



# Coimisiún na Scrúduithe Stáit State Examinations Commission

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**Tíreolaíocht**

Scrúduithe Ardteistiméireachta, 2007  
**Ardleibhéal**

Marking Scheme  
**Geography**

Leaving Certificate Examination, 2007  
**Higher Level**



**Coimisiún na Scrúduithe  
Stáit  
State Examinations  
Commission**

LEAVING CERTIFICATE EXAMINATION, 2007

GEOGRAPHY - HIGHER LEVEL

**MARKING SCHEME**

**PART ONE: SHORT-ANSWER QUESTIONS - 80 MARKS**

Attempt TEN questions

All Questions carry equal marks

*THESE QUESTIONS TO BE ANSWERED IN THE SPACES PROVIDED*

Any 10 questions @ 8 marks each

Each question: 4 parts @ 2 marks each

- No grading / scaling of marks

**PART TWO - STRUCTURED and ESSAY QUESTIONS - 320 MARKS**

Candidates must attempt **FOUR** questions, as follows:

- **Two** questions from **Section 1**
- **One** question from **Section 2**
- **One** question from **Section 3**

***THESE QUESTIONS TO BE ANSWERED IN THE ANSWERBOOK***

**SECTION 1 - CORE**

You **MUST** attempt **TWO** questions:

**ONE** from **Patterns and Processes in the Physical Environment**  
**AND**

**ONE** from **Regional Geography**

**PATTERNS AND PROCESSES IN THE PHYSICAL ENVIRONMENT**

Attempt **ONE** question

## QUESTION 1

### A ORDNANCE SURVEY MAP

Examine the Ordnance Survey map that accompanies this paper.

Using graph paper, draw a sketch map **half the length and half the breadth** of the map.

On it show and name each of the following:

- The River Nanny
- A beach
- An area of silting/mud
- A numbered spot height

(20 marks)

Proportion: 2 marks

Graph paper: 2 marks

4 features @ 4 marks each (Shown 2 marks graded, Named 2 marks)

- Proportion involves showing correct scale and coastline.

### B PLATE BOUNDARIES

“Plate boundaries are zones where crust is both created and destroyed”.

Examine the above statement, with reference to examples you have studied.

(30 marks)

Name one example of each boundary: 2 marks + 2 marks

Discussion re creation/destruction: 7 (6) SRPs or 6 (7) SRPs

C WEATHERING

With reference to the Irish landscape, examine how the processes of weathering have influenced the development of any **one** limestone feature. (30 marks)

Limestone feature identified:	2 marks
One named process:	2 marks
Irish example:	2 marks
Discussion:	12 x SRPs

- Give credit for 1 SRP for diagram without annotation & further SRPs for labelling showing new information.
- Feature or process can be starting point.
- If description only - 3 x SRPs max

## QUESTION 2

### A PLATE TECTONICS

Answer the questions in your answer-book.

(20 marks)

Four answers @ 5 marks each

- No grading / scaling of marks

### B LANDFORM DEVELOPMENT

With the aid of a labelled diagram, examine processes that have led to the formation of any **one** Irish landform of your choice.

(30 marks)

Landform identified:	2 marks
One named process:	2 marks
Irish example:	2 marks
Labelled diagram:	6 marks (graded)
Examination:	9 x SRPs

- Give credit for extra labelling in diagram from Examination SRPs
- If description only - 3 x SRPs max

C INTERACTION WITH THE ROCK CYCLE

Referring to any **one** of the following, examine how humans interact with the rock cycle:

- Mining
- Quarrying
- Oil/gas exploration
- Geothermal energy production.

(30 marks)

Interaction identified

2 marks

Discussion:

14 x SRPs

- Give credit for up to three examples.



### QUESTION 3

#### A SATELLITE IMAGES

Name an example of a volcano which you have studied.

State **two** advantages and **one** disadvantage for people living in a volcanic region

(20 marks)

Four answers @ 5 marks each

- No grading / scaling of marks.

#### B STRUCTURES OF DEFORMATION

Examine the impact of **folding and faulting** on the landscape.

In your answer refer to **one** landform in **each** case.

(30 marks)

##### **Folding**

Named landform: 2 marks

Discussion: 7(6) x SRPs

##### **Faulting**

Named landform: 2 marks

Discussion: 6 (7) x SRPs

- Credit relevant labelled diagrams.
- Give credit for one named example of each landform

C HUMAN INTERACTION

Discuss how **one** of the following could impact on the landscape:

- Deforestation
- Coastal management
- Flood control

(30 marks)

Impact identified

2 marks

Discussion

14 x SRPs

- Give credit for up to three examples

## REGIONAL GEOGRAPHY

Attempt ONE question

### QUESTION 4

#### A IRISH REGIONS

Draw an outline map of Ireland.

Show and name the following on it:

- (i) Any **one** Irish region that you have studied
- (ii) **One** urban centre in the region
- (iii) **One** relief feature in the region
- (iv) **One** drainage feature in the region.

(20 marks)

Map outline:	4 marks graded
Showing and naming region:	2 marks graded + 2 marks
Showing and naming urban centre:	2 marks graded + 2 marks
Showing and naming relief feature:	2 marks graded + 2 marks
Showing and naming drainage feature:	2 marks graded + 2 marks

#### B ECONOMIC PROCESSES

Examine the development of any **one** of the following economic processes in a **European region - not Ireland** - of your choice:

- Industry
- Tourism

(30 marks)

Region named:	2 marks
Discussion:	14 x SRPs
➤ Do not accept Irish or continental/sub-continental regions	
➤ Discussion without link to a region - 8 x SRPs max	
➤ Give credit for up to three examples	

**C**    PRIMARY ACTIVITIES

Examine the development of primary activities in a **continental/sub-continental** region of your choice.

(30 marks)

- |                                    |                  |
|------------------------------------|------------------|
| Named region:                      | 2 marks          |
| Two primary activities identified: | 2 marks + 2marks |
| Examination:                       | 12 x SRPs        |
- Do not accept Irish or European regions
  - Discussion without link to a region - 6 x SRPs max

## QUESTION 5

### A CONCEPT OF A REGION

A region is an area that has one or more characteristics that distinguish it from other areas.

Describe the key characteristics of a **climatic** region or a **geomorphological** region of your choice. (20 marks)

Region named: 4 marks

Description / Explanation: 8 x SRPs

### B SECONDARY ACTIVITIES

Examine the development of secondary economic activities in an **Irish** region that you have studied. (30 marks)

Region named: 2 marks

Two named secondary activities: 2 marks + 2 marks

Examination: 12 x SRPs

- Do not accept European or continental/sub-continental regions
- Discussion without link to a region - 6 x SRPs max

### C CULTURAL DIFFERENCES

Account for the development of cultural differences in a **continental/sub-continental** region that you have studied.

(30 marks)

Aspect of culture named:	2 marks
Two differences named or implied:	2 marks + 2 marks
Naming region:	2 marks
Account / Discussion:	11 x SRPs

- Mere description only - 5 x SRPs max
- Discussion without link to a region - 5 x SRPs max
- A second aspect of culture may be credited from the SRPs

## QUESTION 6

### A NON - IRISH REGIONS

Draw an outline map of a **European region - not Ireland - OR a continental/sub-continental region.**

Show and name the following on it:

- (i) Any **two** physical features in the region
- (ii) Any **two** urban centres in the region.

(20 marks)

Showing and naming region:	2 marks graded + 2 marks
Showing and naming physical features:	2 x (2 marks graded + 2 marks)
Showing and naming urban centres:	2 x (2 marks graded + 2 marks)

### B URBAN GROWTH

Examine the growth of an urban area in a **European region - not Ireland - of your choice.**

(30 marks)

Region named:	2 marks
Urban area named:	2 marks
Examination:	13 x SRPs

- Discussion without link to an urban area - 7 x SRPs max
- Mere description only - 7 x SRPs max

### C PRIMARY ACTIVITIES

Examine **two** factors that have influenced the development of primary activities in any **Irish region** you have studied.

(30 marks)

Region named: 2 marks  
Two primary activities identified: 2 marks + 2 marks  
Two factors named: 2 marks + 2 marks  
Examination: 10 x SRPs

- Discussion without link to a region - 4 x SRPs max
- Discussion of one factor only - 4 x SRPs



*SECTION 2 - ELECTIVES*

You **MUST** attempt **ONE** question

From **EITHER**

- **Patterns and Processes in Economic Activities**

OR

- **Patterns and Processes in the Human Environment**

Patterns and Processes in Economic Activities

Attempt **ONE** question

## QUESTION 7

### A GROSS DOMESTIC PRODUCT

Examine the table below, showing GDP of selected countries in the European Union (EU)  
Using graph paper, draw a graph suitable to illustrate this data.

(20 marks)

	Bar chart etc	Pie chart
Title:	2 marks	2 marks
Use of graph paper:	2 marks	2 marks
Scaled axis:	2 marks	Circle & centre shown 2 marks
6 bars / points plotted:	2 marks each graded	2 marks each graded
Overall presentation:	2 marks graded	2 marks graded

- Accept bar chart / histogram / scatter graph / pie chart etc.

### B SECONDARY ECONOMIC ACTIVITY

Examine the influence of any **two** of the factors listed on the location of **one** secondary economic activity that you have studied.

(30 marks)

Two influences named:	2 marks + 2 marks
Economic activity named:	2 marks
Examination:	12 x SRPs

- Discussion without link to an activity - 6 x SRPs max
- Answer clearly confined to secondary activity

C LOCAL & GLOBAL INTERESTS

Examine, with reference to examples you have studied, how conflict often occurs between the need to exploit natural resources and the need to protect the environment.

(30 marks)

Conflict identified: 2 marks  
Reference to two examples: 2 marks + 2 marks  
Examination: 12 x SRPs

- Discussion of one side of the argument only - 6 x SRPs max
- A second conflict may be credited from the SRPs
- Example can refer to region / conflict.

## QUESTION 8

### A EMPLOYMENT STRUCTURE

Examine the table, showing the employment structure in selected countries in 2003.  
Answer the questions in your answer-book.

(20 marks)

4 answers @ 5 marks each

### B ORDNANCE SURVEY MAP

Study the 1:50000 Ordnance Survey map that accompanies this paper.

"Drogheda is an important centre of economic activity"

Examine the above statement, using map evidence to support your answer.

(30 marks)

3 activities @ 10 marks each

OR 2 activities @ 16/14 marks

Activity identified: 2 marks

Activity identified: 2 marks

Map reference: 2 marks

Map reference: 2 marks

Examination: 3 x SRPs

Examination: 6(5) x SRPs

- Examination must be based on relevant explanation rather than on further map references
- If answer is based on aerial photograph allow marks for identifying activity only

C GLOBALISATION & MNCs

In the case of **one** multi-national company (MNC) that you have studied, examine the global nature of its activities.

(30 marks)

Naming MNC: 2 marks  
Naming two global locations: 2 marks + 2 marks  
Examination: 12 x SRPs

- Discussion without link to a named MNC - 6 x SRPs max
- Discussion with no obvious reference to global nature - 6 x SRPs max

## QUESTION 9

### A AERIAL PHOTOGRAPH

Examine the aerial photograph that accompanies this paper. Draw a sketch-map **half the length and half the breadth** of the photograph. On it show and name **one** example of each of the following land-uses:

- Recreation
- Religion
- Industry
- Storage

(20 marks)

Outline: 4 marks graded

Each of 4 land-uses: Shown 2 marks graded, Named 2 marks

### B SERVICE INDUSTRIES

Examine the development of transport/communications **or** financial services in developed economies, referring to examples you have studied.

(30 marks)

Named examples: 2 marks + 2 marks

Examination: 13 x SRPs

- If discussion is not linked to a developed economy - 7 x SRPs
- A third example may be credited from the SRPs

**C**     EUROPEAN UNION POLICIES

Examine the impacts of any **two** European Union policies on the Irish economy.

(30 marks)

Two policies identified:                    2 marks + 2 marks

Two impacts identified:                    2 marks + 2 marks

Examination:                                11 x SRPs

- Discussion without link to Irish economy - 5 x SRPs max
- Discussion of one policy only - 5 x SRPs max
- A third impact may be credited from SRPs
- Amalgamate all relevant discussion points

PATTERNS AND PROCESSES IN THE HUMAN ENVIRONMENT

Attempt ONE question

QUESTION 10

A WORLD HUNGER

Examine the map, showing the percentage of the population of Africa by sub-region who are undernourished.

Using graph paper, draw a graph suitable to illustrate the data.

Title:	2 marks
Use of graph paper:	2 marks
Scaled axis:	2 marks
5 bars / points plotted:	2 marks each graded
Overall presentation:	4 marks

- Accept bar chart / histogram / scatter graph / etc.

(20 marks)

B URBAN FUNCTIONS

Examine the aerial photograph of Drogheda that accompanies this paper. Examine any **three** functions of the town, using evidence from the photograph to support your answer.

(30 marks)

3 functions @ 10 marks each

Function identified:	2 marks
Photo reference:	2 marks
Examination:	3 x SRPs

- Examination must be based on relevant explanation rather than on further map references
- Answer based on OS map
- If answer is based on OS map allow marks for identifying function only



C OVERPOPULATION

Overpopulation could be defined as the condition whereby the number of people in an area is too great to be supported by the available natural resources.

Examine **one** cause **and one** effect of overpopulation, referring to examples you have studied.

(30 marks)

Effect stated: 2 marks

Cause stated: 2 marks

Two named examples: 2 marks + 2 marks

Examination: 11 x SRPs

- If answer refers to cause or effect only - 6 x SRPs max

## QUESTION 11

### A FERTILITY RATES

Examine the graph showing fertility rates in selected EU countries (1960-2000)

Answer the questions in your answer-book.

(20 marks)

4 answers @ 5 marks each

### B HISTORIC SETTLEMENT

The area shown on the Ordnance Survey map that accompanies this paper, shows evidence of a wide range of **historic settlement**.

Examine this statement using map evidence, with reference to any **three** different aspects of historic settlement.

(30 marks)

3 historic settlements @ 10 marks each

Settlement identified: 2 marks

Map reference: 2 marks

Examination: 3 x SRPs

- Examination must be based on relevant explanation rather than on further map references.
- At least one aspect should refer to an antiquity (red).
- If answer is based on aerial photograph allow marks for identifying historic settlement only

C URBAN CENTRES

Cities are places of opportunity but also have problems.

Examine this statement, with reference to a city or cities of your choice.

(30 marks)

Opportunity identified:	2 marks
Two problems identified:	2 marks + 2 marks
Named urban centre:	2 marks
Examination:	11 x SRPs

- A second named urban centre may be credited from the SRPs
- If answer is based on opportunity or problems only - 5 x SRPs max
- If answer is not tied to a named urban centre(s) - 5 x SRPs max

## QUESTION 12

### A AERIAL PHOTOGRAPH

Examine the aerial photograph that accompanies this paper. Draw a sketch-map **half the length and half the breadth** of the photograph. On it show and name the following land-uses:

- Church
- Footbridge
- Residential area
- Recreational area

(20 marks)

Outline: 4 marks graded

Each of 4 land-uses: Shown 2 marks graded, Named 2 marks

### B URBAN LAND USE

Examine the relevance of one of the above land use models (Sector Theory, Multiple Nuclei Theory) as it applies to land use zones in a city that you have studied.

(30 marks)

Named city: 2 marks

Examination: 14 x SRPs

- If no reference to a named city - 8 x SRPs max
- If no reference to named land use zones - 8 x SRPs max
- If only one land use zone - 8 x SRPs max

## C POPULATION MOVEMENT

Migration, both internal and international, continues to play an important role in shaping the populations of states and regions.

Examine **one** impact of population movement on the donor regions and **one** impact on the receiver regions.

(30 marks)

Impact on donor regions:	2 marks
Impact on receiver regions:	2 marks
Examination:	13 x SRPs

- Give credit for up to three examples from the SRPs
- If answer is based on donor or receiver region only - 7 x SRPs max

### SECTION 3 - OPTIONS

Attempt ONE question

*N.B. It is better to treat of three or four aspects of the theme in some detail, rather than to give a superficial treatment of a large number of points.*

## Global Interdependence

- 13.** "Global warming and desertification are environmental issues which need to be tackled immediately".

Discuss the above statement, referring to examples you have studied.

(80 marks)

Number of aspects:	3 (27 + 27 + 26)	(4 @ 20 marks each)
Identifying aspect:	4 marks	4 marks
Examination:	8 x SRPs	OR
		6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects dealt with (2:1/1:2/2:2/3:1/1:3)
- Allow credit for up to 2 examples from SRPs (different examples & in different aspects)

- 14.** Examine the part that national debt and global trade patterns play in the continuing cycle of poverty in many countries.

(80 marks)

Number of aspects:	3(27 + 27 + 26)	(4 @ 20 marks each)
Identifying aspect:	4 marks	4 marks
Examination:	8 x SRPs	OR
		6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects dealt with (2:1/1:2/2:2/3:1/1:3)
- Allow credit for up to 2 examples from SRPs (different examples & in different aspects)

- 15.** Examine the idea that attitudes towards development and underdevelopment are subject to change.

(80 marks)

Number of aspects:	3 (27 + 27 + 26)	(4 @ 20 marks each)
Identifying aspect:	4 marks	4 marks
Examination:	8 x SRPs	OR
		6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Allow credit for up to 2 examples from SRPs (different examples & in different aspect)

## Geoecology

- 16.** Examine how over-cropping/over-grazing and desertification can affect soils. (80 marks)

Number of factors:	3 (27 + 27 + 26)	(4 @ 20 marks each)
Identifying factor	4 marks	4 marks
Examination:	8 x SRPs	OR
		6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects dealt with (2:1/1:2/2:2/3:1/1:3)
- Allow credit for up to 2 examples from SRPs (different examples & in different aspects)

- 17.** Examine the general composition and characteristics of any **one** soil type that you have studied. (80 marks)

Number of aspects:	3 (27 + 27 + 26)	(4 @ 20 marks each)
Identifying aspect:	4 marks	4 marks
Examination:	8 x SRPs	OR
		6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Allow 1 x SRP for naming a soil type (once)
- Amalgamate all relevant discussion points
- Allow credit for up to 2 locations from SRPs (different locations & in different aspects)

- 18.** Describe how plant and animal life adapt to soil and climatic conditions in a biome which you have studied. (80 marks)

Number of aspects:	3 (27 + 27 + 26)	(4 @ 20 marks each)
Identifying aspect of adaptation:	4 marks	4 marks
Examination:	8 x SRPs	OR
		6x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Allow 1 x SRP for naming of biome (once)
- Select scheme according to number of aspects dealt with (2:1/1:2/2:2/3:1/1:3) re plant and animal life
- At least one aspect must refer to soil and at least one aspect must refer to climate



## Culture and Identity

- 19.** The influence of religion on politics varies over time and from region to region. Discuss the above statement, with reference to examples you have studied. (80 marks)

Number of aspects:	3 (27 + 27 + 26)		(4 @ 20 marks each)
Identifying aspect:	4 marks		4 marks
Examination:	8 x SRPs	OR	6 x SRPs
Overall coherence:	7/6 marks graded		4 marks graded

- Allow credit for up to 2 examples from SRPs (Different examples & in different aspects)
- Select scheme according to number of aspects dealt with (2:1/1:2/2:2/3:1/1:3) re time and region

- 20.** Many states have different cultural/ethnic groups within their borders. Examine how these groups relate to one another, with reference to examples you have studied. (80 marks)

Number of aspects:	3 (27 + 27 + 26)		(4 @ 20 marks each)
Identifying aspect:	4 marks		4 marks
Examination:	8 x SRPs	OR	6 x SRPs
Overall coherence:	7/6 marks graded		4 marks graded

- Allow credit for up to 2 examples from SRPs (Different examples & in different aspects)

- 21.** Examine how migration can affect racial patterns. (80 marks)

Number of aspects:	3 (27 + 27 + 26)		(4 @ 20 marks each)
Identifying aspect:	4 marks		4 marks
Examination:	8 x SRPs	OR	6 x SRPs
Overall coherence:	7/6 marks graded		4 marks graded

- At least one factor must refer to migration
- Accept broad interpretation of racial pattern

## The Atmosphere-Ocean Environment

**22.** Describe and explain the development of patterns of air circulation. In your answer you should refer to **at least two** of the following:

- Global wind systems
- Land and sea breezes
- Mountain and valley winds

(80 marks)

Number of aspects:	3 (27 + 27 + 26)		(4 @ 20 marks each)
Identifying aspect:	4 marks		4 marks
Examination:	8 x SRPs	OR	6 x SRPs
Overall coherence:	7/6 marks graded		4 marks graded

- Accept impacts also (for a maximum of 3 x SRPs per aspect)
- Select scheme according to number of aspects dealt with (2:1/1:2/2:2/3:1/1:3)

**23.** Examine the exchange of water between the oceans and the atmosphere.

(80 marks)

Number of aspects:	3 (27 + 27 + 26)		(4 @ 20 marks each)
Identifying aspect:	4 marks		4 marks
Examination:	8 x SRPs	OR	6 x SRPs
Overall coherence:	7/6 marks graded		4 marks graded

**24.** Give an explanatory account of any **one** distinctive global climate that you have studied.

(80 marks)

Number of aspects:	3 (27 + 27 + 26)		(4 @ 20 marks each)
Identifying aspect:	4 marks		4 marks
Examination:	8 x SRPs	OR	6 x SRPs
Overall coherence:	7/6 marks graded		4 marks graded

- Allow 1 x SRP for naming of a climate (once)

## GEOGRAPHICAL INVESTIGATION

1 INTRODUCTION (5 marks):

4 x SRPs: 1 m each  
Overall Coherence: 1mark graded

2 PLANNING (5 marks):

4 x SRPs: 1 m each  
Overall Coherence: 1mark graded

3 GATHERING OF DATA (40 marks):

Two methods of gathering @ 20 marks each.

For each method: 9 x SRPs @ 2 marks each  
Overall coherence: 4 marks graded

- Credit may be given to diagrams / sketches if they relate to the gathering.
- Do not award marks for results in this written section.
- Allow credit for issues (difficulties etc) experienced during gathering.
- Accept two different methods of measuring

4 RESULTS, CONCLUSIONS, EVALUATION (30 marks):

Three heading @ 8 marks each.

For each heading: 4 x SRPs @ 2 marks each

Overall coherence: 6 marks graded

- Conclusions are based directly or indirectly on the results, otherwise it's evaluation.
- Evaluation can be forward-thinking as well as retrospective.

5 ORGANISATION & PRESENTATION OF DATA (20 marks):

Presentation: 8 x SRPs @ 2 marks each

Overall coherence: 4 marks graded.

- Expect two different graphic forms of presentation - such as graphs / charts / maps / tables / sketches etc.
- These must be related to the results.
- Maximum of 4 x SRPs per chart.
- Minimum of two methods of presentation required to gain full marks.
- Expect presentation to appear in any of the graph pages of the booklet.

## MODIFIED PAPER

Please note that the pattern of marks awarded here varies from the general paper.

### PART A

Any 10 questions @ 8 marks each  
Each question: 4 parts @ 2 marks each (no grading)

### PART B

- Q1 (A) 2 examples @ 4 marks each  
2 locations @ 2 marks each  
2 differences @ 4 marks each. 1 point of information per difference.
- Q2 (A) 4 examples @ 5 marks each.
- Q4 (A) 4 features named @ 5 marks each
- Q6 (A) 5 features named @ 4 marks each.
- Q7 (A) Two definitions @ 10 marks each.  
Expect 2 pieces of information @ 5 marks for each definition.
- Q8 (A) Two countries named: 5 marks each.  
One reason @ 10 marks.  
Expect 2 pieces of information @ 5 marks for each reason.
- (B) Impact named : 2 marks  
Developing economy named: 2 marks  
Examination: 13 x SRPs
- Q9 (A) Two impacts @ 10 marks each.  
Expect 2 pieces of information @ 5 marks for each impact.
- Q10 (A) Two explanations @ 10 marks each.  
Expect 2 pieces of information @ 5 marks for each explanation.
- (B) Two functions/services named: 2 marks + 2 marks  
Named city/town: 2 marks  
Examination: 12 x SRPs
- Q11 (A) Two patterns @ 10 marks each.  
Name pattern: 5 marks  
Describe pattern: 5 marks. 1 point of information required.
- (B) Two ways named: 2 marks + 2 marks  
Discussion: 13 x SRPs
- Q12 (A) Four definitions @ 5 marks each. 1 point of information per definition.

