



National
Qualifications
2025

2025 Environmental Science

Higher Paper 2

Question Paper Finalised Marking Instructions

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General Marking Principles for Environmental Science Higher

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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 should seek guidance from your team leader.
- (c) Where a candidate makes an error at an early stage in a multi-stage calculation, award marks for correct follow-on working in subsequent stages. Do not award marks if the error significantly reduces the complexity of the remaining stages. Apply the same principle in questions which require several stages of non-mathematical reasoning.
- (d) Award full marks for a correct final answer (including units if required) on its own, unless a numerical question specifically requires evidence of working to be shown.
- (e) Candidates may access larger mark allocations fully, whether they respond in continuous prose, linked statements or a series of discrete developed points.
- (f) In the detailed marking instructions, if a word is **underlined** then it is essential; if a word is **(bracketed)** then it is not essential.
- (g) In the detailed marking instructions, words separated by/are alternatives.
- (h) Do not award marks if a candidate gives two answers, where one is correct and the other is incorrect.
- (i) Where the candidate is instructed to choose one question to answer but instead answers both questions, mark both responses and award the better mark.
- (j) Award marks for a valid response, even if the response is not presented in the format expected. For example, award the mark if the response is correct but is not presented in the table as requested, or if it is circled rather than underlined as requested.
- (k) Candidates may use abbreviations (for example, BOD or GPP) or chemical formulae (for example, CO₂ or H₂O) as acceptable alternatives to naming, unless required by the question.
- (l) Award marks, up to the maximum mark allocation for the question, for content that is outwith the course specification but used appropriately at the correct level for Higher.
- (m) If candidates are required to give a numerical answer, and units are not given in the stem of the question or the answer space, they must supply the units to gain the mark. Do not penalise candidates repeatedly if units are required on more than one occasion.
- (n) If incorrect **spelling** is used:
 - and the term is recognisable, then award the mark;
 - and the term can easily be confused with another scientific term, then do not award the mark, for example bioaccumulation and biomagnification, or qualitative and quantitative;
 - and the term is a mixture of other terms, then do not award the mark.

(o) When presenting data:

- for marking purposes no distinction is made between bar charts (used to show discontinuous features, have descriptions on the x-axis and have separate columns) and histograms (used to show continuous features, have ranges of numbers on the x-axis and have contiguous columns)
- other than in the case of bar charts/histograms, if the question asks for a particular type of graph or chart and the wrong type is given, then do not give the mark(s) for this. Where provided, marks may still be awarded for correctly labelling the axes, plotting the points, joining the points either with straight lines or curves (best fit rarely used), etc.
- do not award the relevant mark if the graph uses less than 50% of the axes; if the x and y data are transposed; if 0 is plotted when no data for this is given (ie candidates should only plot the data given)

(p) Award marks only for a valid response to the question asked. For example, in response to questions that ask candidates to:

- **identify, name, give, or state**, they need only name or present in brief form;
- **define**, they should give a statement of the definition;
- **calculate**, they must determine a number from given facts, figures or information;
- **compare**, they must demonstrate knowledge and understanding of the similarities and/or differences between things;
- **describe**, they must provide a statement or structure of characteristics and/or features;
- **evaluate**, they must make a judgement based on criteria;
- **explain**, they must relate cause and effect and/or make relationships between things clear;
- **outline**, they must provide a brief sketch of content - more than naming but not a detailed description;
- **predict**, they must suggest what may happen based on available information;
suggest, they must apply their knowledge and understanding of Environmental Science to a new situation. A number of responses are acceptable: marks will be awarded for any suggestions that are supported by knowledge and understanding of Environmental Science.

Marking instructions for each question

Question		Expected response	Max mark	Additional guidance
1.	(a)	Sedimentation	1	Do not accept: flocculation.
	(b)	Coagulation - clumping together of smaller particles (as floc). Filtration - removal of bacteria/parasites/remaining suspended particles.	2	1 mark for coagulation. 1 mark for filtration.
	(c)	Application of chemical (accept appropriate named example such as chlorine)/UV radiation/other valid response.	1	Any one. Must relate to disinfection methods used in developed countries. Do not accept: reverse osmosis.
	(d)	Heat treated, (1 mark) and used as a fertiliser. (1 mark) OR Turned into sludge cake, (1 mark) and incinerated to generate energy. (1 mark) OR Anaerobically digested to generate biogas, (1 mark) used for heat and electricity generation. (1 mark) Or other valid response.	2	1 mark for treatment. 1 mark for end use.
	(e) (i)	Appropriate <i>y</i> -axis scale. (1 mark) Appropriate <i>x</i> - and <i>y</i> -axis labels. (1 mark) Accurate plotting. (1 mark)	3	
	(ii)	A measure of the amount of dissolved oxygen used by aerobic micro-organisms/bacteria when decomposing organic matter in water.	1	Response must refer to oxygen, micro-organisms/bacteria, and decomposition.
	(iii)	Scotland has a higher % of high and good ratings than the other countries, (1 mark) suggesting there will be lower levels of bacteria/decomposition of organic matter in the water bodies. (1 mark) Or other valid response.	2	

Question			Expected response	Max mark	Additional guidance
2.	(a)	(i)	Bauxite/other valid response.	1	Do not accept: cryolite (it is a mineral rather than an ore, and it is a halide and not an oxide).
		(ii)	Abundant rainfall. OR High temperatures/tropical areas. OR Subduction zones. Or other valid response.	2	Any two. Do not accept temperature on its own. Accept: aluminium-rich and iron-poor rock.
	(b)		Landscape change (through removal of timber, vegetation, rock, soil). OR Erosion/runoff from mine. OR Disturbance of the movement/quality/distribution of water in the area. OR Disposal of overburden/tailings/waste. OR Dust/noise/emissions from mining operations. Or other valid response.	1	Any one.
	(c)	(i)	Social OR Economic	1	

Question			Expected response	Max mark	Additional guidance
2.	(c)	(ii)	<p>Processing requires lots of electricity/water/resources. (1 mark)</p> <p>Processing/transportation releases greenhouse gases/particulates/harmful substances/could impact on water security. (1 mark)</p> <p>Requires a finite resource. (1 mark)</p> <p>Or other valid response.</p>	2	Response must relate to processing. Do not accept responses relating to mining.

Question			Expected response	Max mark	Additional guidance
2.	(d)	(i)	Closed loop	1	Do not accept: circular economy.
		(ii)	95%	1	100 - 5 = 95
		(iii)	Reduces need for additional resources/waste production/ Emissions. Or other valid response.	1	Any one.
	(e)	(i)	Environmental Impact Assessment/ EIA.	1	Do not accept: SEA.
		(ii) (A)	Monitoring allows for observation of changes over time.	1	Response must imply time.
		(ii) (B)	Identifies measures to avoid/reduce/minimise/remedy impacts.	1	Accept named examples.

Question			Expected response	Max mark	Additional guidance
3.	(a)	(i)	Anaerobic digestion	1	Do not accept: fermentation or anaerobic respiration.
		(ii)	<p>(Surplus) energy is sold to the National Grid.</p> <p>OR</p> <p>Flue gases are recirculated back to the CHP plant (making best use of any combustible content remaining).</p> <p>OR</p> <p>Flue gases are filtered before being released back into the environment.</p> <p>OR</p> <p><u>Heavy ash</u> is used for landscaping.</p> <p>OR</p> <p><u>Fine ash</u> is used for fertiliser.</p> <p>OR</p> <p>Draff liquor is used for animal feed.</p> <p>Or other valid response.</p>	2	<p>Any two.</p> <p>Accept: (unspecified) ash is used for landscaping and fertiliser. (1 mark)</p> <p>Do not accept: animal feed, National grid etc on their own.</p>
		(iii)	<p>Biodiesel/ biomethanol/bioethanol</p> <p>Or other valid response.</p>	1	<p>Any one.</p> <p>Do not accept: ethanol.</p>

Question			Expected response	Max mark	Additional guidance
3.	(b)	(i)	24 (%)	1	$\frac{(555 - 420)}{555} \times 100 = 24$ <p>Accept 24.3 or 24.32</p>
		(ii)	74 g	2	<p>Glass: 420 g = 85% \therefore 4.94 g = 1% (1 mark)</p> <p>Packaging = 15% $15 \times 4.94 = 74$ g</p> <p>Accept 74.1</p> <p>Must include unit.</p>
	(c)	(i)	Modification of processes/ replacement of equipment. Or other valid response.	1	<p>Must relate to industry.</p> <p>Do not accept: greywater or blackwater.</p>
		(ii)	Is a food and drink industry so there could be health implications. Or other valid response.	1	
	(d)	(i)	The casks are being re-used so reduces the need for manufacture of new casks/felling of more trees. Or other valid response.	1	
		(ii)	The casks must be imported, with associated transport emissions. Or other valid response.	1	
	(e)	(i)	(Barley grown in Scotland is adapted to local conditions, so) yield may vary: as temperature/ precipitation/wind velocity/other relevant abiotic factor changes. OR Increase in temperature/moisture may lead to increase in pests. Or other valid response.	1	Response must refer to change in yield and a climate-related abiotic factor.
		(ii)	(Lack of genetic diversity may leave) crops susceptible to disease/pests. Or other valid response.	1	

Question			Expected reponse	Max mark	Additional guidance
4.	(a)	(i)	Storms on the Sun's surface that are marked by intense magnetic activity.	1	Must refer to a key characteristic eg magnetic activity or temperature. Accept: a region on the surface of the Sun that is temporarily cool and dark compared to surrounding regions. Accept: an area on the Sun associated with increased solar radiation. Do not accept a dark spot on the Sun on its own.
		(ii)	Increased temperatures Or other valid response.	1	Do not accept climate change alone.
	(b)	(i)	Distance to the Sun is less (than in northern hemisphere) (1 mark) resulting in greater insolation. (1 mark)	2	
		(ii)	When the orbit is circular, the amount of insolation received on an annual basis is greater (1 mark) and average global temperature will be higher (than if elliptical). (1 mark)	2	
	(c)		Less tilt results in less seasonal variation (or converse). (1 mark) Cool summers allow snow and ice to persist at high latitudes. (1 mark) High albedo of snow and ice causes additional cooling (resulting in an ice age). (1 mark)	3	Accept: reference to warmer winters bringing more snow and other scientifically valid points.
	(d)		Tidal changes (1 mark) driven by the gravitational influences of the Sun and Moon. (1 mark)	2	
	(e)		Milankovitch cycles	1	

Question		Expected response	Max mark	Additional guidance	
5.	(a)	Type of bulb/brightness of the bulb/size of funnel/length of time bulb is on/duration of experiment/day of lunar cycle the experiment was carried out. Or other valid response.	2	Any two Do not accept: temperature or time of day.	
	(b)	Species being misidentified could have a negative impact on the results. OR Reduces the chance of (human) error in recording of the data. Or other valid response.	1	Do not accept reference to accurate identification.	
	(c)	(i)	0.20	3	Accept: 0.2 $\sum n(n-1) = 442$ (1 mark) $N(N-1) = 2162$ (1 mark)
		(ii)	Site C, has the lowest value for <i>D</i> .	1	Or consistent with (c)(i).
		(iii)	Allows a valid comparison of data collected across multiple sites. OR Allows valid comparisons of data collected over time at the same site (ie monitoring).	1	Must refer to comparison of data.
	(d)	Repeat the experiment AND calculate a mean.	1	Accept: average.	
	(e)	Lincoln index (1 mark) uses capture-mark-recapture (1 mark) to estimate the population size of a species. (1 mark) OR Trent biotic index (1 mark) uses (kick) sampling at different sites (1 mark) to compare water quality at different points of a river. (1 mark) Or other valid response.	3	1 mark for named index. 1 mark for method. 1 mark for reason for use.	

Question			Expected response	Max mark	Additional guidance
6.	(a)	(i)	Extra-terrestrial impacts/ gravitational contraction/radioactive decay.	1	Any one.
		(ii)	A network of pipes used to deliver heat (hot water or steam) from the point of generation to end users.	1	Must refer to multiple end users.
		(iii)	Could potentially reduce heating costs to consumer/ constant supply of hot water/lower carbon emissions. Or other valid response.	1	Any one.
		(iv)	Removes consumer choice in type of heating to use. Or other valid response.	1	
	(b)	(i)	(Where the crust is thin) the heat will be closer to the surface, (1 mark) making it easier/cheaper to reach the heat source. (1 mark)	2	1 mark for proximity of energy source to surface. 1 mark for benefit of that proximity.
		(ii)	High set-up costs/ground instability due to earthquakes. Or other valid response.	1	Response must refer to why a country cannot install a geothermal plant. Do not accept: distance from a plate boundary on its own.

Question			Expected response	Max mark	Additional guidance
7.	(a)	(i)	<p>Vegetation type: Podzol: coniferous trees/heather. Brown earth: Broad leaved/ deciduous/non-coniferous trees.</p> <p>Associated macro-biota: Brown earth: earthworms/insects.</p> <p>Parent material: Podzol: acidic rock/granite/schist/free-draining sands.</p> <p>Or other valid response.</p>	3	<p>1 mark for correct completion of each row.</p> <p>Accept reference to high (numbers of macro-biota).</p> <p>Accept reference to glacially-derived material/moraine/gravels.</p>
		(ii)	<p>Podzol: Heavy precipitation/precipitation that exceeds evaporation leads to leaching (1 mark) of (soluble) minerals from the A-horizon/zone of eluviation to the B horizon/zone of illuviation. (1 mark)</p> <p>This may result in the formation of an iron pan (1 mark) which impedes drainage and causes waterlogging/gleying of the profile above. (1 mark)</p> <p>Brown earth: Heavy precipitation/precipitation that exceeds evaporation leads to leaching (1 mark) of (soluble) minerals from the A-horizon/zone of eluviation to the B horizon/zone of illuviation. (1 mark)</p> <p>In summer months evaporation may exceed precipitation (1 mark) leading to the return of nutrients to the surface/upper horizons due to capillary action. (1 mark)</p> <p>Or other valid response.</p>	3	<p>Response must refer to either a podzol or a brown earth.</p> <p>Accept reference to formation of a <u>thin</u> iron pan in brown earth.</p>

Question			Expected response	Max mark	Additional guidance
7.	(b)	(i)	Physical/mechanical Caused by changes in temperature/ freeze-thaw/effects of wind/rain/ waves. (1 mark) OR Chemical Rainwater reacts with minerals in rocks to form new minerals and (soluble) salts. (1 mark) OR Biological (A form of physical weathering) caused by animals, plants, fungi, micro-organisms. (1 mark)	1	Any one. Mark is for the description of the weathering type. 0 marks for the name. Do not accept reference to erosion.
		(ii)	The transformation of (raw) organic matter (eg leaves) (1 mark) leaving no recognisable plant parts. OR Into humus. (1 mark)	2	
	(c)	(i)	(Coniferous) forestry/grazing/other valid response.	1	Do not accept: recreation.
		(ii)	Agriculture/(mixed) forestry/other valid response.	1	Do not accept: recreation.

Question		Expected response	Max mark	Additional guidance
8. A	(a)	<p>As there is bare rock, soil must develop before succession can proceed, known as primary succession. (1 mark)</p> <p>Lichens are a pioneer species/do not require soil and can colonise bare rock. (1 mark)</p> <p>They secrete acids that (chemically) weather the rock, providing mineral matter for soil formation. (1 mark)</p> <p>Lichens also capture moisture and dust particles, provide organic matter, promoting formation of (virgin) soil. (1 mark)</p> <p>As soil forms around the lichens, mosses/grasses colonise the rock, (1 mark)</p> <p>outcompeting lichens for space/light, and the number of lichens reduces. (1 mark)</p> <p>Moss/grass vegetation provides ideal germination conditions for seeds carried by wind/rain/animals. (1 mark)</p> <p>Acidic moorland soils favour growth of heather, which gradually displaces mosses/grasses. (1 mark)</p> <p>On a managed moorland, muirburn is used to create a mix of heather of different ages (for red grouse). (1 mark)</p> <p>A plant community maintained by persistent human activity is known as plagioclimax. (1 mark)</p> <p>If moorland management ceases, trees will gradually colonise (from neighbouring areas) and displace heather, (1 mark)</p> <p>though may be kept in check by grazers (eg deer). (1 mark)</p>	10	<p>Maximum of 7 marks for explanation of sequences in the diagram.</p> <p>For full 7 marks, responses must refer to each component shown in the diagram (bare rock, climax community, number of species, and time) and to moorland .</p> <p>Key points:</p> <ul style="list-style-type: none"> • bare rock - primary succession, soil development • displacement of existing vegetation (species/communities) through changes in edaphic factors and/or competition from colonising species • each stage attracts insects/birds/mammals etc, that support broader food webs, create niches, and help bring about changes in succession • moorland is a plagioclimax, maintained by muirburn/grazing

Question		Expected response	Max mark	Additional guidance
8.	(a)	(continued)		
A		<p>A stable community dominated by a relatively small number of prominent species represents the climax community. (1 mark)</p> <p>The total number of species will increase as succession progresses. (1 mark)</p> <p>At each stage of succession, there will be changes in physical structure of vegetation communities/edaphic factors/biodiversity/niches, that provide suitable conditions for new species to displace existing species. (max of 2 marks)</p> <p>Or other valid response.</p>		
	(b)	<p>A climax community:</p> <ul style="list-style-type: none"> • is stable (but not static), with little further change in composition/structure/energy flow • is resilient, able to adapt to minor disturbances • supports a high biodiversity of plants and animals (and fungi) • supports complex food webs • has a high biomass <p>Or other valid response.</p>		1 mark for each (maximum of 5 marks).

Question		Expected response	Max mark	Additional guidance
8. B	(a)	<p>Habitat fragmentation: Results in the reduction of a large area into smaller/scattered remnants. (1 mark)</p> <p>The impacts may be a reduction in the total area of the habitat, (1 mark) a reduction in the average size of each patch of habitat (1 mark) or isolation of fragments. (1 mark)</p> <p>Loss of keystone species can have a disproportionate impact (1 mark) as it is one on which other species in an ecosystem depend and its loss would drastically change the ecosystem. (1 mark)</p> <p>Named example of fragmenting activity (eg logging, monocultures). (1 mark)</p> <p>Habitat destruction: Leaves natural habitat unable to support species/communities within it (1 mark) which can reduce biodiversity to the point of extinction. (1 mark)</p> <p>Named example of destructive activity (eg mining, trawling). (1 mark)</p> <p>Rewilding: Involves intentional activities that can initiate/accelerate the recovery of habitats/ecosystems. (1 mark)</p> <p>Example: Reforestation is the process of replanting an area with trees, (1 mark) which provides habitats and food sources, (1 mark) and increases biodiversity. (1 mark)</p> <p>Or other valid response.</p>	10	<p>Responses must relate to species reduction/increase.</p> <p>Maximum of 7 marks for habitat fragmentation, destruction, rewilding.</p> <p>If only one covered, a maximum of 5 marks can be awarded. If only two covered, a maximum of 6 marks can be awarded. For full 7 marks, responses must refer to each component: fragmentation, destruction, and rewilding.</p> <p>Maximum of 2 marks for named examples.</p> <p>Activities may include: erosion control/reforestation/use of local native species/removal of non-native species/removal of invasive plants/reintroduction of native species/reintroduction of keystone species/creation of wildlife or habitat corridors.</p>

Question		Expected response	Max mark	Additional guidance
8. B	(b)	<p>Conservation practices:</p> <ul style="list-style-type: none"> • protecting wildlife sites • targeting action on priority species/habitats • consideration of biodiversity in policy/decision-making • engaging people/encouraging behavioural change <p>Or other valid response.</p>		<p>1 mark for each (maximum of 5 marks).</p> <p>NB conservation does not include rewilding.</p>

Question	Expected response	Max mark	Additional guidance
9. A	<p>Advantages:</p> <ul style="list-style-type: none"> • is abundant and readily available (1 mark) • is a continuous/renewable source of energy and able to be produced on demand (1 mark) • the combustion of hydrogen does not release carbon dioxide (1 mark) • produces more energy per unit of fuel than traditional energy sources (1 mark) • energy from renewable sources is becoming cheaper, so cost of electrolysis should reduce (1 mark) • fuel cells run silently, so no noise pollution. (1 mark) • fuel cells have no moving parts so are durable/low maintenance (1 mark) • fuel cells are currently expensive, will become cheaper as demand increases. (1 mark) • hydrogen gas/liquid could be transported via pipes currently used for gas, meaning new infrastructure may not be needed (1 mark) • small/local fuel cells can be set up as does not require a centralised power grid or power station (1 mark) • compressed hydrogen gas is easy to use and can be stored indefinitely (1 mark) • metal hydrides are efficient sources of hydrogen and easy to store (1 mark) • decline in fossil fuel availability (eg war) is forcing governments to rethink energy strategy/security (1 mark) • vehicle refuelling time is much the same as for traditional fuels (1 mark) • no need for batteries in vehicles, reducing weight and increasing range (1 mark) 	10	<p>For full marks, response must cover both the benefits and challenges of using hydrogen as a fuel.</p> <p>Maximum of 7 marks if only advantages or disadvantages is covered.</p>

Question	Expected response	Max mark	Additional guidance
9. A	(continued)		
		<p>Disadvantages:</p> <ul style="list-style-type: none"> • hydrogen is highly flammable, so minimising leaks during production and distribution is a priority (1 mark) but increases costs (1 mark) • more energy is required to isolate hydrogen (from water, natural gas, biomass) than can be recovered (1 mark) • releases carbon dioxide if produced from natural gas/ splitting of methane molecules, (1 mark) which will require storage to avoid emissions contributing to global warming/climate change (1 mark) • fuel cells are expensive to produce currently (but price will reduce as demand increases) (1 mark) • requires input of energy and water, both under increasing demand/distribution issues (1 mark) • hydrogen gas is low density so requires large storage facilities (1 mark) • large-scale production/ transportation/distribution/ storage is difficult and expensive (1 mark) • long distance shipping requires specialist tankers and gas processing, (1 mark) but hydrogen could be turned into ammonia and used to power the ships (1 mark) • driving range of hydrogen-powered vehicles is currently shorter than for traditional fuels (1 mark) 	

Question		Expected response	Max mark	Additional guidance
9.	A	(continued)		
		<ul style="list-style-type: none"> • cost of hydrogen-powered vehicles is currently higher than electric vehicles/petrol/diesel-powered vehicles, but should reduce as demand increases (1 mark) • infrastructure installation would have to be widespread to encourage consumers to transfer from traditional fuels (1 mark) • hydrogen gas/liquid could be transported via pipes currently used for gas but will require dramatic decrease in gas use first (1 mark) • governments have been slow to provide financial support/put policies in place (1 mark) • need to overcome industry/consumer apathy towards moving from traditional fuels. (1 mark) 		

Question	Expected reponse	Max mark	Additional guidance
9. B	<p>Air quality: Human activity examples:</p> <ul style="list-style-type: none"> • combustion of fossil fuels or biomass (eg vehicle emissions (vehicles, trains, aircraft), fossil-fuel power plants, biomass power plants, crop residue burning) • inefficient factory chimneys/waste incineration • oil platform flaring/leaks • construction (eg cement manufacture) • livestock/ruminant production • landfill <p>Pollutants:</p> <ul style="list-style-type: none"> • gases (eg methane, nitrogen oxide, sulfur dioxide, carbon monoxide, dioxins, VOCs, PAHs) • particulates <p>Ways to minimise impacts (eg role of SEPA; use of policies, strategies, initiatives; congestion charges, (U)LEZs; at individual, local, national, international level).</p> <p>Or other valid response.</p> <p>Water quality: Human activity examples:</p> <ul style="list-style-type: none"> • wastewater treatment plants • storm drains • oil/chemical spills • use of fertilisers and pesticides • power plant cooling • landfill • mining waste storage/tailings <p>Ways to minimise impacts (eg role of SEPA; use of policies, strategies, initiatives; at individual, local, national, international level).</p>	10	<p>For full marks both air quality and water quality must be discussed.</p> <p>Max of 7 marks for air quality. Max of 7 marks for water quality.</p> <p>Max of 4 marks for listing human activity examples without associated discussion.</p> <p>Focus must be on human activities that <u>directly</u> impact air and water quality, rather than biodiversity or climate change.</p> <p>For each example used: 1 mark for named activity Max 2 marks for pollutant examples 1 mark for each impact related to one of the pollutants 1 mark for a way to minimise impact(s).</p> <p>Do not accept: carbon dioxide.</p> <p>Do not accept reference to hole in the ozone layer causing climate change/global warming.</p>

Question		Expected response	Max mark	Additional guidance
9. B		(continued)		
		<p>Pollutants:</p> <ul style="list-style-type: none"> • point or diffuse pollution • runoff of N- or P-rich fertilisers • sewage/agricultural slurry • bioaccumulation of pesticides, persistent organic pollutants (POPs) • thermal pollution from power plants/reduced dissolved oxygen content • leachate from landfill • leaks from mining tailings <p>Or other valid response.</p>		

END OF MARKING INSTRUCTIONS]