Coimisiún na Scrúduithe Stáit
State Examinations Commission

# LEAVING CERTIFICATE 2008

# MARKING SCHEME

# GEOGRAPHY

# HIGHER LEVEL

# LEAVING CERTIFICATE 2008

# MARKING SCHEME

# GEOGRAPHY

# HIGHER LEVEL

## 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 with 4 parts: | 2 marks each (2m + 2m + 2m + 2m) |
| Each question with 3 parts: | 2 marks + 2 marks + 4 marks |
| Each question with 2 parts: | 4 marks + 4 marks |
| Each question with 1 part: | 8 marks |

➢   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**

**Question 1**

## A.    ORDNANCE SURVEY EXTRACT

Examine the Ordnance Survey extract that accompanies this paper.
Using **graph paper**, draw a sketch-map **to half scale** of the area shown. On it, show and name **each** of the following:

> ➤ The River Corrib
> ➤ An airport runway
> ➤ An area of silting / mudbank
> ➤ A sea-ferry route

**[20m]**

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.
> ➤ Required size is 12cm x 9cm [Allow a difference of up to ½cm]
> ➤ If sketch is traced or a section of the map is drawn, loose 2 marks for proportion

## B.    LANDFORM DEVELOPMENT

Examine, with the aid of a labelled diagram or diagrams, the processes that have led to the formation of any **one** Irish landform of your choice.

**[30m]**

| | |
|---|---|
| Landform identified: | 2 marks |
| One named process: | 2 marks |
| Irish example: | 2 marks |
| Labelled diagram: | 4 marks graded |
| Examination: | 10 x SRPs |

- ➢ Give credit for 1 SRP for diagram without annotation.
- ➢ Give credit for extra labelling in diagram from Examination SRPs
- ➢ Feature <u>or</u> process can be starting point.
- ➢ If description only –5 x SRPs max

## C.    HUMAN INTERACTION

With reference to an example you have studied, describe and account for **one** way in which humans attempt to influence or control natural processes. In your answer, refer to **one** of the following:

- ➢ Fluvial processes
- ➢ Marine processes
- ➢ Mass movement

**[30m]**

| | |
|---|---|
| Influence / control identified: | 2 marks |
| Named Example: | 2 marks |
| Reference to natural processes: | 2 marks |
| Discussion: | 12 x SRPs |

- ➢ Mere discussion without tie into influence / control = Max 6 xSRPs
- ➢ Credit 2nd example from discussion
- ➢ Examples not tied to Ireland
- ➢ Amalgamate all relevant discussion

## A.    SEA FLOOR SPREADING
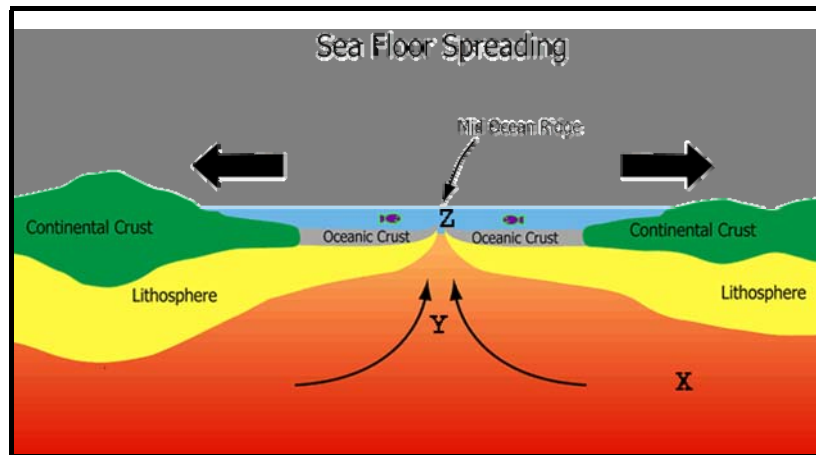
Examine this diagram. Answer these questions in your answer book:

(i)     Name the Earth's internal layer labelled **X.**
(ii)    Name the internal process shown by the arrows at **Y**.
(iii)   Name **one** mid-ocean ridge which you have studied.
(iv)    Name the type of plate boundary shown at **Z.**

**[20m]**

Four sections @ 5 marks each

5

## B.    VULCANICITY

Explain how the study of plate tectonics has helped us to understand the global distribution of volcanoes.

**[30m]**

| | |
|---|---|
| Global Examples: | 2 marks + 2 marks |
| Plate tectonics examined: | 13 x SRPs |

- Examination all on plate tectonics – max 6x SRPs.
- Give credit to relevant diagrams for a max of 2 x SRPs and credit extra annotated information on diagrams.
- No credit for the effects of volcanoes.

## C.    KARST LANDSCAPES

With reference to the Irish landscape, examine the processes which have influenced the development of any **landform** in a karst region.
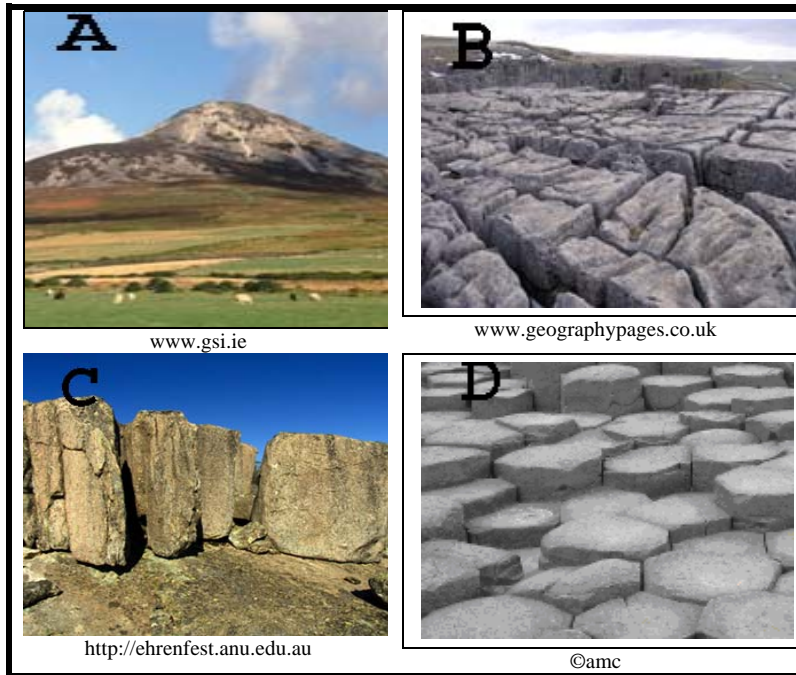
**[30m]**

| | |
|---|---|
| Landform identified: | 2 marks |
| Named processes: | 2 marks |
| Irish example: | 2 marks |
| Discussion: | 12 x SRPs |

- Description only - max 6 x SRPs.
- Credit annotated diagrams to a max of 2 x SRPs.
- Feature <u>or</u> process can be starting point.

## A. ROCK TYPE



www.gsi.ie

www.geographypages.co.uk

http://ehrenfest.anu.edu.au

©amc

Examine these images, which show landscapes developed on **four** different rock types.
In your answer book, match **each** of the rock-types below with the correct, labelled image above:

**Granite**          **Basalt**          **Limestone**          **Quartzite**

**[20m]**

Four answers @ 5 marks each
➢ No grading / scaling of marks.

## B. ROCK TYPE AND LANDSCAPE

Examine, with reference to an example you have studied, the formation of **one** rock-type and how it produces a distinctive landscape.

**[30m]**

Candidate must pick a rock-type and
   (i)  Examine its formation for 14 (16) marks
   (ii) Examine its production of a distinctive landscape for 16 (14) marks

| Rock Formation: | | Distinctive Landscape: | |
|---|---|---|---|
| Identification: | 2 marks | Identification: | 2 marks |
| Named example: | 2 marks | Named example: | 2 marks |
| Examination: | 5 (6) x SRPs | Examination: | 6 (5) x SRPs |

- ➢ Examination of distinctive landscape must follow on from rock formation.
- ➢ Credit relevant labelled diagrams to a max of 2 x SRPs.
- ➢ Question is not tied to Ireland.

## C. EARTHQUAKES

Examine, with reference to actual examples, the measurement and effects of earthquakes.

**[30m]**

| | |
|---|---|
| Measurement identified: | 2 marks |
| Effects identified: | 2 + 2 marks |
| Named Examples: | 2 + 2 marks |
| Discussion: | 10 x SRPs (5 x SRPs per each aspect) |

**Question 4**

## A. IRISH REGIONS

In your answer book draw an outline map of Ireland. On it show and name the following:

- (i)    Any **one** Irish region that you have studied.
- (ii)   **One** major urban centre in the region.
- (iii)  **One** major routeway in the region.
- (iv)   **One** major feature of the physical landscape of the region.

**[20m]**

| | |
|---|---|
| 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 routeway: | 2 marks graded + 2 marks |
| Showing and naming physical landscape feature: | 2 marks graded + 2 marks |

## B.    ECONOMIC ACTIVITIES

Examine the factors that influence the development of **one** economic activity in **a European region [not Ireland]** that you have studied.

| | |
|---|---|
| Named economic activity: | 2 marks |
| Two factors identified: | 2 marks + 2marks |
| Region named: | 2 marks |
| Examination: | 11 x SRPs |

- ➤ Do not accept Irish or Continental/Sub-Continental regions.
- ➤ Discussion without reference to appropriate region = 0 marks.
- ➤ Mere description – max 5 x SRPs.
- ➤ Give credit for examples - max 2 x SRPs.


## C.    URBAN REGIONS

Describe and explain the growth of **one** major urban area in a **Continental/Sub-Continental Region** that you have studied.

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

- ➤ Do not accept Irish or European regions.
- ➤ Discussion without reference to appropriate region = 0 marks.
- ➤ Mere description / explanation – max 6 x SRPs.

A.    ENERGY

**Energy Consumption per capita in EU25 in 2004 [% of total]**

| Energy Source | % of Total Consumption |
|---|---|
| Renewable Energy | 6% |
| Nuclear Energy | 15% |
| Solid Fuels | 18% |
| Gas | 24% |
| Oil | 37% |

Examine the data in the above table, showing the percentage of total energy by source consumed in the 25 EU member states in 2004.
Using **graph paper**, draw a suitable graph to illustrate this data.

[20m]

| | Bar Chart | Pie Chart |
|---|---|---|
| Title: | 2 marks | 2 marks |
| Use of graph paper: | 2 marks | 2 marks |
| Scaled axis: | 2 marks | 2 marks (Circle & Centred) |
| 5 items illustrated: | 2 marks each graded | 2 marks each graded |
| Overall presentation: | 4 marks graded | 4 marks graded |

➢ Accept bar chart / histogram / scatter graph / pie chart / divided rectangle etc.
➢ Trend graph = Credit Title, Use of graph paper and Scaled axis only.
➢ Naming of chart type not sufficient for title mark.

## B.    TERTIARY ACTIVITIES

Examine the development of tertiary economic activities in **an Irish region** that you have studied.

**[30m]**

Region named:                          2 marks
Two named tertiary activities:    2 marks + 2 marks
Examination:                            12 x SRPs

- ➢ Do not accept European or Continental/Sub-continental regions.
- ➢ Do not accept Ireland (the whole of) as a region.
- ➢ Discussion without reference to appropriate region = 0 marks.

## C.    CULTURE

Describe and explain the importance of culture in defining regions in a **Continental/Sub-Continental Region** that you have studied.

[30m]

Aspect of culture identified:        2 marks
Region Named:                          2 marks
Examination:                            13 x SRPs

- ➢ Mere description / explanation only – max 6 x SRPs
- ➢ Discussion without reference to appropriate region = 0 marks.
- ➢ Other aspects of culture may be credited from the SRPs

## A.    NON-IRISH REGIONS

In your answer book, draw an outline map of a **European Region [not Ireland] OR** a **Continental/Sub-Continental Region** that you have studied.
On it show and name the following:

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

**[20m]**

| | |
|---|---|
| Showing and naming map outline of 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) |

> Do not accept a country in Europe as a region.
> Accept a country as a region in a Continental/Sub-Continental Region.

**B.    IRELAND**

Examine the development of primary economic activities in **an Irish region** that you have studied.

**[30m]**

|  |  |
|---|---|
| Region named: | 2 marks |
| Two named primary activities: | 2 marks + 2 marks |
| Examination: | 12 x SRPs |

- ➢ Do not accept European or continental/sub-continental regions
- ➢ Discussion without reference to appropriate region = 0 marks.
- ➢ Up to 2 examples can be credited from SRPs.
- ➢ Mere description only – max 6 x SRPs

**C.    EUROPEAN UNION EXPANSION**

Examine the economic and /or cultural impact of expansion on any **one member state of the EU.**

**[30m]**

|  |  |
|---|---|
| Impact identified: | 2 marks |
| Named Example: | 2 marks |
| Examination: | 13 x SRPs |

- ➢ Discussion without reference to appropriate region = 0 marks.
- ➢ Discussion without reference to expansion – max 6 x SRPs.
- ➢ Other impacts may be credited from 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**

A.    EU UNEMPLOYMENT RATES – JULY 2007

| Ireland | 4.7% |
|---|---|
| Germany | 6.4% |
| United Kingdom | 5.3% |
| Poland | 9.7% |
| France | 8.5% |

Examine the data in the table above, which shows the rate of unemployment in selected countries of the European Union in July 2007.
Using **graph paper**, draw a suitable graph to illustrate the data.

**[20m]**

### Bar Chart / Histogram

| | |
|---|---|
| Title: | 2 marks |
| Use of graph paper: | 2 marks |
| Scaled axis: | 2 marks |
| 5 items illustrated: | 2 marks each graded |
| Overall presentation: | 4 marks graded |

➢ Accept bar chart / histogram.
➢ Any other graph type:  Credit Title, Use of graph paper and Scaled axis only.
➢ Naming of chart type not sufficient for title mark.

## B.    ORDNANCE SURVEY EXTRACT

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

Using map evidence to support your answer, explain **three** reasons why Galway has developed as a growing economic centre.

**[30m]**

       3 reasons @10 marks each:

| | |
|---|---|
| Reason identified: | 2 marks |
| Map reference: | 2 marks |
| Examination: | 3 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.

➢ Accept any relevant aspect regarding growth.

## C.    DEVELOPING ECONOMIES

Examine the impact of colonisation on a developing economy you have studied and on its adjustment to globalisation.

**[30m]**

| | |
|---|---|
| Impact identified: | 2 marks |
| Named Developing Economy: | 2 marks |
| Examination: | 13 x SRPs |

➢ Discussion without reference to colonisation / adjustment to globalisation – max 6 x SRPs.

➢ Discussion without reference to named developing economy – max 6 x SRPs.

## A.     AERIAL PHOTOGRAPH

Examine the aerial photograph of part of Galway which accompanies this paper.
Using **graph paper**, draw a sketch-map **to half-scale** of the area. On it, show and name one example of each of the following land-uses:

> ➢ Education
> ➢ Industry
> ➢ Religion
> ➢ Car-park

**[20m]**

Outline:                    4 marks graded.
Each of land-uses:    4 x (Shown 2 marks graded, Named 2 marks)

**B.     MULTI-NATIONAL COMPANIES**

With reference to **one** multi-national company (MNC) which you have studied, examine how its distribution is influenced by global factors.

**[30m]**

| | |
|---|---|
| Naming MNC: | 2 marks |
| Naming two global factors: | 2 marks + 2 marks |
| Examination: | 12 x SRPs |

> ➢ Discussion without link to a named MNC – max 6 x SRPs.
> ➢ Discussion with no obvious reference to global nature – max 6 x SRPs.

**C.     SUSTAINABLE DEVELOPMENT**

Examine, with reference to an example/examples you have studied, the importance of ensuring that development is environmentally sustainable.

**[30m]**

| | |
|---|---|
| Aspect identified: | 2 marks |
| Named Example: | 2 marks |
| Examination: | 13 x SRPs |

> ➢ General examination without reference to sustainability – max 6 x SRPs.
> ➢ Broad interpretation of 'development'.

A.     ECONOMIC SECTORS

|  | Country A | Country B |
|---|---|---|
| Primary | 6% | 45% |
| Secondary | 24% | 30% |
| Tertiary | 70% | 25% |

Examine the data in this table. Using **graph paper**, draw a suitable graph to illustrate the data.

**[20m]**

|  | Bar Chart | Pie Chart |
|---|---|---|
| Title: | 2 marks | 2 marks |
| Use of graph paper: | 2 marks | 2 marks |
| Scaled axis: | 2 marks | 2 marks (Circle & Centred) |
| 6 items illustrated: | 2 marks each graded | 2 marks each graded |
| Overall presentation: | 2marks graded | 2 marks graded |

- ➢ Accept bar chart / histogram /pie chart / divided rectangle etc.
- ➢ All graph types accepted but 2 pie charts must be presented for full marks.
- ➢ Trend Graph / Scatter Graph: Credit Title, Use of graph paper and Scaled axis only.
- ➢ Naming of chart type not sufficient for title mark.

## B.    EUROPEAN UNION POLICIES

Examine **one example** of how the policies of the European Union have influenced Ireland's economic development.

[30m]

| | |
|---|---|
| Influenced Named: | 2 marks |
| Policy identified: | 2 marks |
| Examination: | 13 x SRPs |

> ➤ Discussion without link to Irish economy – max 6 x SRPs.
> ➤ Amalgamate all relevant discussion points.
> ➤ Accept both positive and negative viewpoints within discussion.
> ➤ Credit naming of other policies to a max 2 x SRPs.

## C.    GLOBAL ENERGY CONSUMPTION

Examine the economic **and** environmental significance of current major trends in global energy consumption.

[30m]

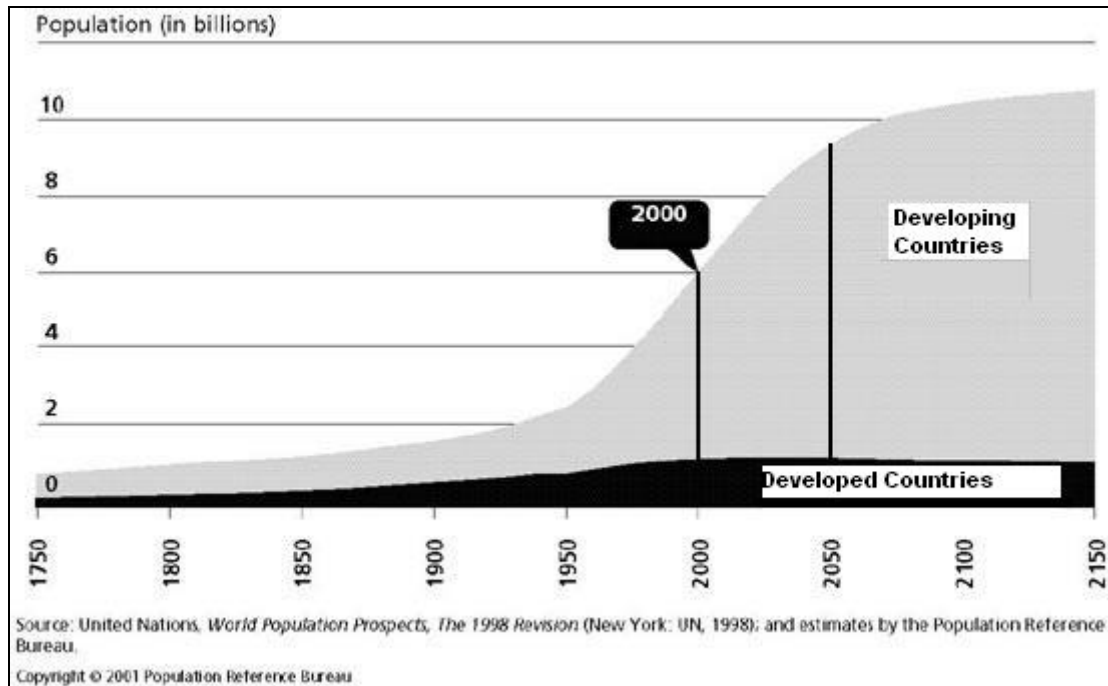| | |
|---|---|
| Major trend identified: | 2 marks |
| Economic significance identified: | 2 marks |
| Environmental significance identified: | 2 marks |
| Examination: | 12 x SRPs |

> ➤ Discussion of one side of the argument only – max 6 x SRPs.

**Question 10**

## A. WORLD POPULATION GROWTH



Population (in billions)

Source: United Nations, *World Population Prospects, The 1998 Revision* (New York: UN, 1998); and estimates by the Population Reference Bureau.

Copyright © 2001 Population Reference Bureau

Examine this graph of world population growth.
According to this graph:

(i)    What was the world population total in the year 2000?
(ii)   Approximately what will it be in the year 2050?
(iii)  Briefly describe the differing trends shown for the more developed and the less developed countries (a) up to the present day and (b) in the future.

**[20m]**

Four sections @ 5 marks each:
      Part (i) = 5 marks
      Part (ii) = 5 marks
      Part (iii) (a) = 5 marks & (b) = 5 marks

## B.    URBAN FUNCTIONS

Study the aerial photograph of part of Galway that accompanies this paper.
Examine any **three** functions of the city, using evidence from the photograph to support your answer.

[30m]

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 photographic references.
➢ Answer based on Aerial Photograph.
➢ If answer is based on OS map allow marks for identifying function only.

## C.    POPULATION DENSITY AND DISTRIBUTION

Describe and explain, using examples which you have studied, the difference between the terms **population density** and **population distribution.**

[30m]

| | |
|---|---|
| Terms defined: | 2 marks + 2 marks |
| Two named examples: | 2 marks + 2 marks |
| Explanation: | 11 x SRPs |

➢ If explanation refers to one term only – max 5 x SRPs.

## A.    AERIAL PHOTOGRAPH

Examine the aerial photograph of part of Galway which accompanies this paper.
Using **graph paper,** draw a sketch-map **to half-scale** of the area. On it, show and name
the following:

> ➢ A large church
> ➢ An area of  high-rise building
> ➢ An area of water-based recreation
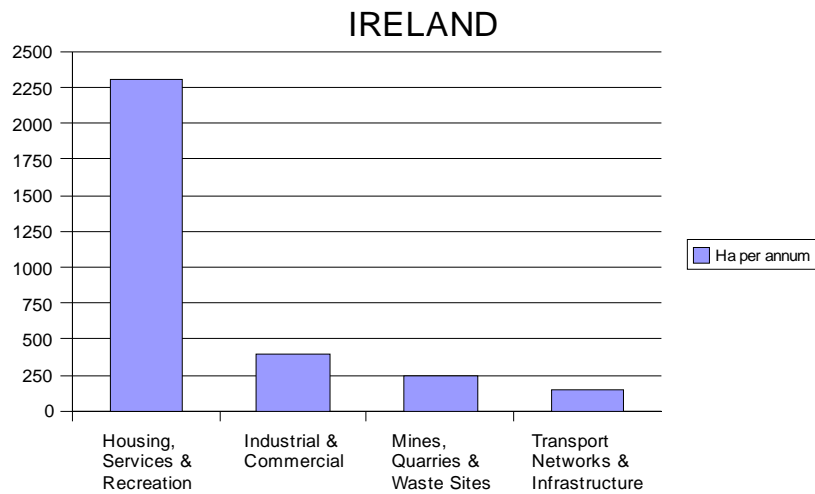> ➢ An example of traffic-control street marking

**[20m]**

Outline:           4 marks graded.
Each element :      4 x (Shown 2 marks graded, Named 2 marks)

## B.    ARTIFICIAL LAND-USE - 1990 TO 2000

*Increase in Artificial Land Cover 1990-2000 (Source: EPA/EEA)*

### IRELAND



Study this graph which shows the annual increase in artificial land cover in Ireland 1990 – 2000.

Describe and explain, using examples you have studied, **two** of the ways in which the landscape of Ireland is being changed by human activities.

**[30m]**

Two ways / changes identified:       2 marks + 2 marks

Two named examples:       2 marks + 2 marks

Description / Explanation:       11 x SRPs

- ➤ Only one way discussed – max 5 x SRPs.
- ➤ Credit reference to chart for a max 2 x SRPs.

## C.    MIGRATION

Examine **one** positive and **one** negative potential consequence of human migration.

**[30m]**

Positive consequence identified:   2 marks    Negative consequence identified:   2 marks

Examination:       6 (7) x SRPs   Examination:       6 (7) x SRPs

- ➤ Credit examples within discussion – max 2 x SRPs.

## A.    POPULATION

Examine the table of percentages below, showing the population in Ireland in 2006 classified according to age and sex.

### Irelands Population by Age & Sex 2006

| Age Group | % Males | % Females |
|-----------|---------|-----------|
| 0-14 | 21% | 20% |
| 15-24 | 15% | 15% |
| 25-44 | 32% | 31% |
| 45-64 | 22% | 22% |
| 65 + | 10% | 12% |
| Total | 100% | 100% |

Using **graph paper**, draw a suitable graph to illustrate this data.

**[20m]**

|  | Bar Chart | Pie Chart |
|--|-----------|-----------|
| Title: | 2 marks | 2 marks |
| Use of graph paper: | 2 marks | 2 marks |
| Scaled axis: | 2 marks | 2 marks (Circle & Centred) |
| 5 items illustrated: | 2 marks each graded | 2 marks each graded |
| Overall presentation: | 4 marks graded | 4 marks graded |

- ➢ Accept population pyramid / bar chart / histogram / pie chart / divided rectangle etc.
- ➢ 2 pie charts must be presented for full marks.
- ➢ Naming of chart type not sufficient for title mark.
- ➢ Trend Graph:    Credit Title, Use of graph paper and Scaled axis only.

## B. CENTRAL PLACE THEORY
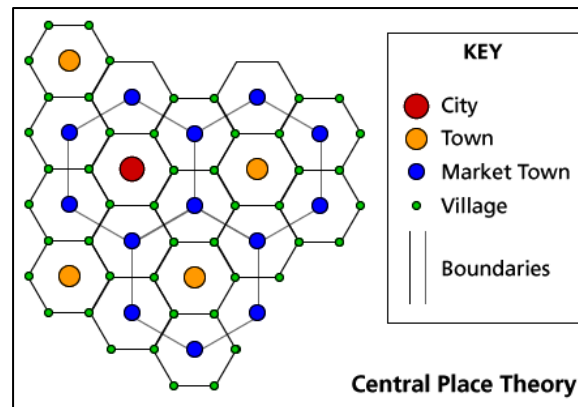


wolf.readinglitho.co.uk

Examine this diagram, which refers to Christaller's Central Place Theory. Explain what you understand by this Theory.

**[30m]**

Central Place Theory examined:      15 x SRPs

➢ Credit examples from within discussion to a max of 2 x SRPs.

## C. URBAN FUTURE

Examine **two** of the main problems created by the continued pace of urban growth in a region you have studied.

[30m]

Two problems identified:        2 marks + 2 marks
Named urban centre / region:    2 marks
Examination:                    12 x SRPs (6 x SRPs per problem)

➢ Examination not tied to a named urban centre – max 6 x SRPs.
➢ Urban centres / regions can be worldwide.
➢ Accept a broad interpretation of urban centre.
➢ Both problems must be tied to the same region.

## 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.*

**13.** Examine the impact of global trading systems on **both** producer **and** consumer regions.

[80m]

| | | | |
|---|---|---|---|
| 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)

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

**14.** Examine **two** of the major issues arising from the international aid debate.

[80m]

| | | | |
|---|---|---|---|
| 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)

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

**15.** Examine the significance of **two** of the following environmental issues in a global context:
>   ➢ desertification
>   ➢ global warming
>   ➢ deforestation

[80m]

| | | | |
|---|---|---|---|
| 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)

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

16.    Examine **two** ways in which human activities have altered the natural characteristics of a biome that you have studied.

[80m]

| | | |
|---|---|---|
| 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)
 ➢ Allow credit for up to 2 examples from SRPs (different examples & in different aspects)
 ➢ Allow 1 x SRP for naming of biome (once).

17.    Examine **two** of the natural processes which influence soil formation.

[80m]

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

18.    Describe and explain the main characteristics of **one** biome that you have studied.

[80m]

| | | |
|---|---|---|
| Number of aspect: | 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)
 ➢ Allow 1 x SRP for naming of biome (once).
 ➢ Naming of biome not valid as identifying characteristic

19.    Examine the significance of **either** language **or** religion as a cultural indicator.

**[80m]**

| | | | |
|---|---|---|---|
| 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)

20.    Examine, with reference to examples you have studied, the relative effectiveness of boundaries based on **both** features of the physical landscape and political decisions.

**[80m]**

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

21.    Examine **two** of the challenges created by international migration.

**[80m]**

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

**22.** Describe and explain the formation of the mid-latitude depressions and anticyclones - and the weather patterns associated with them.

**[80m]**

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

**23.** Explore **one** argument in support of and **one** argument against the idea that major global climate change is currently underway.

**[80m]**

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

**24.** Analyse and explain the interaction between the earth's atmosphere and oceans.

**[80m]**

| | | |
|---|---|---|
| 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)

# GEOGRAPHICAL INVESTIGATION

**1      INTRODUCTION**     (5 marks):

         4 x SRPs:         1 mark each

         Overall Coherence:  1 mark graded

**2      PLANNING**   (5 marks):

         4 x SRPs:         1 mark each

         Overall Coherence:  1 mark 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

- ➢ Accept two different methods of measuring
- ➢ Credit may be given to diagrams / sketches if they relate to the gathering.
- ➢ Do not award marks for results in this written section.

**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 RESULTS**   (20 marks):

         Presentation:        8 x SRPs @ 2 marks each

         Overall coherence:  4 marks graded.

- ➢ Two different graphic forms of presentation required – such as graphs / charts / maps / tables / sketches etc.
- ➢ Presentation to appear in the appropriate graph pages.
- ➢ Maximum of 4 x SRPs per chart.

## BREAKDOWN OF PRESENTATION MARKS

**General scheme:**

Up to 4 x SRP's per chart / map / table / sketch etc
Overall coherence:    4 marks graded

*BAR CHART / TREND GRAPH / SCATTER GRAPH etc:*

| | |
|---|---|
| Title: | 1 SRP = 2 marks |
| 1 axis with units or scale: | 1 SRP = 2 marks |
| Each of 2 correctly drawn & labelled points / bars: | 2 x SRP = 4 marks |

*PIE CHART:*

| | |
|---|---|
| Title: | 1 SRP = 2 marks |
| Circle with correctly placed centre: | 1 SRP = 2 marks |
| Each of 2 correctly drawn & labelled sectors: | 2 x SRP = 4 marks |

*RANK ORDER TABLE / TABLE:*

| | |
|---|---|
| Title: | 1 SRP = 2 marks |
| Boxes: | 1 SRP = 2 marks |
| Rows (across) labelled: | 1 SRP = 2 marks |
| Columns (side) labelled: | 1 SRP = 2 marks |

*SKETCH/MAP:*

| | |
|---|---|
| Title: | 1 SRP = 2 marks |
| Frame & Sketch: | 1 SRP = 2 marks |
| Two relevant pieces of information re results: | 2 x SRP = 4 marks |

➢    If information not relevant to results, no SRP's for it.

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)

3 parts @ 2 marks + 2 marks + 4 marks (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 features named @ 5 marks each.

**Q3**    (A)    4 examples named @ 5 marks each.

**Q4**    (A)    4 features named @ 5 marks each.

**Q5**    (A)    2 impacts described @ 10 marks each.    [2 pieces of information per impact.]

**Q6**    (A)    5 features named @ 4 marks each.

**Q7**    (A)    Two results @ 10 marks each.            [2 pieces of information per result.]

(B)    Two factors identified:        2 marks + 2 marks

Named Secondary Activity:        2 marks

Explanation:            12 x SRPs

**Q8**    (A)    Two definitions @ 10 marks each.        [2 pieces of information per definition.]

**Q9**    (A)    Two trends identified @ 5 marks each.

Two consequences identified @ 5 marks each.

**Q10**    (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.]

**Q12**    (A)    Two trends identified @ 5 marks each.

Two consequences identified @ 5 marks each.

| **GEOGRAPHICAL INVESTIGATION 2008 - MODIFIED PAPER** |
|---|

**1    INTRODUCTION** (10 marks)

    4 x SRPs:            2 marks each

    Overall Coherence:   2 marks graded


**2    PLANNING** (10 marks)

    4 x SRPs:            2 marks each

    Overall Coherence:   2 marks graded


**3    GATHERING OF DATA** (40 marks)

Two methods of gathering:

    For each method:     9 x SRPs

    Overall coherence:   8 marks graded


**4    RESULTS, CONCLUSIONS, EVALUATION** (36 marks)

    Results:                 4 x SRPs

    Conclusions:             4 x SRPs

    Evaluation:              4 x SRPs

    Any other 3 of the above:  3 x SRPs

    Overall Coherence:         6 marks graded


**5    ORGANISATION & PRESENTATION OF RESULTS** (0 marks)