



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Junior Certificate 2013**

**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.

## Section 1 Folder (60 marks)

|     |  |       |
|-----|--|-------|
| 1   | Renewable Energy                           | 3     |
| 2   | Pacific Ring of Fire                       | 3     |
| 3   | The Crater                                 | 3     |
| 4   | Delta                                      | 3     |
| 5   | Break down dead plants to form humus       | 3     |
| 6   | Focus                                      | 3     |
| 7   | Swallow Hole                               | 3     |
| 8 A | Headland                                   | 3     |
| B   | U-Shaped Valley                            | 3     |
| 9 A | 996  | 3     |
| B   | An Aneroid Barometer                       | 3     |
| 10A | From South-East to North-West              | 3     |
| B   | Residential                                | 3     |
| 11A | Job opportunities                          | 3     |
| B   | 4 kilometres                               | 3     |
| 12  | Factory                                    | 3     |
| 13  | Very high/very high/West of Ireland        | 1+1+1 |
| 14  | Bilateral Aid                              | 3     |
| 15  | Agriculture                                | 3     |
| 16  | There is danger of flooding                | 3     |
| 17  | A Railway Station                          | 3     |
| 18  | A bridge = B; An island = C; The river = A | 1+1+1 |
| 19  | S 95 38                                    | 3     |
| 20  | 20%  | 3     |

**NOTES:** Q.s 8, 9,10 & 11 have either/or options. Mark both, if attempted, but credit only one even if both are correct. If one only is correct award the mark.

## Section 2 (90 marks)

Answer **THREE** questions

All questions carry equal marks

### Question 1. ORDNANCE SURVEY MAP

Study the Ordnance Survey map of Enniscorthy and the legend 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:

- The River Slaney
- The built up area of Enniscorthy
- An area of Natural Woodland
- The N11 National Primary Road.

[10]

| Feature          | Shown                                   | Labelled | Frame must have four sides drawn and the correct proportion i.e. portrait. |
|------------------|---|----------|--|
| R.Slaney         | 1                                       | 1        |  |
| Built-up area    | 1                                       | 1        |  |
| Natural Woodland | 1                                       | 1        |  |
| N11              | 1                                       | 1        |  |
| Frame            | 1 (four sides) + 1 (correct proportion) |          |  |
| <b>Total</b>     | <b>10</b>                               |          |  |

At least half the course of the river must be shown. Expect an AREA for Enniscorthy, not a dot.

If feature is named, but not shown, award zero marks.

Accept correct symbol for woodland in correct location OR area shown and identified by key.

If tracing is presented mark as above and divide total by 2 rounding up to whole number.

If substantial part of the map is not included apply the same procedure.

A number of sketches showing sections is not acceptable. Max 2 marks.

- B. “Enniscorthy is an old town. It developed at this location for a number of reasons.”

Using grid references, explain **THREE** reasons why Enniscorthy developed at this location.

[12]

Three reasons NAMED @ 2m each.  
One element of dev. for each reason named @1m each.  
Three related Grid Ref.s @ 1m each.

2+1+1 and 2+1+1 and 2+1+1 = 12

*It is on a river (2) for water supply (1). S 976 396 (1).*

*There is a railway station (2) at S 974 402 (1) for transport (1).*

*It has a castle (2) at S 975395 (1) for defense (1).*

You may accept a map ref. other than a G.R. for ONE reason only e.g. a named river or road.

- C. There is an Industrial Estate on the eastern side of the N11 at **S 977 419**.

- (i) Explain **TWO** reasons why industrial estates are usually built on the edge of large towns.
- (ii) Name any **TWO** services which are available for factory workers in the built up area of Enniscorthy.

[8]

(i) Two reasons @ 3 + 3, each 3 awarded as follows:

Reason named = 2m, extra element of explanation + 1

(ii) Two services named @ 1 + 1

(i) 2 + 1 and 2 + 1; (ii) 1 + 1 = 8

(i) *The factory can transport their products (2) by road (1).*

*They can get workers (2) from the town nearby (1).*

(ii) *Schools (1) and a hospital (1) [or Education (1) and Health (1)].*

Accept one transport ref. only.

## Question 2. AERIAL PHOTOGRAPH

Study the aerial photograph of Enniscorthy supplied with this paper.

[NOTE: Remember - this is an oblique photograph. Therefore, you must use the **correct terms** e.g. left background, right foreground, etc.]

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

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

- A river
- A bridge for cars
- **TWO** connecting streets
- A church with a spire.

[10]

| Feature                | Shown                                   | Labelled | Frame must have four sides drawn and correct proportion i.e. landscape. |
|------------------------|---|----------|---|
| A river                | 1                                       | 1        |   |
| A bridge for cars      | 1                                       | 1        |   |
| TWO connecting streets | 1                                       | 1        |   |
| A church with a spire  | 1                                       | 1        |   |
| Frame                  | 1 (four sides) + 1 (correct proportion) |          |   |
| <b>Total</b>           | <b>10</b>                               |          |   |

River and roads/streets must have width (shown with two lines or broad marker). If single lines only are used allow 1m only instead of 2m.

If a tracing is presented then mark as above, but divide total by 2 rounding up to nearest whole number.

If a substantial amount of the aerial photograph is NOT included apply the same procedure.

A number of sketches showing parts of the aerial photograph may earn a max. of 2m in total.

- B.** Using the correct terms, name and give the location of **TWO** land-uses in the town of Enniscorthy and describe each land-use.

[8]

TWO land-uses @ 4m each, each 4m subdivided as follows:  
 Each land-use named = 2m  
 Each land-use located = +1m  
 One element of description for each = + 1

$$2 + 1 + 1 \text{ and } 2 + 1 + 1 = 8$$

*There is a church (2) in the centre foreground (1) for religion (1).*

*There is a park (2) in the left centre (1) for recreation/tennis/sport/leisure (1).*

- C.** You have been asked to build a new school in Enniscorthy.

- (i) Using the correct terms, identify a suitable site for the school on the area shown on the aerial photograph.
- (ii) Explain **TWO** reasons why you chose this site.
- (iii) Suggest **ONE** disadvantage of this site.

[12]

(i) Site located = 2m

(ii) Two reasons explained @ 4m each as follows:

Each reason named = 2m, element of explanation +2

(iii) Disadvantage named = 2m

$$(i) 2 \quad (ii) 2 + 2 \text{ and } 2 + 2 \quad (iii) 2 = 12$$

*(i) Right Background (2); (ii) The land is flat (2) and easy to build on (2).*

*It is beside a road (2) to bring school buses in every day (2).*

*(iii) It will take up good farm land (2).*

Accept location marked in sketch or on the aerial photograph as location to validate marks in (ii) BUT do not award mark for (i).





**3B. Economic Inequality**



www.gatewayonline.com, www.omiusajpic.org, www.guardian.co.uk

- (i) Name a developing country that you have studied.
- (ii) Explain how any **THREE** of the factors shown in the pictures above have slowed the development of this country.

[10]

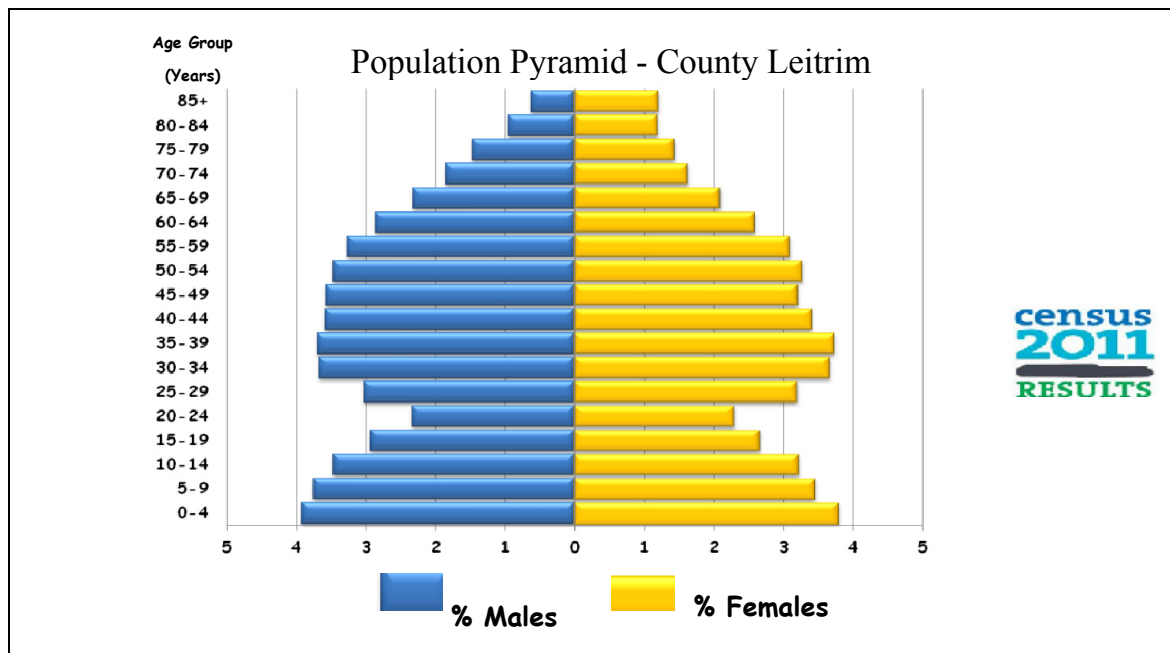
(i) Country named = 2m.  
 (ii) Three factors @ 3 + 3 + 2  
 For each factor expect TWO elements of explanation marked as follows:  
 2 + 1, 2 + 1, 1 + 1.

(i) 2; (ii) 2 + 1, 2 + 1 and 1 + 1 = 10

(i) *Ethiopia (2);*  
 (ii) *Because of Unfair Trade they pay more for imports(2) and get less for exports(1). They need all their money to try to feed (2) and educate the children (1). They spend money on weapons (2) and wars ruin farming (1). Drought (2) causes famine (1).*

One point must be marked @ 1 + 1, apply to candidate's advantage. The second element of explanation may be a development of the first **OR** a distinct point in itself.

### 3C. Population Studies



Study the population pyramid above showing the structure of population in County Leitrim at the 2011 Census.

- (i) What percentage of males were in the 80 – 84 year age group?
- (ii) Which age group had more males, the 80 – 84 year age group or the 30 – 34 year age group?
- (iii) There was a small percentage of males and females in the 20 – 24 year age group. What might this tell us about migration in County Leitrim?
- (iv) Name **TWO** ways in which information from the Census of Population can be used.

[10]

(i) 1% or 0.9% = 2m (ii) 30-34 = 2m (iii) One element of information @ 2m  
 (iv) Two ways @ 2 + 2.  
 (i) 2 (ii) 2 (iii) 2 (iv) 2 + 2 = 10

(iii) *This age group is emigrating(2).*

(iv) *It shows how many schools are needed (2) and Old Folks Homes (2).*

**3D. Rivers**

- (i) Name **ONE** feature formed by rivers.
- (ii) With the aid of a diagram explain how this feature was formed.
- (iii) State **TWO** ways people use rivers.

[10]

(i) Feature named = 2m.  
(ii) Diagram and formation = 6m.  
Expect 6 elements of information @ 1m each.  
If a written account ONLY (i.e. no diagram) max. is 4m.  
A well annotated diagram may be worth the full 6m **IF** notes are of an explanatory nature.  
(iii) Two uses @ 1 + 1

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

Diagram if recognisable earns 1m, if better +1. If a second diagram shows progression/dev. of feature +1. Written account may be separate OR by way of explanatory annotation.

- (i) *Waterfall* (2). (ii) *Diagram* (2). *It is caused by erosion* (1). *There is soft rock there* (1) *and it gets worn away* (1). *The water wears away a plunge pool* (1) *at the bottom.*
- (iii) *For fishing* (1) *and power* (1).

Accept only one from any category i.e. one Domestic use, one Transport etc.

#### Question 4. ECONOMIC GEOGRAPHY

##### A. Traffic in an Irish City

| Time Period  | 9 a.m. to 10 a.m. | 11 a.m. to 12 noon | 2 p.m. to 3 p.m. | 5 p.m. to 6 p.m. |
|--------------|-------------------|--------------------|------------------|------------------|
| No. Bicycles | 20                | 8                  | 17               | 23               |
| No. Cars     | 403               | 350                | 260              | 578              |
| No. Trucks   | 79                | 58                 | 35               | 89               |

The table above shows the results of a traffic survey carried out by a group of students.

- (i) What was the number of trucks counted between 9 a.m. and 10 a.m.?
- (ii) What was the total number of bicycles counted during the survey?
- (iii) State **ONE** reason for the larger number of cars counted between 5 p.m. and 6 p.m.
- (iv) Explain **TWO** solutions to traffic congestion.

[10]

(i) 79 = 2m

(ii) 68 = 2m

(iii) One reason stated = 2m

(iv) Two solutions @ 2 m each

For each expect TWO elements of information @ 1 + 1.

(i) 2 (ii) 2 (iii) 2 (iv) 1 + 1 and 1 + 1 = 10

(iii) *It's the rush hour (2) OR People are coming home from work (2).*

(iv) *A ring road (1) takes traffic out of the city (1). Use more buses (1) and less cars (1). [Traffic lanes (1 + 0). Traffic lights (1 + 0)].*

**B. Economic Activities**

- (i) Some economic activities may be studied as systems, with inputs, processes and outputs.

With reference to a farm **or** a factory that you have studied, name **TWO** inputs, **TWO** processes and **TWO** outputs.

- (ii) Explain any **TWO** of the following:

- Footloose industry
- Mixed farm
- Raw materials
- Markets.

[10]

(i) Two each from inputs, processes and outputs @ 1m each.

(ii) Any two terms explained @ 1 + 1 and 1 + 1 or 2(gr)

i.e. two elements of explanation @ 1 + 1 each

**OR** 2 graded 2/1/0.

(i) 1+1+1+1+1+1 and (ii) 2m gr. and 2m gr. = 10

(i) *Farm : Inputs – machinery (1) and fodder (1);*

*Processes – milking (1) and ploughing (1); Outputs – Milk (1) and wheat (1).*

*Factory: Inputs – flour (1) fuel (1); Processes – mixing (1) and baking (1);*

*Outputs: sliced pans (1) and scones (1).*

(ii) *Footloose means a factory can change location (2).*

*Footloose means a factory can move(1).*

*Mixed farm has animals and crops (2) [ needs both for any mark].*

*Raw Materials are what products are made from (2) OR ingredients (1).*

*Markets are where products are sold (2). OR like a farmers' market (1).*

## C. Tourism



www.discoverireland.ie

www.irishrail.ie

- (i) Name **ONE** Irish tourist region that you have studied and describe **TWO** reasons why tourists are attracted to this region.
- (ii) Describe **ONE** way in which tourism can have a negative effect on a region.
- (iii) Explain **ONE** way in which tourism can help to improve transport and communication links in a region.

[10]

(i) Region named = 2m  
 Two reasons explained @ 1 + 1 and 1 + 1  
 (ii) One way described @ 1 + 1  
 (iii) One way explained @ 1 + 1  
 (i) 2 and 1 + 1 1 + 1 (ii) 1 + 1 (iii) 1 + 1 = 10

- (i) *Cork-Kerry Region (2); It has activities (1) like fishing (1) and scenery (1) such as Lakes (1) of Killarney [1 OR 2 for Region].*  
 (ii) *It can bring violence (1) with people drinking (1).  
 OR There can be ugly buildings (1) like high-rise (1).*  
 (iii) *Airports might be built (1) like Knock (1) OR ferries (1+0).*

**Question 5. PHYSICAL GEOGRAPHY**

**A. Rocks**

There are three major rock groups: **Igneous**, **Sedimentary** and **Metamorphic**.

- (i) Name **ONE** rock from each group.
- (ii) Choose any **ONE** rock that you have named and describe how it is formed.
- (iii) State **TWO** uses of this rock.

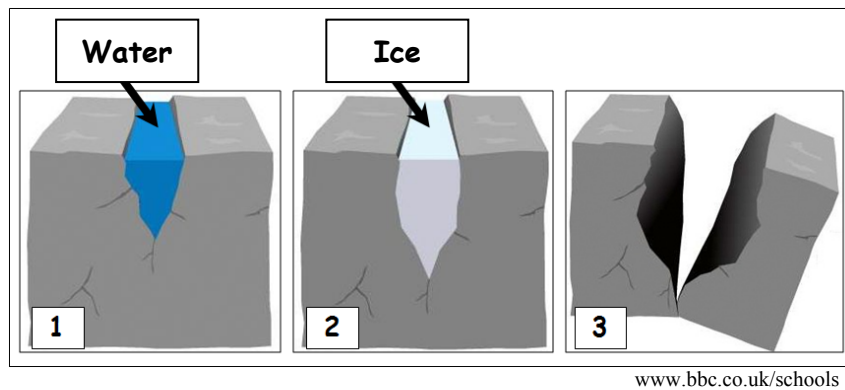
[11]

|   |      |
|---|------|
| (i) Three rocks named @ 1 + 1 + 1         |      |
| (ii) Four points of explanation @ 2+2+1+1 |      |
| (iii) Two uses @ 1 + 1                    |      |
| (i) 1+1+1 (ii) 2+2+1+1 (iii) 1 + 1        | = 11 |

- (i) *Igneous = Granite (1); Sed. = Limestone (1); Met. = Marble (1).*
- (ii) *Limestone: This is formed at the bottom of the sea (2). Dead fish (2) fall to the bottom (1) and the bones (1) turn to rock with fossils [1].*
- (iii) *Headstones (1) and statues (1).*

Accept ONE point only on composition (i.e. *fish/bones/plants*), expect other points to refer to conditions, locations, processes involved etc.

**B. Weathering**



- (i) With the aid of the diagrams above explain how rocks are weathered by freeze-thaw (frost shattering).
- (ii) Explain the term scree.

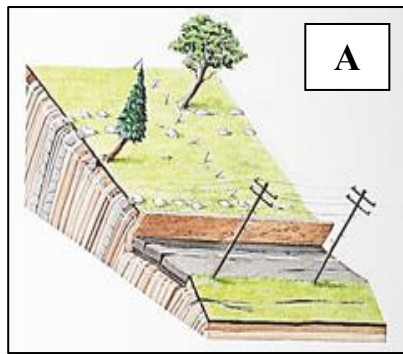
[9]

(i) Six elements of explanation @ 1+1+1+1+1+1  
(ii) Two elements of explanation @ 2 + 1.  
  
(i) 1+1+1+1+1+1 (ii) 2 + 1 = 9

- (i) *Water gathers in cracks (1). At night (1) it freezes (1) and expands (1). The crack widens (1) and some breaks off (1).*
- (ii) *This is pieces of rock (2) at the foot of a hill (1).*



**C. Mass Movement**



www.patanography.wikispaces.com



www.blog.shaleshockmedia.org

Mass movement can be either slow or fast.

- (i) Name **each** type of mass movement shown in the pictures **A** and **B** above.
  - (ii) Choose any **ONE** type of mass movement and explain how it happens.
- [10]

- (i) Two types @ 2m each OR 1m if picture identified as 'slow', 'fast'.  
 (ii) Four elements of explanation @ 2+2+1+1

(i) 2 and 2 (ii) 2+2+1+1 = 10

- (i) *Soil creep (2) and mudslide (2). OR 'slow is A =1, 'Fast is B' = 1.*  
 (ii) *Soil creep is found on steep hillsides (2). Rain soaks into the soil (2).  
 The soil slips (1) and trees fall over (1).*  
**OR** *On hillsides very heavy rain (2) turns soil to mud (2). It flows downhill  
 all of a sudden (1+1).*