Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2016

Marking Scheme

Geography

Ordinary 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.

Introduction

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.

Section 1 Folder (60 marks)

Note: Questions 7, 8, 9 and 10 have either/or options. Mark both if both attempted but credit only one even if both are correct. Credit the highest mark.

Question	Suggested Answer	Marks
1.	Plates collide	3
2.	Lava	3
3.	Basalt	3
4.	Bringing water to dry land.	3
5.	Gravity	3
6.	Waterfall	3
7A.	Drumlin	3
7B.	Tombolo	3
8A.	Prevailing	3
8B.	Boreal	3
9A.	Rain gauge	3
9B.	Cold front	3
10A.	Evaporation	3
10B.	3.2 kilometres	3
11.	Push factors	3
12.	Centre Foreground	3
13.	32	3
14.	Factory worker	3
15.	From North-West to South-East	3
16.	33 metres	3
17.	Coniferous plantation	3
18.	6%	3
19.	Port	3
20.	False False True	1 1 1

Question 1.   ORDNANCE SURVEY MAP

Study the **ORDNANCE SURVEY MAP** supplied with this paper.

A.   Draw a sketch map of the area shown on the Ordnance Survey map.

On your sketch map **show** and **label** each of the following:

- Westport Bay
- The built up area of Westport
- The N5 National Primary Road
- The Caravan and/or Camping site.

(10)

Feature	Shown	Labelled	
Westport Bay	1	1	Frame must have four lines drawn and the correct proportion i.e. landscape.
Westport built up area	1	1	
N5 Road	1	1	
Caravan / Camping site	1	1	
Frame	1 (four sides) + 1 (Portrait)		
Total	**10**		

- If a tracing is presented, mark as above and divide total by 2, rounding upwards to the nearest whole number. For example, 7/2 = 3½ = 4.
- If a substantial part of the area is not included in the sketch, apply same procedure.
- A number of small maps: mark each and divide total for each by two, then credit the highest of these marks.
- Expect an area for Westport Bay, not a dot. Very difficult coastline so reasonable accuracy.
- Expect at least half of the N5 road.
- Expect dot or symbol for caravan and/or camping site. It can be one or both.

B. (i) 'The area shown on the map has a long history of settlement.'
Name **AND** locate, using grid references, any **TWO** different examples of historic settlement.

(6)

Two different examples of historic settlement at 3m each:
Name 2m
Grid Reference 1m

Accept 4 or 6 figure grid reference but subzone letter essential for this mark.

(i) 2 + 1 and 2 + 1 = 6m

Exemplars: Cairn (2) at M029852 (1).
Crannog (2) at M035817 (1).

(ii) Name **AND** explain **TWO** ways in which Westport Bay may have influenced the development of Westport.

(4)

Two ways at 2m each:
Statement 1m + Development 1m

(ii) 1 + 1 and 1 + 1 = 4m

Exemplars: Water (1) for fishing (1).
Transport (1) by boat (1).

C. A company has proposed to build a new hotel at **L 940 822**.

Using evidence from the Ordnance Survey map, describe **THREE** advantages for building a new hotel at this location.

(10)

Three advantages at 3m each as follows:
Statement 2m + Development 1m
Map Evidence 1m

2 + 1,   2 + 1,   2 + 1,   + 1 = 10m

Exemplars: Flat site (2) of 34m (map evidence 1m) so cheaper to build (1).
Near town (2) for employees (1).
Existing road (2) so easy access (1).

Question 2.   AERIAL PHOTOGRAPH

Study the **AERIAL PHOTOGRAPH** of Westport supplied with this paper.

NOTE: Remember, this is an oblique aerial photograph. Therefore, you must use the **correct terms**, such as left background, right foreground, etc.

A.   Westport has a number of land-uses which might benefit local people and visitors to the area.

(10)

(i)   Using the correct terms (right foreground etc.), name **AND** locate **TWO** land-uses in Westport.

Two land-uses at 3m each:
Land-use named 2m
Located 1m

(i)   2 +1,   2 + 1   = 6m

Exemplars: Religious (2) in Centre Foreground (1).
Shopping centre (2) in Right foreground (1).
Residential (2) in Left Background (1).

(ii)   Explain how **each** of the land-uses you named above might benefit local people and visitors to the area.

Two explanations at 2m each as follows:
Benefit stated 1m
Development 1m

(ii)   1 + 1,   1 + 1   =   4m

Exemplars: Religious/Church - people can go there for religious services (1) such as weddings (1).
Shopping Centre - residents can walk to it (1) to do all of their shopping (1).

B. Draw a sketch map of the area shown on the aerial photograph.

On your sketch map **show** and **label** each of the following:

- An area of woodland
- A road bridge
- **TWO** connecting streets
- A church with a spire.

(10)

Feature	Shown	Labelled	
An area of woodland	1	1	Frame must have four lines drawn and the correct proportion i.e. landscape.
A road bridge	1	1	
Two connecting streets	1	1	
A church with a spire	1	1	
Frame	1 (four sides) + 1 (landscape)		
Total	**10**		

- The area of woodland - must show area.
- Road bridge must be shown to have width (two lines), if single line allow 1m only.
- Streets must be shown to have width (two lines), if single lines allow 1m only.
- The church - either centre background or centre foreground.
- If a tracing is presented mark as above and divide total by 2, rounding upwards to nearest whole number. For example, 7/2 = 3 ½ = 4.
- If a substantial part of the area is not included in sketch apply same procedure as above.
- A number of small maps: mark each and divide total for each by two, then credit the highest of these marks.

C. It is planned to build a shopping centre in the area shown in the left background of the aerial photograph.

(10)

(i) Describe **TWO** advantages of this location for the shopping centre.

Advantage one Stated 2m + Development 2m
Advantage two Stated 2m + Development 1m

(i) 2 + 2, 2 + 1, = 7m

Exemplars: Plenty of open space (2) so loads of room for carpark (2).
Lots of houses nearby (2) so plenty of consumers (1).

(ii) Describe **ONE** disadvantage of this location for the shopping centre.

Disadvantage Stated 2m + Development 1m

(ii) 2 + 1 = 3m

Exemplars: It is far outside the town (2) especially for people who don't have cars (1).

Question 3. ECONOMIC ACTIVITIES

A.   Mixed Farming

With reference to a farm that you have studied, describe how farming can be studied as a system with inputs, processes and outputs.

(9)

One explanatory point for each of inputs, processes and outputs at:
Point stated 2m + Development 1m

2 + 1,   2 + 1,   2 + 1   =   9m

Exemplars: Inputs: Silage (2) as feeding for the cows (1).
Processes: Milking (2) twice a day (1).
Outputs: Milk (2) which the farmer sells (1).

B.   Location of Industry

Some of the factors which influence where factories are located are shown in the diagram above.

Factors: Raw Materials, Labour, Markets, Services, Capital/Government and E.U. Policy & Transport facilities.

(11)

(i)   Name a factory that you have studied **AND** state where it is located.

Factory Named 1m
Location Stated 1m

(i) 1 + 1   = 2m

(ii)   Describe how any **THREE** of the factors in the diagram have influenced the location of the factory you named above.

Three factors described at 3m each as follows:
Statement 2m + Development / linkage 1m

(ii) 2 + 1,   2 + 1,   2 + 1   =   9m

Exemplars:

(i)   Intel Ireland (1) Leixlip Co. Kildare (1).

(ii)   There is a well-educated work force (2) available locally (1).
The IDA offered Intel grants (2) to locate here (1).
Intel is close to motorways (2) like the M8 (1).

Question 3.   ECONOMIC ACTIVITIES (continued)

C.   FISHING

Study the graph above and answer each of the following questions.

(10)

(i)   Which fishing port recorded the second highest tonnage of fish landed in 2014?

Castletownbere = 1m

(ii)   Calculate the **total** amount of fish landed in tonnes for Dunmore East and Kilmore Quay **combined**.

16240 (tonnes) = 2m

(iii)   Explain **TWO** causes of the over-exploitation of fish in Irish waters.

Two causes explained at 3m each as follows:

Statement 2m + Development 1m

(iv)   Name **ONE** fish species which is at risk from overfishing.

Fish species Named 1m

(i) 1   (ii) 2   (iii)   2 + 1, 2 + 1   (iv) 1   = 10m

Exemplars:

(i)   Castletownbere (1)

(ii)   16240 (2)

(iii)   Fish are easier to find (2) with new detection methods (1) e.g. sonar [1].
         Factory ships (2) can stay at sea for months (1) freezing [1] and processing the fish [1].

(iv)   Cod / Herring / Tuna / Hake / Salmon etc. (1).

Question 4.   GEOGRAPHICAL MIX

Answer **ANY THREE** of the questions **4A**, **4B**, **4C**, **4D**.

4A.   Economic Inequality

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

(i)   How much money did Ireland pledge to the UN's humanitarian fund for South Sudan?
€3 million 1m

(ii)   Why did people flee their homes?
Statement 1m

(iii)   How many people have taken refuge in neighbouring countries?
Almost half a million 1m

(iv)   Explain the term *Emergency Aid*.
Statement 2m + Development 1m

(v)   Name **AND** explain **ONE** other type of aid.
Name 1m
Statement 2m + Development 1m

(i) 1   (ii) 1   (iii) 1   (iv) 2 + 1   (v) 1,   2 + 1   = 10m

(10)

Exemplars:

(i)   3 (1)

(ii)   War (1)

(iii)   Almost half a million (1).

(iv)   Aid in given in the time of crises (2) such as blankets (1).

(v)   Multilateral Bilateral/Tied/Development/Voluntary/NGO or any specific aid
organisation e.g. Trocaire / (1).
Bilateral: Aid given from one country to another (2) e.g. Ireland to Zambia (1).

4B. **Population Studies**

Choose **ONE** European country that you have studied (Ireland **or** Sweden **or** Italy).

(i)   Name ONE area in this European country that has a low density of population.
Name 2m

(ii)   Name ONE area in this European country that has a high density of population.
Name 2m

(iii)   Explain TWO reasons why there is a high density of population in the area you named above.
Two reasons at 3m each as follows:
Statement 2m + Development 1m

(i)   2   (ii)   2   (iii)   2 + 1, 2 + 1   = 10m

(10)

Exemplars:

(i)   West of Ireland (2)

(ii)   Dublin (2)

(iii)   Dublin has an excellent road network (2) which makes it very accessible (1).
Dublin is Ireland's main industrial city (2) so it offers the most jobs (1).

4C.   **Acid Rain**

(i)   Explain **ONE** cause of acid rain.

Statement 2m + Development 1m

(ii)   Describe **ONE** effect of acid rain.

Statement 2m + Development 1m

(iii)   Name **TWO** ways that people can reduce acid rain.

Two ways Named at 4m as follows:

Name 2m each

(i)   2 + 1 (ii)   2 + 1 (iii)   2,   2   = 10m

(10)

Exemplars:

(i)   Burning fossil fuels (2) like coal (1).

(ii)   Rivers are poisoned (2) and fish die (1).

(iii)   Stop burning coal (2). Filters on power stations (2).

4D. **Urban Studies**

(i) Name **ONE** city that you have studied.

Describe and explain any **TWO** problems experienced in this city.
Name 1m
Two problems at 6m as follows:
Statement 2m + Development 1m each

(ii) Explain **ONE** of the following terms:

- Urban renewal
- Urban redevelopment
- Central Business District.

Statement 2m + development 1m

(i)   1,   2 + 1, 2 + 1   (ii)   2 + 1   = 10m

(10)

Exemplars:

(i) Calcutta (1) Shortage of clean water (2) as water pumps are over worked (1).
Development of shanty towns (2) houses are made from tin or cardboard (1).

(ii) Urban renewal - old run down houses (2) are refurbished (1).
Urban redevelopment - homes demolished (2) and are replaced by factories (1).
Central Business District - in the centre of a city (2) where there are lots of businesses (1)
and shopping [1].

Question 5.   PHYSICAL GEOGRAPHY

A.   Shaping the Earth's Surface

Name **ONE** feature formed by river deposition.
Explain, with the aid of a diagram(s), how this feature was formed.

(10)

Feature Named 2m
Diagram 3m graded 3/2/1/0
Five elements of explanation at 1 + 1 + 1 + 1 + 1

(i)   2,   3m graded,   1 + 1 + 1 + 1 + 1 =   10m

Exemplar: Delta (2)   Diagram (3m graded)

When the river enters the sea (1) it slows down (1) it deposits (1) its load (1) if the sea is unable to remove it (1) it builds up [1] the river breaks up [1] into smaller channels [1].

B.   Earthquakes

(i)   Explain how an earthquake occurs.
        Statement 2m + Development 1m + Development 1m

(ii)   Describe **TWO** effects of an earthquake hitting a large city.
        Two effects at 6m as follows:
        Statement 2m + Development 1m each

(i) 2 + 1 + 1   (ii)   2 + 1,   2 + 1   = 10m

(10)

Exemplars:

(i)   When two plates (2) collide (1) and cause the earth to shake (1).

(ii)   Bridges collapse (2) and people die (1).
        Gas pipes burst (2) and cause fires (1).

C.   **Mass Movement**

   (i)   Name any **TWO** types of mass movement **AND** state whether each of the types of
            mass movement you named is an example of a **fast** or **slow** type of mass movement.
            Two types Named at 1m each
            Fast/slow at 1m each

   (ii)   Choose **ONE** of the types of mass movement you named above and explain how it
            occurs.
            Statement 2m + Development 1m

   (iii)   Describe **ONE** problem that may be caused by mass movement.
            Statement 2m + Development 1m

   (i)   1 + 1,   1 + 1   (ii) 2 + 1   (iii) 2 + 1   = 10m

                                                                                      (10)

   Exemplars:

   (i)   Slow (1) soil creep (1) etc.
            Fast (1) - landslide (1), avalanche, bog burst, mudflow etc.

   (ii)   Mudflow - Heavy Rain turns the soil to mud (2) and it flows downhill (1)

   (iii)   Bridges collapse (2) as a result of landslide and people die (1).