



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2024

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.

<p>Q.1</p> <p>River Confluence 2m</p> <p>Headland 2m</p> <p>Ox bow lake 2m</p> <p>Tarn 2m</p>	<p>Q.7</p> <p>(i) W 006 533 2m</p> <p>(ii) 8.5 (km) 2m</p> <p>(iii) Star Shaped Fort 2m</p> <p>(iv) 18 (km²) 2m</p>
<p>Q.2</p> <p>(i) C 1m (ii) Chemical 1m</p> <p>A 1m Physical/Mechanical 1m</p> <p>B 1m Physical/Mechanical 1m</p> <p>D 1m Chemical 1m</p>	<p>Q.8</p> <p>B Centre Middleground 2m</p> <p>C Right Foreground 2m</p> <p>D Right Background 2m</p> <p>E Left Middleground 2m</p>
<p>Q.3</p> <p>(i) D 1m</p> <p>B 1m</p> <p>A 1m</p> <p>C 1m</p> <p>(ii) Rejuvenation 2m</p> <p>(iii) Valid reason 2m</p>	<p>Q.9</p> <p>(i) Mealagh River 2m</p> <p>(ii) Even 2m</p> <p>(iii) Glanaclougha Loop 2m</p> <p>(iv) Coniferous (Plantation) 2m</p>
<p>Q.4</p> <p>(i) C 1m</p> <p>D 1m</p> <p>B 1m</p> <p>A 1m</p> <p>(ii) (a) True 2m</p> <p>(b) True 2m</p>	<p>Q10</p> <p>(i) Mayo 2m</p> <p>(ii) Four 2m</p> <p>(iii) 146 2m</p> <p>(iv) Isohels 2m</p>
<p>Q.5</p> <p>(i) C 1m</p> <p>E 1m</p> <p>F 1m</p> <p>D 1m</p> <p>B 1m</p> <p>A 1m</p> <p>(ii) True 2m</p>	<p>Q11</p> <p>(i) 1070 2m</p> <p>(ii) 2020 2m</p> <p>(iii) 1314 2m</p> <p>(iv) Valid explanation 1 + 1m</p>
<p>Q.6</p> <p>(i) Urban 1m</p> <p>Geomorphological 1m</p> <p>Climatic 1m</p> <p>Administrative 1m</p> <p>(ii) Berlin 1m</p> <p>The Burren 1m</p> <p>Hot Desert 1m</p> <p>Co. Leitrim 1m</p>	<p>Q12</p> <p>C 2m</p> <p>B 2m</p> <p>A 2m</p> <p>D 2m</p>

In 2024 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 **FOUR** questions. This must include one question from three of the sections below:

- 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)

The fourth question can be from any section.

In order to get a total mark for Part Two, the online marking system initially selects the four questions with the highest marks from Part Two and adds them. If three questions are from different sections 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 three of the four 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)
<div style="border: 1px solid red; padding: 2px; display: inline-block;">A</div>	Indicates that marks from the question below are being adjusted from the total	N/A
<div style="display: flex; flex-wrap: wrap; gap: 5px;"> <div style="border: 1px solid red; padding: 2px; margin: 2px;">0</div> <div style="border: 1px solid red; padding: 2px; margin: 2px;">1</div> <div style="border: 1px solid red; padding: 2px; margin: 2px;">2</div> <div style="border: 1px solid red; padding: 2px; margin: 2px;">3</div> <div style="border: 1px solid red; padding: 2px; margin: 2px;">4</div> <div style="border: 1px solid red; padding: 2px; margin: 2px;">5</div> <div style="border: 1px solid red; padding: 2px; margin: 2px;">6</div> <div style="border: 1px solid red; padding: 2px; margin: 2px;">7</div> <div style="border: 1px solid red; padding: 2px; margin: 2px;">8</div> <div style="border: 1px solid red; padding: 2px; margin: 2px;">9</div> <div style="border: 1px solid red; padding: 2px; margin: 2px;">10</div> </div>	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 fourth-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 coastline
- The 18 hole golf course, north of Bantry town
- The entire area of Lough Bofinna
- The entire area of land above 400 metres at Mullaghmesha.

[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]. It must be landscape orientation.
- 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. 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 measures 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 1 x SRP for a second impact on process identified from examination. All further impacts require examination.
- Credit 1 x SRP for an example 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

1C. Destructive Plate Boundaries

Discuss the impacts of destructive plate boundaries, with reference to an example(s) you have studied.

[30m]

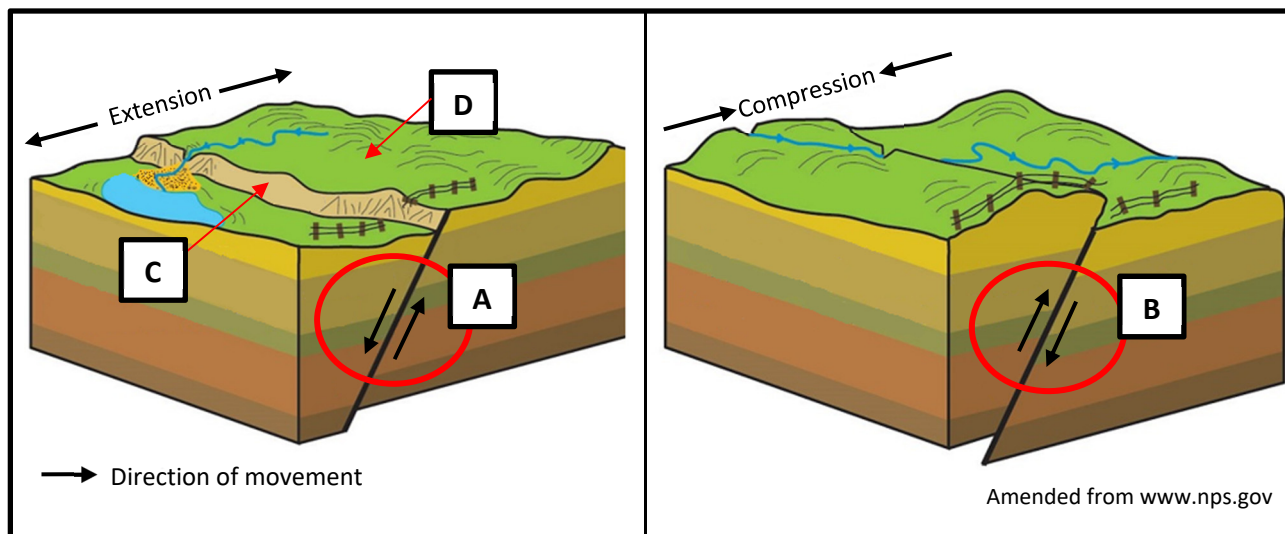
Impact identified	2 marks
Example	2 marks
Discussion	13 x SRP's

- Credit 1 x SRP for a second impact identified from discussion. All further impacts require discussion.
- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit extra relevant information on labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.

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

Question 2

2A. Landscape Deformation



Examine the diagram above which shows different faults and landforms created by faulting and answer each of the following questions.

- Name each of the types of fault labelled **A** and **B**.
- Name each of the landforms created by faulting labelled **C** and **D**.
- What type of fault is found where the process of shearing occurs?
- Explain briefly what causes faulting.
- Name **two** periods of fold mountain building that shaped the Irish landscape over the last 400 million years.
- In your answerbook, state whether the following statement is true or false:
A syncline is the part of a fold where the layers of rock have been pushed upwards.

[20m]

- | | | |
|-------|------------------------|-------------|
| (i) | A = Normal | 2 marks |
| | B = Reverse | 2 marks |
| (ii) | C = Escarpment | 2 marks |
| | D = Block Mountain | 2 marks |
| (iii) | Tear | 2 marks |
| (iv) | Valid explanation | 2 + 2 marks |
| (v) | Caledonian & Armorican | 2 + 2 marks |
| (vi) | False | 2 marks |

2B. Landscape Development

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 identified 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 role 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 is 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.
- Question is not tied to Ireland.
- Max of 2 x SRP's if there is merely a description of mass movement without a reference to factors governing its operation.

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

2C. Volcanic Activity

Examine the influence of volcanic activity on the development of the Irish landscape with reference to **each** of the following:

- Intrusive features
- Extrusive features.

[30m]

Examination with reference to intrusive features 8/7 x SRP's
Examination with reference to extrusive features 7/8 x SRP's

- Credit a named intrusive feature for 1 x SRP and a named extrusive feature for 1 x SRP from examination.
- Credit 1 x SRP for example of Irish landscape (intrusive) from examination.
- Credit 1 x SRP for example of Irish landscape (extrusive) from examination.
- Max 8 x SRP's if examination of influence of volcanic activity with reference to intrusive features only and max 8 x SRP's if examination of influence of volcanic activity with reference to extrusive features only.
- Max 1 x SRP for intrusive and max. 1 x SRP for extrusive if the examination is not relevant to the Irish landscape.
- 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.
- Question is tied to the Irish landscape.

Annotation	Use	Marks
N	Feature named	2
Ex	Example	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	2
P1 / P2	Annotations relate to examination 1/examination 2	N/A

Question 3

3A. Dynamic Boundaries



When Litli-Hrútur formed at a fissure, 61.2km southwest of the capital Reykjavík, it became Iceland's youngest volcano.

Thousands of tremors and earthquakes were recorded in the days leading up to the eruption. Molten lava flowed across the landscape of Iceland as pyroclastic material was thrown into the air and plumes of gas released into the atmosphere.

The volcanic cone grew to a height of 30 metres in the first seven days due to continuous lava flow.

Lava flowing from the crater moved slowly across the landscape, creating

picturesque lava streams. This encouraged more tourist interest in Litli-Hrútur, but fires and dangerously high gas levels prevented access for several days.

Amended from www.scienceworld.com

Examine the map and text above that highlight tectonic activity in Iceland. Answer each of the following questions.

- (i) To what height, in metres, did the cone of the *Litli-Hrútur* volcano grow in the first seven days?
- (ii) Give **one** reason, from the text above, why access was prevented after the eruption.
- (iii) Name **two** gases emitted from a volcano.
- (iv) Iceland is located on two tectonic plates. Name **both** plates.
- (v) Explain briefly **one** benefit of volcanic activity.
- (vi) Explain briefly what is meant by the term *caldera*.

[20m]

- | | | |
|-------|---------------------------|-------------|
| (i) | 30 (metres) | 2 marks |
| (ii) | Valid reason | 2 marks |
| (iii) | Valid gases | 2 + 2 marks |
| (iv) | Eurasian & North American | 2 + 2 marks |
| (v) | Valid explanation | 2 + 2 marks |
| (vi) | Valid explanation | 2 + 2 marks |

3B. Sedimentary Rocks

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

[30m]

Sedimentary rocks named

2 + 2 marks

Examination of formation

13 x SRP's

- All further sedimentary rocks require examination.
- Credit valid examples of Irish locations for each rock for 2 x SRP's.
- 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 SRP's if there is merely a description of sedimentary rocks without a reference to formation.

Annotation	Use	Marks
N	Sedimentary rock named	2
Ex	Valid example	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	2






3C. Seismic Activity

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

[30m]

Reference to prediction of earthquakes	2 marks
Reference to reducing effects 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 require explanation.
- Credit 2nd reference to reducing effects of earthquakes for 1 x SRP from explanation. All further references require 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 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 of earthquakes explained and max 7 SRP's if only reduction of earthquake effects explained.

Annotation	Use	Marks
	Reference to prediction of earthquakes	2
	Reference to reducing effects of earthquakes	2
	Valid information worth 2 marks	2
	Surplus SRP	N/A
	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 a **Continental / Sub-Continental** region (not in Europe) that you have studied.

On it, show and name each of the following:

- **Two** named urban centres
- The course of a named river
- The outline of a named feature of relief (upland or lowland).

[20m]

Map outline

4 features @ 4 marks each

4 marks graded (4/2/0)

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. 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

4C. Secondary Economic Activity

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

- Government policy
- Labour
- Markets
- Infrastructure.

[30m]






Examination of Factor 1

8/7 x SRP's

Examination of Factor 2

7/8 x SRP's

- Credit 2 x SRP's for specific examples of secondary economic activity from examination.
- Do not accept a European or Continental/Sub-Continental region.
- Examination without link to a named or clearly inferred region 0 marks.
- Max 8 x SRP's if only one factor is examined.
- Max 2 x SRP's per factor if there is merely a description of the factor without a 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
	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

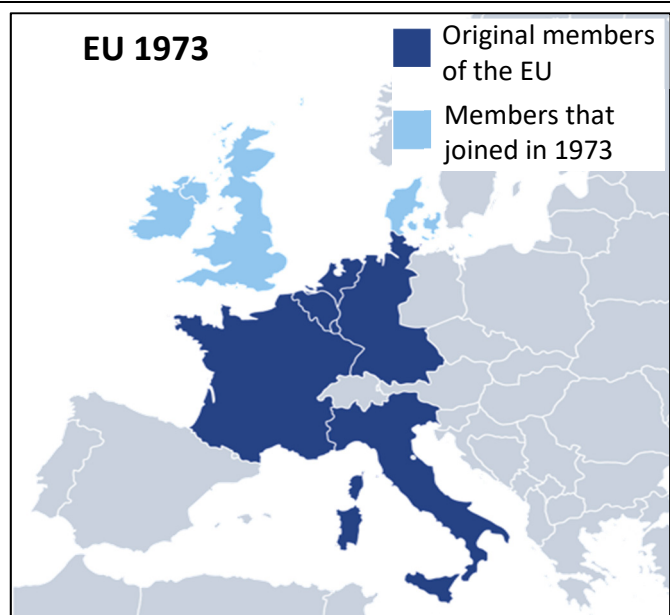
Question 5

5A. Regional Disparity in the European Union

Ireland joined the European Economic Community (EEC) (now the European Union (EU)) in 1973, along with Denmark and the UK, in what was the first enlargement of the union.

Almost 50 years ago (December 1974), in an act of solidarity with new member countries, leaders of the EU (then EEC) agreed to set up a fund for less developed European regions. This act of solidarity led to the establishment of the *European Regional Development Fund (ERDF)*. It was funded by the wealthier economies, the purpose of which was to support infrastructure development, create jobs and attract inward investment. The fund addressed imbalances in regional development through targeted investments.

The positive impacts of the fund were seen across the EU as regional development gaps were bridged, rural communities were supported and urban development was progressed.



Amended from www.europa.eu

Examine the map and text above that outline the development of the European Union and the establishment of the ERDF and answer each of the following questions.

- (i) Other than Ireland, list the **two** countries that joined the EEC (now the EU) in 1973.
- (ii) Name **two** countries that were original members of the EU.
- (iii) State **two** purposes of the European Regional Development Fund.
- (iv) Explain briefly **two** challenges facing the EU today.

[20m]

- | | | |
|-------|-------------------|-------------|
| (i) | UK and Denmark | 2 + 2 marks |
| (ii) | Valid countries | 2 + 2 marks |
| (iii) | Valid statement | 2 + 2 marks |
| (iv) | Valid explanation | 2 + 2 marks |

5B. Primary Economic Activity

Examine the impact of **one** of the following on the development of primary economic activity(ies) in **two** contrasting **European** regions (not in Ireland) that you have studied.

- Climate
- Relief.

[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 impact of climate/relief on development of primary economic activity. All further impacts require examination.
- Credit 1 x SRP per region for a specific example of primary economic activity 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 primary economic activity with no reference to 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.
- Positive or negative interpretation is acceptable.

Annotation	Use	Marks
I	Impact of climate/relief on development of primary activity	2
Ex	Specific example of primary activity	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






5C. Urban Development

Examine the factors that have influenced the development of **one** urban area in an **Irish** region that you have studied.

[30m]

Urban area named	2 marks
Factors identified	2 + 2 marks
Examination	12 x SRP's

- Credit a third factor identified for 1 x SRP from examination. All further factors require examination.
- Do not accept an urban area in a European or Continental/Sub-Continental region.
- Accept any valid type of urban area or part there of irrespective of size.
- Examination without reference to a named or clearly inferred urban area 0 marks.
- Examination can be based on 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
	Urban area named	2
	Factor identified	2
	Valid information worth 2 marks	2
	Surplus SRP	N/A
	Valid diagram	2

Question 6

6A. Tourism in Ireland

Irish Tourist Attractions 2022

Top Ranked Tourist Attractions		Share of Tourists by Category	
Tourist Attraction	Total Visitors	Category	% Share
Phoenix Park Visitor Centre	2,013,211	Historic site	36
Kilkenny Castle Parklands	1,418,171	Museum, gallery	17
Dublin Zoo	1,242,556	Visitor/heritage centre	X
Cliffs of Moher Visitor Experience	1,136,868	Brand experience	10
Guinness Storehouse	1,110,000	Natural attraction	7
Castletown House Parklands	958,921	Visitor garden	7
The Book of Kells	835,065	Zoo, aquarium, open farm	6
National Gallery of Ireland	789,315	Heritage/leisure/theme park	3

Amended from www.failteireland.ie

Examine the table above showing Ireland's leading tourist attractions in 2022 and answer each of the following questions.

- Name the **two** most popular tourist attractions.
- What tourist attraction had a total of 835,065 visitors?
- Which category had a 17% share of tourists?
- Calculate **X**, the percentage share of tourists that visited a visitor/heritage centre.
- The majority of attractions in the table are on the east coast of Ireland. Explain briefly **one** reason why more tourists visited attractions on the east coast than other parts of the country.
- Explain briefly **one** possible negative impact of tourism.

[20m]

- | | | |
|-------|---|-------------|
| (i) | Phoenix Park visitor centre & Kilkenny Castle Parklands | 2 + 2 marks |
| (ii) | The Book of Kells | 2 marks |
| (iii) | Museum, Gallery | 2 marks |
| (iv) | 14 (%) | 4 marks |
| (v) | Valid explanation | 2 + 2 marks |
| (vi) | Valid explanation | 2 + 2 marks |

6B. Population Dynamics

Account for population distribution throughout a **Continental** / **Sub-Continental** region (not in Europe) 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 an Irish or European region.
- Examination without reference to a named or clearly inferred region 0 marks.
- Max 2 x SRP's if there is merely a description of population distribution without an 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.
- Max 8 x SRP's if only one part of the region is examined (question refers to throughout a region).

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

6C. Socio-Economic Regions






Discuss how economic activity in core regions differs from economic activity in peripheral regions, using examples you have studied.

[30m]

Discussion

15 x SRP's

- Credit one named core region for 1 x SRP from discussion.
- Credit one named peripheral region for 1 x SRP from discussion.
- Credit 2 x SRP's for examples of economic activity.
- Accept discussion of one or more economic activity.
- Accept discussion of all types of economic activity i.e. Primary, Secondary and Tertiary.
- Max 2 x SRP's for mere description of economic activity in either core or peripheral regions.
- A valid labelled sketch map can receive 1 x SRP from examination and if additional relevant information on the sketch not already in the written account it can receive a further 1 x SRP.

Annotation	Use	Marks
	Named region	2
	Example of economic activity	2
	Valid information worth 2 marks	2
	Surplus SRP	N/A
	Valid sketch map	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 post office
- The electricity transmission line
- The R584 road
- The camping site.

[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]. It must be landscape orientation.
- 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.

Annotation	Use	Marks
#	No attempt to include coastline on sketch map	- 2

7B. Economic Development

Discuss how Gross National Product (GNP) and the Human Development Index (HDI) can be used as a measure of economic development, with reference to example(s) you have studied.

[30m]

Reference to GNP as measure	2 marks
Reference to HDI as measure	2 marks
Example	2 marks
Discussion	12 x SRP's

- All further references to GNP and HDI require discussion.
- Credit a second example for 1 x SRP from discussion.
- Accept a broad interpretation of development.
- Max 6 x SRP's if there only a discussion on GNP as a measure of economic development and a max 6 x SRP's if only a discussion on HDI as a measure of economic development.
- Focus of the question is on how the HDI and GNP are measures of economic development.

Annotation	Use	Marks
REF	Reference to GNP	2
N	Reference to HDI	2
Ex	Example	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

7C. Sustainable Development





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

[30m]

Examination

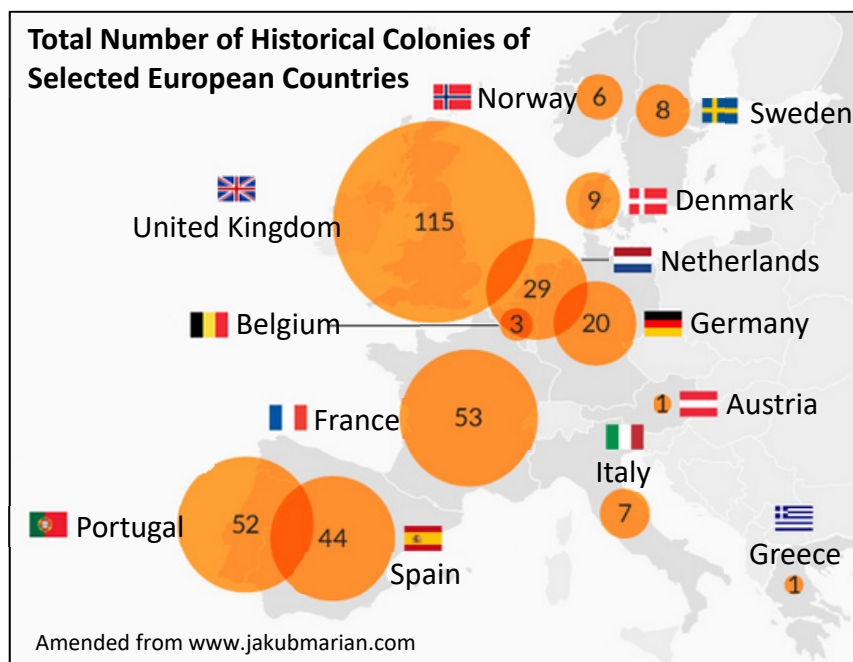
15 x SRP's

- Credit 2 x SRP's 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 SRP's if there is a discussion of sustainable development of economic activities without reference environmental impact.
- Max 2 x SRP's if there is a discussion of environmental impact without reference to sustainable development of economic activities.

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

Question 8

8A. Colonialism



Examine the map above showing the numbers of historical colonies of selected European countries and answer each of the following questions.

- Which country had the highest number of colonies?
- Name **two** countries from the map that had only one colony.
- How many countries shown on the map had more than 10 colonies?
- Name **one** country you have studied that was colonised **and** name the country that colonised it.
- Explain briefly what is meant by the term *colonialism*.
- Explain briefly **one** negative impact colonialism had on a developing economy that you have studied.

[20m]

- | | | |
|-------|--|-------------|
| (i) | United Kingdom | 2 marks |
| (ii) | Greece & Austria | 2 + 2 marks |
| (iii) | Six | 2 marks |
| (iv) | Valid colonised country & valid colonising country | 2 + 2 marks |
| (v) | Valid explanation | 2 + 2 marks |
| (vi) | Valid explanation | 2 + 2 marks |

8B. Development 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 fish processing plant 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 fish processing plant 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
<div>N</div>	Reason stated	2
<div>REF</div>	Map evidence	2
<div>✓₂</div>	Valid information worth 2 marks	2
<div>✓</div>	Surplus SRP	N/A
<div>P1 / P2 / P3</div>	Annotations relate to reason 1& reason 2 for part (i) and reason in part (ii)	N/A

8C. Environmental Impact

Examine the environmental impact of burning fossil fuels.

[30m]

Environmental Impact identified
Examination

2 marks
14 x SRP's

- Credit 1 x SRP for a second environmental impact from examination. All further impacts require examination.
- Credit 1 x SRP for one example of a named fossil fuel from examination.
- Max 2 x SRP's where there is an examination without a reference to the environmental impact.

Annotation	Use	Marks
I	Environmental impact identified	2
Ex	Example of fossil fuel	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

Question 9

9A. Economic Activity

Unemployment rate for 25-74 year olds in Ireland

Year	% Unemployed
2018	4.8
2019	4.1
2020	4.4
2021	5.0
2022	4.2
2023	4.0

Source: OECD

Examine the data above showing the unemployment rate for 25 to 74 year olds in Ireland for each year, 2018 to 2023. 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** way that high employment benefits the Irish economy.

[4m]

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

9B. European Union – Trade

Describe the current trading patterns of the European Union (both internal trade and external trade) and explain the factors that influence these trading patterns.

[30m]

Internal trading pattern identified	2 marks
External trading pattern identified	2 marks
Factors influencing trading patterns identified	2 + 2 marks
Description/explanation	11 x SRP's

- All further internal/external trading patterns require description/explanation.
- All other factors that influence trading patterns require explanation.
- Max 6 x SRP's from description/explanation if there is only a description of trading patterns with no explanation of the factors influencing these trading patterns.
- If only internal or only external trading patterns described/explained, only lose the 2 marks for identifying the trading pattern.
- Accept a broad interpretation of current trading patterns.

Annotation	Use	Marks
I	Internal trading pattern identified	2
N	External trading pattern identified	2
FA	Factors identified	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

9C. Multinational Company








Examine the impact of each of the following on the operations of **one** multinational company that you have studied:

- The product life cycle
- Developments in information technology.

[30m]

MNC named 2 marks
Examination factor 1 7 x SRP's
Examination factor 2 7 x SRP's

- Credit 1 x SRP per factor for identifying the impact of the factor on the operation of the MNC. All other impacts require examination.
- Examination without reference to named MNC max 1 x SRP per factor.
- Max 7 x SRP's if only one factor examined.
- A valid labelled diagram can receive 1 x SRP from examination and if extra relevant information on the diagram it can receive a further 1 x SRP.
- Question not tied to Ireland.

Annotation	Use	Marks
	MNC named	2
	Impact identified per factor	2
	Valid information worth 2 marks	2
	Surplus SRP	N/A
	Valid diagram	2
 / 	Annotations relate to factor 1/ factor 2	N/A

PATTERNS AND PROCESSES IN THE HUMAN ENVIRONMENT

Questions 10 to 12

Question 10

10A. Urban Density

Percentage of global population
living in urban areas

Year	Percentage
1972	37
1982	40
1992	44
2002	48
2012	52
2022	57

Source: www.worldbank.org

Examine the data above showing the percentage of global population living in urban areas 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** challenge associated with increasing urban populations.

[4m]

Valid explanation

2 + 2 marks

10B. Urban Settlement

Answer the following question using evidence from the aerial photograph **OR** from the 1:50 000 Ordnance Survey map and legend to support your answer. Do **not** refer to both in your answer.

Explain **three** reasons why the town of Bantry developed at its present location.

[30m]

Three reasons @ 10 marks each

For each reason:

Reason stated 2 marks

OS map / aerial photo evidence 2 marks

Explanation 3 x SRPs

- Explanation must be based on relevant explanation rather than on further map/photo references.
- If there is no map reference/ photo reference or the map / photo reference is incorrect, credit may be given for naming a valid reason and valid explanation.
- Accept a max of 2 reasons on different modes of transport.

Annotation	Use	Marks
N	Reason stated	2
REF	Map evidence	2
✓ 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

10C. Dynamics of Population

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

[30m]

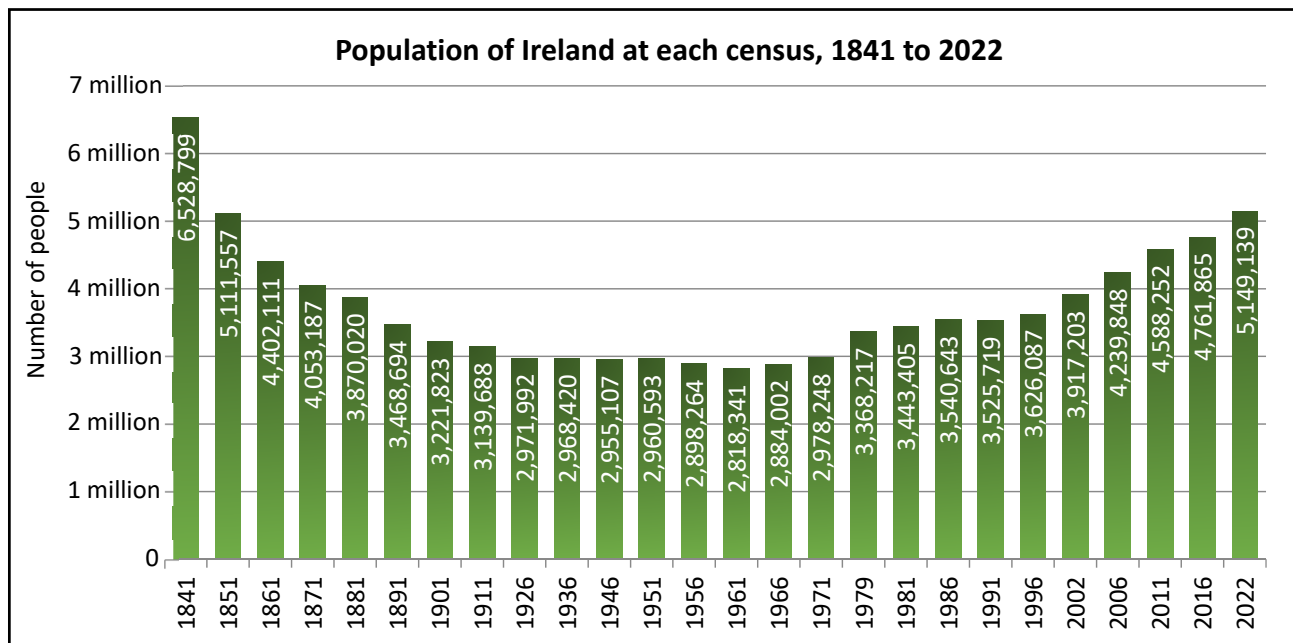
Impact of changing fertility rates identified	2 marks
Impact of changing mortality rates identified	2 marks
Example	2 marks
Examination	12 x SRP's

- Emphasis of the question is on the impact of changing fertility and mortality rates.
- Max 2 x SRP's where there is an examination of changing fertility and mortality rates without a reference to impact on population structure.
- Max 6 x SRP's if examination of 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
I	Impact of changing fertility rate identified	2
N	Impact of changing mortality rate identified	2
Ex	Example of where impacts occur	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

Question 11

11A. Population Characteristics



Amended from CSO

Examine the chart above showing the population of Ireland at each census from 1841 to 2022 and answer each of the following questions.

- (i) Which census year had the highest population?
- (ii) Which census year had the lowest population?
- (iii) Was the population increasing **or** decreasing from 1996 to 2022?
- (iv) In how many censuses was the population at or over 4 million people?
- (v) Calculate the change in Ireland's population between 1841 and 2022.
- (vi) Explain briefly **one** reason why Ireland's population increased since 2011.
- (vii) Explain briefly the term *natural change*.

[20m]

- | | | |
|-------|-------------------|-------------|
| (i) | 1841 | 2 marks |
| (ii) | 1961 | 2 marks |
| (iii) | Increasing | 2 marks |
| (iv) | Eight | 2 marks |
| (v) | 1,379,660 | 4 marks |
| (vi) | Valid explanation | 2 + 2 marks |
| (vii) | Valid explanation | 2 + 2 marks |

11B. Changing Urban Functions

Examine how the functions and/or services of urban centres can change over time, with reference to an example(s) that you have studied.

[30m]

Functions/services identified	2 + 2 marks
Example urban centre	2 marks
Examination	12 x SRP's

- All further functions/services identified require examination.
- An urban centre can be a city, a specific part of a named city or a town.
- Max 2 x SRP's for examination without a reference to named urban centre.
- Max 2 x SRP's for mere description of functions/services without a reference to change over time.
- Question is not tied to Ireland.

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

11C. Future Urbanism

Discuss **two** challenges facing cities of the future.

[30m]

Challenge identified	2 + 2 marks
Discussion of challenge one	7/6 x SRP's
Discussion of challenge two	6/7 x SRP's

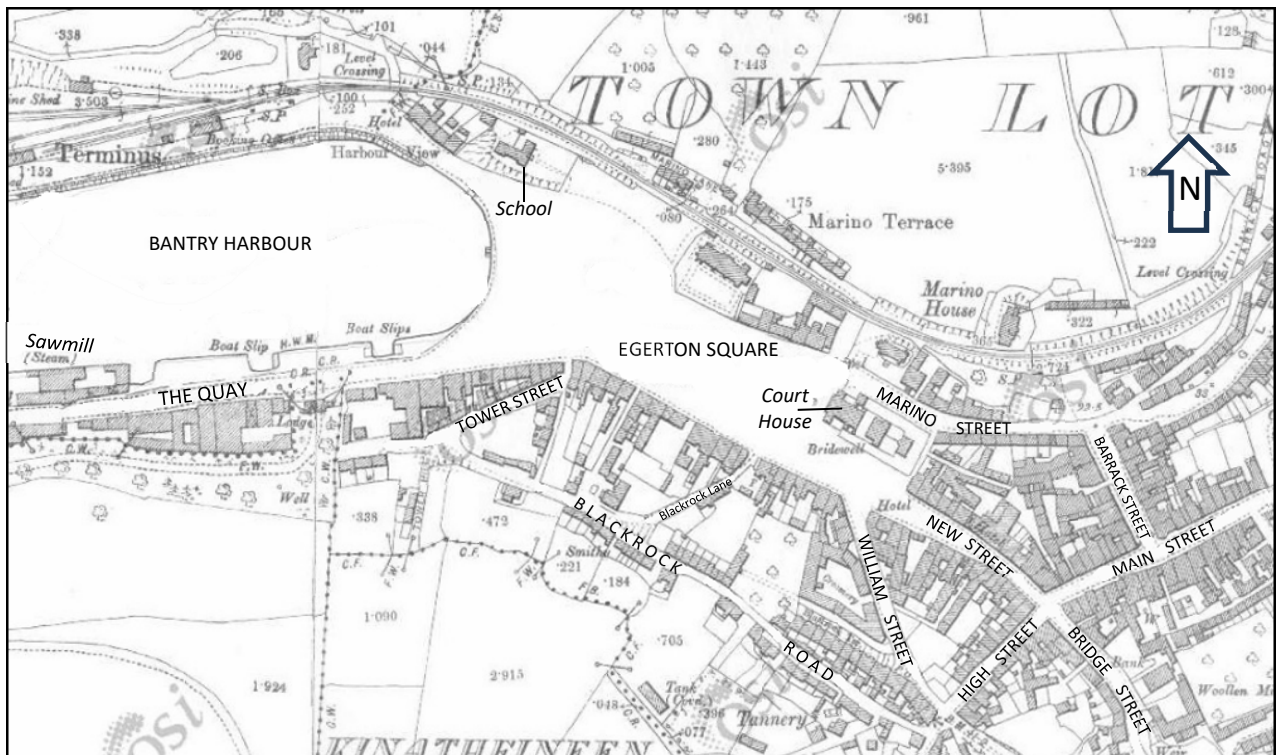
- Credit 1 x SRP for example of a city. This can be a city or part there of irrespective of size.
- Take broad interpretation of challenges facing cities of the future.

Annotation	Use	Marks
I	Challenge identified	2
Ex	Example of a city	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
P1 / P2	Annotations relate to discussion of challenge 1/ discussion of challenge 2	N/A

Question 12

12A. Historical Map

Historical Map of Bantry



Amended from www.scoilnetmaps.ie

Examine the historical map of Bantry shown above.

Draw a sketch map of the historical map.

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

- Bantry Harbour
- **Two** connecting roads/streets
- The school
- The court house.

[20m]

Sketch Outline

4 features @ 4 marks each

4 marks

Shown 3 marks (graded 3/1/0)

Named 1 mark

- Sketch outline must be of landscape orientation (rectangular in shape). Sketch outline = 4 marks (no grading)
- The sketch must have four sides drawn. Using edge of the page not acceptable. Lose 4 marks for sketch outline.
- If Ordnance Survey map or Aerial photograph is used instead of historical map 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.

12B. Migration

Discuss how recent trends in migration are impacting on migration policy in Europe.

[30m]

Impact on migration policy identified 2 marks
Discussion 14 x SRP's

- Credit second impact on migration policy identified for 1 x SRP. All further impacts require discussion.
- Credit reference to trend in migration for 1 x SRP.
- Policy in Europe can refer to general European policy or it can also be a specific European countries migration policy.
- Take a broad interpretation of recent.

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








12C. Overpopulation

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

[30m]

Cause identified	2 marks
Effect identified	2 marks
Example	2 marks
Examination of causes	6 x SRP's
Examination of effects	6 x SRP's

- All further causes and impacts require examination.
- Max 6 x SRP's if examination of causes of overpopulation only.
- Max 6 x SRP's if examination of effects of overpopulation only.

Annotation	Use	Marks
	Cause identified	2
	Effect identified	2
	Example	2
	Valid information worth 2 marks	2
	Surplus SRP	N/A
 / 	Annotations relate to examination of causes and effects	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. Sustainable development should be a priority for human and economic development.

Discuss.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Examination	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 should be a priority for human and economic 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.** We live in an interdependent global economy where decisions and actions taken in one area have an impact on other areas.

Examine this statement with reference to each of the following:

- Deforestation
- Global warming
- Desertification.

[80m]

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

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

- 15.** Views of development and underdevelopment are subject to change and should be challenged.

Discuss this statement with reference to the idea of the developed 'North' and the developing 'South'.

[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 views of development and underdevelopment can change and that they should be challenged.
- Select the scheme according to the number of aspects discussed.
- Allow for up to three examples for 3 x SRP's from discussion (different examples and in different aspects).
- Allow for up to two 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
Examination	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 explained.
- Allow for up to 3 examples to a max of 3 x SRP's from explanation (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from explanation (different illustrations and in different aspects).

17. Examine the characteristics of **one** biome that you have studied, with reference to any **three** of the following:

- Climate
- Soils
- Flora
- Fauna.

[80m]

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

- Focus of question is on the examination of any three characteristics of one biome.
- Select scheme according to number of aspects examined.
- Allow for up to 3 examples to a max of 3 x SRP's from examination (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from examination (different illustrations and in different aspects).

18. Examine how each of the following impact on soil characteristics:

- Overgrazing
- Desertification
- Conservation methods.

[80m]

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

- Focus of the question is on how overgrazing, desertification and conservation methods can impact soil characteristics.
- Select scheme according to number of aspects examined.
- Allow for up to 3 examples to a max of 3 x SRP's from examination (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from examination 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.** Nationality and the nation state are political concepts placed on cultural landscapes. 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
Examination	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is how conflict can arise between political structures and cultural groups.
- Select scheme according to number of aspects examined
- Allow for up to 3 examples to a max of 3 x SRP's from examination (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from examination (different illustrations and in different aspects)

- 20.** Identity as a concept entails a variety of cultural factors.
Discuss this statement with reference to an example 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 SRP's	6 x SRP's
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on how identity is shaped by a variety of cultural 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).

- 21.** 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
Examination	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 examined.
- Allow for up to 3 examples to a max of 3 x SRP's from examination (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from examination (different illustrations and in different aspects).

The Atmosphere – Ocean Environment

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

- 22.** Examine how exchanges of water between oceans and atmosphere give rise to distinctive weather and climate regimes.

[80m]

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

- Focus of the question is how exchanges of water between oceans and atmosphere give rise to distinctive weather and climate regimes.
- Select scheme according to number of aspects examined.
- Allow for up to 3 examples to a max of 3 x SRP's from examination (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from examination (different illustrations and in different aspects).

- 23.** Identify and account for the characteristics of **one** distinctive global climate 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
Accounting for	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

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

- 24.** Examine how solar energy is transformed and redistributed through circulation patterns in the atmosphere and oceans.

[80m]

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

- Focus of question is on how solar energy is transformed and redistributed through circulation patterns in the atmosphere and oceans.
- Select scheme according to number of aspects examined.
- Allow for up to 3 examples to a max of 3 x SRP's from examination (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRP's from examination (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 SRP's: 1 mark each

C/L: 1 mark

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

2. PLANNING (5 marks):

4 x SRP's: 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 SRP's @ 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 SRP's @ 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 SRP's @ 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 2024

1. Changing demographic patterns in a local area.
2. Investigate how geology affects the landscape in a local area.
3. Water pollution – A study of a local stream or river.
4. A study of urban change in a local area.
5. The economic **and/or** environmental impact of one economic activity in a local area.
6. Investigate the impact of the geomorphic processes of erosion on the formation of the landscape in a fluvial **or** coastal **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 ghnáthráta a bhronnadh ar iarrthóirí nach ngnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin **a shlánú síos**.

Tábla 400 @ 10%

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

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

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

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

Geographical Investigation – Not included in total for bonus marks

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

