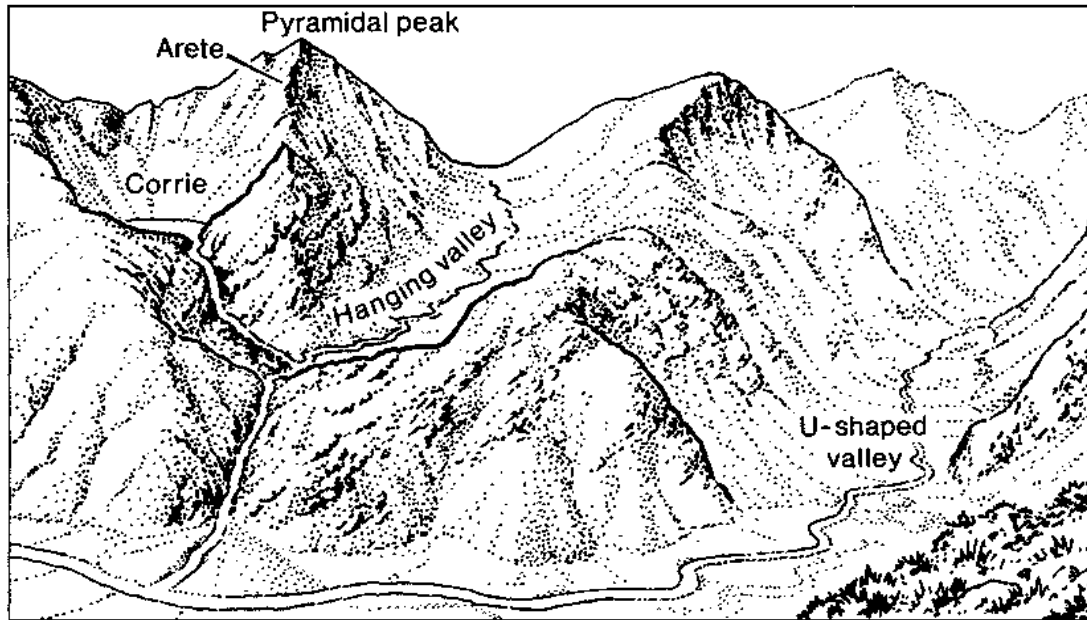
[END OF QUESTION 1]

GO ON TO UNIT 2 ON PAGE SEVEN

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

## Question 2: Landscapes and tourism

## Reference Diagram Q2A: A glaciated upland



(a) Study Reference Diagram Q2A above.

Describe in detail the main physical processes which have shaped this landscape.

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(b) Name **one volcanic** landscape you have studied in the British Isles.

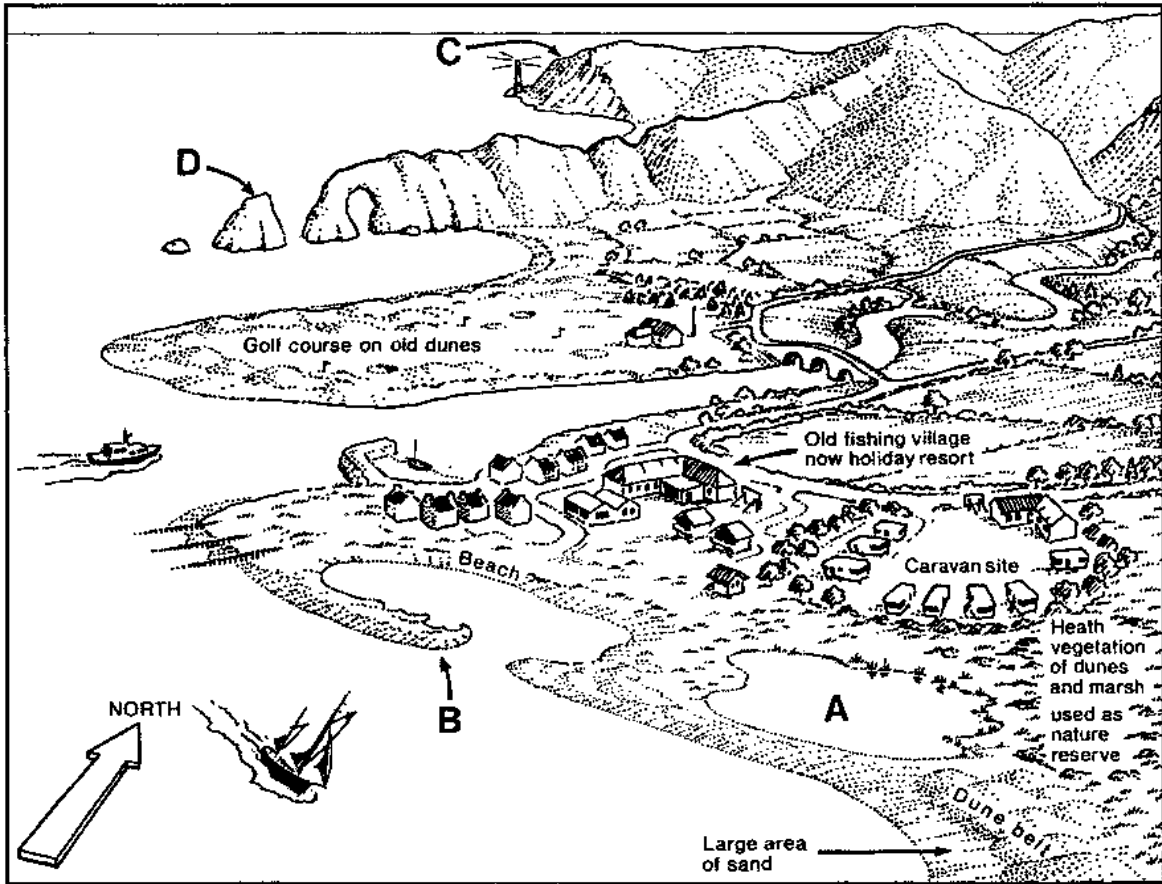
With reference to specific named **volcanic** features, explain in detail why tourists are attracted to your chosen area.

You may wish to refer to scenery, historical and cultural features and amenities.

6

2. (continued)

Reference Diagram Q2B: A selected coastal landscape



Reference Diagram Q2B shows a coastal landscape.

- (c) (i) Referring to Reference Diagram Q2B, name **one** of the features A–D.  
**Explain** in detail how this feature was formed.
- (ii) Referring to Reference Diagram Q2B, **explain** why tourists are attracted to this type of coastal area.
- (iii) What effects might a large number of visitors have on the local economy and environment of this area?

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(20)

[END OF UNIT 1]

GO ON TO UNIT 2

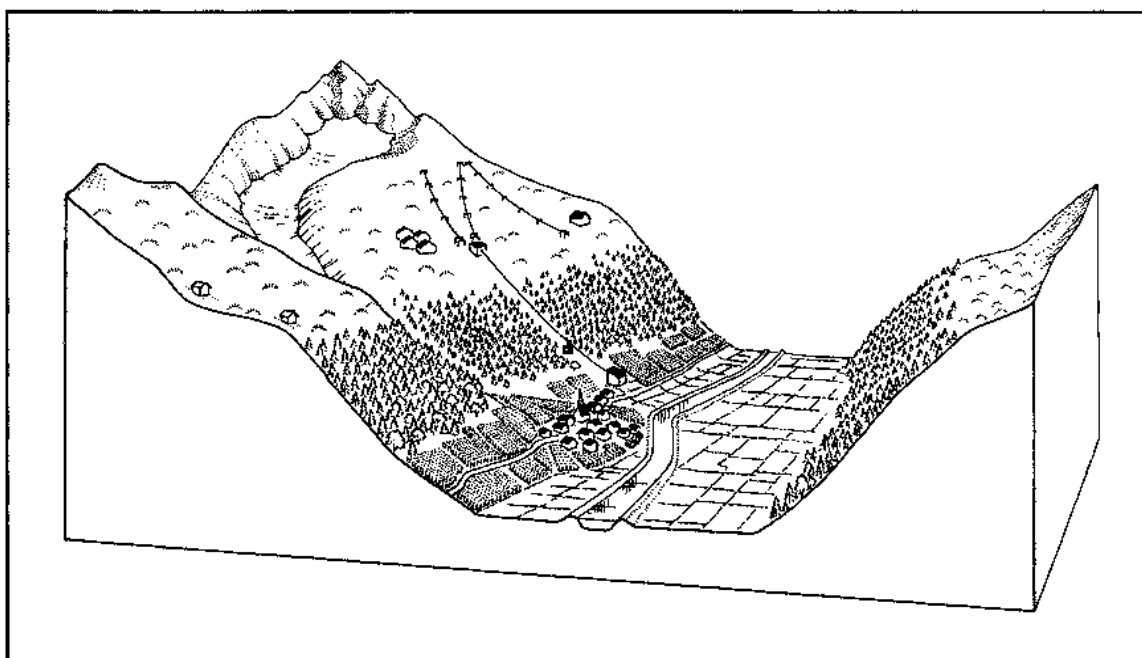
**Unit 2: People and the Environment: Europe**

Attempt **one** question from this unit:  
EITHER Question 3: (pages 7–9) OR Question 4: (pages 10–12)

**Question 3: Environmental issues**

- (a) Name **one** example from within Europe (but excluding the British Isles) of the following landscapes which are under pressure.
- (i) A river or lake landscape
  - (ii) A wetland landscape
  - (iii) A forest landscape

3

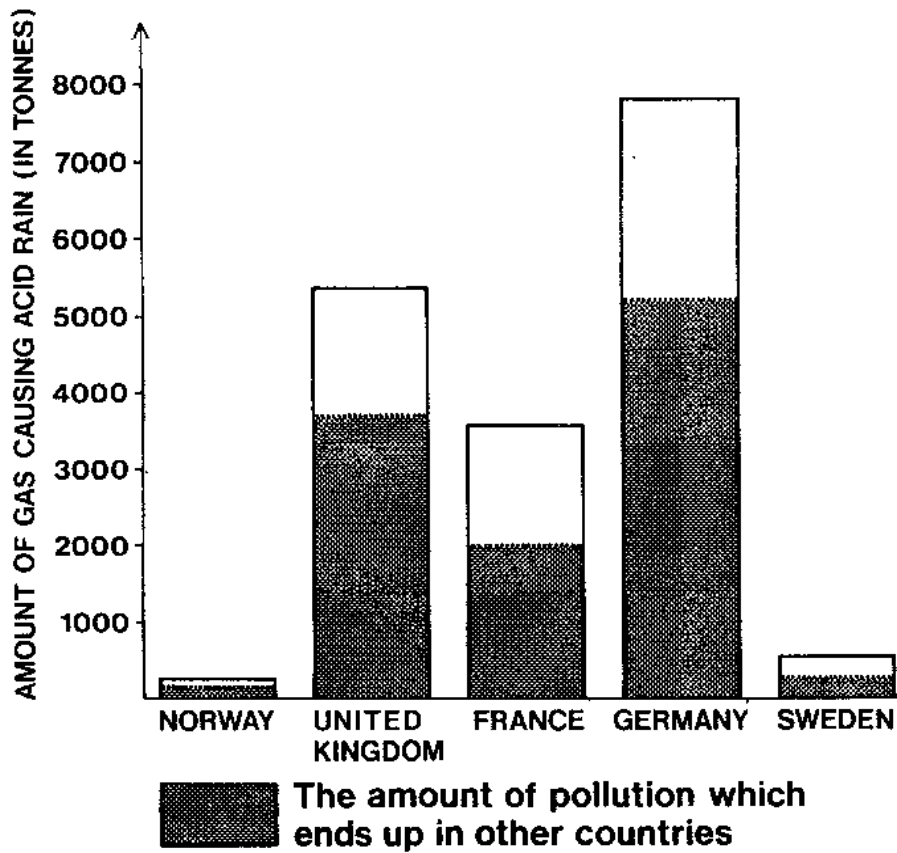
**Reference Diagram Q3A: An Alpine Valley**

- (b) Describe the ways in which human activity is increasing environmental pressure in areas such as that shown in Reference Diagram Q3A.

3

## 3. (continued)

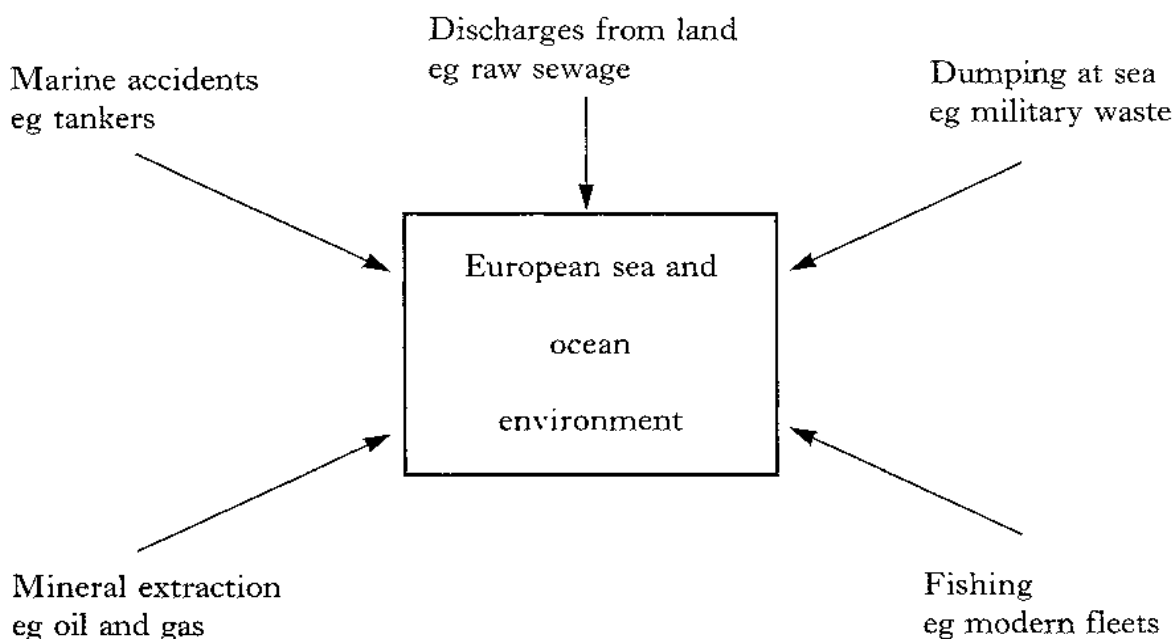
Reference Diagram Q3B: Carbon dioxide emissions (1990)



- (c) (i) Describe the pattern of pollution shown by Reference Diagram Q3B. 3
- (ii) **Explain** the environmental problems which result from industrial pollution. 4

## 3. (continued)

## Reference Diagram Q3C: Threats to European seas and oceans



- (d) Choose **one** of the threats to European seas and oceans, shown in Reference Diagram Q3C above, and **explain** in detail the environmental problems it brings. 3
- (e) Referring to areas you have studied in Europe (but excluding the British Isles), **explain** the measures adopted to reduce environmental pressures. (You should refer to the European Union and/or environmental pressure groups in your answer.) 4

(20)

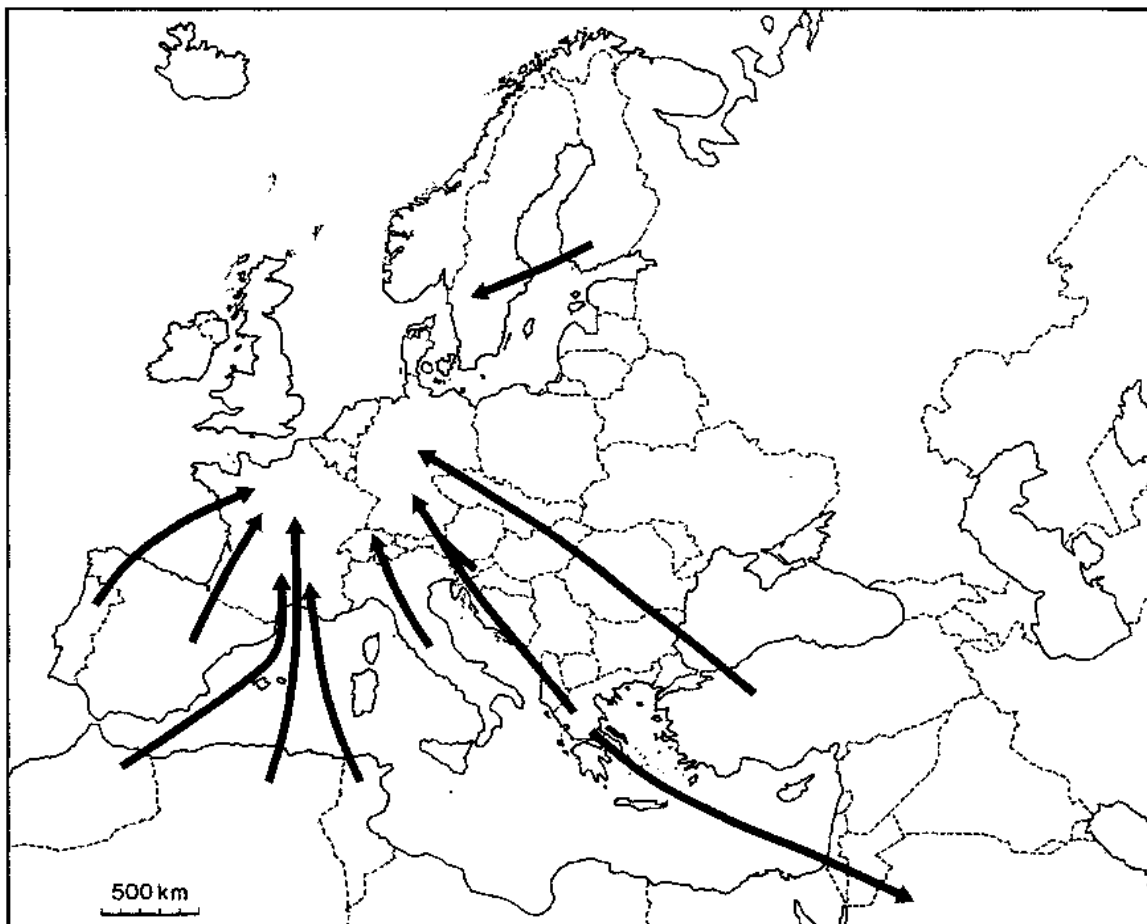
[END OF QUESTION 3]

GO ON TO UNIT 3 ON PAGE THIRTEEN

## Unit 2: People and the Environment: Europe

### Question 4: Population

Reference Diagram Q4A:  
Main international migration routes since 1945

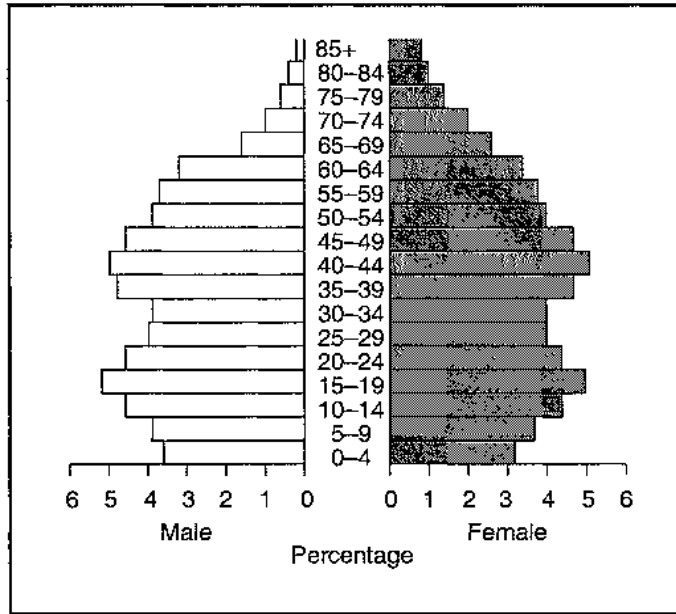


Look at Reference Diagram Q4A.

- (a) Identify the main migration movements to **and** within Europe since 1945. 3
- (b) For any named migration into a European country (excluding the British Isles), **explain** the reasons for the migration in terms of “push” **and** “pull” factors. 5

4. (continued)

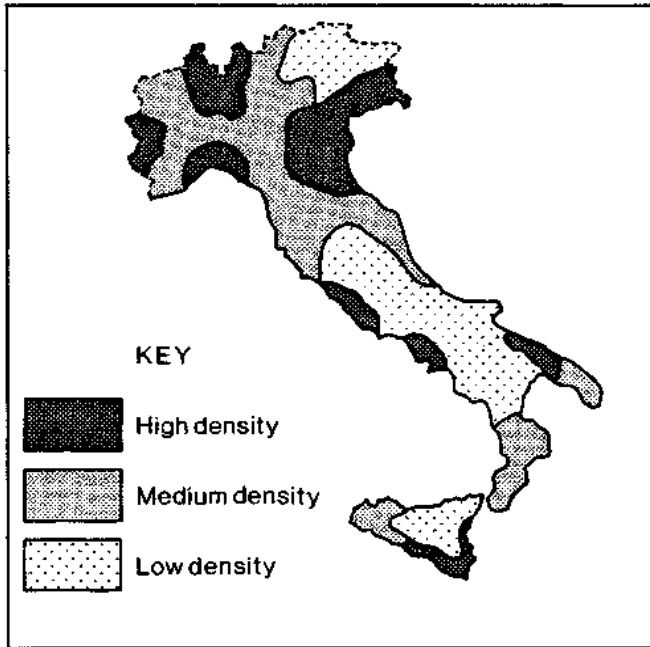
**Reference Diagram Q4B:**  
Population pyramid for a western European country



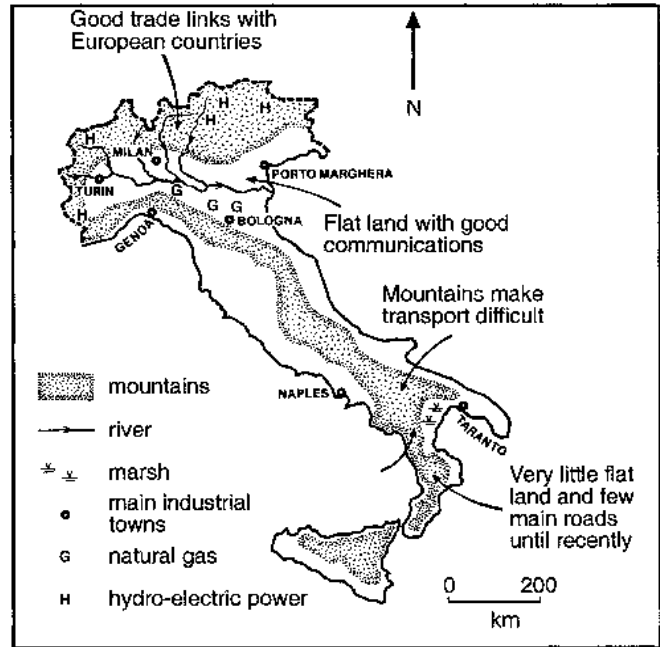
(c) Describe and give reasons for the population structure shown in Reference Diagram Q4B.

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**Reference Map Q4C(1)**



**Reference Map Q4C(2)**

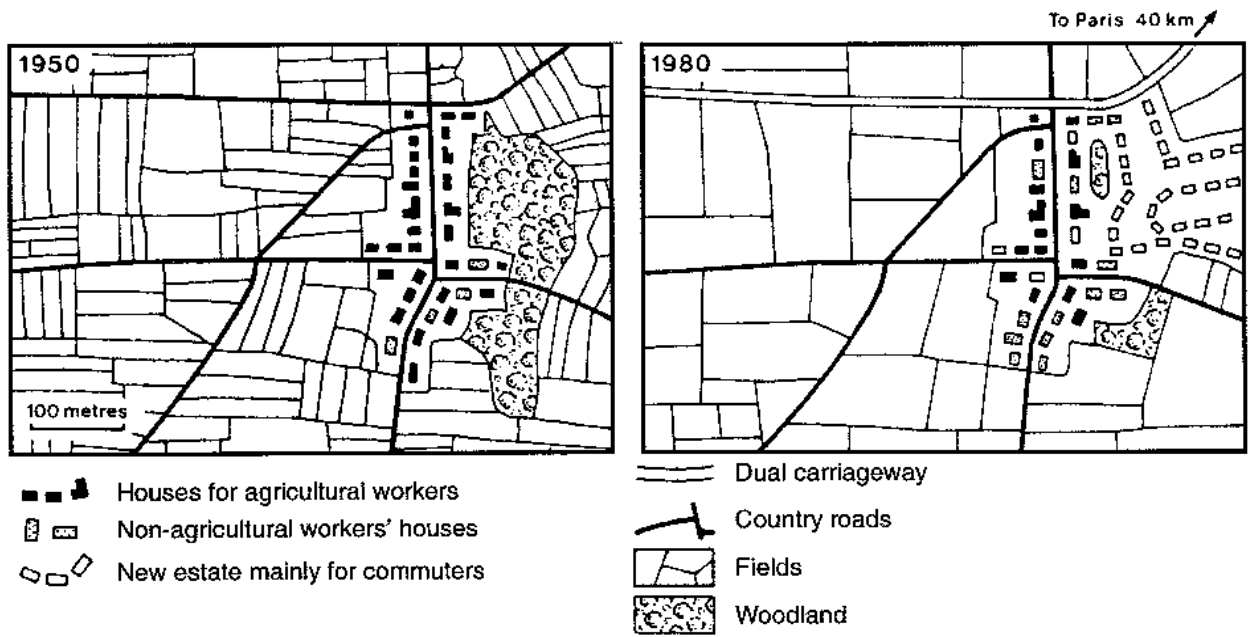


(d) **Explain** the pattern of population density shown in Map Q4C(1) by using the information shown in Map Q4C(2).

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4. (continued)

Reference Diagram Q4D: Changes in a European farming landscape



(e) For the area shown above, **or** for any other rural area you have studied, **describe** the changes which have taken place in that European farming landscape.

4  
(20)

[END OF UNIT 2]

GO ON TO UNIT 3

### Unit 3: People and the Environment: Global Issues

Attempt **one** question from this unit:  
EITHER Question 5: (pages 13–14) OR Question 6: (pages 15–17)

#### Question 5: Development and health

**Reference Table Q5A: Selected Development Indicators**

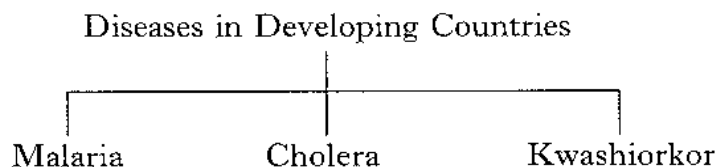
	<i>USA</i>	<i>Japan</i>	<i>Kenya</i>	<i>Bangladesh</i>	<i>India</i>	<i>Egypt</i>	<i>Brazil</i>
Infant mortality	8	5	64	108	88	57	57
Life expectancy	76	79	61	53	62	62	66
GNP (US \$)	22 240	26 930	340	200	330	610	2940
School enrolment ratio (%)	98	99	50	65	68	75	66
Newspapers bought per 1000 people	287	526	10	14	16	21	39
Cars per 1000 people	562	288	12	14	12	16	90

- (a) The indicators shown in Reference Table Q5A above are used to help measure standards of living. With reference to such indicators, **explain** why living standards are lower in **Developing** countries.

6

## 5. (continued)

## Reference Diagram Q5B



(b) Choose **one** of the diseases shown in Reference Diagram Q5B.

(i) Describe the main factors involved in the development of the disease. Your answer should refer to **both** physical and human factors.

5

(ii) Describe the main methods used to control this disease. Your answer should include reference to the role of international organisations and aid agencies.

5

(c) Heart Disease and Cancer remain major diseases in **Developed** countries. For **either**, discuss the factors which lead to the existence of the disease. Your answer should refer to both environmental and lifestyle factors.

4

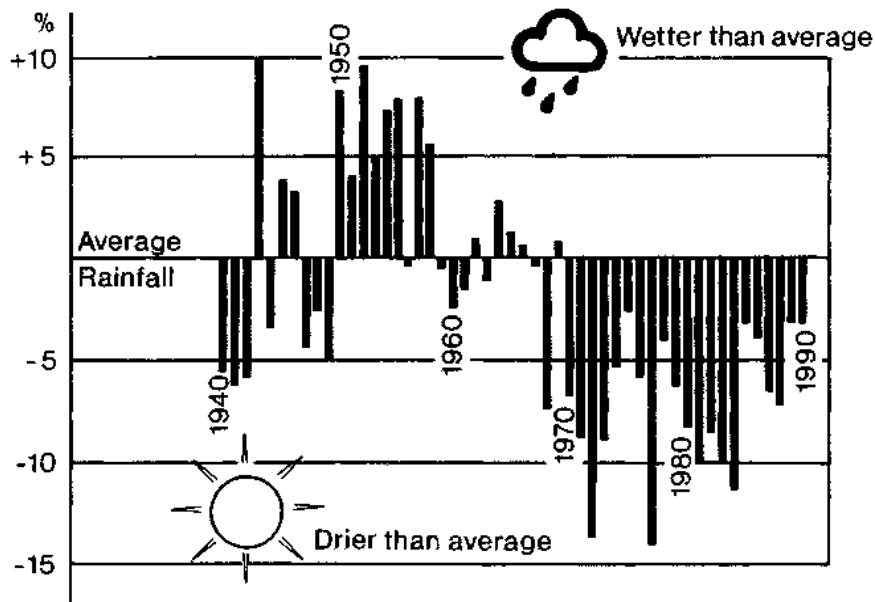
(20)

[END OF QUESTION 5]

Unit 3: People and the Environment: Global Issues

Question 6: Environmental hazards

Reference Diagram Q6A



- (a) Look at Reference Diagram Q6A.  
Describe the changes in rainfall in the Sahel between 1940 and 1990. 3
- (b) For **either** a flood **or** a drought that you have studied, **explain** the ways in which it caused problems for the local people. 3

## 6. (continued)

(c)

## Reference Diagram Q6B

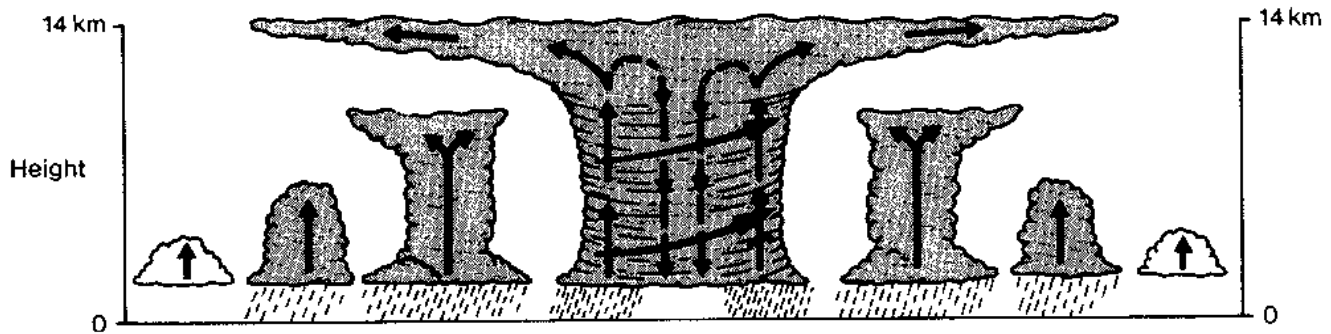
Selected earthquakes of 1997		
<i>Earthquake location</i>	<i>Earthquake magnitude (Richter scale)</i>	<i>Deaths</i>
Chile	2	0
Indonesia	3	100
Turkey	5	150
Armenia	6	600
Iran	6	150
Japan	4	100
Mexico	5	500

- (i) Using the information in Reference Diagram Q6B above, **draw** a scatter graph on the grid provided on the separate **worksheet** to show the relationship between earthquake magnitude and number of deaths. (Chile, Indonesia and Iran have already been done for you.)
- (ii) Describe the relationship between earthquake magnitude and number of deaths.

5

## 6. (continued)

(d) Reference Diagram Q6C: Section through a tropical storm



Reference Diagram Q6C above shows a section through a tropical storm.

**Explain** what causes a tropical storm to form.

4

“The prediction of earthquakes and volcanic eruptions is increasingly becoming a science.”

(e) For **either** an earthquake **or** a volcanic eruption you have studied,

(i) describe the effectiveness of the prediction, and

(ii) **explain** the types of aid that were given.

5

(20)

[END OF UNIT 3]

[END OF QUESTION PAPER]



Centre No.	Subject No.	Grade	Paper No.	Group No.	Marker's No.
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[C042/SQP083]

Intermediate 2    Time: 1 hour 30 minutes  
 Geography  
 Specimen Question Paper  
 Worksheet Q6(c)

NATIONAL  
 QUALIFICATIONS

Fill in these boxes and read what is printed below.

Full name of school or college

Town

First name and initials

Surname

Date of birth

Day    Month    Year

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Candidate number

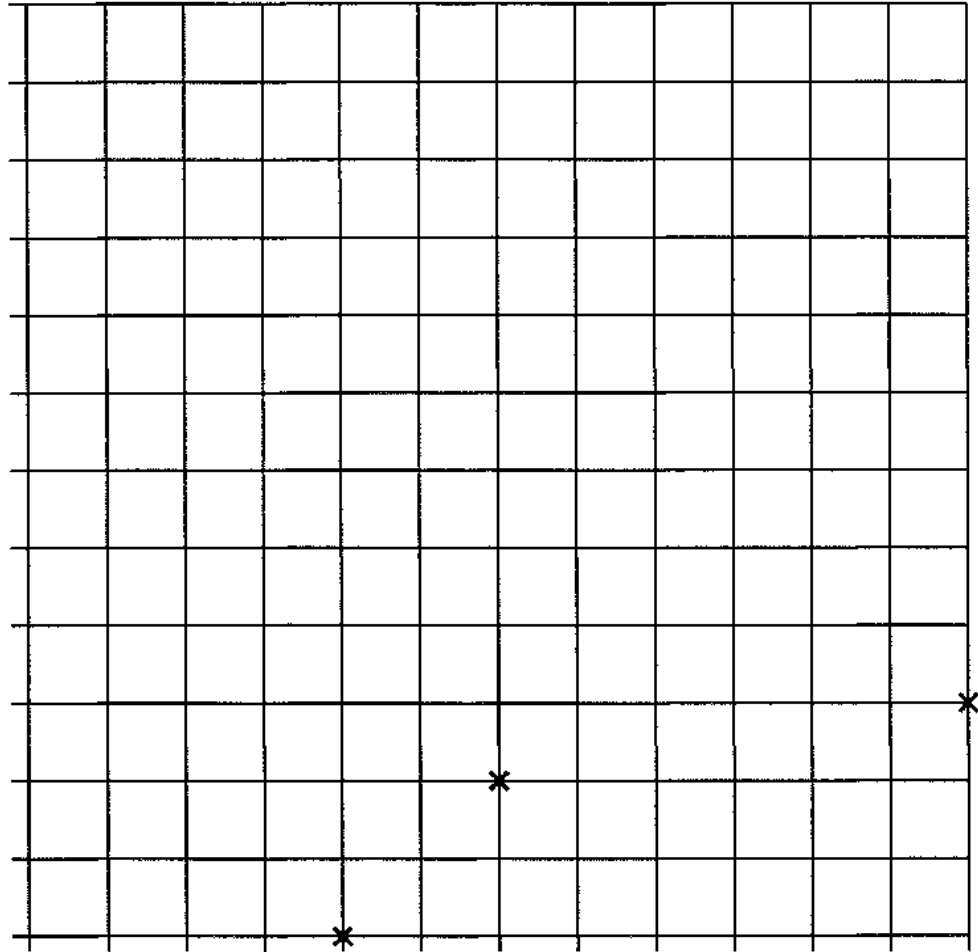
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Number of seat

To be inserted inside the front cover of the candidate's answer book and returned with it ONLY by candidates who attempt Question 6(c).

# SCATTER GRAPH WORKSHEET Q6(c)

Number  
of  
Deaths



Earthquake Magnitude

[C042/SQP083]

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Intermediate 2  
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 in the column provided on the inner right-hand side of the book.  
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.  
The Total mark for any paper as recorded in the box at the top right-hand corner on the front cover of the script, and as entered on Form Ex6, must be given as a whole number. Where a fractional mark has been given in a total mark, you must round up the total mark to the next whole number. Thus if the candidate gains, say,  $39\frac{1}{2}$  the mark 40 should be entered in the box on the front of the script and on Form Ex6.
- 3 It is helpful in later procedures if points receiving marks are clearly indicated. In general one mark should be awarded for identification or for a short correct statement, with up to 2 marks being awarded for a developed point.
- 4 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.
- 5 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.
- 6 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 2 Geography

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

#### Physical landscapes and land use

- 1 (a) (i) pyramidal peak = Snowdon  
U-shaped valley = Afon Glaslyn  
hanging valley = Cwn Dyli  
arete = Y Lilwedd **3**
- 1 correct = 0 marks; 2 correct = 1 mark; 3 correct = 2 marks;  
4 correct = 3 marks
- (ii) 1 mark for each valid point.  
2 marks for a developed point.  
Full marks could be awarded to a fully annotated diagram (s).  
eg arete: collection of snow in hollows (1) ice erosion (1) plucking (1)  
widened and deepened (1) two/three or more corries back-to-back (1) **4**
- (b) 2 x 2 marks  
Both rock types explained and exemplified for full marks.  
1 mark for explanation of formation + 1 mark for example rock type  
eg igneous rocks - molten magma rises through earth's crust, cools and solidifies (1) example = granite (1) eg metamorphic rocks - heat or pressures causes existing rocks to change (1) example = marble (1) **4**
- (c) 2 x 3 marks, or 2 + 4, or 4 + 2.  
Candidates must explain two of the listed features for full marks.  
Well annotated diagrams could achieve full marks. 1 mark for a relevant point;  
2 marks for a developed point. **6**
- (d) 1 mark for a relevant point; 2 marks for a developed point.  
All relevant points must refer to the work of national park authorities and/or named agencies. Credit reference to specific national parks. **3**
- Total 20**

## Landscapes and tourism

- 2 (a) 1 mark for a relevant point; 2 marks for a developed point.  
glacial erosion(1) ice age build up of snow in hollows (1) and  
slow movement under pressure (1) plucking (1) abrasion (1)  
frost shattering (1) deposition in valley (1)  
Credit reference to processes forming specific glacial features  
eg the formation of corries. Credit diagrams illustrating the result of  
particular processes. 4
- (b) 1 mark for a relevant point; 2 marks for developed point.  
For full marks, the candidate must refer to a **named** volcanic landscape  
- mark out of 5 if no specific reference made. Answer should refer to  
specific relevant features: landscapes formed interesting (1) eg lava plateau,  
dykes, volcanic plugs (1) often associated with local history (1) defensive  
castle sites (1) offer good views (1) associated tourist facilities have  
established and are an attraction themselves (1) If no reference to specific  
features - mark out 3. 6
- (c) (i) 1 mark for identifying feature: A Lagoon, B Spit, C Cliff, D Stack  
Up to 2 marks for explanation eg Spit (B)  
Longshore drift (1) movement / deposition material by waves (1) 3
- (ii) 1 mark for each valid point.  
Credit both physical and human attractions eg long, sandy beach (1)  
dunes golf course (1) museums (1) old harbour for sailing dinghies (1)  
accomodation (fishing village / caravan site) (1) 3
- (iii) 1 mark for relevant point; 2 marks for a developed point.  
For full marks, candidates must cover both economic and  
environmental implications.  
Mark 1 + 3 or 2 +2 or 3 + 1.  
Economic implications include job creation (1) in service sector (1)  
bed and breakfasts, shops, tours, sailing (1) although jobs may only be  
seasonal (1).Environmental implications include local pollution (1) for  
example litter, noise (1) need to improve local environmental  
services (1) eg sewage systems (1) disruption of local wildlife (1) in  
particular wading birds (1) 4
- Total 20**

## Unit 2: People and The Environment: Europe

### Environmental Issues

3	(a)	1 mark for each location correctly identified	3
	(b)	1 mark for each pressure correctly described eg skiing damages slopes (1) forests/deforestation (1) straighten river (1) increased farmland (1) pollution of rivers (1) erosion of paths (1) avalanche risk (1) or any other valid point	3
	(c)	(i) 1 mark for each summarising point eg reference should be made to the emission from countries (1) the amounts deposited in other countries (1) the countries which produce the highest/lowest amounts (1/2)	3
		(ii) 0 marks for just mentioning air pollution, water pollution etc. candidate must explain the problem to earn marks eg smoke from chimneys increases incidence of disease (1) such as bronchitis and asthma (1) industrial waste emptied into rivers leads to an increase in bacteria (1) which starves wildlife of oxygen (1) waste tips can be dangerous and collapse (1)	4
	(d)	0 marks for just listing the effects; candidates must explain the problem 1 to 2 marks for each valid/developed point eg for marine accidents, oil washes onto beaches, deterring tourists (1) and reducing income of local people (1) oil covers wildlife, killing them (1) and is transmitted to the sea-birds that feed off them (1) oil covering wildlife destroys their natural insulation, causing them to die (1)	3
	(e)	1 to 2 marks for each valid/developed point Max 2 marks if no mention is made of the EU or environmental pressure groups eg to reduce farming pollution, the EU has reduced price support for crops (1) so fewer fertilisers and pesticides should be used (1) to reduce industrial pollution, the EU gives grants towards the restoration of old industrial landscapes (1) to reduce urban sprawl, cities such as Paris have begun regeneration schemes (1) and reduce the number of planned New Towns (1)	4
		<b>Total</b>	<b>20</b>

## Population

- 4 (a) 3 x 1 marks.  
Answers must refer to Europe eg N Africa to France (1) S to N Italy (1) or Former Yugoslavia/Turkey to Germany (1) Portugal / Spain to France **3**
- (b) 5 x 1 marks.  
Answers must refer to both push and pull factors otherwise mark out of 4. One of the countries referred to must be European.  
Eg Former Yugoslavia ---- Germany. Push factors war (1) political repression (1) lack of employment opportunities (1) power/low standard of living (1). Pull factors employment (1) higher wages (1) improved standard of living (1) access to services (1) eg education, health care (1). **5**
- (c) Mark 1 + 2 or 2 + 1  
Description - Relatively even balance between male and female (1) narrow base. Few children (1). Narrows gradually from 50+ (1). Relatively small elderly group (1).  
  
Reasons - Few children due to easily available contraception (1), small families being the social norm (1) and for economic reasons (1) Male/Female balance due to biological reasons (1) fewer elderly as death rates raise in this group (1). **3**
- (d) 5 x 1 Marks. Two marks can be awarded for a developed point.  
  
Link between low density and mountainous areas (1) steep slopes unproductive, difficult to build upon (1) generally lower densities in South due to limited natural resources (1) eg Gas, hep (1), limited infrastructure (1) credit references to difficult farming conditions (1) drought etc (1)  
  
Areas of high density primarily in the North in areas of lower lying flat land (1) easy to farm and build upon (1). Good communications (1) links to other European countries encourages trade (1) good access to natural resources (1). **5**
- (e) 4 x 1 Marks  
Answers must describe not list. Mark out of two for list. With reference to the alpine valley shown answers might include: Drainage of marshland areas (1) now used as cropland (1) extension of area under vines (1) canalisation and modification river, embankments built (1) village has grown (1) cable car and chair-lifts have been built (1). This has encouraged permanent settlement further up the valley side (1). No marks for reference to British Isles. **4**
- Total 20**

### Unit 3: People and the Environment: Global Issues

#### Development & Health

- 5 (a) 6 x 1 marks. Two marks for a developed point.

GNP/incomes are low since many people may be engaged in subsistence agriculture (1) tax base is low (1). This means little money can be spent on even essential services such as health care (1). This (in part) would explain lower life expectancy and higher infant mortality (1). This might also be explained with reference to the quality and amount of food supply (1) and general living standards, housing, sanitation etc (1). School enrolment ratios are lower due to lack of educational investment (1) and also because children are often required as a workforce (1). This in turn would help to explain lower levels of literacy (1) and limited number of newspapers purchased (1).

Credit any sensible reason as to why living standards should be lower in developing countries - these do not have to be hinted at in the table eg climatic reasons, natural disasters.

6

- (b) (i) 5 x 1 marks. If answer refers only to physical or human factors mark out of 3.

eg Malaria

Credit references to:

Insect breeds in stagnant water (1) reasons may be human eg bomb craters in Vietnam (1) Requires high temps (1) Requires human population for blood meal (1) Prefers shady areas to rest and digest meal (1) Poverty and malnourishment may make people more susceptible (1) Lack of health care facilities/education (1)

5

- (ii) 5 x 1 marks. If no reference is made to the role of international organisation/aid agencies mark out of 3.

eg Malaria

Drain insect breeding grounds (1) destroy larvae (1). Introduction of larvae/insect eating fish (1). eg Pour oil on water surfaces, use of insecticides (1). Drugs to kill parasites (1) credit references to specific drugs. Reference should also be made to W.H.O. Eradication programmes in the 1970s (1) credit references to specific details of programmes (1). The role of aid agencies in promoting primary health care and details of particular schemes should be credited.

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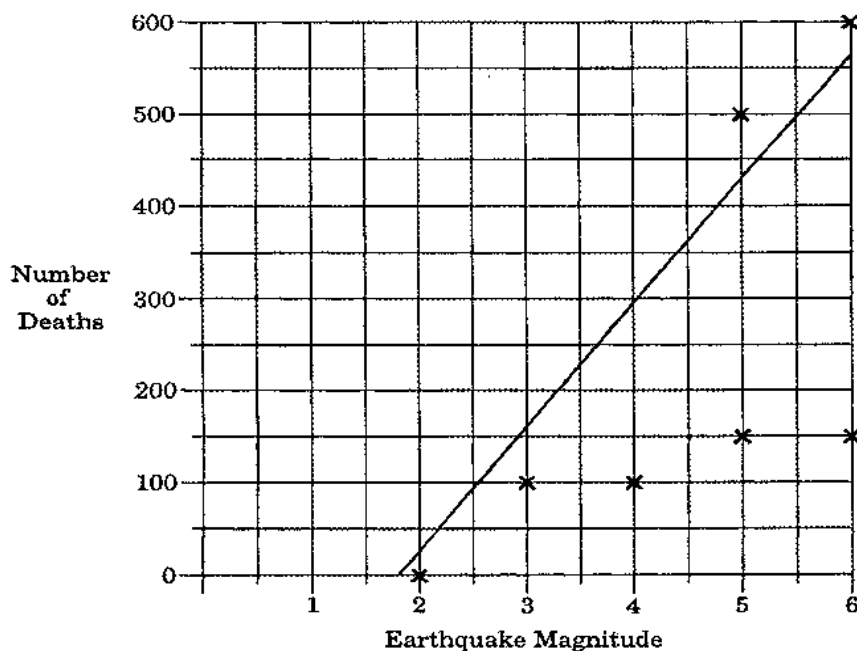
(c) 4 x 1 mark. Answers must refer to both Environmental and lifestyle factors otherwise mark out of 2.

	Lifestyle Factor	Environmental Factors
<b>Cancer</b>	Smoking (1) Stress (1) Diet (1)	Working conditions (1) Exposure to carcinogenic pollutants (1) eg asbestos
	Hereditary Factors (1)	
<b>Heart Disease</b>	Smoking (1) Drinking (1) Diet (1) Weight gain (1) Lack of exercise (1) Stress (1)	Occupational Stress (1) Overwork (1)
	Hereditary Factors (1)	

4

## Environmental Hazards

- 6 (a) 0 marks for quoting rainfall figures for individual years  
 candidate must refer to changes in rainfall eg weather became drier from 1970 onwards (1) as much as 14% below average (1) In 1950s weather became much wetter (1), as much as 10% wetter than average in 1952 (1) In 1960s rainfall varied very little (1) 3
- (b) candidate must name the location of the flood/drought  
 0 marks for just listing the problems candidate must explain how it caused problems eg for the Sahel drought of the 1970s, soil became very dry and blew away (1), leaving thin soil useless for farming (1) people were forced to move away (1) to live in unhygienic refugee camps (1) or cause overpopulation elsewhere (1) with little food to eat, people were more susceptible to disease (1) 3
- (c) (i) and (ii) can be marked 3/2 or 2/3
- (i) 1 mark for choosing an appropriate scale  
 2 marks for correctly plotting each point (1/2 mark for each correctly plotted country)



- (ii) 1 mark for mentioning that as the magnitude increases, so do the deaths  
 1 mark for elaboration eg Chile had the mildest earthquake and fewest deaths, Armenia had the severest and the most deaths 1 mark for mentioning that some earthquakes had more/fewer deaths than their magnitude would suggest  
 1 mark for giving examples eg Iran and Armenia had the same magnitude of earthquakes but Armenia had many more deaths 5

(d) 1 mark for each point which contributes to the overall explanation  
eg tropical storms form over warm seas (1) seas hold vast amounts of  
heat energy (1) to great depths (1) warm air over warm seas rises quickly (1)  
rapidly rising air causes deep low pressure to form (1) strong winds blow  
because the pressure so low (1) Coriolis force produces a spiralling of the  
air (1) heavy rain falls as moist air rises and cools and vapour condenses (1) 4

(e) (i) and (ii) can be marked 3/2 or 2/3  
candidate must mention location of earthquake/volcano 1 to 2 marks for each  
valid/developed point eg for the eruption of Mt St Helens in 1980, prediction  
was effective in that people had been evacuated (1) made possible because  
volcano had already shown signs of activity (1) but eruption was worse  
than anticipated affecting areas considered safe (1)

Federal money was given (1) temporary homes required for people whose  
house washed away (1) money required to rebuild bridges and roads washed  
away by the floods (1) 5

If no reference to specific event, mark out of 4.

**[END OF MARKING INSTRUCTIONS]**