Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

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.
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.
- As a general rule, if in doubt about the validity of any answer, examiners must consult their advising examiner before awarding marks.
- The suggestions, examples etc. in the scheme are not exhaustive and alternative valid answers etc. are acceptable.
- For the purpose of marking a Significant Relevant Point (SRP) is a single piece of factual information, to which an examiner will assign a mark weighting as prescribed in the marking scheme (typically 2 marks). As previously advised in Circular S85/09 and in the Sample Marking Indicators available on the SEC website each SRP should emerge from the information put forward by the candidate, leading to an overall coherent response to the question.

PART ONE – SHORT ANSWER QUESTIONS

Award any 10 questions @ 8 marks each.
Mark all questions attempted and award the 10 questions with highest mark.
No grading.

Q1
(i)	1.65 (metres)	2m
(ii)	2 valid processes	1m + 1m
(iii)	2 valid landforms	1m + 1m
(iv)	True	2m

Q7
(i)	Burial ground	2m
(ii)	8.0 – 8.6(km)	2m
(iii)	Coniferous	2m
(iv)	7 – 9 (km²)	2m

Q2
(i)	C	1m	(ii) Deposition	1m
	A	1m	Erosion	1m
	D	1m	Erosion	1m
	B	1m	Deposition	1m

Q8
(i)	North-East	2m
(ii)	S 117 717	2m
(iii)	N62	2m
(iv)	False	2m

Q3
(i)	E	1m
	C	1m
	A	1m
	B	1m
	D	1m
	F	1m
(ii)	True	2m

Q.9
A Left middleground	
B Centre / Middle	2m
C Right Background	2m
D Left Background	2m
E Centre Background	2m

Q4
(i)	2 valid answers	1m+1m
(ii)	2 valid answers	1m+1m
(iii)	(River) Rejuvenation	2m
(iv)	True	2m

Q 10
(i)	5.4 (mm)	2m
(ii)	8 (°C)	2m
(iii)	8 (km/hr)	2m
(iv)	Prevailing	2m

Q.5
(i) Sambre Meuse valley	1m
The Burren	1m
Mediterranean	1m
Co. Cavan	1m
Leinster Batholith	1m
Islamic world	1m
(ii)True	1m
False	1m

Q11
(i)	India	2m
(ii)	332	2m
(iii)	26.28 (%)	2m
(iv)	Two advantages	1m +1m

Q6
Even	2m
Flat	2m
Concave	2m
V shaped valley	2m

Q12
(i)	One quarter / 25%	2m
(ii)	116 (€ billion)	2m
(iii)	50 (%)	2m
(iv)	Border Regions	2m

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 **(80 marks)**

  AND

  ➢ **One** question from Questions 4, 5 and 6 **(80 marks)**

- **ONE** question from **Section 2 – Electives (80 marks)**

- **ONE** question from **Section 3 – Options (80 marks)**

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 (Questions 1 to 3)**

AND

ONE from **Regional Geography (Questions 4 to 6)**

Question 1

1A.   **Ordnance Survey Map**

Examine the 1:50 000 Ordnance Survey map and legend accompanying this paper.

Draw a sketch map of the area shown to half scale.

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

  ➢ The course of the River Suir from S 132 728 to S 119 680
  ➢ The entire area of land above 200 meters
  ➢ The entire area of Templemore Lake
  ➢ The entire route of the railway line.

[20m]

Sketch Outline   4 marks (4/0)
4 features @ 4 marks each   Shown 3 marks (graded 3/1/0)
                                                                          Label 1m

  ➢ Sketch outline must be drawn to half scale of the prescribed area. Required size is 11.95 cm
    x 8.95 cm [allow a difference of up to 0.5cm].
  ➢ The sketch must have four sides drawn. Using the edge of the page is not acceptable. Lose 4
    marks for sketch outline.
  ➢ 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. Allow labelling marks only.
  ➢ If the aerial photograph is used instead of the Ordnance Survey map 0 marks.
  ➢ The features may be labelled on the sketch or in a key. If not labelled, 0 marks for showing.
  ➢ There must be an attempt to show feature for labelling marks to be awarded. If not
    shown, 0 marks for labelling. If located incorrectly but labelled correctly, labelling marks
    can be awarded as there has been an attempt to locate it.
  ➢ Showing marks graded 3/1/0. Reasonable accuracy (location and proportion) for full
    showing marks.
  ➢ Sketch may be drawn in the answer book or on graph paper.

1B.   **Surface Processes**

Answer (i) **or** (ii)

(i)   Examine the role of the **process of deposition** on the formation of **one** fluvial landform **or one** coastal landform **or one** glacial landform that you have studied.

[30m]

Landform named	2 marks
Examination	14 x SRP's

- ➢ Credit 2 x SRP's for reference to role of process of deposition. All further reference to processes of deposition require examination.
- ➢ Credit 1 x SRP for a specific example from examination.
- ➢ Focus of question is on the impact of the process of deposition on the formation of one landform. Explanation of processes of erosion 0 marks.
- ➢ Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- ➢ Credit additional relevant information on labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- ➢ Information awarded on a diagram, if presented, must be valid and relevant to the set question.
- ➢ Credit a max of 2 x SRP's if merely a description of landform with no reference to formation.
- ➢ Question not tied to Ireland.

Or

(ii)   Describe and explain the **factors governing the operation** of **one** mass movement process that you have studied.

[30m]

Factors identified	2 + 2 marks
Mass movement process named	2 marks
Description/explanation	12 x SRP's

- ➢ All further factors require description/explanation.
- ➢ Credit 1 x SRP for a specific example from description/explanation.
- ➢ Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- ➢ Credit additional relevant information on labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- ➢ Information awarded on a diagram, if presented, must be valid and relevant to the set question.
- ➢ Answer in not tied to Ireland.
- ➢ Credit a max of 2 x SRP's if merely a description of mass movement with no reference to factors governing its operation.

1C. **Tectonic Activity - Irish Landscape**

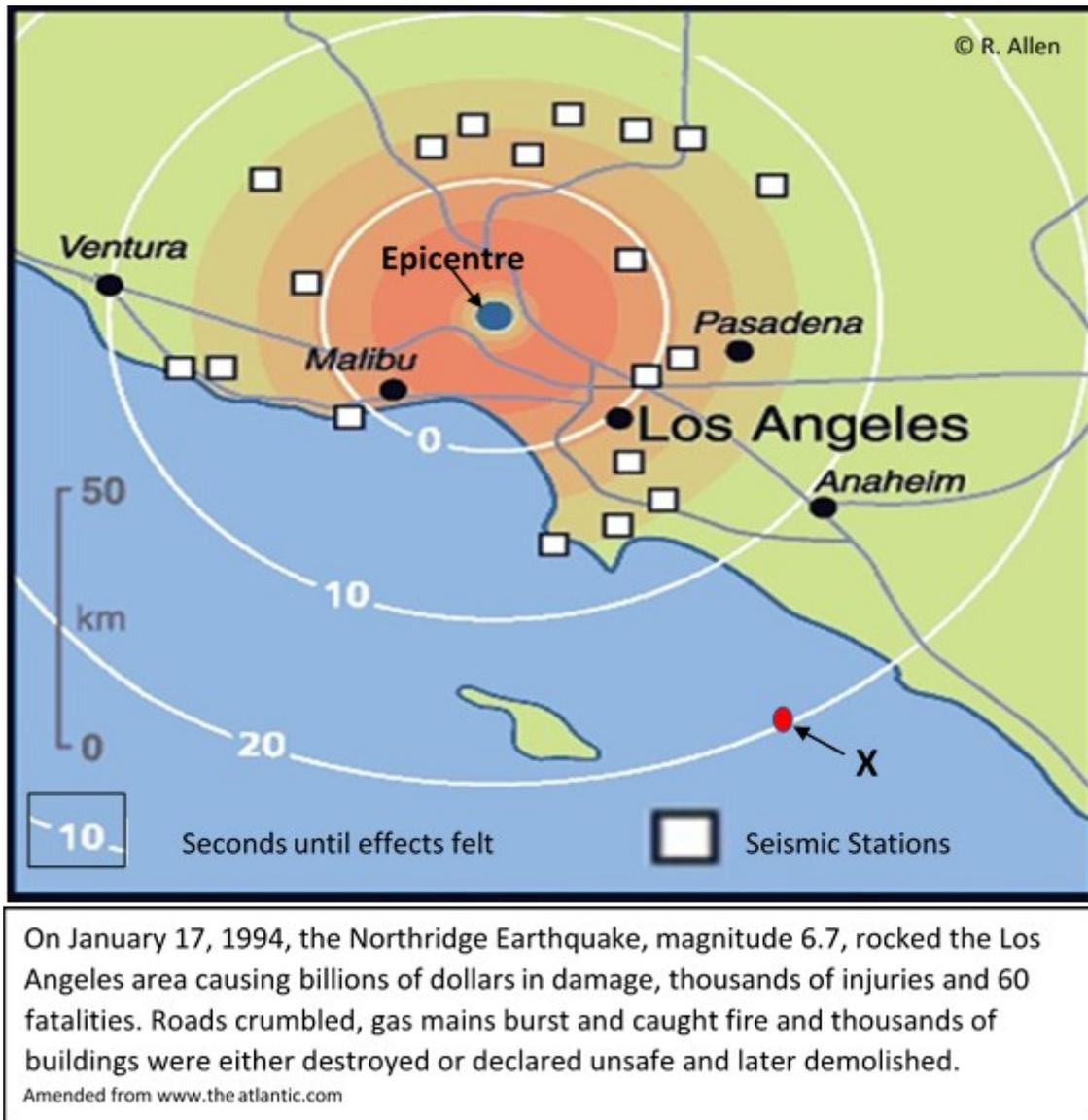Examine the impact of tectonic activity on the landscape of Ireland.

[30m]

Impact of tectonic activity on the Irish landscape identified	2 marks
Examination	14 x SRP's

- Credit 1 x SRP for a second impact on the Irish landscape identified from examination. All further impacts require examination.
- Credit 2 x SRP's for examples identified from examination.
- Question is tied to the landscape of Ireland.
- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit additional relevant information on labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- Information awarded on a diagram, if presented, must be valid and relevant to the set question.
- Max 2 x SRP's for description of relevant landscape without reference to impact of tectonic activity.
- Max 2 x SRP's for examination of tectonic activity without a reference to the Irish landscape.

Question 2

2A. Earthquakes

On January 17, 1994, the Northridge Earthquake, magnitude 6.7, rocked the Los Angeles area causing billions of dollars in damage, thousands of injuries and 60 fatalities. Roads crumbled, gas mains burst and caught fire and thousands of buildings were either destroyed or declared unsafe and later demolished.
Amended from www.the atlantic.com

Examine the information above and answer each of the following questions.

(i)   What was the magnitude of the Northridge earthquake in 1994?

(ii)   Which of the named Los Angeles urban areas was closest to the earthquake's epicentre?

(iii)   How long did it take (in seconds) for the effects of the earthquake to be felt in Ventura?

(iv)   How many kilometres did the seismic waves travel from the epicentre to point **X**?

(v)   State **one** negative impact of the earthquake, referred to in the text above.

(vi)   Explain briefly **one** function of a seismic station.

(vii)   Explain briefly **one** way of making infrastructure earthquake proof.

[20m]

(i)	6.7	2 marks
(ii)	Malibu	2 marks
(iii)	10 (seconds)	2 marks
(iv)	90-105 (km)	4 marks
(v)	Valid answer	2 marks
(vi)	Valid answer	2 + 2 marks
(vii)	Valid answer	2 + 2 marks

2B. **Rocks**

Explain the formation of each of the following, with reference to examples that you have studied:

- **One** sedimentary rock

- **One** metamorphic rock.

[30m]

One sedimentary rock named	2 marks
One metamorphic rock named	2 marks
Explanation of formation of sedimentary rock	6/7 x SRP's
Explanation of formation of metamorphic rock	6/7x SRP's

➢ Credit 1 x SRP per rock type for named location from formation. Location must be linked to named rock.
➢ Max 1 x SRP for each rock type if merely a description with no reference to formation. Focus of the question is on formation.
➢ Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
➢ Credit additional relevant information on labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
➢ Information awarded on a diagram, if presented, must be valid and relevant to the set question.
➢ Question not tied to Ireland.
➢ If only one rock dealt with max 7 x SRP's.
➢ Where explanation of formation of more than one sedimentary/metamorphic rock given, mark all and award the highest mark.

2C. **Human Interaction with Surface Processes**

Human activity impacts on surface processes.

Examine this statement with reference to **one** of the following:

- The impact of human activity on river processes
- The impact of human activity on coastal processes
- The impact of human activity on mass movement processes.

[30m]

Impact on process identified   2 marks
Examination of impact on process   14 x SRP's

- ➢ All further impacts require examination.
- ➢ Credit one specific named example of the human activity for 1 x SRP from examination.
- ➢ Credit 1 x SRP for a relevant geographical location from examination.
- ➢ Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- ➢ Credit additional relevant information on labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- ➢ Information awarded on a diagram, if presented, must be valid and relevant to the set question.
- ➢ Discussion may be positive or negative.
- ➢ Max 2 x SRP's if merely a description of human activity with no reference to impact on surface processes.
- ➢ Question not tied to Ireland.

Question 3

3A. Glacial Landforms

Amended from BBC Bitesize
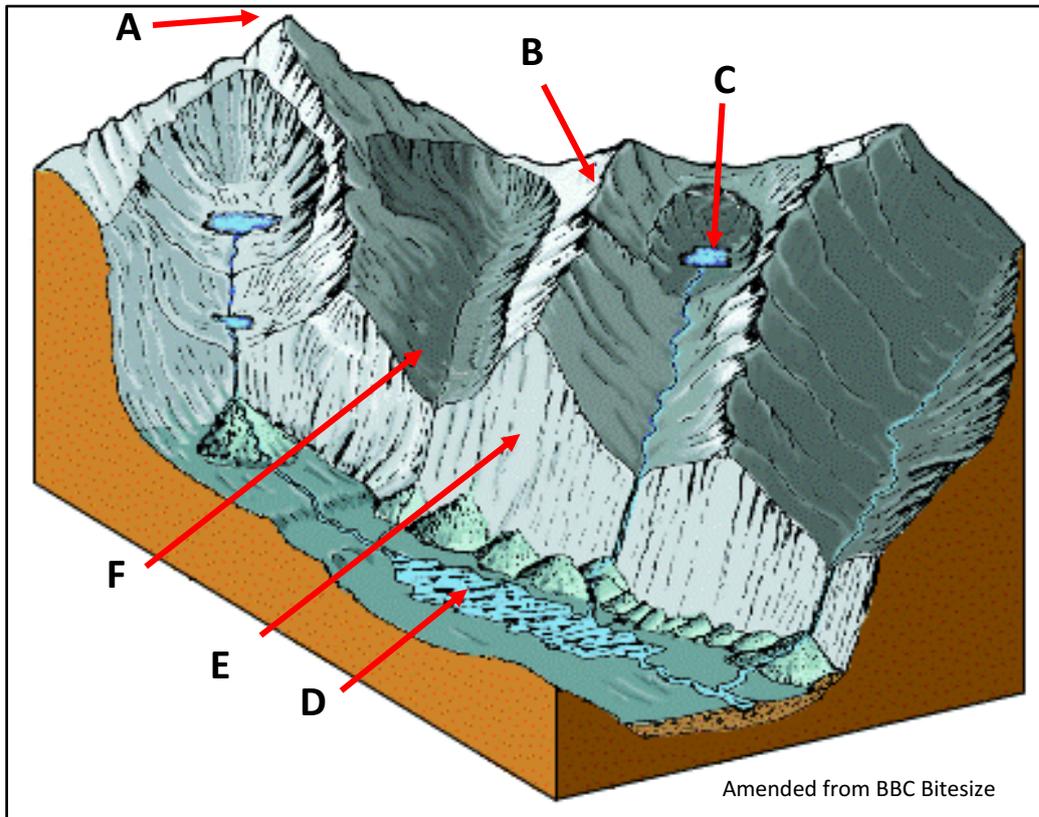
Examine the diagram of glacial landforms above, and answer each of the following questions.

(i)   Name each of the glacial landforms labelled **A**, **B**, **C**, **D**, **E** and **F**.

(ii)   Explain briefly what is meant by the term *plucking* in relation to glaciation.

(iii)   Explain briefly how glaciers move.

[20m]

(i)	A = Pyramidal peak	2 marks
	B = Arête	2 marks
	C = Cirque/corrie/coom/tarn	2 marks
	D = Ribbon lake	2 marks
	E = Truncated spurs	2 marks
	F = Hanging valley	2 marks
(ii)	Valid explanation	2 + 2 marks
(iii)	Valid explanation	2 + 2 marks

3B.   **Landscape Development**

Explain how different rock types produce distinctive landscapes in Ireland, with reference to examples you have studied.

[30m]

Rock 1 and associated landscape named   2 + 2 marks
Rock 2 and associated landscape named   2 + 2 marks
Explanation   11 x SRP's

➤ All further rock types and associated landscapes require explanation.
➤ Question is tied to Ireland.
➤ Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
➤ Credit additional relevant information on labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
➤ Information awarded on a diagram, if presented, must be valid and relevant to the set question.
➤ Description of either the rock or the landscape with no reference to the relationship between rock and landscape max 2 x SRP's.

3C.   **Plate tectonics**

Discuss the theory of plate tectonics (the plate tectonics model).

[30m]

Discussion of theory of plate tectonics   15 x SRP's

➤ Credit one named example of a theorist/theory for 1 x SRP from examination.
➤ Credit 1 x SRP for a relevant geographical location from discussion.
➤ Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
➤ Credit additional relevant information on labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
➤ Information awarded on a diagram, if presented, must be valid and relevant to the set question.
➤ Question not tied to Ireland.

4A.   Map Skills

Draw an outline map of a **European** region (not in Ireland) that you have studied.

On it, show and name each of the following:

- The course of a named river in the region
- The outline of a named feature of relief (upland or lowland) 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 an outline map of an Irish or Continental / Sub Continental region.
- ➢ Accept any valid type of urban centre irrespective of size.
- ➢ Outline map may be drawn in the answer book or on graph paper.
- ➢ Names may be written on the sketch map or in a key.
- ➢ Credit marks for naming of required features if names are valid and correct even if features are not shown or are shown incorrectly.
- ➢ Where features are shown but named incorrectly or not named at all, then 0 marks for showing and 0 marks for naming.

4B.   Tertiary Economic Activity - Tourism

Examine **two** factors that have influenced the development of tourism in an **Irish** region that you have studied.

[30m]

Factors identified	2 + 2 marks
Examination of Factor 1	7/6 x SRP's
Examination of Factor 2	7/6 x SRP's

- ➢ Credit 2 x SRP's for specific examples of tourism.
- ➢ Max 7 x SRP's if only one factor examined.
- ➢ Do not accept examination of tourism in a European or Continental Sub / Continental region.
- ➢ Examination without link to a named or clearly inferred region, 0 marks.
- ➢ Positive and negative interpretation of development is acceptable.
- ➢ Max 1 x SRP per factor if merely a description of the factor with no reference to the development of tourism.
- ➢ Credit a valid labelled sketch map for 1 x SRP from examination.
- ➢ Credit additional relevant information on the sketch map for a further 1 x SRP. This must be information not already awarded in the written account.
- ➢ Information awarded on a sketch map, if presented, must be valid and relevant to the set question.

4C.   Complexity of Regions

Changes in boundaries over time can impact on cultural groups.

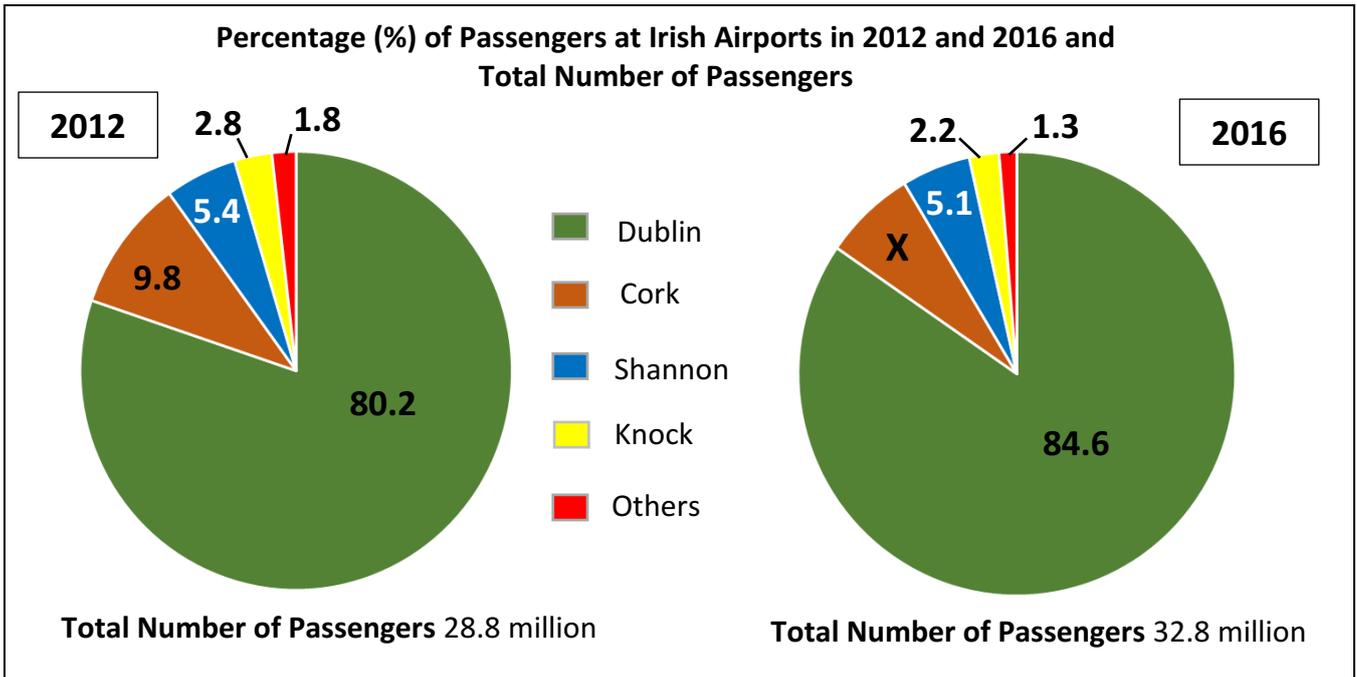Examine this statement with reference to example(s) that you have studied.

[30m]

Impact on cultural groups identified	2 marks
Example	2 marks
Examination	13 x SRP's

- ➢ Credit 1 x SRP for a second impact on cultural groups identified from examination. All further impacts require examination.
- ➢ Credit 1 x SRP for a second example from examination.
- ➢ Credit a valid labelled sketch map for 1 x SRP from examination.
- ➢ Credit additional relevant information on the sketch map for a further 1 x SRP. This must be information not already awarded in the written account.
- ➢ Information awarded on a sketch map, if presented, must be valid and relevant to the set question.
- ➢ Positive or negative interpretation is acceptable.
- ➢ Question is not tied to Ireland.

Question 5

5A. Irish Transport

Percentage (%) of Passengers at Irish Airports in 2012 and 2016 and Total Number of Passengers

2012

2.8 1.8

5.4

9.8

80.2

Dublin
Cork
Shannon
Knock
Others

2016

2.2 1.3

5.1

X

84.6

Total Number of Passengers 28.8 million

Total Number of Passengers 32.8 million

Amended from CSO

Examine the charts above showing the percentage of passengers and the total number of passengers, at Irish airports in 2012 and 2016. Answer each of the following questions.

(i) By how many million did the number of passengers at Irish airports increase between 2012 and 2016?

(ii) Calculate **X**, the percentage of passengers at Cork airport in 2016.

(iii) Name the airport that experienced an increase in the percentage of passengers from 2012 to 2016 **and** explain briefly **two** reasons for this increase.

(iv) Explain briefly **one** impact of changes in European Union structure, such as Brexit, on Dublin airport.

[20m]

(i)	4 (million)	2 marks
(ii)	6.8 (%)	4 marks
(iii)	Dublin (airport)	2 marks
	Valid explanation	2 + 2 marks
		2 + 2 marks
(iv)	Valid explanation	2 + 2 marks

5B.   **Primary Economic Activity - Agriculture**

Account for the development of agriculture in a **Continental / Sub-Continental** region (not in Europe) that you have studied.

[30m]

Examination   15 x SRP's

➢ Credit factors influencing the development of agriculture for 2 x SRP's from examination. All further factors require examination.
➢ Credit 2 x SRP's for specific examples of agriculture.
➢ Do not accept Irish or European regions.
➢ Examination without link to named or clearly inferred region 0 marks.
➢ Max 2 x SRP's if merely a description with no reference to the development of agriculture.
➢ Positive or negative interpretation of development is acceptable.
➢ Credit a valid labelled sketch map for 1 x SRP from examination.
➢ Credit additional relevant information on the sketch map for a further 1 x SRP. This must be information not already awarded in the written account.
➢ Information awarded on a sketch map, if presented, must be valid and relevant to the set question.

5C.   **Population Dynamics**

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

[30m]

Examination   15 x SRP's

➢ Credit factors influencing the distribution of population for 2 x SRP's from examination. All further factors require examination.
➢ Credit 1 x SRP for a named location from within the region from examination.
➢ Do not accept Irish or Continental Sub / Continental region.
➢ Examination without reference to a named or clearly inferred region, 0 marks.
➢ Max 2 x SRP's if merely a description of population distribution without explanation.
➢ Credit a valid labelled sketch map for 1 x SRP from examination.
➢ Credit additional relevant information on the sketch map for a further 1 x SRP. This must be information not already awarded in the written account.
➢ Information awarded on a sketch map, if presented, must be valid and relevant to the set question.
➢ If only one part of a region examined, max 8 x SRP's (question refers to throughout a region).

Question 6

6A. European Agriculture

Production of cow's milk in thousand tonnes

Region	2008	2010	2012	2014	2016
Wallonia	1,376	1,479	1,476	1,382	1,459
*BMW, Ireland	1,096	1,097	1,093	1,177	1,397
Southern & Eastern Ireland	4,034	4,253	4,307	4,644	5,454
Paris Basin	5,728	5,709	5,850	6,095	6,023
Northern Italy	9,213	9,332	9,439	9,992	10,020
Mezzogiorno	1,314	1,333	1,352	1,295	1,307
Northern Ireland	2,079	2,111	2,184	2,531	2,537

*BMW: Border, Midlands and West   Amended from Eurostat

Examine the table above, showing the production of cow's milk, (in thousands of tonnes), in selected regions in Europe, and answer each of the following questions.

(i)   Which region experienced a decline in the production of cow's milk from 2014 to 2016?

(ii)   Calculate the increase (in thousand tonnes), in the production of cow's milk in the Southern & Eastern region of Ireland, between 2008 and 2016.

(iii)   Calculate the percentage increase in the production of cow's milk in the BMW region of Ireland from 2014 to 2016.

(iv)   Explain briefly **two** reasons why agricultural output is higher in core areas, such as Northern Italy, than in peripheral regions, such as the Mezzogiorno.

(v)   Explain briefly **one** environmental problem that may result from increased numbers of cattle.

[20m]

(i)   Paris Basin   2 marks
(ii)   1,420 (thousand tonnes)   2 marks
(iii)   18.69 (%)   4 marks
(iv)   Valid explanation   2 + 2 marks
                                         2 + 2 marks
(v)   Valid explanation   2 + 2 marks

6B.   **Secondary Economic Activity**

Examine how any **two** factors have influenced the development of secondary economic activity in a **Continental / Sub-Continental** region (not in Europe), that you have studied.

[30m]

Factors named	2 + 2 marks
Examination of Factor 1	7/6 x SRP's
Examination of Factor 2	7/6 x SRP's

➢ Credit 2 x SRP's for specific examples of secondary economic activity from examination.
➢ Do not accept European or Irish region.
➢ Examination without link to a named or clearly inferred region, 0 marks.
➢ Max 7 x SRP's if only one factor discussed.
➢ Max 1 x SRP per factor if merely a description of the factor with no reference to development of secondary economic activity.
➢ Positive or negative interpretation is acceptable.
➢ Credit a valid labelled sketch map for 1 x SRP from examination.
➢ Credit additional relevant information on the sketch map for a further 1 x SRP. This must be information not already awarded in the written account.
➢ Information awarded on a sketch map, if presented, must be valid and relevant to the set question.

6C.   **Concept of a Region**

Examine how geomorphology **or** climate can be used to define regions with reference to examples that you have studied.

[30m]

Examples	2 + 2 marks
Examination	13 x SRP's

➢ All further examples require examination.
➢ Credit 1 x SRP for a specific reference to geomorphology or climate from examination.
➢ Positive or negative interpretation is acceptable.
➢ Credit a valid labelled sketch map for 1 x SRP from examination.
➢ Credit additional relevant information on the sketch map for a further 1 x SRP. This must be information not already awarded in the written account.
➢ Information awarded on a sketch map, if presented, must be valid and relevant to the set question.

SECTION 2 – ELECTIVES

Questions 7 to 12

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

Patterns and Processes in Economic Activities (Questions 7, 8 and 9)

OR

Patterns and Processes in the Human Environment (Questions 10, 11 and 12)

All questions carry 80 marks.

Question 7

7A.   Economic Activity

Internet Access using Fixed Broadband in Irish Regions in 2018 (%)

Region	Internet Access using Fixed Broadband
Midlands	67%
Mid-East	86%
West	71%
Dublin	90%
Mid-West	78%
South-East	82%

Amended from CSO

Examine the data above showing internet access using fixed broadband in Irish regions, in 2018, and answer each of the following questions.

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

	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	2 marks each graded (2/1/0)	2 marks each graded (2/1/0)

➢ Accept any suitable graph/chart
➢ Naming of graph/chart type not sufficient for title mark. The title must have reference to chart content and can be written anywhere on the graph.
➢ If graph paper is not used deduct 2 marks from total.
➢ Apply the 2 marks graded if the numbered spaces and the column widths are not plotted accurately.

(ii)   Explain briefly what is meant by the term *e-commerce*.

[20m]

Any valid explanation   2 + 2 marks

7B. **Colonialism**

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

[30m]

Impact identified	2 marks
Naming developing economy	2 marks
Examination	13 x SRP's

- ➢ Credit second impact for 1 x SRP from examination. All further impacts require examination.
- ➢ Impacts can be positive or negative.
- ➢ Examination without reference to named developing economy max 2 x SRP's.
- ➢ Max 2 x SRP's if merely a description of colonialism with no reference to the impact of colonialism on a developing economy.
- ➢ Max 2 x SRP's if merely a description of the developing economy with no reference to the impact of colonialism.

7C. **Ireland and European Union Policy**

Explain how any **one** European Union policy has influenced the Irish economy.

[30m]

Policy named	2 marks
Influence on the Irish economy identified	2 marks
Explanation	13 x SRP's

- ➢ Credit second influence on the Irish economy identified for 1 x SRP from explanation.
- ➢ All further influences require explanation.
- ➢ Max 2 x SRP's for explanation without link to Irish economy.
- ➢ If more than one policy discussed, mark all and award the best.
- ➢ Both positive and negative interpretation acceptable.

Question 8

8A.   Ordnance Survey Map

Examine the 1:50 000 Ordnance Survey map and legend accompanying this paper

(i)   Draw a sketch map of the area shown to half scale.
   (a)   On it, correctly show and label each of the following:
   - The built-up area of Templemore
   - The entire route of the N62 road.

   (b)   By-passes are often built to improve transport and to ease traffic congestion in urban areas.
   On your sketch map, draw and label a suitable route for a by-pass of Templemore that would ease traffic congestion on the N62.

   ➢ (a)   Proportion/Outline: 4 marks (4/0)
   2 features @ 4 marks each: Shown 3 marks graded (3/1/0)
   Label 1 mark

   (b)   Bypass   4 marks: Shown 3 marks graded (3/1/0)
   Label 1 mark

   ➢ Sketch outline must be drawn to half scale of the prescribed area. Required size is 11.95 cm x 8.95 cm [allow a difference of up to 0.5cm].
   ➢ The sketch must have four sides drawn. Using the edge of the page is not acceptable. Lose 4 marks for sketch outline.
   ➢ 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. Allow labelling marks only.
   ➢ If the aerial photograph is used instead of the Ordnance Survey map 0 marks.
   ➢ The features may be labelled on the sketch or in a key. If not labelled, 0 marks for showing.
   ➢ There must be an attempt to show feature for labelling marks to be awarded. If not shown, 0 marks for labelling. If located incorrectly but labelled correctly, labelling marks can be awarded as there has been an attempt to locate it.
   ➢ Showing marks graded 3/1/0. Reasonable accuracy (location and proportion) for full showing marks.
   ➢ Sketch may be drawn in the answer book or on graph paper.

(ii)   Explain briefly **one** disadvantage of such a by-pass for Templemore.

[20m]

Valid explanation: 2m + 2m

8B.   The Global Economy

Examine the mobility of modern economic activity with reference to example(s) that you have studied.

[30m]

Example of modern economic activity   2 marks
Examination   14 x SRP's

➤ Credit 1 x SRP for a second example of modern economic activity from examination. All further examples of modern economic activity require examination.
➤ Credit 1 x SRP for one named location from examination.
➤ Max 2 x SRP's if merely a description of modern economic activity without examination of the mobility.
➤ Max 2 x SRP's if merely a description of modern economic activity without reference to a named example of economic activity.
➤ Accept a broad interpretation of modern economic activity
➤ Answer may refer to economic activity in the developed or developing world.
➤ Question not tied to Ireland.

8C.   Renewable Energy

With reference to **one** specific renewable energy source, explain the advantages of this renewable energy source with reference to each of the following:

• Economic advantages

• Environmental advantages.

[30m]

Renewable energy source identified   2 marks
Explanation of Economic advantages   7 x SRP's
Explanation of Environmental advantages   7 x SRP's

➤ Credit 1 x SRP for identifying economic advantage. All further economic advantages must be explained.
➤ Credit 1 x SRP for identifying environmental advantage. All further environmental advantages must be explained.
➤ Max 2 x SRP's if only a description of renewable energy with no reference to economic and environmental advantages.
➤ Max 7 x SRP's if only examination of economic or environmental advantages.
➤ Max 1 x SRP per advantage if there is a general discussion of renewable energy with no renewable energy source identified.

Question 9

9A.   Renewable Energy

Renewable Energy as a Percentage of Total Energy Consumption
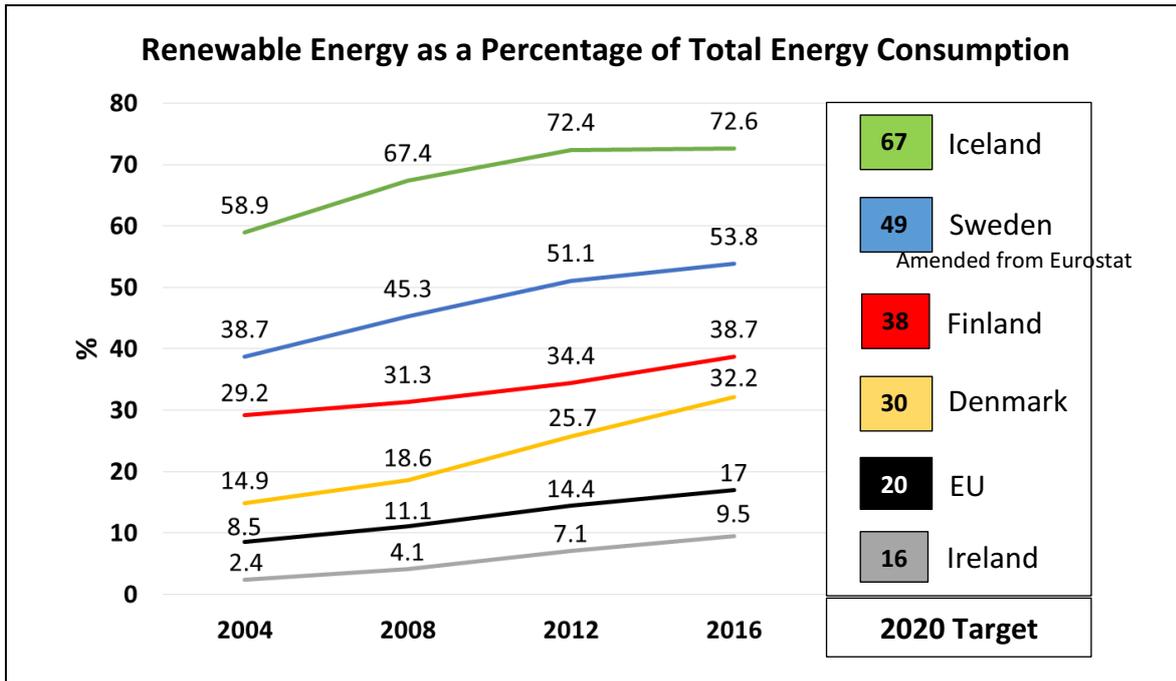
Examine the graph above showing renewable energy as a percentage of total energy consumption in a number of countries, and the target for each country for 2020.
Answer each of the following questions.

(i)   What is the difference between renewable energy as a percentage of total energy consumption in the EU and renewable energy as a percentage of total energy consumption in Iceland in 2012?

(ii)   Which country had the greatest increase in renewable energy as a percentage of total energy between 2004 and 2016?

(iii)   Which country was exceeding its 2020 target by the greatest amount in 2016?

(iv)   Explain briefly **two** reasons why Ireland was the country furthest from its 2020 target in 2016.

(v)   Name **two** sources of renewable energy in Ireland.

[20m]

(i)	58 (%)	2 marks
(ii)	Denmark	2 marks
(iii)	Iceland	4 marks
(iv)	Valid explanation	2 + 2 marks
		2 + 2 marks
(v)	2 valid answers	2 + 2 marks

9B.   Location of Economic Activity

Discuss **three** reasons why the Templemore area is a suitable location for the development of secondary economic activity.
Use evidence from the aerial photograph **or** the Ordnance Survey map to support each reason.

[30m]

3 reasons @ 10 marks each
For each reason:
Reason identified	2 marks
Map evidence / Aerial photograph evidence	2 marks
Discussion	3 x SRP's

➤ Accept a max of two factors on different modes of transport.
➤ Where more than three reasons are discussed mark each and award highest mark.

9C.   Economic Development – Developed Economy

Discuss how levels of economic development can change over time with reference to a developed economy that you have studied.

[30m]

Developed economy named	2 marks
Discussion	14 x SRP's

➤ Credit reference to change over time for 2 x SRP's from discussion.
➤ Max 2 x SRP's for discussion without reference to a named developed economy.
➤ Max 2 x SRP's for discussion without reference to change over time.
➤ Question is not tied to Ireland.

Question 10

10A.   Aerial Photograph

Examine the aerial photograph accompanying this paper.

(i)   Draw a sketch map of the aerial photograph, half the length and half the breadth.

   (a)   On it, correctly show and label **one** example of each of the following:

   - An ecclesiastical land-use
   - A recreational land-use.

   (b)   On your sketch map, show and label **one** example of one other land-use (not named above).

(ii)   With reference to the land-use shown and labelled by you in part (i)(b) above, explain briefly **one** advantage of this location for this land-use.

[20m]

(i)   (a)   Proportion/Outline: 4 marks (4/0)
                2 features @ 4 marks each: Shown 3 marks graded (3/1/0)
                                             Label 1 mark

   (b)   Land-use 4 marks   Shown 3 marks graded (3/1/0)
                                        Label 1 mark

   ➢ Sketch outline must be drawn half the length and half the breadth. The measurements required are 14.15 cm by 9.25 cm (allow 0.5 cm difference on each side).
   ➢ The sketch must have four sides drawn. Using edge of the page not acceptable. Lose 4 marks for sketch outline.
   ➢ If sketch is traced or only a section of the aerial photograph is drawn, lose 4 marks for sketch outline and lose 3 marks for showing per item. Allow labelling marks only.
   ➢ If Ordnance Survey map is used instead of aerial photograph 0 marks.
   ➢ The features must be labelled on the sketch or in a key. If not labelled, 0 marks for showing.
   ➢ There must be an attempt to show feature for labelling marks to be awarded. If not shown, 0 marks for labelling. If located incorrectly but labelled correctly, labelling marks can be awarded as there has been an attempt to locate it.
   ➢ Showing marks graded 3/1/0. Reasonable accuracy (location and proportion) for full showing marks.
   ➢ Sketch may be drawn in the answer book or on graph paper.

(ii)   Valid explanation   2m + 2m

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10B.   Dynamics of Settlement

Examine Central Place Theory with reference to example(s) that you have studied.

[30m]

Example   2 marks
Examination   14 x SRP's

- ➢ Credit second named example for 1 x SRP from examination.
- ➢ Question not tied to Ireland.
- ➢ A valid labelled diagram can receive 1 x SRP from examination and if extra relevant information on the diagram it can receive a further 1 x SRP.

10C.   Migration

Discuss the impact of migration on rural areas in Ireland.

[30m]

Impact identified   2 marks
Discussion   14 x SRP's

- ➢ Credit second impact identified for 1 x SRP from discussion.
- ➢ Credit a max 2 x SRP's if there is no reference to the impact of migration on rural areas in Ireland.
- ➢ All further impacts require discussion.
- ➢ Credit example of rural area in Ireland for 1 x SRP.
- ➢ Question is tied to Ireland.
- ➢ Impacts may be positive or negative.
- ➢ Discussion can be on the impact of inward migration, outward migration or both on rural areas in Ireland.

Question 11

11A. European Immigration

Number of Immigrants Arriving to Ireland and Greece in Selected Years

Amended from Eurostat
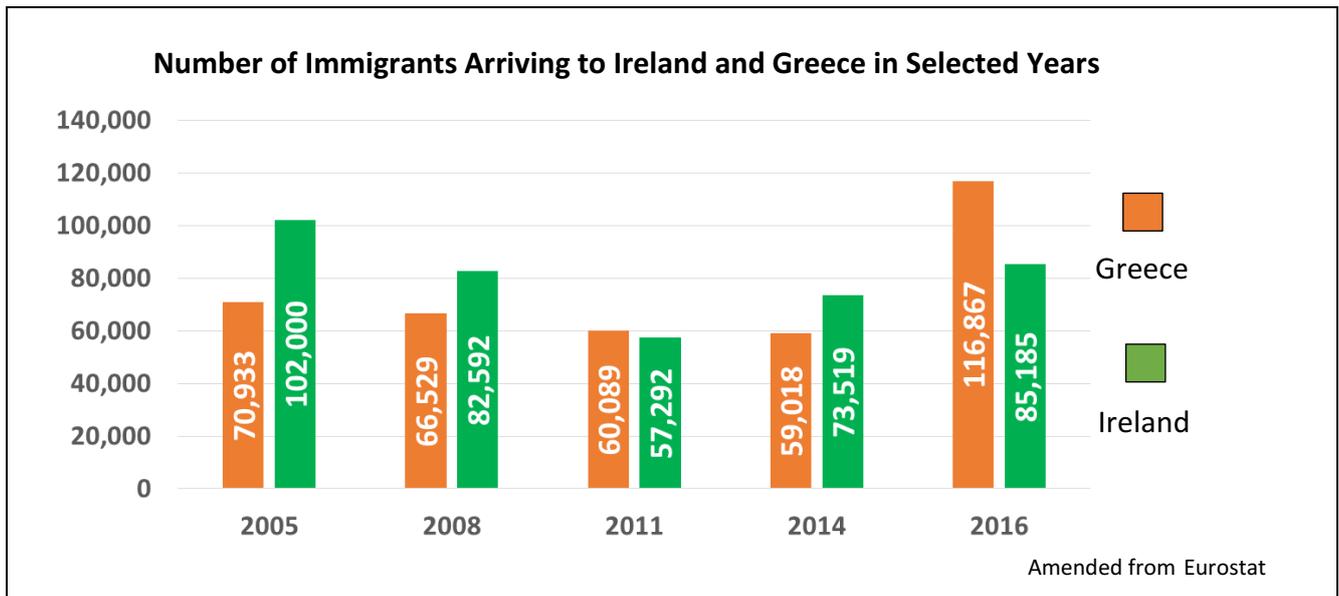
Examine the graph above showing the number of immigrants arriving to Ireland and Greece in selected years and answer each of the following questions.

(i)   In which year was immigration to Greece at its lowest?

(ii)   In which **two** years was immigration to Greece greater than immigration to Ireland?

(iii)   Explain briefly **one** negative impact of the change in immigration to Greece from 2014 to 2016.

(iv)   Calculate the percentage change in immigration to Ireland from 2011 to 2016.

(v)   What was the trend in immigration to Ireland between 2005 and 2011 and explain briefly **one** reason for this trend.

[20m]

(i)	2014	2 marks
(ii)	2011 & 2016	2 + 2 marks
(iii)	Valid answer	2 +2 marks
(iv)	48.68 (%)	4 marks
(v)	Decreased	2 marks
	One valid answer	2 + 2 marks

11B. Urban Land-Use

Examine how the location of **two** of the following land-uses has changed in an Irish city that you have studied:

- Industrial land-use
- Residential land-use
- Commercial land-use.

[30m]

Named city	2 marks
Examination of land-use 1	7 x SRP's
Examination of land-use 2	7 x SRP's

➢ Credit 1 x SRP per land-use for reference to change.
➢ Max 1 x SRP per land-use if examination of land-use zones without reference to change.
➢ Max 1 x SRP per land-use if examination of land-use zones without reference to an Irish city.
➢ Question is tied to Ireland.

11C. Overpopulation

Describe and explain the causes of overpopulation.

[30m]

Causes identified	2 + 2 marks
Description/explanation	13 x SRP's

➢ All further causes require description/explanation.
➢ Credit 1 x SRP for example from description/explanation.
➢ Max 7 x SRP's if description of causes only.

Question 12

12A. Population Dynamics

Population Change in Ireland in Selected Years

Years	Population Change (in thousands)
2008	109
2010	21
2012	19
2014	31
2016	52
2018	65

Amended from CSO

Examine the data above showing population change (in thousands) in Ireland in selected years and answer each of the following questions.

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

	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	2 marks each graded (2/1/0)	2 marks each graded (2/1/0)

➢ Accept any suitable graph / chart.
➢ Naming of graph / chart type is not sufficient for title marks. The title must have reference to chart content and it can be written anywhere on the graph.
➢ If graph paper is not used deduct 2 marks from total.
➢ Apply the 2 marks graded if the numbered spaces and the column widths are not plotted accurately.

(ii)   Birth rates and death rates are factors that influence population change.

Explain briefly any **one** other factor that influenced population change in Ireland from 2012 to 2018.

[20m]

Valid explanation   2m + 2m

12B.   Historical Settlement

Examine the 1:50 000 Ordnance Survey map and legend accompanying this paper and answer each of the following questions.

(i)   Name **and** locate using six-figure grid references, **three different** phases of historical settlement evident on the Ordnance Survey map.

(ii)   Explain briefly each of the **three** phases of historical settlement named by you in part (i) above.

[30m]

(i)   Three historical phases named   2 + 2 + 2 marks
       Location of each phase named   2 + 2 + 2 marks
(ii)   Explanation of each phase
        @ 6 marks each   3 @ (2 + 2 + 2 marks)

12C.   Urban Problems

Discuss the problems that can arise from the growth of cities in the developing world.

[30m]

Problems identified   2 + 2 marks
Discussion   13 x SRP's

  ➤ All further problems require discussion.
  ➤ Credit 1 x SRP for an example of a developing world city from discussion.
  ➤ Accept any valid example of a developing world city or part there of irrespective of size.
  ➤ Discussion without reference to problems max 2 x SRP's.
  ➤ Max 2 x SRP's for discussion on solutions only.

SECTION 3 – OPTIONS

Questions 13 to 24

Attempt **ONE** question

All questions carry 80 marks.

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.

Questions 13 - 24

Outline Marking Scheme and Overall Coherence (OC) marking descriptors

Outline Marking Scheme:

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

Marking Descriptors Overall Coherence (OC):

In awarding Overall Coherence (OC) the examiner will consider how well the candidate deals with the set question and will follow the following marking descriptors:

*Overall Coherence (20 marks)		
Excellent	**20**	Excellent ability to relate knowledge to the set question. Excellent, comprehensive response demonstrating detailed knowledge of subject matter.
Very Good	**17**	Considerable strength in relating the knowledge to the set question. Very good response demonstrating very broad knowledge of the subject matter.
Good	**14**	Reasonable capacity to relate knowledge appropriately to the set question. Good response with worthwhile information. Broad knowledge of the subject matter demonstrated.
Fair	**10**	Some effort to relate knowledge to the set question. Some relevant information presented but insufficient application of information to set question.
Weak	**6**	Very limited engagement with set question. Identified some relevant information.
Poor	**0**	Failure to address the question resulting in a largely irrelevant answer.

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

[80m]

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- ➢ Focus of question is impact of global trading patterns in relation to both producer and consumer regions.
- ➢ Select scheme according to number of aspects discussed.
- ➢ Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
- ➢ Allow for up to 2 labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

14.   Discuss how aid programmes can help and hinder development.

[80m]

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- ➢ Focus of question is how aid programmes can help and hinder development.
- ➢ Select scheme according to number of aspects discussed.
- ➢ Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
- ➢ Allow for up to 2 labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

15. Examine the causes and impacts of any **one** of the following global environmental issues:

- Deforestation
- Global warming
- Desertification.

[80m]

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of question is causes and impacts of one of the named global environmental issues.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

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 each of the following impact on soil characteristics:
    - Overgrazing
    - Desertification
    - Conservation methods.

[80m]

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of question is how overgrazing, desertification and conservation methods impact on soil characteristics.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

17. Examine the influence of mineral matter, air, water and organic matter on soil development.

[80m]

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of question is on influence of mineral matter, air, water and organic matter on soil development.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

18. Biomes are altered by human activity.
Discuss.

[80m]

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

➢ Focus of question is on human activity altering biomes.
➢ Select scheme according to number of aspects discussed.
➢ Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
➢ Allow for up to 2 labelled illustrations to a max of 2 x SRP's (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. Identity as a concept entails a variety of cultural factors including nationality, language and religion.

Examine this statement with reference to a European region that you have studied.

[80m]

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- ➤ Focus of question is how identity is shaped by a variety of cultural factors including nationality, language, and religion in a European region.
- ➤ Select scheme according to number of aspects discussed.
- ➤ Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
- ➤ Allow for up to 2 labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

20. Conflict can arise between political structures and cultural groups.
Discuss.

[80m]

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- ➤ Focus of question is on conflict that can occur between political structures and cultural groups.
- ➤ Select scheme according to number of aspects discussed.
- ➤ Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
- ➤ Allow for up to 2 labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

21.   Examine the impact of the movement of people on racial patterns.

<div align="right">

[80m]

</div>

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

  ➢ Focus of question is the impact of the movement of people on racial patterns.
  ➢ Select scheme according to number of aspects discussed.
  ➢ Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
  ➢ Allow for up to 2 labelled illustrations to a max of 2 x SRP's (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 solar energy is redistributed through circulation patterns in the atmosphere and oceans.

[80m]

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

➢   Focus of question is on how solar energy is redistributed through circulation patterns in the atmosphere and oceans.
➢   Select scheme according to number of aspects discussed.
➢   Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
➢   Allow for up to 2 labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

23.   Exchanges of water between oceans and atmosphere, over the earth's surface, impact on precipitation and its distribution patterns.
        Discuss.

[80m]

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

➢   Focus of question is how exchanges of water between oceans and atmosphere, over the earth's surface, impact on precipitation and its distribution patterns.
➢   Select scheme according to number of aspects discussed.
➢   Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
➢   Allow for up to 2 labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

24. Describe and account for the specific characteristics of **one** global climate type that you have studied.

[80m]

Number of aspects	3 @ 20marks each	4 @ 15 marks each
Identifying aspect	4 marks	3 marks
Discussion	8 x SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

> ➢ Focus of question is on the specific characteristics of **one** global climate type.
> ➢ Select scheme according to number of aspects discussed.
> ➢ Allow for up to 3 examples to a max of 3 x SRP's (different examples and in different aspects).
> ➢ Allow for up to 2 labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

Simple statements are not acceptable. Require qualification.

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

     4 x SRPs: 1 mark each

     C/L: 1 mark

     ➢   Aims must relate to investigation and must be specific and qualified.

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

     4 x SRPs: 1 mark each

     C/L: 1 mark

     ➢   Identifying information required and methods of gathering.
     ➢   Reference to revision must be specific.
     ➢   All statements must be qualified e.g. practicing equipment where/how/why?
     ➢   Work completed solely by the teacher = 0 marks.

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

Two methods / tasks @ 18 marks each.

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

C/L: 4 marks graded (4/2/0)

➢ The gathering section must be activity based. This section deals with the reporting on how the gathering was undertaken. It should include description of the activities carried out.

➢ A method may be a task which is a group of relevant linked activities. Tasks/methods must be reported in the context of the stated aims.

➢ Secondary sources of information can generate Primary data.

➢ Simple statements are not sufficient e.g. I observed the features, I recorded the results, I sketched the landform etc. There must be some qualification of the statement e.g. how/where?

➢ Credit may be given to diagrams/sketches if they illustrate the activity of gathering. One SRP per task/method for well-drawn, neat, relevant labelled sketches/diagrams that are activity based and illustrate the gathering process.

➢ A further one SRP per task/method can be awarded in the event that there is additional information on a sketch (not in this written section).

➢ Sketches/diagrams must be on the appropriate pages in the gathering section.

➢ No marks for results in this written section.

➢ Coherence is an overall mark awarded for the relevance of the work in this section to the stated aims.

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

Three headings @ 8 marks each.

For each heading:	4 x SRPs @ 2 marks each
C/L:	6 marks graded (6/4/2/0)

- ➢ Marks only awarded for Results / Conclusions / Evaluations if in the appropriate section of the reporting booklet.
- ➢ Results / Conclusions / Evaluations must be tied to aims and tied to activities carried out in the gathering of information section (Section 3).
- ➢ Results can be extracted from charts/table on appropriate graph pages.
- ➢ Conclusions are based directly or indirectly on the results, otherwise it is evaluation.
- ➢ Conclusions are not tied to a specific result but must be relevant to the tasks completed in Section 3.
- ➢ Evaluations should demonstrate higher order thinking and should have a range of themes. They should relate to the aims in Section 1 and the tasks completed in Section 3. They must be specific and qualified.
- ➢ Evaluation can be forward-thinking as well as retrospective.
- ➢ No double marking of information relating to issues mentioned in Section 3.

5. **ORGANISATION & PRESENTATION OF RESULTS**   (20 marks):

Two different methods of presentation:

Each presentation:	4 x SRPs @ 2 marks each
Overall coherence (C):	4 marks graded (4/2/0)

- ➢ There must be two different forms of presentation of results e.g. graphs, chart, map, table, sketch etc.
- ➢ Results must be presented on the appropriate graph pages in Section 4 of the reporting booklet.
- ➢ Maximum of 4 x SRPs per method of presentation.
- ➢ Overall Coherence refers to the quality and clarity of the presentation. It is 4 marks for the overall presentation. Cannot be awarded OC marks if only one method of presentation is evident.

BREAKDOWN OF PRESENTATION MARKS

BAR CHART / TREND GRAPH / SCATTER GRAPH etc.:

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

PIE CHART:

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

RANK ORDER TABLE / TABLE:

Multiple Row/Column Table

Suitable Title:	1 x SRP = 2 marks
Box:	1 x SRP = 2 marks
Rows / Columns x2 labelled:	2 x SRP's = 4 marks

Single Row / Column Table

Suitable Title:	1 x SRP = 2 marks
Box:	1 x SRP = 2 marks
Row / Column labelled:	1 x SRP = 2 marks
Relevant information:	1 x SRP = 2 marks

SKETCH/MAP:

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

Appendix 1

List of Geographical Investigation Topics 2019

1. The impact of geomorphic processes on shaping a glaciated, fluvial **OR** coastal environment.

2. The impact of weathering **OR** mass movement on shaping the landscape in an area of your choice.

3. The evolution of settlement over time in a local urban or rural setting.

4. A study of urban renewal/urban redevelopment in a local area.

5. Local weather patterns.

6. The impact of land-use in a local area.

Appendix 2

Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

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

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

Tábla 400 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 400 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bain úsáid as an ngnáthráta i gcás 300 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais	Bunmharc	Marc Bónais
301 – 303	29	351 - 353	14
304 – 306	28	354 - 356	13
307 – 310	27	357 - 360	12
311 – 313	26	361 - 363	11
314 – 316	25	364 - 366	10
317 – 320	24	367 - 370	9
321 – 323	23	371 - 373	8
324 – 326	22	374 - 376	7
327 – 330	21	377 - 380	6
331 – 333	20	381 - 383	5
334 – 336	19	384 - 386	4
337 – 340	18	387 - 390	3
341 – 343	17	391 - 393	2
344 – 346	16	394 - 396	1
347 – 350	15	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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