

C208/SQP224

Geography
Higher

NATIONAL
QUALIFICATIONS

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Course Assessment Specification

Geography Higher

The purpose of this document is to provide

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

PART 1

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

- ◆ There are two Question Papers, each marked out of 50.
- ◆ The time allocation for Paper 1 is 1 hour 30 minutes.
- ◆ The time allocation for Paper 2 is 1 hour 15 minutes.

At Higher level candidates are expected to display a wide breadth of knowledge and skills, including the interpretation and analysis of Ordnance Survey maps, and use these to demonstrate the high level skills of writing extended responses which integrate and analyse this information. The balance between the question papers aims to reflect the importance attached to integration and analysis through the writing of extended responses. Paper 2 provides the opportunity to assess the Higher level skills.

PAPER 1 – PHYSICAL AND HUMAN ENVIRONMENTS – TOTAL MARK 50

This paper will consist of three sections, A, B and C.

Short answer questions are used in this paper to examine the wide range of content and skills taught within the Units – *Physical Environment* and *Human Environment*.

It will contain at least one question based on an Ordnance Survey (OS) map.

Section A will include four compulsory questions. Two of these will be on *Physical Environments* topics; two will be on *Human Environment* topics.

Section B will include two questions on the *Physical Environment* topics not examined in Section A. Candidates choose one question.

Section C will include two questions on the *Human Environment* topics not examined in Section A. Candidates choose one question.

It is possible that there will be a question based on an Ordnance Survey (OS) map in either Section B or Section C.

The marks in the Specimen Question Paper give an indication of the mark allocation in each of the sections.

The choice element in this paper is constructed in such a way that it ensures that all candidates must have a sound knowledge and understanding of all eight sub topics.

PAPER 2 – ENVIRONMENTAL INTERACTIONS – TOTAL MARK 50

This paper will consist of two sections, A and B.

Section A will contain three questions from Group 1 Environmental Interactions, each marked out of 25.

Section B will contain three questions from the Group 2 Environmental Interactions, each marked out of 25.

Candidates are required to answer questions on two Environmental Interactions selected from six Environmental Interactions, one from each group of Environmental Interactions listed in the Unit Specification. Centres are free to choose whether they wish to cover more than the minimum requirement of two.

PART 2

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

The Course assessment is based on the total mark gained in Question Paper 1 and Question Paper 2.

Component	Mark Range
Question Paper 1	0 - 50
Question Paper 2	0 - 50
Total Marks	0 - 100

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.

For a total mark range of 0 - 100, the table gives an indication of the cut-off scores that may apply.

Grade	Band	Mark Range
A	1	85 - 100
A	2	70 - 84
B	3	65 - 69
B	4	60 - 64
C	5	55 - 59
C	6	50 - 54
D	7	45 - 49
NA	8	40 - 44
NA	9	0 - 39

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

In estimating performance for a candidate who scored a total mark of 58/100 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 Papers.
- ◆ Using the table a more realistic estimate may be **band 6**.

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Specimen Question Paper
for use in and after 2005

Time: 1 hour 30 mins

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Six questions should be attempted, namely, all **four** questions in Section A, **one** question from Section B and **one** question from Section C.

The value attached to each question is shown in the margin.

Credit will be given for appropriate models, diagrams, maps and graphs.

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

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

NB The Ordnance Survey Map used in this Specimen Question Paper is the map from the Higher examination in 2002.

SECTION A: Answer ALL questions in this section

Question 1: Atmosphere

(a) Study Reference Maps Q1A.

Describe the origin, nature and weather characteristics of the Tropical Maritime and Tropical Continental air masses.

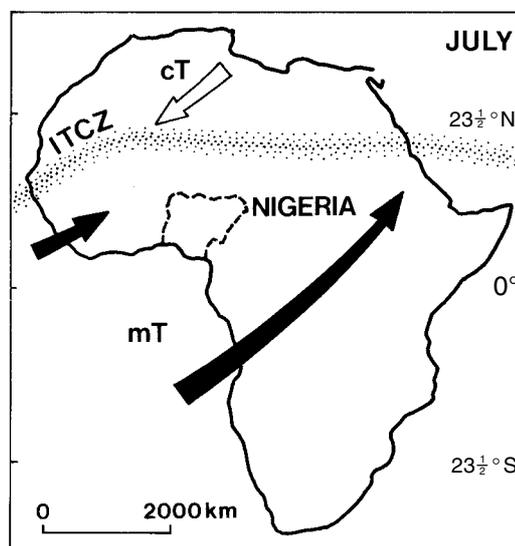
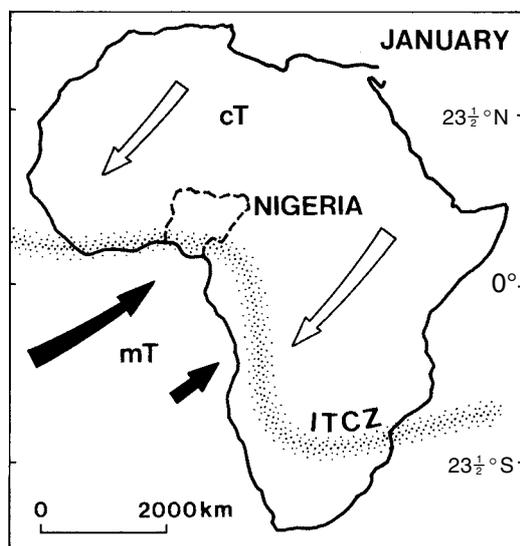
4

(b) Study Reference Maps Q1A and Q1B.

Using the maps and graphs, **describe** and **explain** the pattern of annual rainfall in both the north and south of Nigeria.

5

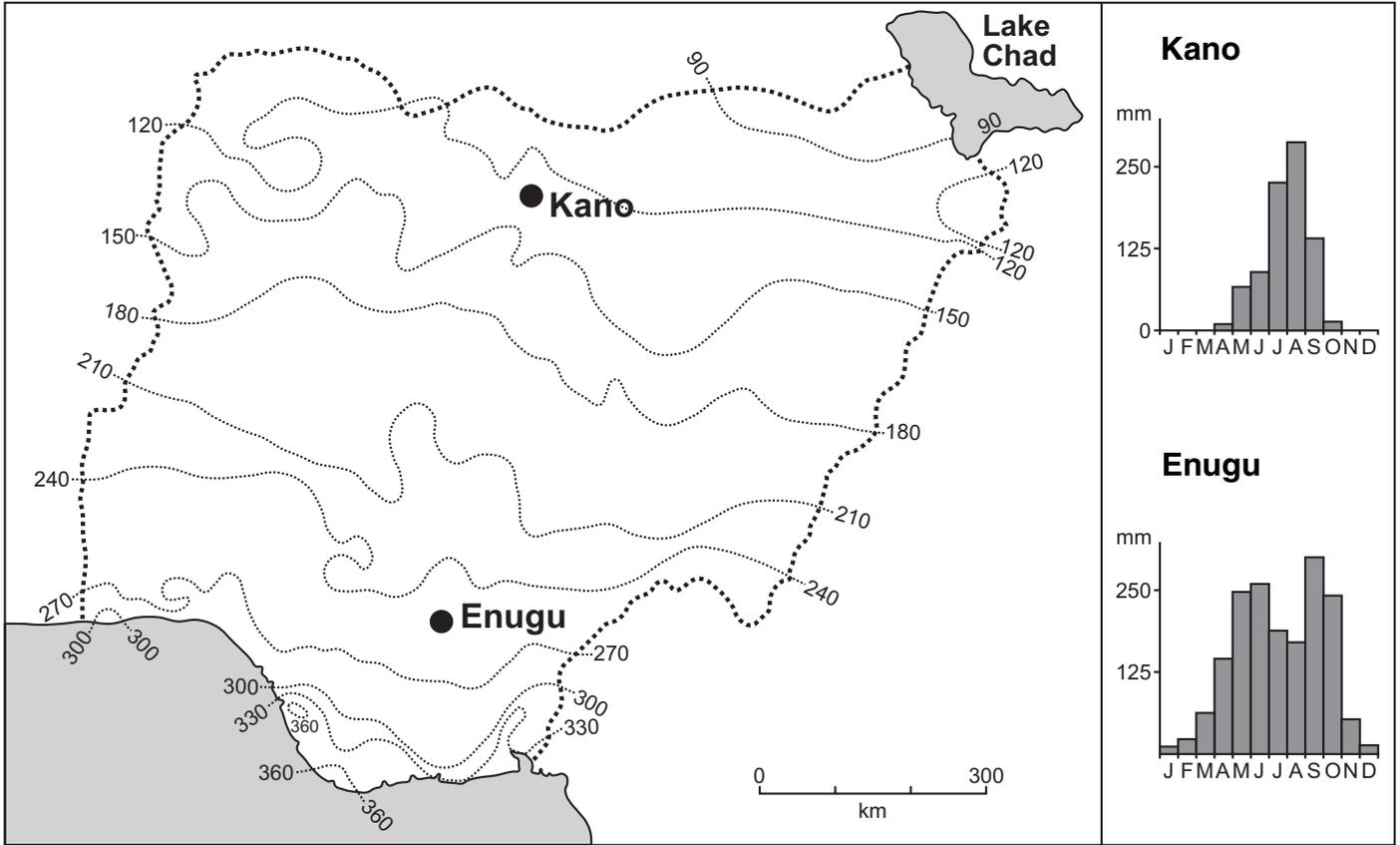
Reference Maps Q1A (Location of selected air masses and the ITCZ in January and July)



KEY	
mT	Tropical Maritime
cT	Tropical Continental
ITCZ	Inter Tropical Convergence Zone

Question 1—continued

Reference Map Q1B (Length, in days, of the rainy season in Nigeria, and selected rainfall graphs)



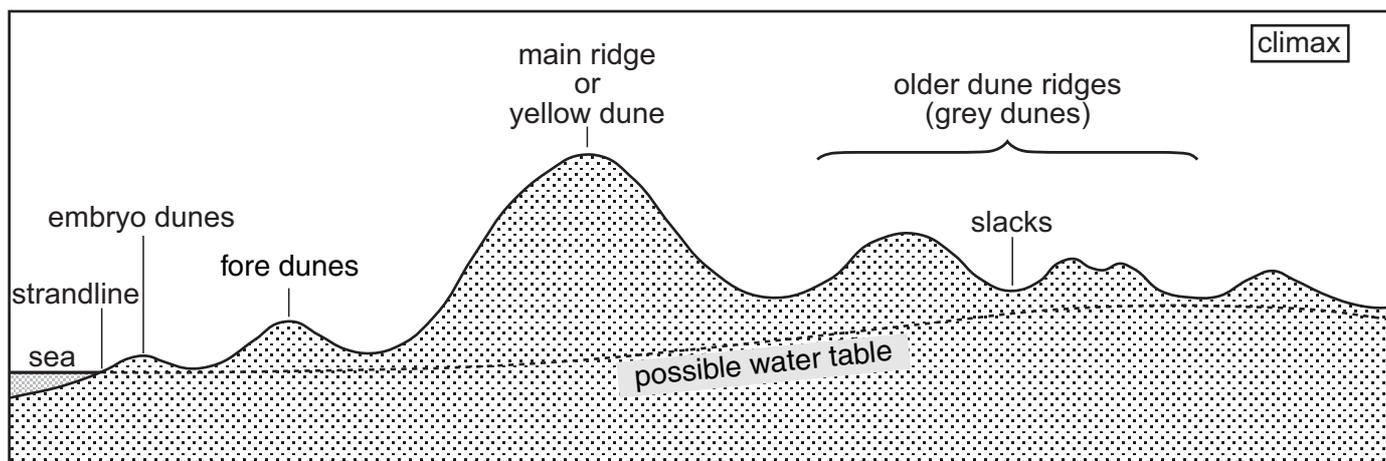
Question 2: Biosphere

(a) **Explain** what is meant by the term “climax vegetation”. 2

(b) Study Reference Diagram Q2.

Describe and **explain** the plant succession in a sand dune habitat such as that shown in Reference Diagram Q2. You should refer to specific plants. 7

Reference Diagram Q2 (Transect across sand dune coastline)



Question 3: Rural Geography

Study Reference Table Q3.

- (a) Choose **one** of the farming systems from the Table and, referring to a named location, **describe** the system in detail. **5**
- (b) All of the farming systems have been subjected to change. For any **one** farming system, **describe** the impact of the change on people and the environment. **4**

Reference Table Q3 (Farming systems and examples of changes)

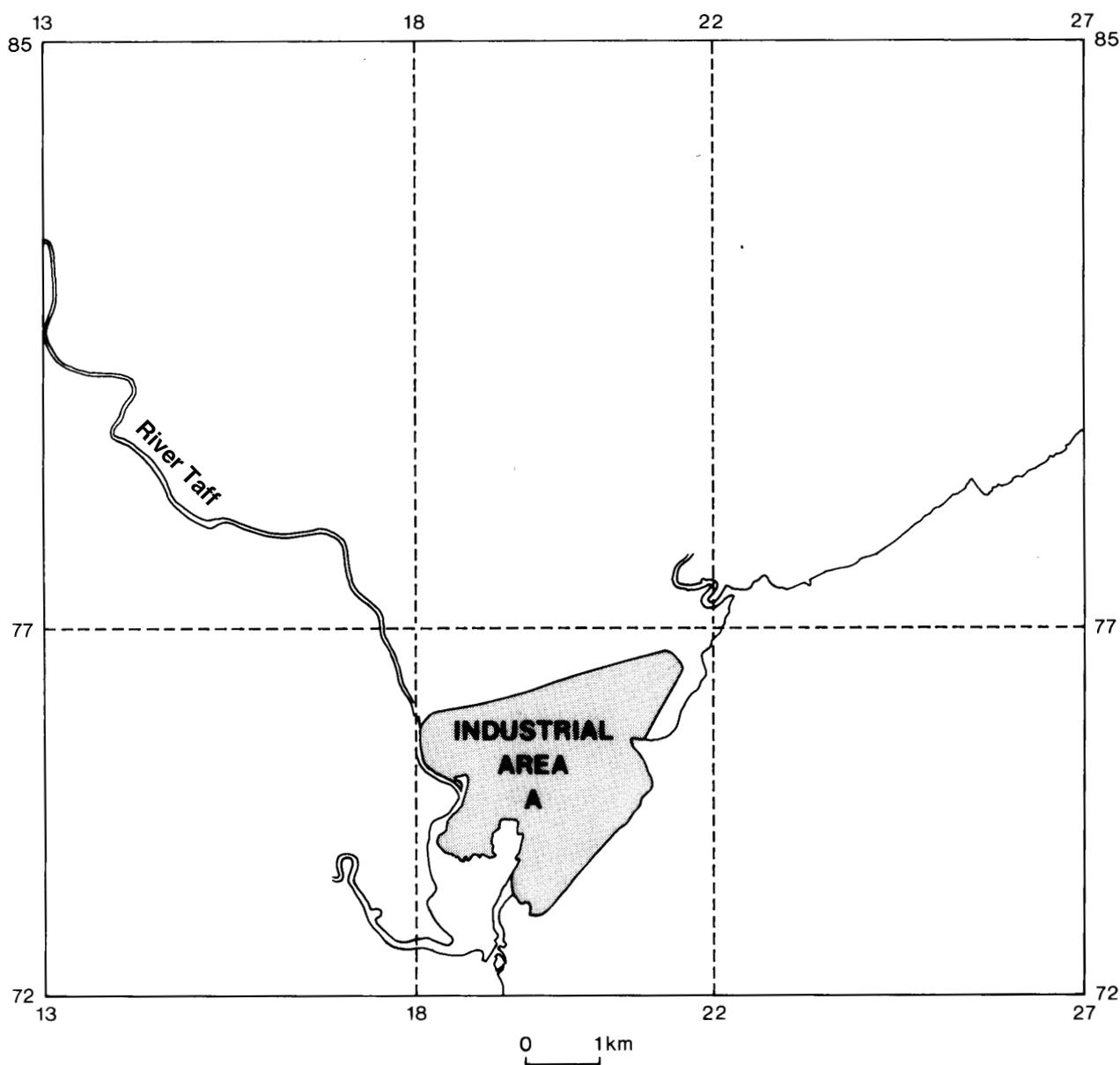
<i>Farming System</i>	<i>Example of Change</i>
Shifting Cultivation	Deforestation
Intensive Peasant Farming	Green Revolution
Extensive Commercial Farming	Enlargement of farms and fields

Question 4: Industrial Geography

Study OS map extract number 1269/171: Cardiff (*separate item*), and Reference Map Q4.

- (a) Using map evidence, **describe** and **explain** the physical and human factors which encouraged industry to locate in Area A. 6
- (b) **Describe** the likely environmental impact on the surrounding area of the industrial developments in Area A. 3

Reference Map Q4



**SECTION B: Answer ONE question from this section,
ie either Question 5 or Question 6.**

Question 5: Hydrosphere

Study OS map extract number 1269/171: Cardiff (*separate item*).

- (a) Using appropriate grid references, **describe** the physical characteristics of the Afon Rhymney (Rhymni) and its valley from 233850 to 223775. **4**
- (b) Using a diagram or diagrams, **explain** the formation of **one** of the river features you have described in part (a). **3**

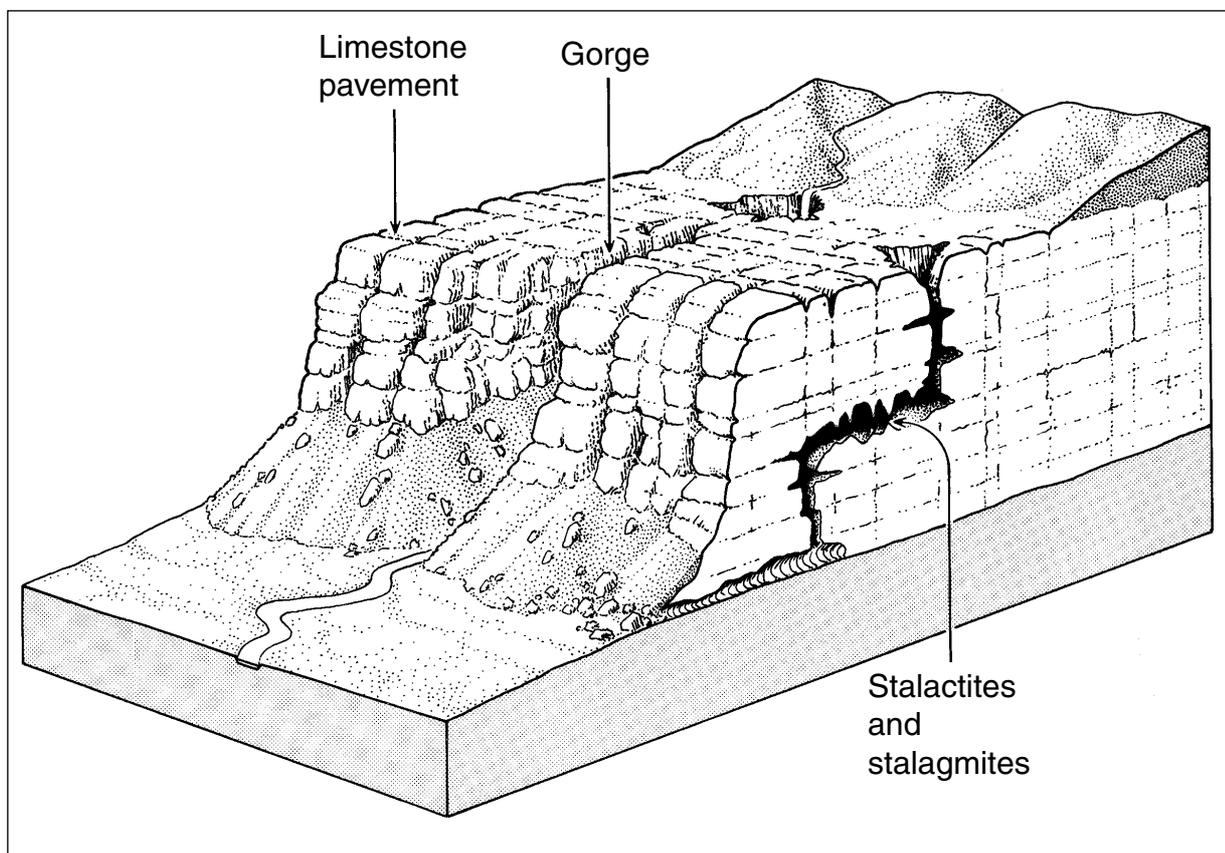
Question 6: Lithosphere

Study Reference Diagram Q6.

Select **two** features from the following list and **explain** the processes involved in their formation:

- (i) limestone pavement;
- (ii) gorge;
- (iii) stalactites and stalagmites.

7

Reference Diagram Q6 (Carboniferous Limestone landscape)

SECTION C: Answer ONE question from this section, ie either Question 7 or Question 8.

Question 7: Population Geography

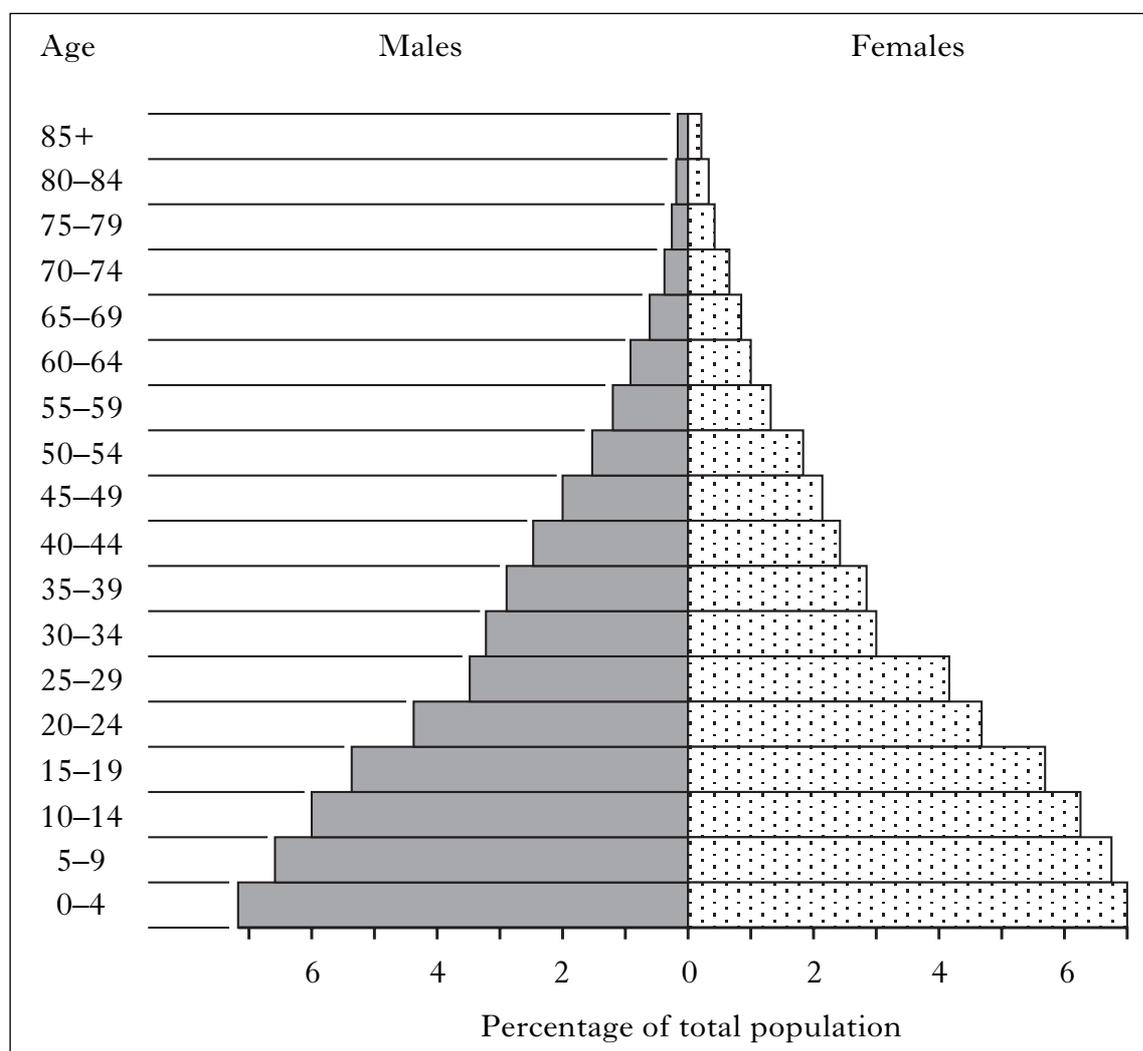
Study Reference Diagram Q7.

India has a population structure which is typical of that of many Economically Less Developed Countries.

Describe and **account for** the population structure shown.

7

Reference Diagram Q7 (India: population pyramid 1991)



Question 8: Urban Geography

(a) For any city you have studied, **show** how its location and site encouraged its growth.

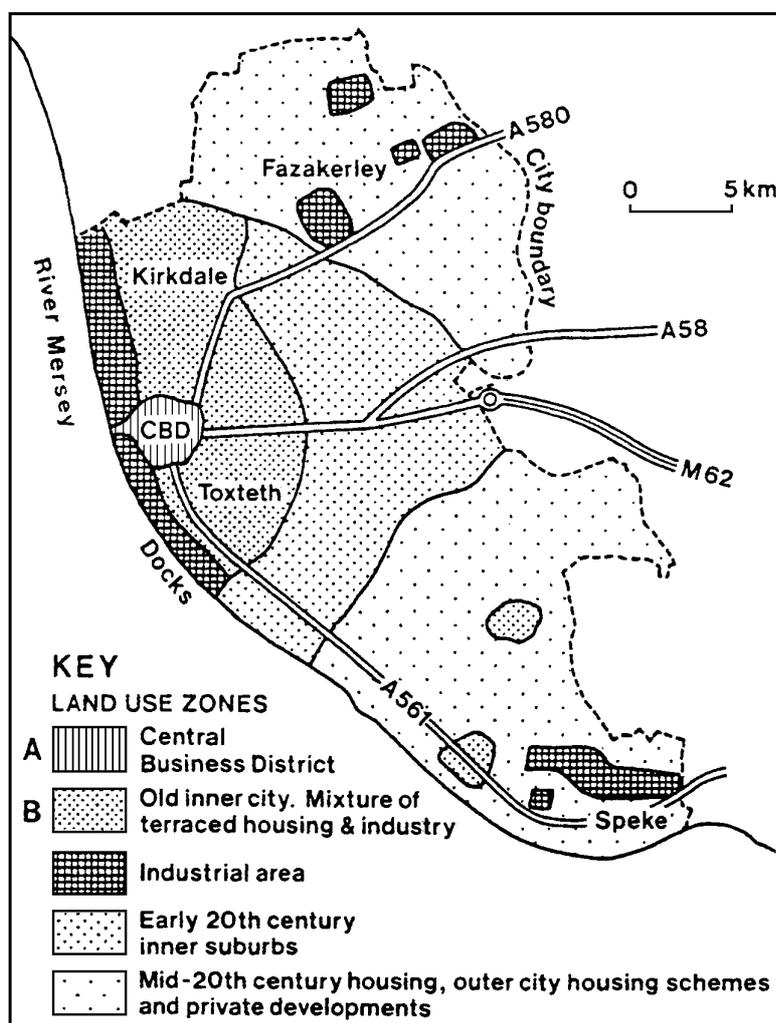
3

(b) Study Reference Map Q8 which shows land use zones in Liverpool. Choose **one** of the land use zones A or B identified in the key.

Referring to Liverpool, or any other city you have studied, **describe** and **explain** the changes which have taken place in recent years **in your chosen zone**.

4

Reference Map Q8 (Land use zones in Liverpool)



[END OF SPECIMEN QUESTION PAPER]

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For all questions, a ½ mark(s) should generally be awarded for identifying a feature (eg accurate six figure grid reference, identification of feature or process) with a full mark(s) being awarded for a developed point (½ + ½).

Question 1: Atmosphere

(a) Tropical Maritime air mass:

- origin over Atlantic Ocean in tropical latitudes
- nature—warm, moist, unstable
- characteristics—hot/very hot weather—very humid (65–82% relative humidity).

Tropical Continental air mass:

- origin over Sahara Desert (ie large land mass in tropical latitudes)
- nature—warm, dry, stable air
- characteristics—very warm, dry weather in winter and extremely hot, dry weather in summer (low relative humidity 10–17%).

Credit should be given for the definition of an air mass.

Assess out of 4

Award 2 marks for each air mass.

(4)

(b) North of Nigeria

One peak rainfall, rainy season lasting less than 200 days from May to September. In summer, ITCZ moves north bringing rain to the northern parts of Nigeria. In January, ITCZ has moved south and the dry cT air mass is dominant in the north.

South of Nigeria

Two peak rainfall, rainy season lasting from 200 days to all year. Two peaks caused by ITCZ moving north bringing a belt of rain (May-June) and then retreating southwards with associated rain belt (Sept–Oct).

Assess out of 5

Description/Explanation marked 3/2 or 2/3.

Maximum of 2 marks for use of statistics from maps and graphs.

(5)

(Total mark: 9)

Question 2: Biosphere

- (a) The final stage in the possible development of the natural vegetation of a locality or region when the plant community is relatively stable and in equilibrium with the existing environmental conditions. This is normally determined by climate or soil.

Candidates should demonstrate a knowledge of evolution of plant life following on from early colonisation by pioneer plant species. Credit should be given for appropriate examples such as oakwoods or Scots pine-and-birch woodlands.

Assess out of 2 or award $4 \times \frac{1}{2}$

(2)

(b) **Sand Dune Coast Habitat**

Strandline: Sea Sandwort; Sea Rocket; Saltwort

These are all salt tolerant species and can withstand the desiccating effects of the sand and wind. Some can even withstand periodic immersion in sea water. The presence of these plants leads to the further deposition of sand and the establishment of Sand Couch grass and Lyme Grass. High (alkaline) pH figures can be attributed to high concentration of shell fragments.

Embryo Dune: Sand Couch; Lyme Grass

These dune pioneer species grow side (lateral) roots and underground stems (rhizomes) which bind the sand together. These grassy plants too, can tolerate occasional immersion in sea water. Some species found on the strand line are of course also found on the embryo-dune (Sea Rocket; Sea Twitch).

Fore Dune: Sea Bindweed; Sea Holly; Sand Sedge; Marram Grass

A slightly higher humus content, and lower salt content allows these species to further stabilise the dune and allow the establishment of Marram Grass (this species cannot tolerate a sand salt content >2%). Marram becomes a key plant in the build up of the dune.

Yellow Dune: Marram Grass; Sand Fescue; Sand Sedge; Sea Bindweed; Ragwort

Both the humus content and the soil acidity have increased at this location. Marram can align itself with the prevailing wind to reduce moisture loss; it can also survive being buried by the shifting sand of the dune. In fact as sand deposition increases the Marram responds by more rapid rhizome growth (up to a staggering 1 metre per year). It is xerophytic, able to survive the extremely dry conditions of the dune, where many other species cannot, and becomes the dominant species on the Yellow Dune.

Grey Dunes and Slacks: Sand Sedge; Sand Fescue; Bird's Foot Trefoil; Sea Buckthorn; Heather; Grey lichens, eg *Cladonia* species

As a result of an increase in organic content (humus), greater shelter and a damper soil, a wider range of plants can thrive. Marram dies back to be replaced by other grasses, sand fescue and sand sedge. As a result of leaching and the build up of humus the soil is also considerably more acidic, again supporting a wider plant community. In the wetter slacks, a range of water loving plants may survive: various reeds and rushes; cotton grass; small willow trees may also establish a foothold.

Question 2: Biosphere (continued)

Climax

In some areas heathland may dominate with a range of heathers being dominant, whilst in the shell rich areas of the Western Isles, machairs may develop. Eventually, trees such as birch, pine or spruce may develop.

Assess out of 7

- **Allow a maximum of $4 \times \frac{1}{2}$ for names of correctly located plant species at four different locations**
- **Allow a maximum of 2 marks for any one plant's (probably Marram grass) adaptations**
- **Maximum 1 for any one explanatory factor, eg pH, shelter, humus, salinity, distance from the sea.**

(7)

(Total mark: 9)

Question 3: Rural Geography

(a) Answers might include:

Shifting Cultivation:

- practised in areas of rainforest, eg Amazonia
- a subsistence way of life
- trees chopped down then burnt
- some larger trees left for protection/aid regeneration
- houses built in clearings
- manual labour—digging sticks/hoes—few machines
- garden crops planted in spaces between tree stumps
- clearing used for 3–4 years
- soil exhausted since little fertiliser added and so lack of nutrients
- people move to another area and begin the process again
- the first clearing is left for many decades to regain its nutrient store and allow the regeneration of woodland
- a sustainable system.

Intensive Peasant Farming:

- practised in monsoon lands of Asia, eg Thailand/India/Indonesia
- may be part subsistence/part cash economy
- small area of land—but very intensively cultivated
- very small fields—may be terraced—divided by small earth “bunds” (embankments)
- rice the main crop but in other areas wheat may be grown
- rice seeds grown in nursery beds
- then transplanted as seedlings to flooded fields
- as grain ripens water drained off
- harvested by sickles—threshed by hand—winnowed in baskets
- villagers often live in nucleated villages close to the fields.

Extensive Commercial Farming:

- usually in areas of flat land, eg Prairies of North America/East Anglia
- monoculture of cash crops—wheat/maize
- very large open fields—permit the large scale use of machinery
- relatively low level of labour required
- planting now usually in Autumn although in locations further north in Spring
- growth through the summer/autumn—use of mobile squads (contractors) to do the harvest
- storage in large silos prior to marketing—often by rail.

Candidates should also be able to add specific detail to elaborate on the points raised above.

Assess out of 5.

(5)

Question 3: Rural Geography (continued)

- (b) The answer will clearly depend upon the system chosen but suggested impacts might be:

Shifting Cultivation:

- smaller areas of land available to Shifting Cultivators
- many shifting cultivators have given up and moved into towns/work in mines, etc
- fallow (regeneration) periods have been reduced—reducing crop yields
- traditional skills have been lost
- Indians subjected to “western” diseases and alcoholism
- land has become eroded
- conflict has taken place.

Intensive Peasant Farming:

- finance requirement—to finance seed/fertiliser/machinery purchase
- larger farmers have benefited most from the Green Revolution
- many small farmers not able to take advantage of the changes
- some migration to cities as a result of farm amalgamations
- bigger fields; improved systems of irrigation, etc, have, along with the “miracle seeds”, contributed to an overall increase in food production.

Extensive Commercial Farming:

- impact of this on farm landscapes—more open/hedgerow/tree/pond destruction (especially in the UK/Europe)
- decline in workforce (in USA more part-time farming use of contract labour at harvest times)
- increased food production
- increased chance of soil erosion as protective cover is removed
- rural depopulation due to amalgamation of farms and increasing mechanisation
- changed nature of rural communities—way of life destroyed—commuters take over and settlements lose services. Mainly a dormitory function (especially in the UK/Europe).

Care will be needed to distinguish between descriptions of the changes and descriptions of the impact of the changes. The question seeks description of **impact** and so straightforward descriptions of the changes should not be credited.

Assess out of 4.

(4)

(Total Mark: 9)

Question 4: Industrial Geography

(a) Physical factors might include:

- flat land for building large factories, eg steelworks (2175)
- room for expansion
- room for storage of materials
- shallow tidal flats which could be reclaimed, eg from Cardiff Flats (2074)
- near water source for cooling, processing.

Human factors might include:

- good infrastructure of railway sidings; docks, eg Atlantic Wharf (1975); roads, eg A4232
- labour force nearby, eg grid iron housing at Grangetown (1774)
- railway and bus stations
- market nearby or accessible using good infrastructure
- the M4, the heliport (2075) and the university may be relevant to more recent industrial developments
- Government/EU assistance/incentives (max 1 since no reference on map).

Award a maximum of 5 marks to answers which:

- **do not explain how the factors attract industry, or**
- **do not refer to both physical factors and human factors, or**
- **do not refer to map evidence (grid references, place names or road numbers)**

Assess out of 6

(6)

Mark description/explanation 3 : 3 2 : 4 or 4 : 2

(b) Likely environmental impact could include references to:

- large, ugly, industrial buildings
- noise, air and, possibly, water pollution
- through traffic—heavy lorries transporting raw materials/finished products . . .
- derelict buildings, etc, if industries decline and eventually become abandoned awaiting redevelopment

Assess out of 3

(3)

(Total mark: 9)

Question 5: Hydrosphere

(a) The description may include any of the following points:

- meanders (eg 209792)
- broad, flat, flood plain (eg 208795 and in square 2177)
- gently sloping valley sides (eg 224827)
- tidal (eg 217775)
- embankments (levees) (eg 216778)
- tributaries (eg 228839) where there is also a confluence
- mudflats (eg 223775).

(½ mark for each descriptive term. Up to 1 mark can be awarded for specific grid references and for repeated references to the same feature, eg meanders)

(4)

(b) Answers will clearly depend upon the feature chosen but for a meander the following might be included:

- development of pools (deeper flow) and riffles (shallower flow)
- erosion on the outside of bends due to faster and more powerful flow
- helicoidal (corkscrew) flow removes material
- deposition on the inside of bends due to slower, less powerful flow
- migration of meanders downstream
- undercut banks/river cliffs, slip-off slopes/river beaches formed.

Assess out of 3

A maximum of 2 marks for answers which lack a diagram.

(3)

(Total mark: 7)

Question 6: Lithosphere

Note that the question asks for **explanation** and not description. The following points could be included:

Limestone Pavement:

- areas of bare Carboniferous limestone have been scraped clear of overlying soil and glacial drift by glacial erosion (abrasion)
- joints formed in the limestone as it dries out as pressure is released
- these joints/lines of weakness are more susceptible to chemical weathering than the surrounding limestone. The limestone is dissolved by rainwater (weak carbonic acid) leaving deep gaps (grykes) and raised blocks (clints).

Gorge:

- thought to be the result of “roof collapse” in areas where a network of underground caverns existed. This was most likely to have happened during meltwater surges which would have further enlarged subterranean passages, shafts and caves
- the formation of a vast dry valley where rapid downcutting occurs by a river when the water table was higher
- more likely to occur where glacial meltwater is able to exploit the weak line of a major joint
- may also be the result of a retreating waterfall.

Stalactites and Stalagmites:

- found in cave/cavern systems where the underground water is rich in lime
- water percolates through the rock structure. As this lime-rich water accumulates some of it evaporates slightly and lime is redeposited. The stalactites are “icicles” of calcite formed by the dripping of water from cave roofs whilst the more rounded stalagmites build upwards from the cave floor
- rock pillars may form where the stalactites and stalagmites meet
- reference could be made to the soluble nature of limestone and the passage of water along well defined vertical joints and horizontal bedding planes
- as water seeps into the caves, it again comes into contact with air and loses some of its Carbon Dioxide. This makes the water less acidic and, therefore, able to hold less calcium hydrogencarbonate resulting in the build up of calcite.

Mark 3/4 or 4/3

(7)

(Total mark: 7)

Question 7: Population Geography

Answers should be able to refer to such points as:

- wide base/high proportion of population in youngest age groups due to high birth rates caused by tradition for large families, lack of family planning, limited access to and knowledge of birth control methods, need for large families to work on the land, children regarded more as an “economic asset” than an “economic liability”, large family more of an “insurance policy” to be able to look after aged parents, etc
- pyramid narrows quickly/very small proportion of population in oldest age groups due to high infant mortality rate and high death rate/lower life expectancy (comparative lack of medical care; overcrowding; problems of malnutrition and disease)
- greater number of females—certainly in older age groups—reflects longer female life expectancy.

Assess out of 7 allowing a maximum of 3 marks for description

(7)

(Total mark: 7)

Question 8: Urban Geography

- (a) Candidates should show an understanding of how the location and site have influenced the growth of their chosen city.

Answers will vary according to the city chosen, but for Liverpool the following might be included:

- west coast location for trade with North America
- good infrastructure—canal then rail and later road
- highly industrialised hinterland
- flat riverside location, well drained near navigable channel.

Assess out of 3

(3)

- (b) Again, answers will vary according to the city chosen, but for Liverpool the inner city changes might include:

Description of the changes:

- population reduced as people moved out of the area
- redevelopment of housing
- demolition of areas
- improvements to the urban environment
- industry re-located and changed
- services and social amenities improved.

Explanation of the changes:

- area was overcrowded
- housing was sub-standard—required renovation
- high levels of unemployment
- difficult to attract inward investment
- need for traffic management and consequent road building
- more open space needed
- industry and housing mixed—an unhealthy environment.

Assess out of 4 with a maximum of 3 marks for description or explanation (4)

(Total mark: 7)

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Time: *

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The value attached to each question is shown in the margin.

Credit will be given for appropriate models, diagrams, maps and graphs.

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

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

*** This question may be combined with Question 4, 5 or 6 from the existing Applications Specimen Question Paper, to form a single assessment lasting 1 hour and 15 minutes.**

Question 1: Rural Land Resources

(a) Study Reference Diagram Q1.

With the aid of annotated diagrams, **describe** the main features of the physical landscape and **explain** the processes involved in their formation.

10

(b) For a **named** coastal area you have studied, **explain** the economic and social opportunities provided by the landscape.

5

(c) “Coastal areas within the UK are areas in which environmental conflicts can occur.”

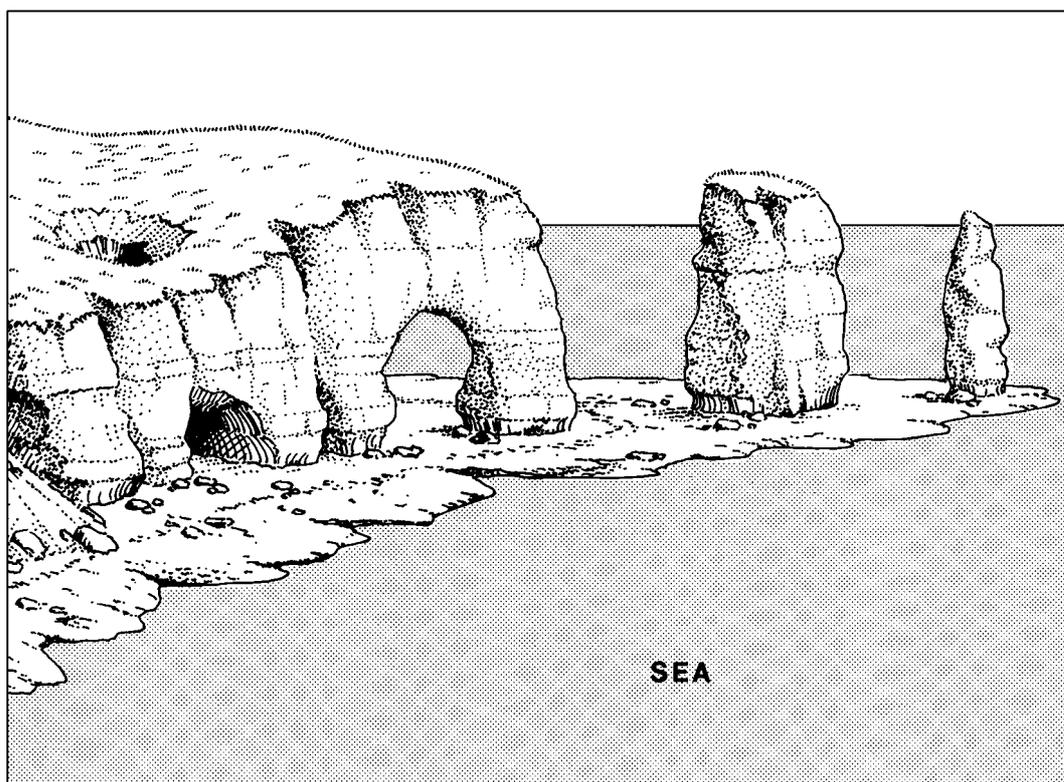
For any **named** coastal area you have studied,

(i) give examples of environmental conflicts which have arisen, and

(ii) **describe** some of the measures taken to resolve these conflicts and **comment** on their effectiveness.

10

(25)

Reference Diagram Q1 (Sketch of selected coastal features)

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Question 1: Rural Land Resources

(a) Candidates should refer to the processes of coastal erosion within their answer, ie hydraulic action, abrasion, solution and attrition. A typical answer for a cave/arch/stack may include:

- caves are most likely to occur where the coastline consists of hard rock and is attacked by prolonged wave attack along a line of weakness such as a joint or fault in the rock
- the waves will attack the line of weakness by abrasion, hydraulic or solution
- over time, horizontal erosion of the cave may cut through the headland to the other side, and form an arch
- very occasionally a **blowhole** will be created within the cave where compressed air is pushed upwards by the power of the wave and vertical erosion occurs
- continual erosion of the foot of the arch may eventually cause the roof to collapse leaving a **stack**, isolated from the cliff. This in turn will be eroded yet further to leave a stump.

Other features which may be identified and explained include cliffs, wave cut notch and platform, and headlands/bays.

Both description and explanation must be included for full marks.

A maximum of 4 marks should be awarded per feature.

A minimum of three features should be described for full credit.

Answers that fail to use diagrams should score no more than 8.

Well-annotated diagrams should be awarded full credit.

Assess out of 10

(10)

(b) Answers will depend on the area chosen, but may include:

- tourism on beaches and sheltered bays, bringing in large numbers of visitors who will spend money in the local area, create jobs, opportunities for hotels, restaurants, shops, etc. This may help reverse depopulation
- recreation, eg sailing—benefits as above
- industry, eg oil Pembrokeshire Coast, Esso petrochemical plant at Fawley at deep water ports provide employment and attract further employment
- conservation within salt marsh areas or coastal RSPB sites
- energy: wave/tidal energy projects or cooling required for nuclear stations.

Answers, which fail to refer to specific named locations/examples, should score a maximum of 4.

Assess out of 5

(5)

Question 1: Rural Land Resources (continued)

(c) (i) Again, answers will depend on area chosen but may include some of the following. In their answers candidates must clearly explain the conflict—that is, state both sides of the argument.

- Transport: congestion of narrow roads by large numbers of visitors—Pembrokeshire has no motorway access
- Congestion is also exacerbated by industry such as oil tankers on narrow roads
- Erosion of coastal paths by increased numbers of visitors
- Increase in holiday homes prices young people out of the market
- Seasonal employment
- Pollution
- Increased domestic sewage from increased visitor numbers
- Disruption, by increased visitor numbers, of areas which are environmentally sensitive, eg salt marshes
- Disruption of fragile bird breeding sites
- Development of unsightly visitor/leisure complexes: caravan sites, etc.

(ii) “Solutions” could include:

- improved use of rail links for freight
- one way system on narrow roads
- park and ride system to major tourist attractions
- restriction of access to environmentally sensitive areas at certain times of year
- attempts to develop wider range of honey pot sites
- provide more local authority housing or subsidised housing for inhabitants of the area
- repair severely eroded footpaths using local materials/vegetation which has been bio-engineered to improve resistance to walking
- promote tourism year round
- improve sewerage facilities at most sensitive beaches.

Answers that fail to include any place names should score a maximum of 8 marks. Note that some candidates may answer the question on one block rather than in two separate sections, however all three parts of the question (problems, solutions and comment) must be covered for full marks.

Suggest a maximum of 6 for any one part and a maximum of 9 marks if there has been no attempt to provide any evaluation (eg cost/practicalities/impact on the local community) of the way in which the environmental problems have been tackled.

Assess out of 10

(10)

(Total mark: 25)

[END OF SPECIMEN MARKING INSTRUCTIONS]

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ANALYSIS GRID

NB: (a.1/3) refers to topics within syllabus and bullet points.

Higher Paper 1 Physical and Human Environments

Question	Outcome	Topic	Marks
1a	1a	Atmosphere: Air masses (a.2/1, a.2/2)	4
b	1a/b, 2b	Atmosphere: Annual rainfall (a.2/3)	5
2a	1b	Biosphere: Climax vegetation (d.2)	2
b	1a/b	Biosphere: Sand dune succession (d.2)	7
3a	1a	Rural: Describe system (b.1)	5
b	1a	Rural: Impact of change (b.3)	4
4a	1a/b, 2a/b	Industry: Location (OS map) (c.2/2)	6
b	1a	Industry: Environmental impact (c.2/1)	3
5a	1a, 2a/b	Hydrosphere: Physical characteristics (OS map) (b.2/2)	4
b	1b, 2a/b	Hydrosphere: Formation of feature (b.2/2)	3
6	1b	Lithosphere: Limestone - formation of features (c.1/1)	7
7	1a/b, 2b	Population: Population structure (a.2)	7
8a	1a/b	Urban: City location and site (d.1)	3
b	1a/b	Urban: Changes in land use zones (d.2, d.3)	4
Total 36			36
Answer 5 or 6			7
Total 7			7
Answer 7 or 8			3
Total 7			7
Total 50			50

Total Marks Paper 1	Outcome	Compulsory section A	Optional section B/C
1	36	28	
2	11	14	

NB Some questions cover more than one outcome.

ANALYSIS GRID**NB: (a.1/3) refers to topics within syllabus and bullet points.****Higher Paper 2 Environmental Interactions: Rural Land Resources**

Question	Outcome	Topic	Marks
1a	1a/b	Coasts: Features and formation (a.1, a.2)	10
b	1b	Coasts: Economic and social opportunities (a.3)	5
c (i)	1c	Coasts: Environmental conflicts (a.4)	
(ii)	3a/b	Coasts: Environmental Management (a.4, a.5)	10
			Total 25