



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2013**

**Marking Scheme**

**Geography**

**Higher Level**

### **Note to teachers and students on the use of published marking schemes**

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

### **Future Marking Schemes**

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

In considering this marking scheme, the following should be noted:

The detail required in any answer is determined by the context and the manner in which the question is asked and by the number of marks assigned to the answer in the examination paper. Requirements and mark allocations may vary from year to year.

## PART ONE – SHORT-ANSWER QUESTIONS – 80 MARKS

Attempt **TEN** questions.

All Questions carry equal marks.

***THESE QUESTIONS ARE TO BE ANSWERED IN THE SPACES PROVIDED***

Any 10 questions @ 8 marks each

**Q1** Parts (i),(iii) & (iv) @1m + 1m; Part (ii) @ 2m

**Q4 & 12** 8 parts @ 1m each

**Q2 & 3** Part (i) 4 parts @ 1m; Part (ii) 2@ 1+1m

**Q5** Parts (i), (ii) & (iv) 1+1m; Part (iii) 2m

**Q6 & 11** Parts (i),(ii) & (iii) @ 2m; Part (iv) 1+ 1m

**Q7, 8 9 and 10:** 4 parts @ 2 marks each

No grading

- Q.1 (i) A = North American B = Eurasian  
(ii) C = Basalt/Extrusive/Volcanic  
(iii) C = 0 - 60 million / 60 million  
D = 120 - 180 million / 60 million  
(iv) Any valid reason explained
- Q.2 (i) C Focus  
D Epicentre  
A Seismic waves  
B Fault line  
(ii) Any two valid explanations
- Q.3 (i) D Hanging Valley  
C Arête  
A Tarn  
B Truncated spur  
(ii) Any two valid explanations
- Q.4 D Freeze thaw action  
A Attrition  
C Air pressure  
B Soil creep
- Q.5 (i) Name + GR  
(ii) Bree Hill S934/5 329/330  
(iii) 96sq km  
(iv) Any two named
- Q.6 (i) North/North North East  
(ii) N11  
(iii) Right Centre/Middle  
(iv) Any valid explanation
- Q.7 B U Shaped valley  
D V Shaped valley  
C Third class road  
A Concave slope
- Q.8 (i) 12%  
(ii) 12%  
(iii) SW  
(iv) SE
- Q.9 (i) True  
(ii) False  
(iii) True  
(iv) True
- Q.10 D Deforestation  
C Hydroelectric power station  
B Nuclear power station  
A River flooding
- Q.11 (i) 2.9  
(ii) 22  
(iii) 5  
(iv) Any valid reason explained
- Q.12 Sandstone-Sedimentary-Mts Munster-Quartzite  
Granite-Igneous-Wicklow Mts-Gneiss

## **PART TWO – STRUCTURED and ESSAY QUESTIONS – 320 MARKS**

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

- **TWO** questions from **Section 1 – Core**:
  - **One** question from Questions 1, 2 and 3
  - AND**
  - **One** question from Questions 4, 5 and 6
- **ONE** question from **Section 2 – Electives**
- **ONE** question from **Section 3 – Options**

***THESE QUESTIONS ARE TO BE ANSWERED IN THE ANSWER BOOK***

### **SECTION 1 – CORE**

#### **Questions 1 to 6**

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**

**Questions 1 to 3**

Attempt **ONE** question

**Question 1**

**A. Ordnance Survey Map**

Examine the 1:50000 Ordnance Survey map and legend that accompany this paper.  
Draw a sketch map to half scale of the area shown.

On it, correctly show and name each of the following:

- The complete course of the River Slaney
- The confluence of the River Slaney and Boro River (mark it with an X on the sketch map)
- An area of land above 170 metres
- An area of Natural Woodland.

[20m]

Sketch Outline: 4 marks

4 features @ 4 marks each      Shown 3 marks (graded 3/1/0)  
Named 1 mark

- If sketch is traced or only a section of the map is drawn, lose 4 marks for sketch outline and lose 3 marks for showing per item.

## B. Rocks

Explain the formation of metamorphic rocks, with reference to examples from Ireland.

[30m]

Name two metamorphic rocks

2 + 2 marks

Explanation

13 x SRPs

- Credit relevant labelled diagram for 1 x SRP
- Credit extra relevant information on labelled diagram for 2 x SRPs
- Credit 3<sup>rd</sup> named metamorphic rock for 1 x SRP
- Diagram without labelling 0 marks.

## C. Fluvial Adjustment

Explain how rivers adjust to a change in base level, with reference to example(s) that you have studied.

[30m]

Adjustment identified

2 marks

Example

2 marks

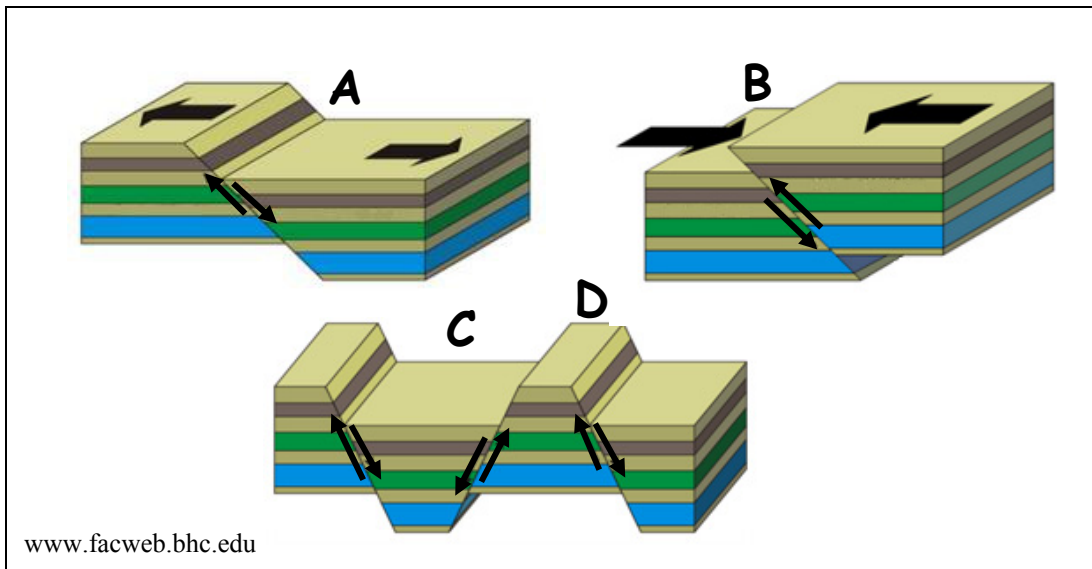
Explanation

13 x SRPs

- Credit 2<sup>nd</sup> named adjustment for 1 x SRP
- All further adjustments require explanation
- Credit 2<sup>nd</sup> named example for 1 x SRP
- Credit relevant labelled diagram for 1 x SRP
- Credit extra relevant information on labelled diagram for 2 x SRPs
- Diagram without labelling 0 marks.

## Question 2

### A. Faulting and Landforms



Examine the diagrams above and answer the following questions.

- (i) Name the type of fault at **A** and the type of fault at **B**.
- (ii) Explain briefly what causes the type of faulting at **A** or at **B**.
- (iii) Name the landform at **C** and the landform at **D** that result from faulting.

[20m]

Parts (i) & (iii) 8 marks each

Part (ii) 4 marks

- |       |                          |             |
|-------|--------------------------|-------------|
| (i)   | A = Normal               | 4 marks     |
|       | B = Reverse              | 4 marks     |
| (ii)  | Any valid explanation    | 2 + 2 marks |
| (iii) | C = Rift Valley/Graben   | 4 marks     |
|       | D = Block Mountain/Horst | 4 marks     |



## B. Landform Development

Answer (i) or (ii).

- (i) Explain with the aid of a labelled diagram(s) the formation of **one** landform of erosion that you have studied.

[30m]

Named landform	2 marks
Labelled diagram	4 marks (graded 4/2/0)
Explanation	12 x SRPs

- Credit extra relevant information on labelled diagram for 2 x SRPs
- Diagram without labelling 0 marks
- Credit 1 x SRP for two named examples from explanation.

Or

- (ii) Describe and explain **one** process of mass movement that you have studied.

[30m]

Process named	2 marks
Explanation	14 x SRPs

- Credit 1 SRP for relevant labelled diagram
- Credit extra relevant information on labelled diagram for 2 x SRPs
- Diagram without labelling 0 marks
- Credit one example from explanation
- Allow max 7x SRPs if description of mass movement only.

## C. Human Interaction

Examine how humans interact with the rock cycle, with reference to **one** of the following:

- Mining
- Extraction of building materials
- Oil/gas exploration
- Geothermal energy production.

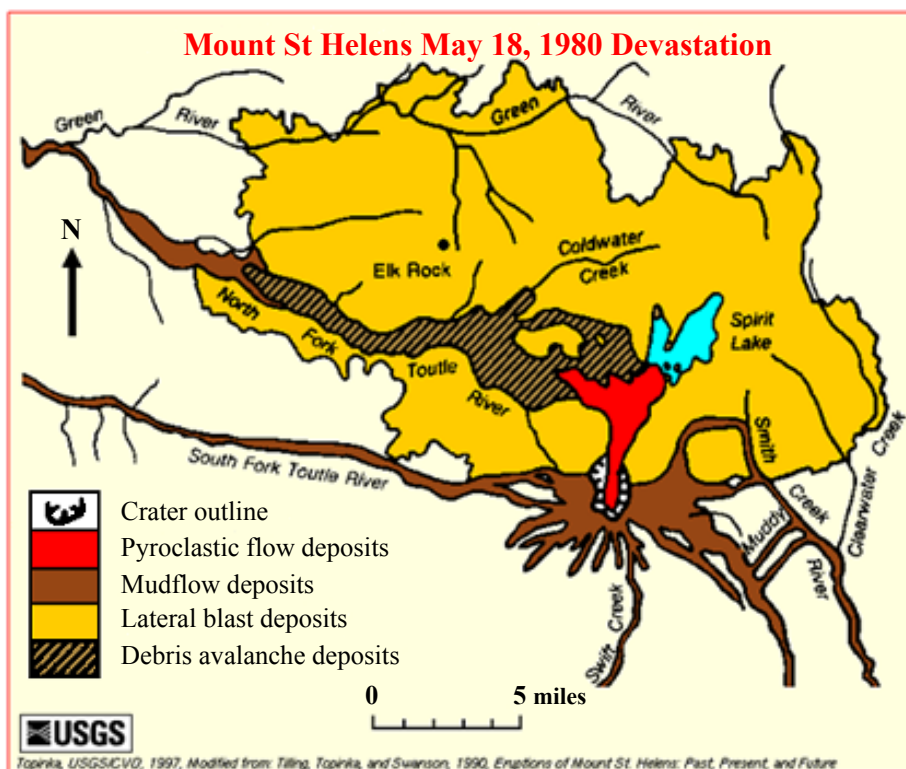
[30m]

Example	2 marks
Examination	14 x SRPs

- Question not tied to Ireland
- Credit 2<sup>nd</sup> named example for 1 x SRP
- Credit 1 x SRP for relevant labelled diagram
- Credit extra relevant information on labelled diagram for 2 x SRPs.

### Question 3

#### A. Volcanoes



Examine the map and legend above showing the extent of the materials deposited as a result of the eruption of the Mount St Helens volcano and answer the following questions.

- (i) What were the most extensive deposits as a result of the eruption?
- (ii) What was the direction of the pyroclastic flow deposits?
- (iii) What distance did the pyroclastic flow deposits extend to?
- (iv) Name **two** examples of pyroclastic materials.
- (v) Explain briefly why some volcanoes erupt violently.

[20m]

Five parts @ 4 marks each.

- |       |                         |             |
|-------|-------------------------|-------------|
| (i)   | Lateral blast deposits  | 4 marks     |
| (ii)  | North West - North East | 4 marks     |
| (iii) | 5-5.2 miles             | 4 marks     |
| (iv)  | Any two named           | 2 + 2 marks |
| (v)   | Any valid explanation   | 2 + 2 marks |

## B. Weathering

Explain the process(es) of physical weathering **or** the process(es) of chemical weathering.

[30m]

Process named	2 marks
Explanation	14 x SRPs

- Credit relevant labelled diagram for 1 x SRP
- Credit extra relevant information on labelled diagram for 2 x SRPs
- Diagram without labelling 0 marks
- Credit for up to 2 x SRPs for examples from explanation
- Credit 2<sup>nd</sup> named process for 1 x SRP
- All further processes require explanation.

## C. Earthquakes and Volcanoes

Explain how the occurrence of earthquakes and volcanic eruptions can be monitored and predicted.

[30m]

Explanation	15 x SRPs
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- If only earthquakes or only volcanoes discussed max 8 x SRPs.

## REGIONAL GEOGRAPHY

### Questions 4 to 6

Attempt **ONE** question

#### Question 4

##### A. European Region

Draw an outline map of a **European** region (not in Ireland) that you have studied. On it, correctly show and name the following:

- A named feature of relief in the region
- A named river in the region
- **Two** named urban centres in the region.

[20m]

Map outline	4 marks graded (4/2/0)
4 features @	4 marks each:
Shown	2 marks graded (2/1/0)
Named	2 marks

- Do not accept Irish or Continental / Sub Continental region
- Relief can be mountains or plains/lowlands.

## B. Secondary Economic Activity in Ireland

Examine the factors that influence the development of secondary economic activity in an **Irish** region that you have studied.

[30m]

Named example of secondary economic activity	2 marks
Factors named	2 + 2 marks
Examination	12 x SRPs

- Do not accept European or Continental Sub / Continental region
- Examination without link to a named or clearly inferred region 0 marks
- All further factors require discussion
- Max 6 x SRPs if only one factor discussed.

## C. Concept of a Region

Examine how socio-economic factors can be used to define regions, with reference to examples that you have studied.

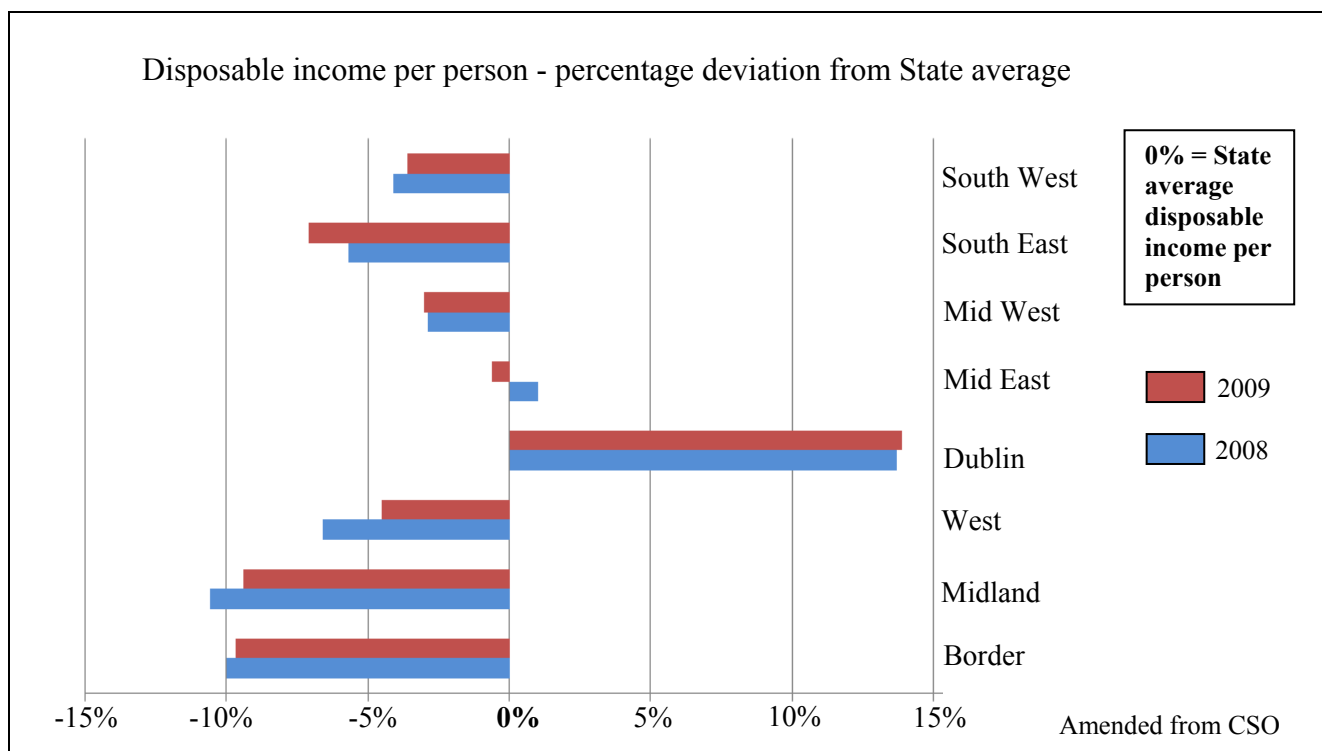
[30m]

Socio-economic factors named	2 + 2 marks
Examples of regions named	2 + 2 marks
Examination	11 x SRPs

- All further factors require examination
- If only one factor discussed max 6 SRPs.

## Question 5

### A. Disposable Income of Irish Regions



Examine the graph above and answer the following questions.

- How many regions had a disposable income per person below the State average in 2008?
- Which region had a disposable income per person 10% below the State average in 2008?
- Which region's disposable income per person was closest to the State average in both 2008 and 2009?
- Which region had a disposable income per person above the State average in both 2008 and 2009?
- Explain briefly why this region had a disposable income per person above the State average in both 2008 and 2009.

Five parts @ 4 marks each

- |       |                       |             |       |
|-------|-----------------------|-------------|-------|
| (i)   | Six                   | 4 marks     |       |
| (ii)  | Border/Midland        | 4 marks     |       |
| (iii) | Mid East              | 4 marks     |       |
| (iv)  | Dublin                | 4 marks     |       |
| (v)   | Any valid explanation | 2 + 2 marks | [20m] |

**B. Agriculture in a Continental / Sub-Continental Region**

Explain the development of agriculture in a **Continental / Sub-Continental** region (not in Europe) that you have studied, with reference to any **two** of the following factors:

- Soils
- Markets
- Relief.

**[30m]**

Discussion of Factor 1

8 x SRPs

Discussion of Factor 2

7 x SRPs

- Do not accept Irish or European region
- Discussion without link to a named or clearly inferred region 0 marks.

**C. Population in a European Region**

Account for the distribution of population throughout a **European** region (not in Ireland) that you have studied.

**[30m]**

Examination

15 x SRPs

- Do not accept an Irish or Continental Sub / Continental region
- Discussion without link to a named or clearly inferred region 0 marks
- Max 7 x SRPs for description only in examination
- Credit two named locations from within the region for 2 x SRPs.

## Question 6

### A. Tourism and Travel

Overseas Visits to and from Ireland (in thousands)

	2007	2008	2009	2010	2011
Number of Overseas Visitors to Ireland	8012	7839	6928	6037	6505
Number of Visits Abroad by Irish Residents	7713	7877	7049	6572	6293

www.cso.ie

Examine the table above and answer the following questions.

- (i) How many overseas visitors came to Ireland in 2009?
- (ii) In which years did the number of overseas visitors to Ireland exceed the number of visits abroad by Irish residents?
- (iii) Calculate the difference between the number of overseas visitors to Ireland and the number of visits abroad by Irish residents in 2011.
- (iv) Explain briefly **one** advantage of tourism to the Irish economy.
- (v) Explain briefly why, after a steady decrease from 2007 to 2010, there was an increase in the number of overseas visitors to Ireland between 2010 and 2011.

[20m]

Five parts @ 4 marks each

- |       |                       |             |
|-------|-----------------------|-------------|
| (i)   | 6,928,000             | 4 marks     |
| (ii)  | 2007 & 2011           | 2 + 2 marks |
| (iii) | 212,000               | 4 marks     |
| (iv)  | Any valid explanation | 2 + 2 marks |
| (v)   | Any valid explanation | 2 + 2 marks |



**B. Urban Area in a Continental / Sub-Continental Region**

With reference to **one** urban area in a **Continental / Sub-Continental** region (not in Europe) that you have studied, explain why this urban area developed at its present location.

[30m]

Urban area named	2 marks
Reasons Stated	2 + 2 marks
Examination	12 x SRPs

- Do not accept Irish or European region
- Examination without link to a named or clearly inferred urban area 0 marks
- An urban area can be a city or a specific part of a named city.

**C. Economic, Political and Cultural Activities**

Examine the interaction between economic, political and/or cultural activities in any region that you have studied.

[30m]

Examination	15 x SRPs
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- Examination without link to a named or clearly inferred region 0 marks
- No reference to interaction between the factors max 7 x SRPs
- Credit two named examples of interactions for 2 x SRPs.

**SECTION 2 – ELECTIVES**

**Questions 7 to 12**

You **MUST** attempt **ONE** question from:

**Patterns and Processes in Economic Activities**

**OR**

**Patterns and Processes in the Human Environment**

**PATTERNS AND PROCESSES IN ECONOMIC ACTIVITIES**

**Questions 7 to 9**

**Question 7**

**A. International Trade**

Irish External Trade with selected EU Countries

Country	Exports (€ million)		Imports (€ million)	
	2009	2010	2009	2010
Spain	3,275.8	3,361.5	568.7	667.1
France	4,527.1	4,492.5	2,193.3	1,832.1
Germany	5,974.4	7,214.6	3,045.4	3,499.1
Italy	2,784.4	2,713.2	911.1	766.9
<b>Total</b>	<b>16,561.7</b>	<b>X</b>	<b>6,718.5</b>	<b>6,765.2</b>

Amended from Eurostat

Examine the table above and answer the following questions.

- (i) Which of the selected countries above had the highest value of imports and exports with Ireland in both 2009 and 2010?
- (ii) Which of the selected countries above received the lowest value of exports from Ireland in both 2009 and 2010?
- (iii) Calculate **X**, the total value of exports from Ireland to the selected EU countries in 2010.
- (iv) Calculate the percentage decrease in imports from Italy between 2009 and 2010.
- (v) Explain briefly **one** of the following:
  - Balance of Trade
  - Balance of Payments.

**[20m]**

Five parts @ 4 marks each

- |       |                       |             |
|-------|-----------------------|-------------|
| (i)   | Germany               | 4 marks     |
| (ii)  | Italy                 | 4 marks     |
| (iii) | €17,781.8 million     | 4 marks     |
| (iv)  | 15.8 - 16             | 4 marks     |
| (v)   | Any valid explanation | 2 + 2 marks |

## B. Tertiary Economic Activity

Using evidence from the 1:50000 Ordnance Survey map accompanying this paper, discuss the potential for the development of tourism, in the area shown on the map, under the following headings:

- Accessibility
- Attractions
- Services (excluding transport).

[30m]

3 headings @ 10 marks each

For each Heading:

Map evidence	2 marks
Discussion	4 x SRPs

- If a heading has no map evidence allow 1 x SRP from discussion.

## C. European Union

Examine the impact of membership of the European Union on the Irish economy.

[30m]

Impact Identified	2 marks
Examination	14 x SRPs

- Credit 2<sup>nd</sup> impact identified for 1 x SRP from examination
- All other impacts require examination
- Credit one named policy for 1 x SRP from examination, all other policies require examination
- Max 2 x SRPs for mere discussion without reference to impact on Irish economy.

## Question 8

### A. Aerial Photograph

Examine the aerial photograph of Enniscorthy accompanying this paper.  
Draw a sketch map of the aerial photograph, half the length and half the breadth.  
On it, correctly show and name each of the following:

- The railway bridge
- Two connecting streets
- The river
- The grain storage area in the centre of the aerial photograph.

[20m]

Sketch Outline: 4 marks  
4 features @ 4 marks each: Shown 3 marks (graded 3/1/0)  
Named 1 mark

- If sketch is traced or a section of the photo is drawn lose 4 marks for sketch outline and lose 3 marks per item for showing.

**B. Environmental Impact**

Examine the environmental impact of burning fossil fuels.

[30m]

Environmental Impact identified	2 marks
Examination	14 x SRPs

- Credit 2<sup>nd</sup> named impact for 1 x SRP, all further impacts require examination.

**C. Economic Development**

With reference to a developed economy that you have studied, examine the factors that influence its level of economic development.

[30m]

Developed economy named	2 marks
Factors	2 + 2 marks
Examination	12 x SRPs

- All further factors identified require examination
- Discussion without reference to named developed economy max 2 x SRPs
- Discussion without reference to economic development max 2 x SRPs
- If only one factor examined, max 6 x SRPs.

## Question 9

### A. Oil Production

Oil Production, 2011	Millions of barrels per day
Asia Pacific	8
Eurasia / Europe	17.5
Central / South America	7
Africa	8.5
Middle East	27.5
North America	14.5

Amended from www.bp.com

Examine the data in the table above showing oil production in 2011.

- (i) Using graph paper, draw a suitable graph to illustrate this data.

[20m]

	Bar Chart	Pie Chart
Title	2 marks	2 marks
Vertical axis named	1 mark	1+1 mark (Circle & Centred)
Horizontal axis named	1 mark	
6 items illustrated	2m each graded	2m each graded

- Accept any suitable graph/chart
- Naming of graph/chart type not sufficient for title mark
- If graph paper is not used deduct 2 marks from total.

- (ii) Explain briefly the term fossil fuel.

Any valid explanation 2 + 2 marks.

## B. Developing Economy

Examine the impact of globalisation on a developing economy that you have studied.

[30m]

Developing economy named	2 marks
Impact identified	2 marks
Examination	13 x SRPs

- Credit 2<sup>nd</sup> impact identified for 1 x SRPs from examination
- All other impacts require examination
- Discussion without reference to a named developing economy max 2 x SRPs
- Discussion without reference to globalisation max 2 x SRPs.

## C. Multinational Company (MNC)

Examine the factors that influence the global distribution of **one** multinational company that you have studied.

[30m]

MNC named	2 marks
Factors named	2 + 2 marks
Reference to two global locations	2 marks
Examination	11 SRPs

- All further factors identified require examination
- Discussion without link to named multinational company 0 marks
- If only one factor examined, max 6 x SRPs
- If the examination of factors refers to only one location of the MNC max 6 x SRPs.



**PATTERNS AND PROCESSES IN THE HUMAN ENVIRONMENT**

**Questions 10 to 12**

**Question 10**

**A. Urban Growth**

Fastest growing towns in Ireland

Town	Region	Population 2006	Population 2011	%Population Change 2006-2011
Saggart	South Dublin	868	2,144	147
Courtown Harbour	Wexford	1,421	2,857	X
Newcastle	South Dublin	1,506	2,659	77
Carrigtwohill	Cork	2,782	4,551	64
Ballymahon	Longford	963	1,563	62

Amended from CSO

Examine the table above and answer the following questions.

- (i) Calculate the increase in the total population of Newcastle, between 2006 and 2011.
- (ii) Calculate X, the percentage change in Courtown Harbour's population, between 2006 and 2011.
- (iii) State **two** reasons for the rapid growth of towns in South Dublin, between 2006 and 2011.
- (iv) Explain briefly **one** problem caused by the rapid growth of Irish towns.
- (v) Explain briefly **one** reason why the Census of Population is important for urban planning.

[20m]

Five parts @ 4 marks each

- (i) 1,153 4 marks
- (ii) 101 4 marks
- (iii) Any 2 reasons stated 2 + 2 marks
- (iv) Any valid explanation 2 + 2 marks
- (v) Any valid explanation 2 + 2 marks

## B. Rural Settlement Patterns

With reference to the 1:50000 Ordnance Survey map accompanying this paper, describe and explain **three** rural settlement patterns evident on the map.

[30m]

Three patterns @ 10 marks each

For each pattern:

Pattern named	2 marks
Map reference/evidence	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 rural settlement pattern only
- If no map evidence allow pattern named only.

## C. Patterns of Migration

Describe and explain changes in the patterns of migration into and out of Ireland since the 1950s.

[30m]

Changing patterns identified into Ireland	2 marks
Changing patterns identified out of Ireland	2 marks
Examination	13 x SRPs

- All further changes in patterns of migration require discussion
- Changes must apply to patterns of migration into and out of Ireland since the 1950s.

## Question 11

### A. Map Skills

1:2000 Map of Central Enniscorthy



Examine the 1:2000 map of Enniscorthy shown above.

Draw a sketch of the 1:2000 map and on it, correctly show and name each of the following:

- Two connecting streets
- The Cathedral
- The Market Square
- The Car Park.

[20m]

Sketch outline

4 marks

4 features @ 4 marks each:

Shown 3 marks (graded 3/1/0)

Named 1 mark

- If sketch is traced or a section of the map is drawn lose 4 marks for sketch outline and lose 3 marks per item for showing.

## B. Population

Explain how the development of resources impacts on population change, with reference to examples that you have studied.

[30m]

Impact named	2 marks
Examples	2 + 2 marks
Examination	12 x SRPs

- Discussion without reference to development of resources max 2 SRPs
- Discussion without reference to impact on population change max 2 SRPs
- Credit a 2<sup>nd</sup> named impact for 1 x SRP
- All further impacts named require discussion
- All further examples named require discussion.

## C. Migration

Examine how ethnic and religious issues can arise as a result of migration, with reference to example(s) that you have studied.

[30m]

Example named	2 marks
Religious issue identified	2 marks
Ethnic issue identified	2 marks
Examination	12 x SRPs

- Discussion without reference to migration max 2 x SRPs
- Discussion without reference to named example max 2 x SRPs
- Credit 2<sup>nd</sup> named example for 1 x SRP from examination
- All further examples require discussion
- All further issues both religious and ethnic require discussion.

## Question 12

### A. Population

Percentage (%) of Population aged 65 years and over, 2001 and 2011

Country	2001	2011
Switzerland	15	17
Ireland	11	12
Germany	17	21

Amended from Eurostat

Examine the data in the table above showing the percentage of the population aged 65 years and over for a number of European countries in 2001 and 2011.

[20m]

- (i) Using graph paper, draw a suitable graph to illustrate this data.

	<b>Bar Chart</b>	<b>Pie Chart</b>
Title	2 marks	2 marks
Vertical axis named	1 mark	1+1 mark (Circle & Centred)
Horizontal axis named	1 mark	
6 items illustrated	2m each graded	2m each graded

- Accept any suitable graph/chart
- If graph paper is not used deduct 2 marks from total
- Two pie charts must be presented for full marks
- Naming of graph/chart type not sufficient for title mark.

- (ii) Explain briefly the term dependency ratio.

Any valid explanation 2 + 2 marks.

**B. Urban Development**

With reference to the aerial photograph that accompanies this paper, explain **three** reasons for the growth of the town of Enniscorthy.

[30m]

3 reasons @ 10 marks each

For each reason:

Reason stated	2 marks
Aerial photograph evidence	2 marks
Examination	3 x SRPs

- Accept a max of 2 reasons on different modes of transport
- If no aerial photograph evidence allow reason stated only.

**C. Future Urbanisation**

Discuss **two** issues facing cities in the future in the developed world.

[30m]

Two issues @ 8 + 7 SRPs

For each issue:

Issue named	2 marks
Issue examined	7/6 x SRPs

## **SECTION 3 – OPTIONS**

### **Questions 13 to 24**

Attempt **ONE** question

**Note:** It is better to discuss **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

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

13. Discuss why sustainable development is important for the future.

[80m]

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

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects).

14. Examine the impact of global trading patterns in relation to both producer and consumer regions, with reference to **one** multinational company (MNC) that you have studied.

[80m]

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

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects)
- A ratio of 1:2 or 2:1 or 2:2 or 1:3 or 3:1 is required.



15. Discuss the arguments for and against international aid.

[80m]

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

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects)
- A ratio of 1:2 or 2:1 or 2:2 or 1:3 or 3:1 is required.

## Geoecology

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

16. Examine how desertification and conservation have impacted on soil characteristics.

[80m]

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

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects)
- A ratio of 1:2 or 2:1 or 2:2 or 1:3 or 3:1 is required.

17. With reference to **one** biome that you have studied, account for the type of climate experienced in this biome and explain how this climate impacts on soils and vegetation within the biome.

[80m]

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

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects).

18. Discuss how soil development is influenced by any **three** of the following factors:

- Mineral matter
- Air
- Water
- Organic matter.

[80m]

Number of aspects: 3 @ 27 + 27 + 26  
Identifying aspect: 4 marks  
Discussion: 8 x SRPs  
Overall coherence: 7/6 marks graded

- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects).

## Culture and Identity

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

19. Many cultural groups do not have a nation state of their own.  
Discuss.

[80m]

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

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects).

20. Examine how people express their culture and identity in everyday life.

[80m]

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

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects).

21. Identity as a concept entails a variety of cultural factors.  
Discuss this statement with reference to **one** case study of a European region that you have studied.

[80m]

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

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects).

## The Atmosphere - Ocean Environment

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

22. Examine how circulation patterns in the atmosphere and/or the oceans affect weather and climate at the earth's surface.

[80m]

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

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects).

23. Examine **one** climate type that you have studied.

[80m]

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

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects).

24. Give an account of how atmosphere-ocean phenomena are measured and examine the importance of such measurements with reference to pressure, temperature, wind and humidity.

[80m]

Number of aspects:	4 @ 20 marks each
Identifying aspect:	4 marks
Discussion:	6 x SRPs
Overall coherence:	4 marks graded

- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 labelled illustrations to a max of 2SRPs (different illustrations and in different aspects).

## GEOGRAPHICAL INVESTIGATION

**1. INTRODUCTION** (5 marks):

4 x SRPs: 1 mark each

Overall Coherence: 1 mark

**2. PLANNING** (5 marks):

4 x SRPs: 1 mark each

Overall Coherence: 1 mark

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

Two methods / tasks @ 20 marks each

For each method / task: 9 x SRPs @ 2 marks each

Overall coherence: 4 marks graded

- The gathering section must be activity based.
- A method may be a task which is a group of relevant linked activities.
- Credit may be given to diagrams / sketches if they relate to the activity of gathering.
- Do not award marks for results in this written section.

**4. RESULTS, CONCLUSIONS, EVALUATION** (30 marks):

Three headings @ 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 is evaluation.
- Evaluation can be forward-thinking as well as retrospective.
- Only award marks for Results/Conclusions/Evaluations in the appropriate section of the booklet.

**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 on the appropriate graph pages.
- Maximum of 4 x SRPs per presentation.



## BREAKDOWN OF PRESENTATION MARKS

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

Suitable 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:**

Suitable 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:**

#### **Multiple Row/Column Table**

Suitable Title:	1 SRP = 2 marks
Boxes:	1 SRP = 2 marks
Rows/Columns x2 labelled:	2 SRPs = 2 + 2 marks

#### **Single Row/Column Table**

Suitable Title	1 SRP = 2 marks
Boxes	1 SRP = 2 marks
Row/Column labelled	1 SRP = 2 marks
Relevant information	1 SRP = 2 marks

### **SKETCH/MAP:**

Suitable Title:	1 SRP = 2 marks
Frame:	1 SRP = 2 marks
Two relevant pieces of information re results:	2 x SRP = 4 marks

# List of Geographical Investigation Topics 2013

- A study of local traffic patterns.
- A local environmental issue.
- Changing land-use in a local area – a study of spatial change and change through time.
- A local demographic study.
- Test the hypothesis that erosion is an active process in a fluvial or glacial or coastal environment.
- Investigate how geology effects the landscape in a local area.

## Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ar chóir a bhronnadh ar iarrthóirí a ghnóthaíonn thar 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ngnóthaíonn thar 75% d'iomlán na marcanna. Ba chóir freisin an marc bónais sin a shlánú síos.

Iomlán: 400 Gnathráta: 10%

Bain úsáid as an ngnáthráta i gcás marcanna suas go 300. Thar an marc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
301 - 303	29
304 - 306	28
307 - 310	27
311 - 313	26
314 - 316	25
317 - 320	24
321 - 323	23
324 - 326	22
327 - 330	21
331 - 333	20
334 - 336	19
337 - 340	18
341 - 343	17
344 - 346	16
347 - 350	15

Bunmharc	Marc Bónais
351 - 353	14
354 - 356	13
357 - 360	12
361 - 363	11
364 - 366	10
367 - 370	9
371 - 373	8
374 - 376	7
377 - 380	6
381 - 383	5
384 - 386	4
387 - 390	3
391 - 393	2
394 - 396	1
397 - 400	0

Geographical Investigation – Not included in total for bonus marks.

Note: Modified marking scheme available for candidates who sat a modified examination paper.

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