



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2021

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.

The table below contains information about annotations used for marking throughout the exam paper. For certain questions other annotations are used, these are listed after the marking scheme for the relevant question.

Annotation	Use	Marks (if applicable)
	Valid information	1
	Valid information	2
	Valid information	3
	Valid information	4
	Surplus information	N/A
	Incorrect answer	0
	Significant part of answer	N/A
	Page seen by examiner / Information not valid	N/A

PART ONE – SHORT-ANSWER QUESTIONS – 80 MARKS

Any 10 questions @ 8 marks each.

Mark all questions attempted and award questions with highest mark.

No grading.

Q1 G 30 08 V-shaped valley 2m M 28 98 River confluence 2m G 26 07 Levees 2m M 28 99 Oxbow lake formation 2m	Q7 (i) 220m 2m (ii) 5.2km 2m (iii) G 254 044 2m (iv) 28km ² 2m
Q2 (i) D 1m A 1m C 1m B 1m (ii) Any valid mountain range 2m (iii) Destructive/ Convergent 2m	Q8 (i) N 58 2m (ii) G 268 043 2m (iii) NNE 2m (iv) False 2m
Q3 (i) C 1m (ii) Erosion 1m B 1m Weathering 1m D 1m Deposition 1m A 1m Weathering 1m	Q9 A 2m D 2m E 2m B 2m C 2m
Q4 (i) C 1m (ii) Sedimentary 1m A 1m Sedimentary 1m B 1m Igneous 1m (iii) Limestone 1m Sandstone 1m	Q10 (i) 50-74mm 2m (ii) False 1m True 1m (iii) Isohyets 2m (iv) Depression 2m
Q5 (i) D 1m E 1m C 1m B 1m F 1m A 1m (ii) Any valid example 2m	Q11 (i) 273 2m (ii) 2017 2m (iii) 173 2m (iv) False 2m
Q6 (i) Cool Temperate Oceanic 1m Milan 1m Mezzogiorno 1m Sligo-Leitrim Constituency 1m Munster Ridge and Valley 1m Basque 1m (ii) False 1m True 1m	Q12 (i) Cities 2m (ii) 70 (%) 2m (iii) 7.1 (%) 2m (iv) Any valid brief explanation 1m + 1m

In 2021 candidates had additional choice on the Leaving Certificate Geography paper. The instructions for Part Two of the higher level examination paper were:

You must attempt **THREE** questions. You are not allowed to choose all three questions from the same section. You may choose two questions from the same section if you wish.

- Section 1 – Patterns and Processes in the Physical Environment (Questions 1-3)
- Section 2 – Regional Geography (Questions 4-6)
- Section 3 – Electives (Questions 7-12)
- Section 4 – Options (Questions 13-24)

In order to get a total mark for Part Two, the online marking system initially selects the three questions with the highest marks from Part Two and adds them. If all three of these questions are **not** from the same Section, then this is the correct total mark for Part Two, and the Examiner enters NR for an item called Adjust. This leaves the total that the online marking system has initially calculated as it is.

If all three of the questions with the highest marks are from the same Section, then the total of these is invalid due to the required rubric. In these instances, the Examiner enters the appropriate negative mark for the Adjust item, using the following annotations:

Annotation	Use	Marks (if applicable)
A	Indicates that marks from the question below are being adjusted from the total	N/A
0 1 2 3 4 5 6 7 8 9 10	The total of the annotations used is being subtracted from the total	0, -1, -2, -3, -4, -5, -6, -7, -8, -9, -10

Specifically, the Examiner places the A annotation in the top right of the first page on which the question with the third-highest mark was answered, and places the correct combination of numbers beside this A in order to apply the appropriate adjustment. For example, to apply an Adjust mark of -23, an Examiner would place A, -10, -10, -3.

The effect of the Adjust mark is to ensure that the rubric above is applied – that is, that a candidate's total mark for Part Two is the highest combination of valid marks (where the marks of not more than two questions come from the same section).

SECTION 1

PATTERNS AND PROCESSES IN THE PHYSICAL ENVIRONMENT

Questions 1 to 3

All questions carry 80 marks.

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 entire area of Lough Cullin
- The course of the River Moy between G 259 024 and G 269 090
- Mark an **X** at the confluence of the River Moy and the Yellow River
- The entire area of land above 200 metres.

[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 12 cm x 9 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.
- Credit a max of 2 x SRP's if merely a description of landform with no reference to formation.
- Question not tied to Ireland.

Annotation	Use	Marks
N	Landform named	N/A
REF	Reference to process of deposition	N/A
Ex	Example or location	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	N/A

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.
- Answer is 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.

Annotation	Use	Marks
I	Factor identified	N/A
N	Mass movement process named	N/A
Ex	Example or location	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	N/A

1C. Seismic Activity

Explain how the occurrence of earthquakes can be predicted and its effects reduced.

[30m]

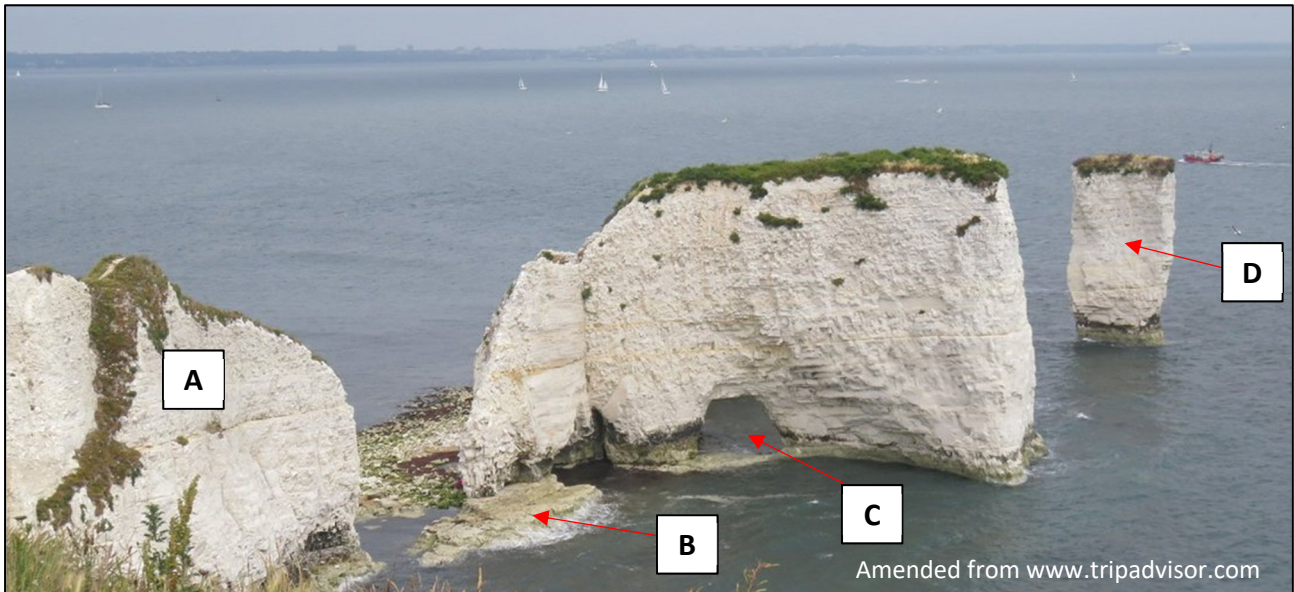
Reference to prediction of earthquakes	2 marks
Reference to reducing impacts of earthquakes	2 marks
Explanation	13 x SRP's

- Credit 2nd reference to prediction of earthquakes for 1 x SRP from explanation. All further references must be explained.
- Credit 2nd reference to reducing impacts of earthquakes for 1 x SRP from explanation. All further references must be explained.
- 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 given in the written account.
- Take a broad interpretation of prediction of earthquakes and reducing effects of earthquakes.
- Max 7 x SRP's if only prediction or only reduction of effects explained.

Annotation	Use	Marks
	Reference to prediction of earthquakes	N/A
	Reference to reducing impacts of earthquakes	N/A
	Valid information worth 2 marks	2
	Surplus SRP	N/A
	Valid diagram	N/A

Question 2

2A. Coastal Landforms



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

- (i) Name each of the landforms formed by coastal processes labelled **A**, **B**, **C** and **D**.
- (ii) Name **two** specific processes of coastal erosion.
- (iii) Explain briefly what is meant by *constructive waves*.
- (iv) Explain briefly what is meant by *wave refraction*.

[20m]

- | | | |
|-------|--------------------------|-------------|
| (i) | A = Cliff | 2 marks |
| | B = Wave-cut platform | 2 marks |
| | C = Cave | 2 marks |
| | D = Sea Stack | 2 marks |
| (ii) | Specific processes named | 2 + 2 marks |
| (iii) | Valid explanation | 2 + 2 marks |
| (iv) | Valid explanation | 2 + 2 marks |

2B. Landscape Development

Examine how different rock types produce distinctive landscapes, with reference to examples that you have studied.

[30m]

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

- All further rock types and associated landscapes require examination.
- Question is not 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.
- Description of either the rock or the landscape with no reference to the relationship between rock and landscape max 2 x SRP's.
- Max of 7 x SRP's if only one rock type and landscape examined.

Annotation	Use	Marks
N	Rock named	N/A
Ex	Example of associated landscape	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	N/A

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 flood control measures on river processes
- The impact of coastal defence work on coastal processes
- The impact of human activities on mass movement processes.

[30m]

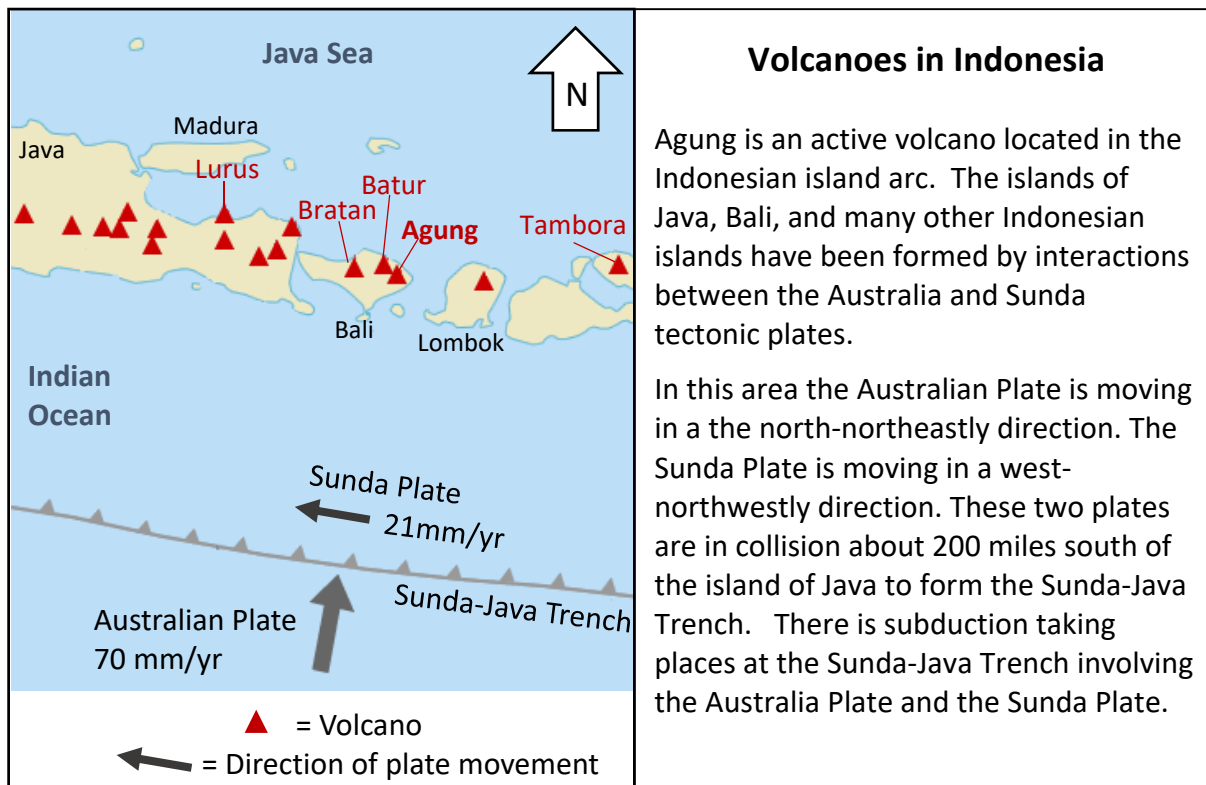
Impact on process identified 2 marks
Examination 14 x SRP's

- Credit 2nd impact on process identified for 1 x SRP from examination. All further impacts require examination.
- Credit a named example for 1 x SRP from examination.
- Question is not 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 given in the written account.
- Discussion may be positive or negative.
- Max 2 x SRP's if merely a description of human activities with no reference to impact on surface processes.

Annotation	Use	Marks
I	Impact on process identified	N/A
Ex	Example	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	N/A

Question 3

3A. Volcanoes



Examine the map and text above which give information on volcanoes in Indonesia and answer each of the following questions.

- Name the volcano closest to Agung on the island of Bali.
- In what direction is the Australian Plate moving **and** at what speed (in mm/year) is it moving at?
- Name **two** pyroclastic materials that are ejected from a volcano during an eruption.
- What is the name for a volcanic cone that has collapsed in on itself after an eruption?
- Explain briefly what is meant by the term *subduction*.
- Explain briefly what is meant by a *dormant* volcano.

[20m]

- | | | |
|-------|--------------------------------------|-------------|
| (i) | Batur | 2 marks |
| (ii) | North north east and 70mm/yr. | 2 + 2 marks |
| (iii) | Pyroclastic material named | 2 + 2 marks |
| (iv) | Caldera | 2 marks |
| (v) | Valid explanation | 2 + 2 marks |
| (vi) | Valid explanation | 2 + 2 marks |

3B. Fluvial Adjustment

Examine how the landscape is changed when a river adjusts to a change in base level, with reference to example(s) that you have studied.

[30m]

Change in landscape identified	2 marks
Example	2 marks
Examination	13 x SRP's

- Credit 2nd change in landscape identified for 1 x SRP from examination.
- Credit 2nd named example for 1 x SRP from examination.
- All further changes in landscape require examination
- Accept features of river rejuvenation as changes in landscape identified.
- 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 given in the written account.

Annotation	Use	Marks
I	Change in landscape identified	N/A
Ex	Example	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	N/A

3C. Igneous Rock

Explain the formation of **two** igneous rocks, with reference to Irish examples.

[30m]

Two Irish igneous rocks named 2 + 2 marks
Explanation of formation of rock 1 6/7 x SRP's
Explanation of formation of rock 2 6/7 x SRP's

- Credit correctly named associated Irish locations for each rock for 2 x SRPs.
- 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 given in the written account.
- Max 2 x SRPs if merely a description of igneous rocks with no reference to formation.
- Max 7 x SRP's if only one igneous rock is explained.

Annotation	Use	Marks
N	Igneous rock named	N/A
Loc	Irish location named	N/A
✓₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	N/A
P1 / P2	Annotations relate to rock 1/rock 2	N/A

SECTION 2

REGIONAL GEOGRAPHY

Questions 4 to 6

All questions carry 80 marks.

Question 4

4A. Map Skills

Draw an outline map of a **Continental / Sub-Continental** region (not in Europe) that you have studied.

On it, show and name each of the following:

- The outline of a named feature of relief (upland or lowland)
- A named urban centre
- The outline of a named agricultural or industrial region
- The course of a named river.

[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 European region.
- Accept any valid type of urban centre irrespective of size.
- Names may be written on sketch map or in a key.
- Outline map may be drawn in the answer book or on graph paper.
- 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. Secondary Economic Activity

Explain any **two** factors that have influenced the development of secondary economic activity in an **Irish** region that you have studied.

[30m]

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

- Credit 2 x SRP's for specific examples of secondary economic activity.
- Do not accept European or Continental / Sub-Continental region.
- Explanation without link to a named region or clearly inferred region 0 marks.
- Credit a valid labelled sketch map for 1 x SRP from explanation.
- 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.
- Positive and negative interpretation of development is acceptable.
- Max 1 x SRP's per factor if merely a description of the factor with no reference to the development of secondary economic activity.
- Max 7 x SRP's if only one factor explained.
- Do not accept Ireland as a region.

Annotation	Use	Marks
I	Factor identified	N/A
Ex	Example of secondary economic activity	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	N/A
P1 / P2	Annotations relate to factor 1 / factor 2	N/A

4C. The European Union

Explain **each** of the following challenges currently facing the European Union:

- Social challenges
- Economic challenges.

[30m]

Social challenge identified	2 marks
Explanation of social challenges	6/7 x SRP's
Economic challenge identified	2 marks
Explanation of economic challenges	6/7 x SRP's

- Credit a 2nd social challenge for 1 x SRP from explanation.
- Credit a 2nd economic challenge for 1 x SRP from explanation.
- Max 7 x SRP's if only social or economic challenges explained.
- The answer can be based on one member state, a number of member states, the EU in general or a combination of these etc.

Annotation	Use	Marks
I	Social challenge identified	N/A
N	Economic challenge identified	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	N/A
P1 / P2	Annotations relate to social challenges / economic challenges	N/A

Question 5

5A. Fishing in the European Union

Number of Vessels in the European Union Fishing
Fleet 2008 and 2017 (selected countries)

Country	2008	2017	% share of EU fishing fleet in 2017
Denmark	2,886	2,205	2.7%
Netherlands	822	849	1.0%
Ireland	2,022	2,022	2.4%
Greece	17,138	14,977	18.1%
Italy	13,613	12,250	14.8%
Spain	11,424	9,147	11.1%
Rest of EU	37,536	41,287	49.9%
Total	85,441	82,737	100%

Amended from Eurostat

Examine the table above showing the number of vessels in the European Union (EU) fishing fleet and in selected countries in 2008 and 2017 and answer each of the following questions.

- Which single country from the table above had the highest percentage share of the EU fishing fleet in 2017?
- Which single country from the table above had an increase in its fleet between 2008 and 2017?
- What was Italy's percentage share of the EU fishing fleet in 2008?
- Name **two** Irish fishing ports.
- Briefly explain **two** reasons why there was a decrease in the number of fishing vessels in the EU between 2008 and 2017.

[20m]

- | | | |
|-------|--------------------------|-------------|
| (i) | Greece | 2 marks |
| (ii) | Netherlands | 2 marks |
| (iii) | 15.93 (%) | 4 marks |
| (iv) | Irish fishing port named | 2 + 2 marks |
| (v) | Valid explanation | 2 + 2 marks |
| | | 2 + 2 marks |

5B. Tertiary Economic Activity

Examine **two** factors that have influenced the development of tourism in a **Continental / Sub-Continental** region (not in Europe) 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 an Irish or European 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.

Annotation	Use	Marks
I	Factor identified	N/A
Ex	Example of tourism	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	N/A
P1 / P2	Annotations relate to factor 1 / factor 2	N/A

5C. Urban Development

Discuss the factors which influenced the development of **one** urban area in a **European** region (not in Ireland) that you have studied.

[30m]

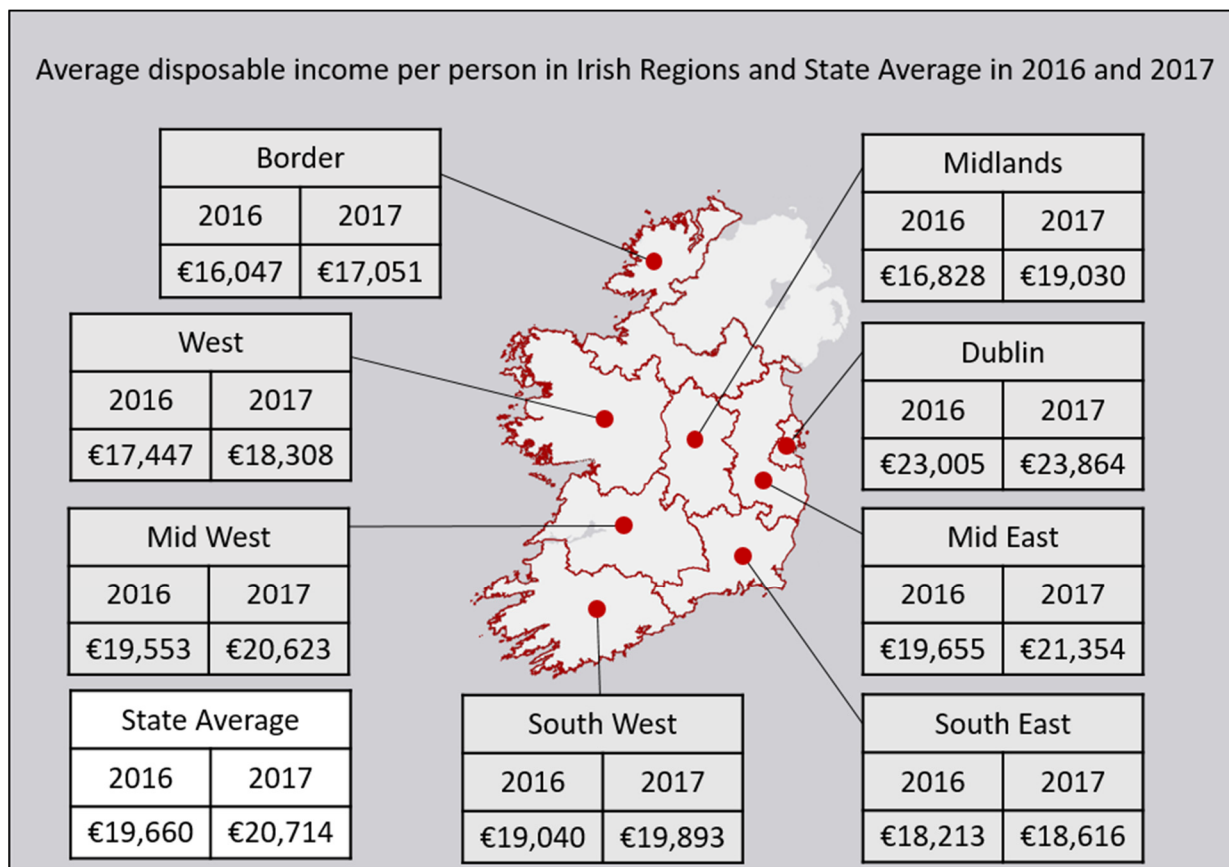
Urban area named	2m
Factors identified	2m + 2m
Discussion	12 x SRP's

- Credit a third factor identified for 1 x SRP from discussion. All further factors require discussion.
- Do not accept an urban area in an Irish or Continental/Sub-Continental region.
- Accept any valid type of urban area or part thereof irrespective of size.
- Discussion without reference to a named or clearly inferred urban area 0 marks.
- Discussion can be based on positive or negative interpretation of development.
- Credit a valid labelled sketch map for 1 x SRP from discussion.
- 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.

Annotation	Use	Marks
	Urban area named	N/A
	Factor identified	N/A
	Valid information worth 2 marks	2
	Surplus SRP	N/A
	Valid diagram	N/A

Question 6

6A. Disposable Income of Irish Regions



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

- What was the average disposable income (in €) for the South West region in 2016 **and** in 2017?
- How many regions had an average disposable income below the state average in 2016?
- Calculate the difference between the average disposable income in the Midlands region in 2016 and 2017.
- Which region had the lowest average disposable income in both 2016 and 2017?
- Explain briefly **one** reason why the Dublin region had the highest disposable income in the State.
- Explain briefly **one** way how investment in Ireland's transport infrastructure could help reduce the differences in regional incomes.

[20m]

(i)	(€) 19,040 – 2016	2 marks
	(€) 19,893 – 2017	2 marks
(ii)	7	2 marks
(iii)	(€) 2,202	4 marks
(iv)	Border	2 marks
(v)	Valid explanation	2 + 2 marks
(vi)	Valid explanation	2 + 2 marks

6B. Primary Economic Activity – Agriculture

Account for the development of agriculture in a **European** region (not in Ireland) that you have studied, with reference to any **two** of the following factors:

- Relief
- Climate
- Markets.

[30m]

Account of Factor 1	8/7 x SRP's
Account of Factor 2	8/7 x SRP's

- Credit 2 x SRP's for specific examples of agriculture.
- Do not accept an account of the development of agriculture in an Irish or Continental/Sub-Continental region.
- Discussion without link to named or clearly inferred region 0 marks.
- Max 2 x SRP's per factor if merely a description of the factor 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.

Annotation	Use	Marks
	Example of agriculture	N/A
	Valid information worth 2 marks	2
	Surplus SRP	N/A
	Valid diagram	N/A
	Annotations relate to factor 1 / factor 2	N/A

6C. The Dynamics of Regions – Human Processes

Population dynamics	Language	Religion
Urban development		Rural development

Examine the impact of any **two** of the above factors listed in the table above on the development of a **Continental / Sub-Continental** region (not in Europe) that you have studied.

[30m]

Process 1

Impact identified 2 marks
Examination 7/6 x SRPs

Process 2

Impact identified 2 marks
Examination 7/6 x SRPs

- Credit 2 x SRPs for specific examples of human processes.
- Specific examples of human processes could be named locations within the region, named languages, named religions etc.
- Do not accept an examination of the impact of the factors above in an Irish or European region.
- Examination without link to a named or clearly inferred region 0 marks.
- Max 7 x SRPs if only one process discussed.
- Accept a positive or negative interpretation of development.
- 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.

Annotation	Use	Marks
I	Impact identified	N/A
Ex	Example of human process	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	N/A
P1 / P2	Annotations relate to process 1 / process 2	N/A

SECTION 3

ELECTIVES

Questions 7 to 12

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

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

All questions carry 80 marks.

PATTERNS AND PROCESSES IN ECONOMIC ACTIVITIES

Questions 7 to 9

Question 7

7A. Aerial Photograph

Examine the aerial photograph of Foxford 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 river
- **Two** connecting streets
- An industrial building
- An area of waste ground in the right background.

[20m]

Sketch Outline

4 marks (4/0)

4 features @ 4 marks each

Shown 3 marks (graded 3/1/0)

Named 1 mark

- Sketch outline must be drawn half the length and half the breadth. The measurements required are 12.7 cm by 8.3 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.

7B. Multinational Company

Examine the impact of any **two** of the following on **one** multinational company that you have studied:

- The product life cycle
- Corporate strategies influencing the opening and closure of branch plants
- Developments in information technology.

[30m]

MNC named	2 marks
Impact identified for factor/heading 1	2 marks
Examination of factor/heading 1	6 x SRPs
Impact identified for factor/heading 2	2 marks
Examination of factor/heading 2	6 x SRPs

- Examination without link to named multinational company 0 marks.
- Max 1 x SRP per factor/heading if merely a description of factor with no reference to explanation of how the factor has impacted on the named multinational company.

Annotation	Use	Marks
	MNC named	N/A
	Impact identified	N/A
	Valid information worth 2 marks	2
	Surplus SRP	N/A
 / 	Relates to examination of factor/heading 1 or factor/heading 2	N/A

7C. Renewable Energy

Examine how the development of renewable energy is crucial for both of the following:

- Ireland's environment
- Ireland's economy.

[30m]

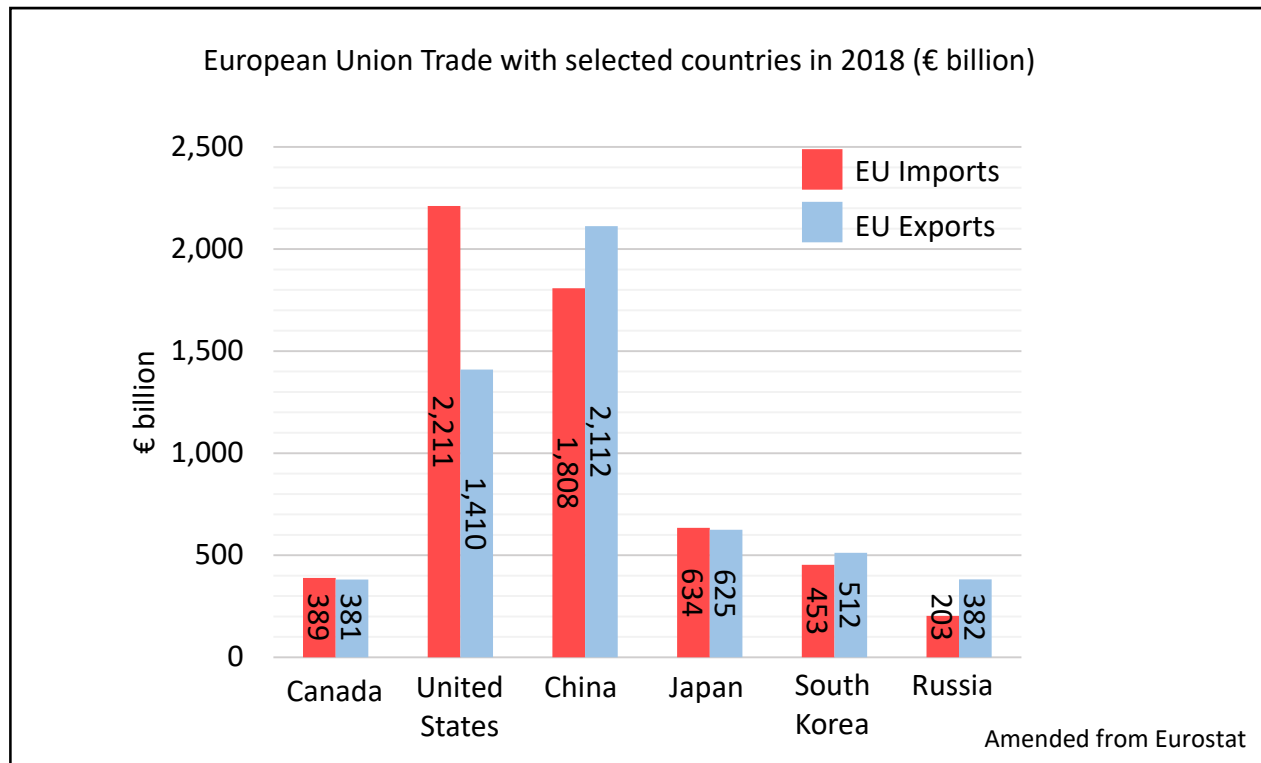
Importance for Ireland's environment identified	2 marks
Examination of Ireland's environment	6/7 x SRP's
Importance for Ireland's economy identified	2 marks
Examination of Ireland's economy	6/7 x SRP's

- Credit 1 x SRP for example of renewable energy.
- Max 7 x SRPs if examination of environment with no reference to economy.
- Max 7 x SRPs if examination of economy with no reference to environment.
- Max 2 x SRP's if only a description of renewable energy with no reference to Ireland's environment or Ireland's economy.

Annotation	Use	Marks
I	Importance for environment identified	N/A
N	Importance for economy identified	N/A
Ex	Example of renewable energy	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
P1 / P2	Relates to examination of environment/economy	N/A

Question 8

8A. International Trade



Examine the bar chart above showing the value of European Union (EU) trade with selected countries in 2018 and answer each of the following questions.

- Which of the selected countries above received the highest value of exports from the EU in 2018?
- From which of the selected countries above did the EU receive the lowest value of imports in 2018?
- Calculate the total value of imports into the EU in 2018 (in € billion) from the countries in the bar chart.
- Name **one** country from the chart that the EU had a trade surplus with in 2018.
- Name **one** country from the chart that the EU had a trade deficit with in 2018.
- Explain briefly **one** disadvantage of having a trade deficit.
- Explain briefly **one** advantage of having a large number of export partners.

[20m]

- | | | |
|-------|--------------------------|-------------|
| (i) | China | 2 marks |
| (ii) | Russia | 2 marks |
| (iii) | (€)5,698 (billion) | 4 marks |
| (iv) | China/South Korea/Russia | 2 marks |
| (v) | Canada/USA/Japan | 2 marks |
| (vi) | Valid explanation | 2 + 2 marks |
| (vii) | Valid explanation | 2 + 2 marks |

8B. Colonialism

Examine the challenges resulting from colonialism faced by a developing economy that you have studied.

[30m]

Challenges identified	2 + 2 marks
Developing economy named	2 marks
Examination	12 x SRP's

- All further challenges require examination.
- Examination without reference to named developing economy max 2 x SRP's.
- Focus of the question is on the challenges faced by developing economy as a result of colonialism.
- Max 2 x SRP's if merely a description of colonialism with no reference to the challenges faced by the developing economy as a result of colonialism.
- Max 2 x SRP's if merely a description of the developing economy with no reference to challenges faced as a result of colonialism.

Annotation	Use	Marks
I	Challenges identified	N/A
N	Developing economy named	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

8C. Location of Economic Activity

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

- (i) Explain **two** reasons why a multinational company might choose to locate in the area covered by the map. Use evidence from the Ordnance Survey map to support each reason.
- (ii) Using evidence from the Ordnance Survey map, explain **one** reason why a multinational company might choose not to locate in this area.

[30m]

- (i) 2 x reasons @ 10 marks each.
- (ii) 1 x reason @ 10 marks.

For each reason: Reason stated	2 marks
Map evidence	2 marks
Explanation	3 x SRP's

- Accept a maximum of 2 reasons on transport.
- Where more than two reasons explained in part (i) and more than one reason explained in part (ii), mark all and award the highest mark accordingly in each part.
- If aerial photograph used allow marks for stating reasons only if valid and relevant to the Ordnance Survey map.

Annotation	Use	Marks
	Reason stated	N/A
	Map evidence	N/A
	Valid information worth 2 marks	2
	Surplus SRP	N/A
 / 	Annotations relate to reason 1 / reason 2	N/A

Question 9

9A. Economic Activity

Breakdown of Tourist Accommodation
in Ireland in 2019 (%)

Type of accommodation	Percentage of tourists
Friends/relatives	25
Hotels	21
Self-Catering	21
Guesthouses/B&Bs	8
Hostels	4
Other	21

Amended from Fáilte Ireland

Examine the data above showing the breakdown of tourist accommodation in Ireland for 2019 and answer each of the following questions

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

[16m]

	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.

Annotation	Use	Marks
#	Graph paper not used	- 2

(ii) Explain briefly **one** reason why Ireland is a popular destination for tourists.

[4m]

Any valid brief explanation

2 + 2 marks

9B. European Union Policy

Examine the impact of European Union policy on the development of primary economic activity in Ireland.

[30m]

Impact on primary activity identified 2 marks
Examination 14 x SRPs

- Credit 2nd impact identified for 1 x SRP from examination.
- Credit reference to a policy for 1 x SRP from examination.
- All further impacts and policies require examination.
- Examination without a reference to impact of European Union Policy on primary economic activity max 2 x SRPs.
- Examination without reference to European Union policy max 2 x SRPs.
- Accept both positive and negative viewpoints within the examination.

Annotation	Use	Marks
I	Impact identified	N/A
REF	Reference to a policy	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

9C. Conflict of Interest

Examine how conflict may arise between the exploitation of natural resources and the need to protect the environment, with reference to example(s) that you have studied.

[30m]

Example named 2m
Examination 14 x SRP's

- Credit 2nd named example for 1 x SRP from examination.
- Max 7 x SRP's for examination of one side of the conflict only.
- Max 2 x SRP's if there is no reference to conflict.
- Question is not tied to Ireland.

Annotation	Use	Marks
Ex	Example	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

PATTERNS AND PROCESSES IN THE HUMAN ENVIRONMENT

Questions 10 to 12

Question 10

10A. Aerial Photograph

Examine the aerial photograph accompanying this paper.

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

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

- The river
- A sports field in the right background
- A church
- An off-street car park.

[20m]

Sketch Outline

4 features @ 4 marks each

4 marks (4/0)

Shown 3 marks (graded 3/1/0)

Named 1 mark

- Sketch outline must be drawn half the length and half the breadth. The measurements required are 12.7 cm by 8.3 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.

10B. Dynamics of Population

Examine how changing fertility and mortality rates impact on population structure with reference to example(s) that you have studied.

[30m]

Impact of changing fertility rates identified	2 marks
Impact of changing mortality rates identified	2 marks
Example of where impacts occur	2 marks
Examination	12 x SRP's

- Emphasis of the question is on the impact of changing fertility and mortality rates.
- Examination of changing fertility and mortality rates with no reference to impact on population structure max 2 x SRP's.
- Max 6 x SRP's if examination on changing fertility or changing mortality rates only.
- Max 2 x SRP's if the answer does not deal with 'changing' fertility or mortality rates.

Annotation	Use	Marks
N	Impact of changing fertility rate identified	N/A
I	Impact of changing mortality rate identified	N/A
Ex	Example of where impacts occur	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

10C. Migration

With reference to a developed region that you have studied, explain the impact of migration on each of the following:

- Rural areas
- Urban areas.

[30m]

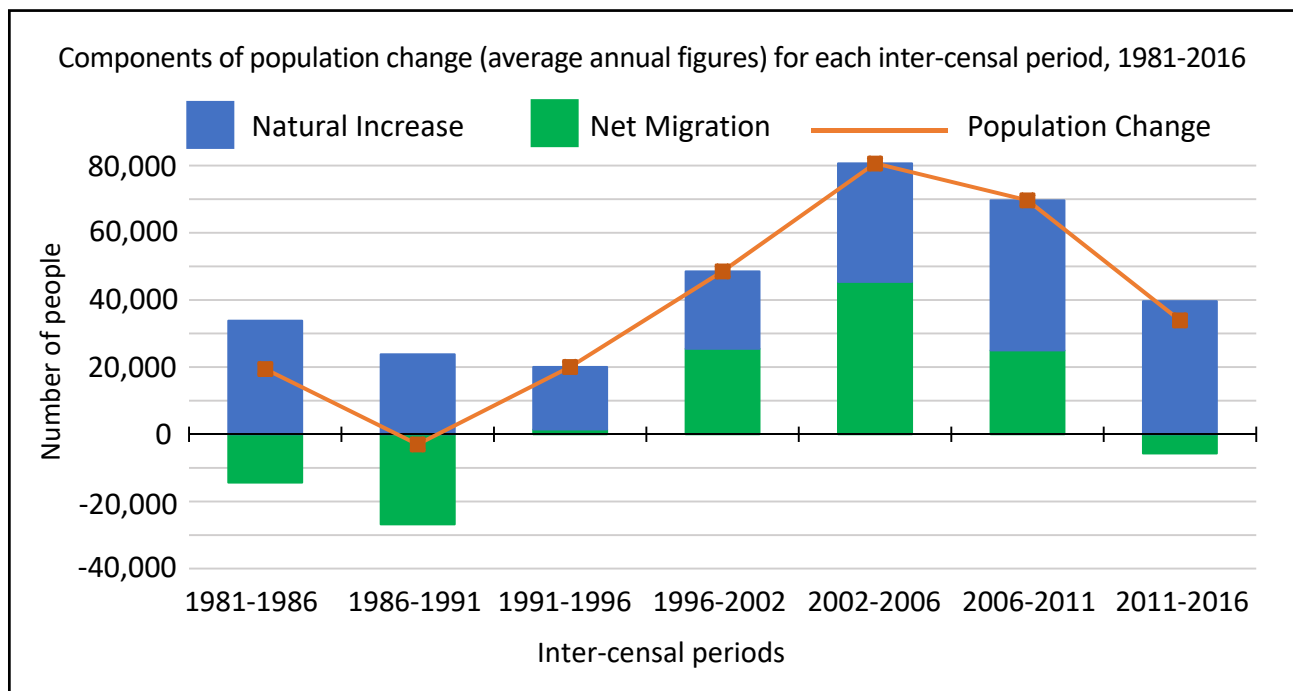
Impact on rural region identified	2 marks
Explanation of impact on rural region	6 x SRP's
Impact on urban region identified	2 marks
Explanation of impact on urban region	6 x SRP's
Example of a developed region	2 marks

- All further impacts require explanation.
- Question is not tied to Ireland.
- Impacts may be positive or negative.
- Explanation can be on the impact of inward migration, outward migration or both on rural and urban areas.
- Do not accept explanation on the impact of migration in a developing region.
- Max 6 x SRP's if explanation of impact on rural region only or impact on urban region only.

Annotation	Use	Marks
N	Impact on rural region identified	N/A
I	Impact on urban region identified	N/A
Ex	Example of a developed region	N/A
✓₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
P1 / P2	Annotations relate to impact on rural regions / impact on urban regions	N/A

Question 11

11A. Population Change



Amended from CSO

Examine the graph above showing the components of population change in Ireland for each inter-censal period between 1981 and 2016 and answer each of the following questions.

- State whether the following statement is true or false:
In the 2002-2006 inter-censal period, there was a population increase of more than 50,000 people.
- Was the main cause of population growth in the 2011-2016 inter-censal period a natural increase or net migration?
- During which inter-censal period was there a population decrease?
- List **two** inter-censal periods when emigration was greater than immigration.
- Which inter-censal period had the smallest natural increase?
- Explain briefly the term *natural change*.
- Explain briefly **one** reason why birth rates decrease?

[20m]

- | | | |
|-------|-------------------------------|-------------|
| (i) | True | 2 marks |
| (ii) | Natural Increase | 2 marks |
| (iii) | 1986-1991 | 2 marks |
| (iv) | 1981-1986/1986-1991/2011-2016 | 2 + 2 marks |
| (v) | 1991-1996 | 2 marks |
| (vi) | Valid explanation | 2 + 2 marks |
| (vii) | Valid explanation | 2 + 2 marks |

11B. Urban Problems – Developing World City

Discuss how the growth of urban centres can lead to both of the following problems, with reference to example(s) from one or more developing world cities that you have studied:

- Traffic congestion
- Urban sprawl.

[30m]

Example of urban centre 2 marks
Discussion of traffic congestion 7 x SRPs
Discussion of urban sprawl 7 x SRPs

- Credit 2nd example of urban centre for 1 x SRP from discussion.
- An urban centre can be a city, a specific part of a named city or a town.
- Discussion without reference to problem or urban centres max 2 x SRPs.
- Max 2 x SRPs for mere description of problem with no reference to the growth of urban centres.
- Credit a max of 2 x SRPs from discussion for solutions.

Annotation	Use	Marks
Ex	Example of urban centre	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
P1 / P2	Annotations relate to discussion of traffic congestion / discussion of urban sprawl	N/A

11C. Urban settlement

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

Explain **three** reasons why the town of Foxford developed at its present location. Use evidence from the Ordnance Survey map to support each reason.

[30m]

Three reasons @ 10 marks each

For each reason:

Reason stated	2 marks
OS map evidence	2 marks
Explanation	3 x SRPs

- Explanation must be based on relevant explanation rather than on further map references.
- If answer is based on Aerial Photograph allow marks for identifying reasons only, if they are evident on the map.
- If there is no map reference or the map reference is incorrect, credit may be given for naming the reason and valid explanation.
- Accept a max of 2 reasons on different modes of transport.

Annotation	Use	Marks
N	Reason stated	N/A
REF	Map evidence	N/A
✓₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
P1 / P2 / P3	Annotations relate to reason 1 / reason 2 / reason 3	N/A

Question 12

12A. Population Dynamics

Population Density in Ireland in Selected Years

Year	Population Density (Persons per km ²)
1970	42
1980	49
1990	51
2000	55
2010	66
2020	72

Amended from CSO

Examine the data above showing population density (per km²) in Ireland in selected years and answer each of the following questions.

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

[16m]

	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.

Annotation	Use	Marks
#	Graph paper not used	- 2

- (ii) Explain briefly **one** reason why the population density in Ireland is rising.

[4m]

Any valid brief explanation 2 + 2 marks

12B. Urban Land Use

Describe and explain the land-use zones in any city that you have studied.

[30m]

Land-use zones identified 2 + 2 marks
City named 2 marks
Description/explanation 12 x SRP's

- All further land-use zones identified require description/explanation.
- If there is a description/explanation without reference to a named or clearly inferred city, credit land-use zones identified only.
- Reference to city can be a named city or a specific part of a named city.
- Max 6 x SRP's for description/explanation of one land use zone only.

Annotation	Use	Marks
I	Land-use zone identified	N/A
N	City named	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

12C. Overpopulation

Examine **two** causes of overpopulation, with reference to an example(s) that you have studied.

[30m]

Cause 1 identified	2 marks
Examination of cause 1	6 x SRP's
Cause 2 identified	2 marks
Examination of cause 2	6 x SRP's
Example	2 marks

- Max 6 x SRP's if only one cause is examined.
- Max 2 x SRP's in total for effects of overpopulation if relevant to causes

Annotation	Use	Marks
I	Cause identified	N/A
Ex	Example	N/A
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
P1 / P2	Annotations relate to cause 1 / cause 2	N/A

SECTION 4

OPTIONS

Questions 13 to 24

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
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.

The following annotations are used in Questions 13-24

Annotation	Use	Marks
✓ ₃ / ✓ ₄	Aspect identified	3 / 4
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid illustration	N/A
Ex	Valid example	N/A
The following are used when marking the Overall Coherence		
EXC	Excellent	20
VG	Very Good	17
GD	Good	14
F	Fair	10
W	Weak	6
P	Poor	0

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.** We live in an interdependent global economy. Actions or decisions taken in one area have an impact on other areas.

Discuss this statement with reference to desertification and deforestation.

[80m]

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*

- Focus of the question is on how actions and decisions taken in one area impact on other areas.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRP's from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from discussion (different illustrations and in different aspects).

- 14.** Sustainability is a model for future human and economic development.
Discuss this statement with reference to **three** of the following:

- Resource use
- Fair trade
- Justice issues
- Self-reliance.

[80m]

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

- Focus of the question is on sustainable development as a model for future human and economic development.
- Select the scheme according to the number of aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

- 15.** Views of development and underdevelopment are subject to change.
Discuss.

[80m]

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

- Focus of the question is the idea that there are different views of development and underdevelopment.
- Select the scheme according to the number of aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two 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.** Various soil patterns have developed because of the action of different soil forming processes. Discuss.

[80m]

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

- Focus of the question is on different soil patterns develop as a result of soil forming processes.
- 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. Discuss how soil development is influenced by any **three** of the following factors:

- Mineral matter
- Air
- Water
- Organic matter.

[80m]

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

- Focus of the question is on how soil development is influenced by the named factors.
- Allow for up to 3 examples to a max of 3 x SRP's from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from discussion (different illustrations and in different aspects).

18. Examine how each of the following activities impact on biomes:

- The felling of tropical rain forests
- Intensive agricultural practices
- Industrial development.

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

[80m]

- Focus of the question is on how human activities impact on biomes.
- Allow for up to 3 examples to a max of 3 x SRP's from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from discussion (different illustrations and in different aspects).
- Answer can be based on more than one biome.

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. Examine how conflict can arise between political structures and cultural groups.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
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).

20. Examine the importance of language as a cultural indicator.

[80m]

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

- Focus of the question is on the importance of language as a cultural indicator.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRP's from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from discussion (different illustrations and in different aspects).

- 21.** Examine how people express their culture and identity in everyday life with reference to Irish examples that you have studied.

[80m]

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

- Focus of the question is on the ways culture and identity is expressed by people in everyday life.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRP's from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from discussion (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 the uneven distribution of temperature over the earth's surface.

[80m]

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

- Focus of question is the uneven distribution of temperature over the earth's surface.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRPs (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs (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 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
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 characteristics of **one** global climate type that you have studied.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
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).

Geographical Investigation

Read entire report before commencing marking to familiarise yourself with the entire investigation

Excessive GI material:

Where excessive material is added to a section of the GI (extra lines on the page, writing in the margins, sub-dividing existing lines etc.) allow the material for SRP's where relevant but award 0 marks for OC in that section.

😊 IN GENERAL

Any discrepancies in or with the GI please contact your advising examiner immediately.

The table below contains information about annotations used for marking the Geographical Investigation.

Annotation	Use	Marks (if applicable)
✓ ₁	Valid information or Mark awarded for C/L	1
✓ ₂	Valid information or Mark awarded for C/L or OC	2
✓ ₄	Mark awarded for C/L or OC	4
✓ ₆	Mark awarded for C/L or OC	6
✓	Surplus information	N/A
0	Incorrect answer	0
Dg	Valid diagram / sketch	N/A
Iss / Rec / OS	Valid issue / example of recording / observation	N/A
RES / CON / EVAL	Valid result / conclusion / evaluation	N/A
~~~~~	Significant part of answer	N/A
⚡	Page seen by examiner / Information not valid	N/A

**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 2021**

1. Changing land-use in a local area.
2. The impact of migration in a local area.
3. An investigation of a local environmental issue.
4. A study of the geology of a local area.
5. Investigate the impact of **two** specific processes of erosion (e.g. abrasion, attrition, solution etc.) on the shaping of the landscape in a fluvial **or** coastal **or** glacial environment.
6. The impact primary **or** secondary economic activity 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 ghnáthrata a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónaís sin **a shlánú síos**.

## *Tábla 320 @ 10%*

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 320 marc san iomlán ag gabháil leo agus inarb é 10% gnáthrata an bhónais.

Bain úsáid as an ngnáthrata i gcás 240 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
241 - 243	23
244 - 246	22
247 - 250	21
251 - 253	20
254 - 256	19
257 - 260	18
261 - 263	17
264 - 266	16
267 - 270	15
271 - 273	14
274 - 276	13
277 - 280	12

Bunmharc	Marc Bónais
281 - 283	11
284 - 286	10
287 - 290	9
291 - 293	8
294 - 296	7
297 - 300	6
301 - 303	5
304 - 306	4
307 - 310	3
311 - 313	2
314 - 316	1
317 - 320	0

Geographical Investigation – Not included in total for bonus marks

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

Blank Page

Blank Page

Blank Page

