



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

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 the 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 (i) D 1m F 1m B 1m C 1m A 1m E 1m (ii) True 2m	Q7 (i) River Suir 2m (ii) Waterford Cycling Trail 2m (iii) Forestry 2m (iv) R671 or R678 2m
Q2 (i) B 1m (ii) Shearing 1m C 1m Tension 1m A 1m Compression 1m (iii) Valid landform 2m	Q8 B - Right Background 2m C – Right Foreground 2m D – Left Middleground 2m E – Centre Background 2m
Q3 (i) Retreat 2m (ii) Accumulation 2m (iii) 54 2m (iv) Valid landform 1+1m	Q9 (i) Geomorphological 1m Cultural 1m Administrative 1m Peripheral 1m (ii) A (The Burren) 1m C (Gaeltachts) 1m D (Départements) 1m B (The Mezzogiorno) 1m
Q4 (i) B 1m C 1m D 1m A 1m (ii) E – Trellised 2m F – Dendritic 2m	Q10 (i) True 2m (ii) False 2m (iii) False 2m (iv) True 2m
Q5 (i) A – Stalactite 2m B – Pillar/Column 2m C - Stalagmite 2m (ii) True 1m False 1m	Q11 (i) 4 2m (ii) Sweden 2m (iii) 42.1 2m (iv) Benefit stated 1+1m
Q6 (i) Castle 2m (ii) S 206 225 2m (iii) 3.9 (km) 2m (iv) 41 (km²) 2m	Q12 (i) 6.9 (%) 2m (ii) Luxembourg 2m (iii) 82,652,147 2m (iv) Valid explanation 1m + 1m

In 2022 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 course of the River Suir
- An area of land over 400m
- The Waterford Cycling Trails cycle route from S 148 180 to S 200 218
- An area of coniferous plantation north of Northing 24 and west of Easting 17.

[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. Tectonic Activity – Irish Landscape

Examine how tectonic activity has influenced the development of the Irish landscape.

[30m]

Influence of tectonic activity on the Irish landscape identified 2 marks

Examination

14 x SRP's

- Credit 1 x SRP for a second influence on the Irish landscape identified from examination. All further influences 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.
- Max 2 x SRP's for description of relevant landscape without reference to influence of tectonic activity.
- Max 2 x SRP's for examination of tectonic activity without a reference to the Irish landscape.

Annotation	Use	Marks
I	Influence identified	2
Ex	Example	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

1C. Human Interaction with the Rock Cycle

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

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

[30m]

Examination

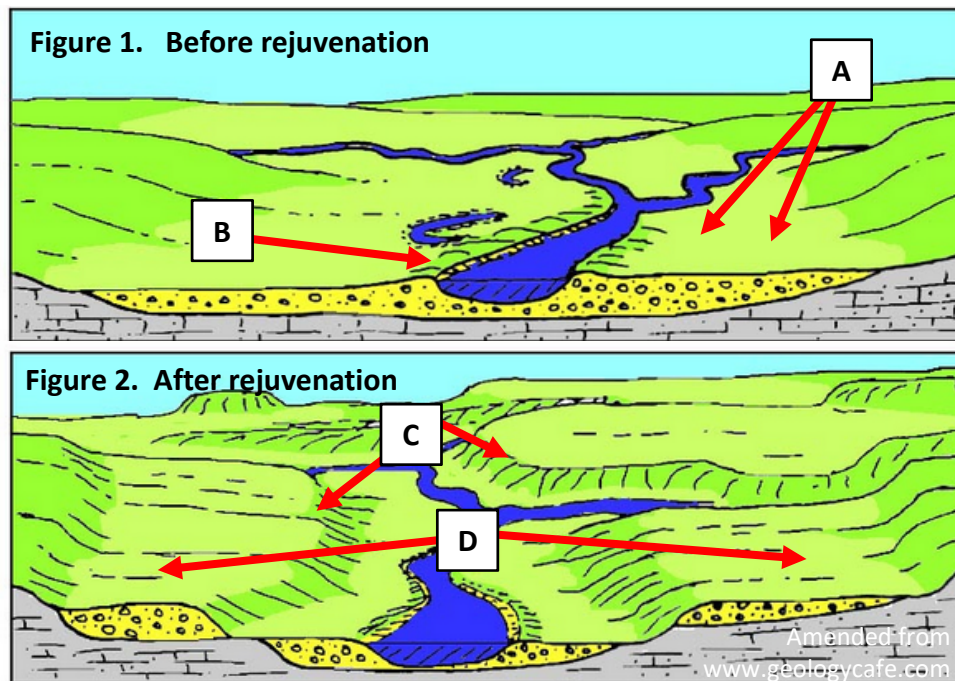
15 x SRP's

- Credit 1 x SRP for example from examination.
- Credit 1 x SRP for interaction identified from examination. All further interactions require examination.
- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit additional relevant information on a labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- Question is not tied to Ireland.
- Discussion may be positive or negative.

Annotation	Use	Marks
Ex	Example	2
I	Interaction identified	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

Question 2

2A. Adjustment to Base Level



Examine the diagrams above which show a fluvial landscape before and after rejuvenation. Answer each of the following questions.

- Name the fluvial landforms labelled **A** and **B** in figure 1.
- Name the landforms of river rejuvenation labelled **C** and **D** in figure 2.
- Name **two** coastal landforms that form as a result of an adjustment to base level.
- Explain briefly **one** cause of river rejuvenation.
- Explain briefly what is meant by peneplain.

[20m]

- | | | |
|-------|---------------------|-------------|
| (i) | A = Floodplain | 2 marks |
| | B = Levee | 2 marks |
| (ii) | C = Knickpoint | 2 marks |
| | D = Paired Terraces | 2 marks |
| (iii) | Valid landforms | 2 + 2 marks |
| (iv) | Valid explanation | 2 + 2 marks |
| (v) | Valid explanation | 2 + 2 marks |

2B. Surface Processes

Answer (i) or (ii)

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

Process of erosion identified	2 marks
Landform named	2 marks
Examination	13 x SRP's

- Credit a 2nd process of erosion named for 1 x SRP from examination. All further reference to processes of erosion requires examination.
- Credit 1 x SRP for example from examination.
- Focus of question is on the impact of the processes of erosion on the formation of one landform. Explanation of processes of deposition 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 given 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
I	Process of erosion identified	2
N	Landform named	2
Ex	Example or location	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

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.
- Credit a max of 2 x SRP's if merely a description of mass movement with no reference to factors governing its operation.
- Answer in not tied to Ireland.

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

2C. Metamorphic Rocks

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

[30m]

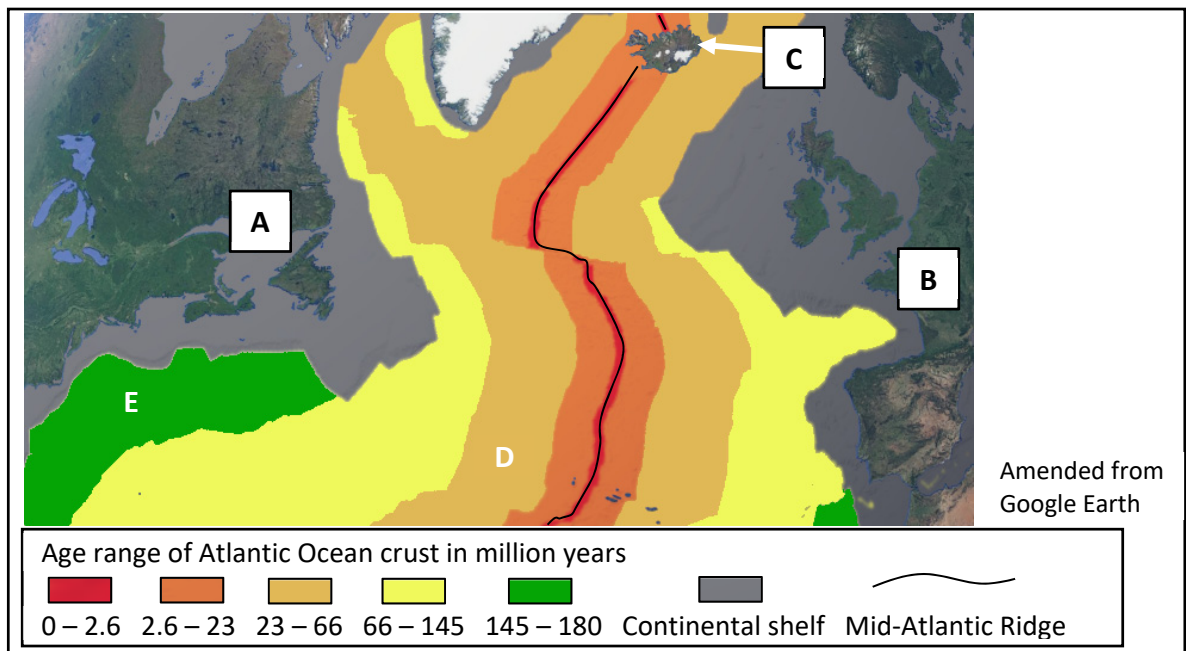
Named Irish metamorphic rocks 2 + 2 marks
Examination of formation 13 x SRPs

- Credit 2 named associated Irish locations for 2 x SRPs from the examination. Location must be linked to named rock.
- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit extra relevant information on labelled diagram for 2 x SRPs. This must be information not already awarded in the written account.
- Max 2 x SRPs if merely a description of metamorphic rocks with no reference to formation.
- The examination need not be confined to the two named rocks. A general account of the formation of metamorphic rocks is acceptable.
- The focus of the question is on the formation of metamorphic rock.

Annotation	Use	Marks
N	Metamorphic rock named	2
Ex	Example of associated Irish locations	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

Question 3

3A. Plate Tectonics



Examine the image above which shows a plate boundary in the North Atlantic Ocean and the age of the oceanic crust in that area. Answer each of the following questions.

- Name each of the tectonic plates labelled **A** and **B**.
- Name the country labelled **C** which is located along the Mid-Atlantic Ridge
- State the age range for the oceanic crust at the locations labelled **D** and **E**.
- What type of igneous rock is formed along mid-ocean ridges?
- Explain briefly why the ocean crust found at **E** is older than the ocean crust found at **D**.
- Explain briefly what is meant by the term *Moho line*.

[20m]

- | | | |
|-------|--------------------|-------------|
| (i) | A = North American | 2 marks |
| | B = Eurasian | 2 marks |
| (ii) | C = Iceland | 2 marks |
| (iii) | D = 23 - 66 | 2 marks |
| | E = 145 - 180 | 2 marks |
| (iv) | Basalt | 2 marks |
| (v) | Valid explanation | 2 + 2 marks |
| (vi) | Valid explanation | 2 + 2 marks |

3B. Weathering

Explain the role of temperature in the process(es) of physical/mechanical weathering.

[30m]

Reference to temperature 2m
Explanation 14 x SRP's

- Credit second reference to temperature for 1 x SRP. All further references to temperature require explanation.
- Credit relevant processes of physical/mechanical weathering named for 2 x SRP's from explanation. All further processes of physical/mechanical weathering require explanation.
- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit additional relevant information on a labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- Question not tied to Ireland.

Annotation	Use	Marks
REF	Reference to temperature	2
N	Named processes of physical/mechanical weathering	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

3C. Human Interaction with Surface Processes

‘Human activity impacts on surface processes.’

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

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

[30m]

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

- Credit 1 x SRP for a second impact on process identified from examination.
- All further impacts require 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.
- 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.

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

SECTION 2

REGIONAL GEOGRAPHY

Questions 4 to 6

All questions carry 80 marks.

Question 4

4A. Map Skills

Draw an outline map of **Ireland**.

On it, show and name each of the following:

- The outline of **one** named region
- The outline of a named feature of relief (upland or lowland) within that region
- **One** named urban centre in that region.
- **One** named river in that 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 European or Continental/Sub-continental 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. Dynamics of Regions – Transport

Examine the importance of transport to the economic development of any **two** contrasting **European** regions (not in Ireland), that you have studied.

[30m]

Examination of region 1 8/7 x SRP's
Examination of region 2 7/8 x SRP's

- Credit 1 x SRP per region for reference to the importance of transport to economic development. All further references to the importance of transport require examination.
- Credit 1 x SRP per region for a specific example of transport from examination.
- Do not accept Irish or Continental Sub / Continental region.
- Max 8 x SRP's if only one region examined. Discussion without link to any named or clearly inferred regions 0 marks.
- Max 2 x SRP's per region if merely a description of transport with no reference to economic development.
- Max 2 x SRP's per region if merely a description of economic development with no reference to transport.
- 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.
- Positive or negative interpretation is acceptable.

Annotation	Use	Marks
REF	Reference to importance of transport	2
Ex	Specific example of transport	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2
P1 / P2	Annotations relate to region 1/region 2	N/A

4C. Concept of a Region

Examine how culture **or** climate can be used to define regions, with reference to an example(s) that you have studied.

[30m]

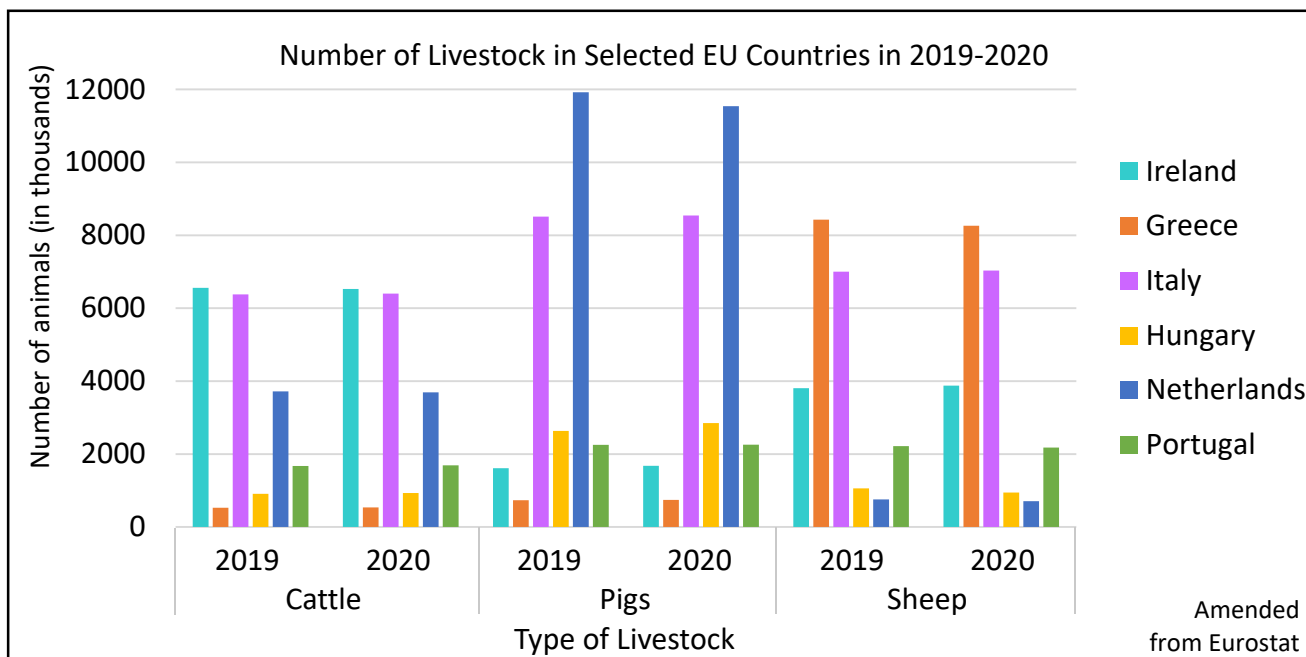
Example 2 marks
Examination 14 x SRP's

- Credit 1 x SRP for second example from examination.
- All further examples require examination.
- Credit 1 x SRP for a specific reference to culture or climate 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.
- Positive or negative interpretation is acceptable.

Annotation	Use	Marks
Ex	Example	2
REF	Reference to culture or climate	2
✓₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

Question 5

5A. Agriculture in the European Union



Examine the bar chart above showing the number of cattle, pigs and sheep in selected European Union countries in 2019 and 2020 and answer each of the following questions.

- Which animal did Greece have the highest number of in 2019?
- Name **two** countries from the chart above that had more than 2 million pigs in 2019.
- Which country, from the chart above, had more than 6 million of each type of livestock in 2020?
- Was there an increase or decrease in the number of pigs in the Netherlands between 2019 and 2020?
- Name **one** specific European Union policy which influences the development of agriculture.
- Explain briefly **one** benefit of Ireland having large numbers of cattle.
- Explain briefly **one** environmental problem associated with having large numbers of livestock.

[20m]

- | | |
|---|-------------|
| (i) Sheep | 2 marks |
| (ii) Italy/Hungary/Netherlands/Portugal | 2 + 2 marks |
| (iii) Italy | 2 marks |
| (iv) Decrease | 2 marks |
| (v) Valid policy named | 2 marks |
| (vi) Valid explanation | 2 + 2 marks |
| (vii) Valid explanation | 2 + 2 marks |

5B. Secondary Economic Activity – Continental / Sub-Continental Region

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	6/7 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's per factor if merely a description of the factor with no reference to development of secondary economic activity.
- 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.
- Positive or negative interpretation is acceptable.

Annotation	Use	Marks
	Factor named	2
	Example of secondary economic activity	2
	Valid information worth 2 marks	2
	Surplus information	N/A
	Valid diagram	2
 / 	Annotations relate to factor 1 /factor 2	N/A

5C. Population Dynamics

Account for 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.
- If only one part of a region examined, max 8 x SRP's (question refers to throughout a region).

Annotation	Use	Marks
N	Factor named	2
Ex	Named location	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

Question 6

6A. Education in European Countries

Percentage of 25-34 Year Olds with Third Level Education
in Selected EU Countries in 2012, 2016 and 2020

	2012	2016	2020
EU Average	34.1	36.8	40.5
Germany	28.9	30.5	35.1
Ireland	50.3	54.3	58.4
Spain	40.4	41.0	47.4
France	42.6	44.2	49.4
Italy	22.5	25.6	28.9
Lithuania	48.6	54.9	56.2
Hungary	30.5	30.4	30.7
Netherlands	41.4	45.2	52.3

Amended from Eurostat

Examine the table above showing the percentage of 25-34 year olds with third level education in selected EU countries in selected years. Answer each of the following questions.

- (i) What was the percentage of 25-34 year olds with third level education in Hungary in 2016?
- (ii) Which country had the lowest percentage of 25-34 year olds with third level education in 2012?
- (iii) List **two** countries where the percentage of 25-34 year olds with third level education in 2020 was higher than the EU Average for 2020.
- (iv) Did the percentage of 25-34 year olds with third level education for each of the countries listed above rise **or** fall between 2012 and 2020?
- (v) Calculate the difference between the country with the highest percentage and the country with the lowest percentage of 25-34 year olds with third level education in 2020.
- (vi) Name **one** third level institution in Ireland where students receive tertiary education.
- (vii) Explain briefly **one** benefit of a region having large numbers of people who have third level education. **[20m]**

- (i) 30.4 (%) 2 marks
- (ii) Italy 2 marks
- (iii) Ireland/Spain/France/Lithuania/Netherlands 2 + 2 marks
- (iv) Rise 2 marks
- (v) 29.5 4 marks
- (vi) Third level institution named 2 marks
- (vii) Valid explanation 2 + 2 marks

6B. Agriculture in Ireland

Account for the development of agriculture in an **Irish** region that you have studied, with reference to any **two** of the following factors:

- Relief
- Climate
- Markets.

[30m]

Account of Factor 1

8/7 x SRPs

Account of Factor 2

7/8 x SRPs

- Credit 2 x SRPs for two named examples of agriculture from account.
- Do not accept European or Continental / Sub Continental region.
- Discussion without link to a named or clearly inferred Irish region 0 marks.
- Positive and negative interpretation of development is acceptable.
- Max 2 x SRPs per factor if merely a description of each factor without reference to the development of agriculture.

Annotation	Use	Marks
Ex	Named types of agriculture	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2
P1 / P2	Annotations relate to factor 1 / factor 2	N/A

6C. Socio-Economic Regions

Examine the causes **and** impacts of industrial decline with reference to any region(s) that you have studied.

[30m]

Cause identified	2 marks
Impact identified	2 marks
Examination	13 x SRPs

- Credit 2nd cause identified for 1 x SRP from examination. All further causes require examination.
- Credit 2nd impact identified for 1 x SRP from examination. All further impacts require examination.
- Credit 1 x SRP for example of an industry in decline.
- Examination without reference to named or clearly inferred region 0 marks
- Examination without reference to industrial decline 0 marks
- Max 7 x SRPs if causes only or impacts only examined.
- A valid labelled sketch map can receive 1 x SRP from examination and if extra relevant information on the sketch, it can receive a further 1 SRP.

Annotation	Use	Marks
N	Cause identified	2
I	Impact identified	2
Ex	Example of an industry in decline	2
✓₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

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. 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 route of the N24
- The entire route of the railway line
- A post office
- A car park.

[20m]

Sketch Outline

4 features @ 4 marks each

4 marks (4/0)

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.

7B. Multinational Company

With reference to **one** multinational company that you have studied, describe and explain any **two** of the following:

- Sourcing of raw materials and components
- Location of processing units
- Location of markets.

[30m]

MNC named 2 marks

Description and explanation 1 7 x SRPs

Description and explanation 2 7 x SRPs

- Credit 1 x SRP per heading for a specific example from description/explanation.
- A valid labelled diagram can receive 1 x SRP from description/explanation and if extra relevant information on the diagram it can receive a further 1 x SRP.
- Discussion without link to named multinational company 0 marks.
- Max 4 x SRPs per factor if merely a description of factor without reference to explanation.

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

7C. Sustainable Development

Examine how economic activities can be developed sustainably in order to control their environmental impact.

[30m]

Examination

15 x SRPs

- Credit 2 x SRPs for two examples of economic activities identified from examination.
- Credit 1 x SRP for a reference to controlling the environmental impact from examination.
- Max 2 x SRPs if there is a discussion of sustainable development of economic activities without reference environmental impact.
- Max 2 x SRPs if there is a discussion of environmental impact without reference to sustainable development of economic activities.

Annotation	Use	Marks
Ex	Examples of economic activities identified	2
REF	Reference to controlling the environmental impact	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A

Question 8

8A. Irish Trade

Ireland's Top Export Partners, 2020

Export Partner	Value of Total Exports (€billion)
USA	51
Belgium	18
Germany	18
UK	15
China	10
Netherlands	9

Amended from CSO

Examine the data above showing Ireland's top export partners in 2020, 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 what is meant by the term *balance of payments*.

[4m]

Valid explanation	2 + 2 marks
-------------------	-------------

8B. Globalisation

Explain the impacts of globalisation on **one** developing economy that you have studied.

[30m]

Named Developing Economy 2 marks
Impacts identified 2 + 2 marks
Explanation 12 x SRPs

- Max 2 x SRPs for explanation without reference to globalisation
- Max 2 x SRPs for explanation without reference to named developing country
- Accept positive or negative impacts of globalisation

Annotation	Use	Marks
	Developing country named	2
	Impacts identified	2
	Valid information worth 2 marks	2
	Surplus information	N/A

8C. Tertiary Economic Activities

Using evidence from the 1:50 000 Ordnance Survey map of Clonmel accompanying this paper, discuss the potential for the development of tourism in the area shown on the map, with reference to each of the following:

- Accessibility
- Services (excluding transport)
- Attractions.

[30m]

Three headings @ 10 marks each

For each of the **three** headings:

Named example	2 marks
Map evidence	2 marks
Discussion	3 x SRP's

- Map reference can be grid reference or named road etc.
- All map evidence and discussion must be linked to tourism.
- Accept all forms of transport (road, rail, river etc.).
- If answer based on aerial photograph, allow a named example per heading only.

Annotation	Use	Marks
	Example named	2
	Map evidence	2
	Valid information worth 2 marks	2
	Surplus information	N/A
 /  / 	Annotations relate to Heading 1/ Heading 2/ Heading 3	N/A

Question 9

9A. Measuring Development

Human Development Index (HDI) Data for Selected countries

Region	HDI 1990	HDI 2019	Life expectancy at birth (years) 2019	Mean years of schooling (years) 2019
Norway	0.849	0.957	82.4	12.9
Ireland	0.773	0.955	82.3	12.7
Australia	0.871	0.944	83.4	12.7
USA	0.865	0.926	78.9	13.4
Bolivia	0.551	0.718	71.5	9,0
Vietnam	0.483	0.704	75.4	8.3
Cameroon	0.448	0.563	59.3	6.3
Niger	0.220	0.394	62.4	2.1

Amended from www.hdr.undp.org

Examine the table above showing the Human Development Index (HDI) and development indicators for selected countries and answer each of the following questions.

- Which country had the longest life expectancy at birth in 2019?
- What was the Human Development Index (HDI) for Bolivia in 1990?
- What was the mean years of schooling in 2019 for Cameroon?
- Which country had the greater increase in HDI between 1990 and 2019, Ireland or Vietnam?
- Explain briefly **one** reason why life expectancy in some countries is lower than it is in others.
- Life expectancy and mean years of schooling are two factors used to calculate the Human Development Index. Name a third factor.
- Explain briefly **one** advantage of using the Human Development Index as a measure of economic development.

[20m]

- | | | |
|-------|--------------------|-------------|
| (i) | Australia | 2 marks |
| (ii) | 0.551 | 2 marks |
| (iii) | 6.3 | 2 marks |
| (iv) | Vietnam | 4 marks |
| (v) | Valid explanation | 2 + 2 marks |
| (vi) | Valid factor named | 2 marks |
| (vii) | Valid explanation | 2 + 2 marks |

9B. Economic Development – Developed Economy

Examine the impact of **two** of the following on the development of footloose industries **or** financial services **or** mass tourism in a developed economy that you have studied:

- Physical factors
- Human factors
- Political factors.

[30m]

Named developed economy	2m
Examination of factor 1	7 x SRP's
Examination of factor 2	7 x SRP's

- Credit 1 x SRP per factor for identifying the impact on the development of the activity. All other impacts must be examined.
- Max 1 x SRP per factor if there is discussion without reference to a named developed economy or discussion in relation to a developing economy.
- Examination must be based on one developed economy. Where more than one developed economy is examined mark separately and credit the highest mark.
- A developed economy in this instance can be a named country or region.
- Accept both positive and negative impacts on development.

Annotation	Use	Marks
	Developed Economy named	2
	Impact on development identified	2
	Valid information worth 2 marks	2
	Surplus information	N/A
 / 	Annotations relate to impact of factor 1/ impact of factor 2	N/A

9C. European Union Policy

Examine how different European Union policies impact on the Irish economy.

[30m]

Impact on the Irish economy identified	2 marks
EU policy named	2 + 2 marks
Examination	12 x SRPs

- Credit a 2nd impact on the Irish economy identified for 1 x SRP from examination.
- All further policies require examination.
- Max 2 x SRPs if there is discussion without a reference to impact of European Union Policy on the Irish economy.
- Max 2 x SRPs if there is discussion without reference to European Union policy.
- Accept both positive and negative viewpoints within the examination.

Annotation	Use	Marks
I	Impact identified	2
N	EU policy named	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A

PATTERNS AND PROCESSES IN THE HUMAN ENVIRONMENT

Questions 10 to 12

Question 10

10A. Aerial Photograph

Examine the aerial photograph of Clonmel 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:

- Two connecting streets
- An area of recreational land-use
- An area of ecclesiastical land-use
- An area of residential land-use.

[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.

10B. Migration

‘Population movements have an impact on donor and receiver regions.’

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

- Migration policy in the European Union
- Rural to urban migration in the developing world.

[30m]

Impact on donor region identified	2 marks
Impact on receiver region identified	2 marks
Discussion	13 x SRP's

- All further impacts require discussion.
- Credit 1 x SRP for a specific example of a donor region and 1 x SRP for a specific example of a receiver region from discussion.
- Discussion can be on the impact of inward migration, outward migration or both on donor and receiver regions.
- Discussion relating to rural to urban migration in the developed world, allow an impact on the donor region identified and an impact on the receiver region identified only (the impacts must relate to the developing world).
- Max 6 x SRP's if discussion of impact on donor region only or impact on receiver region only.
- Question is not tied to Ireland.
- Impacts may be positive or negative.

Annotation	Use	Marks
N	Impact on donor region identified	2
I	Impact on receiver region identified	2
Ex	Example	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A

10C. Central Place Theory

Describe and explain Central Place Theory with reference to example(s) that you have studied.

[30m]

Example 2 marks
Description/Explanation 14 x SRPs

- Credit 2nd named example for 1 x SRP from examination.
- Max 7 x SRP's if description of the Central Place Theory without an explanation.
- A valid labelled diagram can receive 1 x SRP from description/explanation and if extra relevant information on the diagram it can receive a further 1 x SRP.
- Question is not tied to Ireland.

Annotation	Use	Marks
Ex	Example of urban centre	2
Dg	Valid diagram	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A

Question 11

11A. Population Density

Total Population, total land area and population density
for Selected Countries in 2020

Country	Total population	Total area (in km ²)	Population Density (people per km ²)
Belgium	11,549,000	30,510	378.5
Bulgaria	6,951,000	93,030	74.7
Croatia	4,058,000	56,594	71.7
Germany	83,166,000	357,386	232.7
Iceland	364,000	102,775	3.5
Ireland	4,963,000	70,273	X
Italy	60,244,000	301,338	199.9
Netherlands	17,407,000	41,198	422.5
Spain	47,330,000	498,511	94.9

Amended from Eurostat

Examine the table above showing the total population, total land area and population density for selected countries in 2020 for selected countries and answer each of the following questions.

- What was the population density, people per km², for Italy in 2020?
- Which country had the lowest population in 2020?
- Which country has the largest total area?
- How many countries have a total area that is smaller than Ireland?
- Calculate X the population density, people per km², for Ireland in 2020.
- Explain briefly **two** reasons why some areas have a low population density.

[20m]

- | | | |
|-------|-------------------|-------------|
| (i) | 199.9 | 2 marks |
| (ii) | Iceland | 2 marks |
| (iii) | Spain | 2 marks |
| (iv) | Three | 2 marks |
| (v) | 70.6 | 4 marks |
| (vi) | Valid explanation | 2 + 2 marks |
| | | 2 + 2 marks |

11B. Changing Urban Functions

Examine how the functions of urban centres can change over time, with reference to Irish example(s).

[30m]

Functions identified	2 + 2 marks
Example Irish urban centre	2 marks
Examination	12 x SRPs

- Credit 2nd example of Irish urban centre for 1 x SRP from examination.
- All further functions identified require examination.
- An urban centre can be a city, a specific part of a named city or a town.
- Discussion without reference to named Irish urban centre max 2 x SRPs.
- Max 2 x SRPs for mere description of functions when there is no reference to change over time.

Annotation	Use	Marks
I	Functions identified	2
Ex	Example of Irish Urban Centre	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A

11C. Population Characteristics – Ireland

Describe and explain how the characteristics of Ireland's population have changed since the 1950's.

[30m]

Change in population characteristics identified 2m
Description / Explanation 14 x SRP's

- Credit the identification of two further changes in population characteristics for 2 x SRP's from description/explanation. All further changes require description/explanation.
- Max 7 x SRPs if there is a description of the characteristics of Ireland's population without explanation.
- Answer is tied to Ireland and also to timeframe specified in the question.

Annotation	Use	Marks
	Change in population characteristics identified	2
	Valid information worth 2 marks	2
	Surplus information	N/A

Question 12

12A. Population

Percentage of people Aged
Over 65 by Continent in 2018

Continent	% over 65 years
North America	15
Latin America	8
Africa	3
Europe	18
Asia	8
Oceania	12

Examine the table above showing the percentage of people aged over 65 in each continent in 2018 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** challenge faced by countries with high numbers of people aged over 65 years.

[4m]

Valid explanation 2 + 2 marks

12B. Future Urbanism

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

[30m]

Two issues identified	2m + 2m
Discussion of issue one	7/6 x SRP's
Discussion of issue two	7/6 x SRP's

- Credit 1 x SRP for example of a city in the developed world. This can be a city or part thereof irrespective of size.
- Discussion relating to a city in the developing world, credit issues identified only (issues must relate to the developed world).
- Take broad interpretation of issues facing cities of the future.

Annotation	Use	Marks
I	Issues identified	2
Ex	Example of a city in the developed world	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
P1 / P2	Annotations relate to discussion of issue 1/ discussion of issue 2	N/A

12C. Population Distribution

Examine the 1:50 000 Ordnance Survey map of Clonmel accompanying this paper.

Using evidence from the map, account for variations in settlement distribution in the areas north and south of Northing 21.

[30m]

Variations in settlement distribution identified	2m + 2m
OS map evidence	2m
Examination	12 x SRP's

- Credit further map evidence to a max of 2 x SRPs from examination.
- Max 6 x SRPs if the answer is based entirely on settlement distribution north of Northing 21 only or south of Northing 21 only.

Annotation	Use	Marks
I	Variations in settlement distribution identified	2
REF	Map evidence	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	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 information	N/A
Dg	Valid illustration	2
Ex	Valid example	2
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. 'Empowering people is a way of linking economic growth with human development.'

Discuss this statement with reference to land ownership patterns and their impact on development.

[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 empowering people is a way of linking economic growth with human development.
- 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. Examine how social and/or political decisions can impact on each of the following:

- Economic and political refugees
- Human rights issues.

[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 social and/or political decisions can impact on economic and political refugees and human rights issues.
- 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).

15. Examine sustainable development as a model for future development.

[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 sustainable development is a model for future development.
- 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).

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. Explain how soil characteristics impact on soil development.

[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 soil characteristics impact 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 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).

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

[80m]

Number of aspects	3 @ 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 accounting for the specific climate characteristics and examining the impact of these climate characteristics on the development of soils and vegetation.
- 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).

18. Examine how desertification **and** conservation have impacted on soil.

[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 desertification and conservation have impacted on soil.
- 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).

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 the importance of religion 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 SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on the importance of religion 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).

20. Examine the effects of political and/or physical boundaries on 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 SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on the effects of political and/or physical boundaries on cultural groups.
- 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. 'Cultural identity is defined by many diverse factors.'

Examine this statement with reference to a case study of a European region 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 SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on how cultural identity in a European region is defined by many diverse factors
- 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. “Climate characteristics have an influence on economic development.”

Discuss this statement with reference to each of the following:

- Agriculture
- Drought and desertification
- Tourism.

[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 climate characteristics have an influence on economic development with reference to agriculture, drought and desertification, and tourism.
- 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).

23. Describe the formation of each of the following **and** discuss its impact on weather patterns:

- Mid-latitude depressions
- Anticyclones
- Land and sea breezes.

[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 the formation of each of the factors listed and then the impact of each of them on weather patterns.
- Select the scheme according to the number of aspects discussed.
- 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).

24. Climate characteristics change over space and time.
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 SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on how climate characteristics change over space and time.
- 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).

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.

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

Annotation	Use	Marks (if applicable)
	Valid information or Mark awarded for C/L	1
	Valid information or Mark awarded for C/L or OC	2
	Mark awarded for C/L or OC	4
	Mark awarded for C/L or OC	6
	Surplus information	N/A
	Incorrect answer	0
	Valid diagram / sketch	2
 /  / 	Valid issue / example of recording / observation	2
	Valid result / conclusion / evaluation	2
	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.
- Presentations must be drawn 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 2022

1. An investigation of the impact of geology on shaping the landscape in a local area.
2. Population change in an urban or rural area.
3. Pollution – A local study.
4. A study of local weather patterns.
5. Investigate the impact of land-use on traffic patterns in a local area.
6. Investigate the impact of the geomorphic process(es) of transport and/or deposition on shaping the landscape in a coastal or fluvial or glacial environment.

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 ngnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais 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.

