



National  
Qualifications  
2018

**2018 Geography**  
**Advanced Higher**  
**Finalised Marking Instructions**

© Scottish Qualifications Authority 2018

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



## **General marking principles for Advanced Higher Geography**

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Use the full range of marks available for each question.
- (e) The detailed marking instructions are not an exhaustive list. Other relevant points should be credited.
- (f) For credit to be given, points must relate to the question asked.

### **Marking principles for each question type**

There are a range of types of question which could be asked within this question paper. For each, the following provides an overview of marking principles, and an example for each.

#### **Explain ...**

Questions which ask candidates to explain or suggest reasons for the cause or impact of something, or require them to refer to causal connections and relationships: candidates must do more than describe to gain credit here.

Where candidates are provided with sources, they should make use of these and refer to them within their answer for full marks.

**Where candidates provide a purely descriptive answer, or one where development is limited, no more than half of the total marks should be awarded for the question.**

#### **Analyse ...**

Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.

An analysis mark should be awarded where a candidate uses their knowledge and understanding/ a source, to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:

- links between different components
- links between component(s) and the whole
- links between component(s) and related concepts
- similarities and contradictions
- consistency and inconsistency
- different views/interpretations
- possible consequences/implications
- the relative importance of components
- understanding of underlying order or structure.

Where candidates are asked to analyse they should identify parts of a topic or issue and refer to the interrelationships between, or impacts of, various factors, eg in a question requiring candidates to analyse the different impacts of flooding on land use, the response should consider the effects of the immediate area and also, where appropriate, other areas. Analysis should be supported by evidence where relevant.

**Evaluate ...**

Where candidates are asked to evaluate, they should be making a judgement of the success, failure, or impact of something based on criteria. Candidates would be expected to briefly describe the technique/methodology being evaluated before offering an evidenced conclusion.

**Discuss/comment on ...**

These questions are looking for candidates to explore ideas about a project, or the impact of a change. Candidates will be expected to consider different views on an issue/argument. There should be a range of impacts or ideas within the answer.

**Draw to scale ...**

Draw to scale involves drawing a shape/route to the correct size using the given scale of the map.

### Detailed marking instructions for each question

Question		General marking principles for this type of question	Max mark	Specific marking instructions for this question
1.	(a)	(i) <b>1 mark</b> for scale and <b>2 marks</b> for route of which <b>1 mark</b> should be for an appropriate route and <b>1 mark</b> for appropriate start and finish points.	3	The route could follow existing footpaths and go over open land as suggested in text box. The route is likely to start at a parking area and although there is no requirement for it to start and finish in the same location, this should be considered when annotating. The start and finish points must be clearly marked. The route should be drawn to scale and be between 12 and 15km long.

Question		General marking principles for this type of question	Max mark	Specific marking instructions for this question
	(ii)	<p>Annotations should be detailed and this gives candidates the opportunity to make good use of map reading - using contour lines to think about gradient and topography as well as the key to identify land use/land features.</p> <p>Could make use of atlas to mention access from further afield.</p>	4	<p>The route starts at the car park at 317169. There are two car parks close by as it is likely that there will be cars from both competitors and spectators. There is also a public convenience beside the car park. The spectators could use the car park one on the west of the A591 (2).</p> <p>The first section of the route is a fairly gentle climb up to 320167 which will ease the runners in before the route steepens (1). The next km is a steady climb over scree and rough grassland and then a steep section up Brown Cove Crags to the spot height at 859m asl (1).</p> <p>The route then covers a more gentle climb up the valley to Helvellyn which is the second highest mountain in England - this could be an added attraction for the route - the views would be spectacular (1).</p> <p>The descent from Helvellyn skirts around the corrie and would involve running along Swirral Edge which is a ridge. This would be a challenging descent, particularly if runners are grouped together (1). The route then leaves the main footpath and follows a fairly gentle climb up a path to the cairn at 348158 (1).</p> <p>The runners then have to negotiate Striding Edge which is also a steep and narrow ridge with rocky outcrops which could be a danger for runners (1).</p> <p>The remainder of the route is downhill with a steeper section near the finish at Comb Crags. The route finishes at the car park at 324136 (1). The competitors could then be bussed back to the starting point. This means that the competitors do not have to run back on themselves, which could be an issue if there are slower runners and it makes the course more interesting (1).</p> <p>Or any other valid point.</p>

Question		General marking principles for this type of question	Max mark	Specific marking instructions for this question
	(iii)	<p>Candidates could refer to their route as well as the local area.</p> <p>A <b>maximum of 3 marks</b> to be awarded if no named examples/grid references are included in the answer.</p>	4	<p>Local hotels and B&amp;Bs in Glenridding will see an increase in trade over the days that the competition runs (1). Other businesses such as cafes and gift shops may also see an increase in business (1). Local events may be organised in conjunction with the competition which will increase trade and might create some temporary employment for young people (1). Competitors may be encouraged back to the area and if successful it could become an annual event (1).</p> <p>The A591 will be a fast road that could become congested (1) and at the entrances to both car parks there could be a danger from fast moving traffic (1).</p> <p>Footpath erosion may be an issue that could be accelerated by the fell runners (1). Access to Helvellyn may be restricted for other activities, such as mountain biking, rambling etc (1).</p> <p><b>Or any other valid point.</b></p>

Question		General marking principles for this type of question	Max mark	Specific marking instructions for this question
(b)		<p>Credit should be given for appropriate use of the map and/or the Atlas.</p> <p>Credit should also be given for reference to either site and/or situation.</p> <p>There is not the assumption that all candidates will understand the principles behind generating power.</p>	5	<p>There is evidence of surface drainage which suggests that the geology is impermeable which will help maintain a good supply of water (1).</p> <p>Altitude extends to 430m and according to the atlas this part of the UK experiences over 1000mm of rainfall per annum which would provide a constant supply of water (1). The Gill flows down a steep v-shaped valley and this is ideal for generating power (1). Hayeswater is fed by smaller tributaries that make a reliable water supply (1).</p> <p>The lake is a fishing area which might be affected by construction. Anglers prefer quiet conditions and during construction there may be low level noise from machinery (1).</p> <p>Access may be a problem - the bridleway may need to be widened to allow access vehicles and this could result in a conflict in land uses arising as bridleways are designated for horse riding, walking and cycling (1).</p> <p>There are few buildings close by and villagers in Hartsop would not be able to see the development therefore there will be less planning objections (1).</p> <p>National Park status could result in planning consent being more difficult to obtain (1). Also, it is likely that transmission cables would need to be laid/built to transport the generated power and this could result in objections (1).</p> <p>Or any other valid point.</p>

Question		General marking principles for this type of question	Max mark	Specific marking instructions for this question
(c)		<p>Candidates should make good use of the OS extract to analyse the different land uses, using grid references and named examples, where appropriate, to support their answer.</p> <p><b>Maximum of 2 marks for any one land use.</b></p>	4	<p>Different land uses analysed might include:</p> <p><b>Woodland</b> - there is a variety of woodland types around Ullswater with natural and non-coniferous areas found on some of the steeper slopes (GR 400184), where other land uses are not suited to (1). Trees will help to stabilise the thin soil on steep slopes and reduce run-off into Ullswater (1).</p> <p><b>Agriculture</b> - rough grazing for sheep is likely to be found on the steep/high land (Sheepfold GR 408156) where the relief, climate and soils restrict other types of farming (1). At the southern end of Ullswater, where the land is flatter/lower and sheltered (U-shaped) valley/floodplain) there is evidence of a field pattern with improved pasture and possibly some arable farming (Side Farm GR 398162) (1).</p> <p><b>Transport</b> - western side of Ullswater, where land is less steep than the eastern side has advantaged the construction of the A592 (1).</p> <p><b>Settlement</b> - Glenridding and Patterdale are both sited on gently sloping land, with an easterly aspect, that is sheltered by high land and is also accessible via the A592 (1).</p> <p><b>Or any other valid analytical point.</b></p>

Question		General marking principles for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<p>Candidates should give a 6 figure grid reference.</p> <p><b>1 mark for appropriate site and 1 mark for justification.</b></p> <p>They could use the information in the text box to justify their choice.</p>	2	<p><b>Possible answers might include:</b></p> <p>Hartsop Hall (398120) (1), which is an historical site and will possibly attract users from nearby Sykeside campsite (1).</p> <p>Dovedale Beck (389114) (1), which is close to a footbridge and a popular route to Grisedale Tarn (1).</p> <p><b>Or any other valid point.</b></p>
	(b)	<p>Candidates should make reference to both <b>advantages and disadvantages</b>.</p> <p><b>Maximum of 3 marks for either.</b></p>	4	<p>OPCs are constantly collecting data, whereas using field researchers will only collect during sample periods (that need to be extrapolated over long periods) making the OPCs more accurate (1). OPCs can suffer technical faults, whilst researchers can make human errors (1). OPCs can only collect raw data, without question, whilst research can make judgement calls at the time of collection (1). OPCs will generate a far greater data set compared to researchers (1). Researchers can create multiple categories when collecting the data (such as age, gender etc) whereas the OPC merely record a count (2). OPC may prove too expensive in the short term, particularly if the LDNPA can use volunteers to collect sample data (1).</p> <p><b>Or any other valid point.</b></p>

Question		General marking principles for this type of question	Max mark	Specific marking instructions for this question
(c)		<p>Candidates should <b>explain</b> their choice of techniques and may include information relating to how the data could be processed once gathered.</p> <p><b>No credit should be given for naming a technique.</b></p> <p><b>Maximum of 3 marks for any one technique.</b></p>	4	<p>Erosion of the footpath could be measured at the same points as the counts, allowing a relationship between usage and environmental degradation to be investigated (1). This could be conducted by measuring the width/depth of the erosion (1). Cross-sections of erosion could be drawn and compared across different sites (1).</p> <p>Litter counts could also be conducted and (statistically) compared to the data from the OPC's to determine any relationships (1).</p> <p>EQS would attach a score to each site which could then be compared with changes over time (1).</p> <p>To gain primary data on why certain areas are more popular than others, short questionnaires could be asked of walkers to achieve a range of viewpoints (1).</p> <p><b>Credit any other valid geographical technique explained eg use of annotated photographs.</b></p>

Question		General marking principles for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	(i) Candidates should evaluate the effectiveness of using a choropleth map to show % woodland cover across Europe.	4	<p>The map is visually effective as you can see a large amount of information and general patterns (1).</p> <p>The map shows the % woodland cover so can be used to compare countries (1).</p> <p>The completed map hides any variation within each country and seems to assume the whole area/country has the same value (1).</p> <p>The boundaries of the countries also give artificial divisions between the colours, whereas in reality the change will be more gradual (1).</p> <p>It can sometimes be difficult to distinguish between the shading used on the map (1).</p> <p><b>Or any other relevant point.</b></p>

Question		General marking principles for this type of question	Max mark	Specific marking instructions for this question
	(ii)	<p>Candidates should explain the % woodland cover across Europe.</p> <p>Candidates should use the atlas provided to aid their answers.</p> <p>Avoid giving marks for comments which are the opposite/reverse of points already credited.</p> <p>Where the names of countries are not included in the answer, <b>a maximum of 3 marks</b> should be awarded.</p>	4	<p>There are high amounts of forest cover in NE Europe in countries such as Sweden and Finland (with over 60%) due to low population density (between 0 - 10 inhabitants per km<sup>2</sup> - Philips Modern Atlas) and higher/steeper relief which results in land not being suitable for settlement and/or agriculture and therefore more space available for forest cover (2).</p> <p>Iceland's cold climate (Tundra, permafrost, limit of tree growth all identifiable in Philip's Modern Atlas), combined with a frequency of wind explain its low (less than 10%) forest cover (1).</p> <p>There are lower amounts of forest cover in UK and Netherlands (10 - 20 %) due to competition for land from agriculture, transport, industry and settlement (1). Countries such as UK deforested much of its native woodland during the last 200 years due to industrial revolution, war etc (clearing the land and use as a resource) (1).</p> <p>Austria &amp; Slovenia have quite a substantial amount of forest cover perhaps due to the relief of the land (mountainous areas such as the Alps are more likely to have more forest cover) (1).</p> <p>Some countries may be more focused on afforestation and could also be to do with ownership (large forest areas more likely if privately owned rather than government or state owned) (1).</p> <p><b>Or any other relevant point.</b></p>

Question		General marking principles for this type of question	Max mark	Specific marking instructions for this question
(b)	(i)	<p>Candidate should go beyond a simple list of points and should focus on the discussion of ONE technique in detail.</p> <p><b>No mark for chosen technique. Marks awarded for description of chosen technique.</b></p> <p><b>Maximum of 4 marks.</b></p>	7	<p><b>Possible answers might include:</b></p> <p>Information could be shown as a stacked bar graph or multiple line graph if using the raw data (1). Or shown as a divided bar graph or pie charts if the data was converted into %'s (1).</p> <p>Techniques described would show a clear variation in woodland cover across the UK and between countries (1).</p> <p>Colour could be used to enhance the ability for comparison (1). Graphical techniques are good visual comparisons of data but are purely descriptive (1).</p> <p><b>Or any other relevant point.</b></p>
	(ii)	<p>Candidates should select a statistical technique that they can justify appropriately in relation to the data in Table 2.</p> <p>No mark for statistical technique. Marks should be allocated for the suitability of the technique (which could be compared with an alternative technique).</p> <p><b>Maximum of 4 marks.</b></p>		<p>For a relationship between the data sets a correlation coefficient statistic (Spearman's or Pearson's) could be used. Both of these will test the strength, significance and direction of a possible relationship (1).</p> <p>Pearson's is a robust test that is more accurate than Spearman's because it uses absolute (actual) values rather than relative (ranked) values (1). Pearson's works particularly well with interval &amp; ratio data, where a linear relationship is suspected (1).</p> <p>Spearman's is easy to use &amp; can identify relationships quickly, especially if a scattergraph has already been drawn (1) because it uses rank values (1). However, tied values (no of visits data set) can reduce the reliability of the test (1). There is an appropriate no. of observations in the data sets to allow for either statistical test to be used reliably.</p> <p><b>Or any other relevant point.</b></p>

Question		General marking principles for this type of question	Max mark	Specific marking instructions for this question
(c)		<p>Candidates should discuss the possible reasons for changes in woodland cover in the UK since 2007.</p> <p>Candidates should refer to the information in <b>Supplementary Item D</b>.</p>	5	<p>Organisations such as the Forestry Commission and the Woodland Trust have introduced and developed policies to preserve woodland, manage it effectively and encourage replanting (1).</p> <p>Creation of more protected areas eg National Parks, wildlife reserves, SSSIs have helped to reduce deforestation (1).</p> <p>Increased education and awareness of the importance of woodland in terms of biodiversity, sustainability &amp; species protection (1). More community ownership, enterprises and management (1).</p> <p>Development of woodland based businesses eg sawmills, firewood, forest classrooms, recreation (1).</p> <p>Financial benefits including grants offered to farmers &amp; landowners for afforestation (1), Reducing flood risk as trees help to bind the soil, preventing run off, interception etc (1) and the subsequent prevention of soil erosion and positive implications for soil fertility (1).</p> <p>Promotes positive physical and mental health eg forest schools, and woodland is extensively used for outdoor recreation (eg Go Ape) (1).</p> <p>Government targets in terms of planting (1).</p> <p>However, UK woodland cover is still one of the least forested countries compared to the rest of Europe. Progress is slow due to pressures on woodland eg for other land uses and development potential, economic constraints of planting (1).</p> <p><b>Or any other relevant point.</b></p>

[END OF MARKING INSTRUCTIONS]