



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2015

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.	Mid-Ocean Ridge	3
2.	Scree	3
3.	Seismograph	3
4.	Sedimentary rock	3
5.	Fertile and suitable for crops and grazing.	3
6.	16%	3
7A.	Corrie /cirque (tarn)	3
7B.	Sea stacks	3
8A.	Mediterranean	3
8B.	North-West to South-East	3
9A.	6 billion	3
9B.	5.5 km	3
10A.	Isotherms	3
10B.	Urban sprawl	3
11.	Defence	3
12.	Peat power station	3
13.	(i) Trinity College	1
	(ii) North East	1
	(iii) Custom House Quay	1
14.	Convectional rainfall	3
15.	Nucleated / Clustered	3
16.	High Population Density	3
17.	Golf Course	3
18.	V 90 76	3
19.	Woodland	3
20.	Flooding	1
	Lack of services	1
	War	1

SECTION 2 (90 MARKS)

Answer any **THREE** questions.

All questions carry equal marks.

Question 1. ORDNANCE SURVEY MAP

Study the Ordnance Survey map of Kenmare 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:

- Dinish Island in the Kenmare River
- The complete area of the Kenmare River
- The built up area of Kenmare
- The N70 National Secondary Road.

(10)

Feature	Shown	Labelled	Frame must have four lines drawn and the correct proportion i.e. portrait.
Dinish Island	1	1	
Kenmare River	1	1	
Kenmare built up area	1	1	
N70 Road	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. E.g. $7/2 = 3\frac{1}{2} = 4$.
- 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.
- Expect an area for Dinish Island, not a dot.
- Expect at least half of the Kenmare River.
- Expect an area shown for Kenmare, not a dot.
- Expect at least half the N70 road.

- B.** Explain **TWO** reasons why the town of Kenmare developed at this location, using evidence from the Ordnance Survey map to support each reason.

(8)

Two reasons @ 4m each as follows:

Each reason stated 2m + development 1m + map evidence 1m

2+1+1 and 2+1+1 = 8m

- Expect at least one piece of Ordnance Survey map evidence in each reason.
- Accept roads/nodal, flat/low site, any original reasons and/or reasons for growth, up to the present time.

Exemplars *It is on a river (2) for water supply (1) at V9069 (1).*
People have easy access (2) to the services (1) as there are 5 roads meeting here (1).
It used to have a railway (2) for transport (1) at V901713 (1).

- C.** The District Council has asked you to design a tourist brochure for the Kenmare area.

Using evidence from the Ordnance Survey map, describe **FOUR** attractions the area has for tourists.

(12)

Four attractions @ 3m each as follows:

Attraction stated 2m + development / map reference 1m

2 +1, 2 +1, 2 +1, 2 +1 = 12m

- Attraction may be an activity or landform.

Exemplars *Boating (2) in Kenmare Bay (1)*
Hill walking (2) in Letter South (1)
Fishing (2) at V8668 (1)
Campsite (2) for visitors to stay in (1)

Question 2. AERIAL PHOTOGRAPH

Study the aerial photograph of Kenmare 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. You are the owner of a large company. You have decided to locate one of your factories in the area shown on the aerial photograph.
- (i) Using the correct term (left background etc.), identify a suitable site for the factory.
Location 2m
- (ii) Using evidence from the aerial photograph, explain **TWO** reasons why you selected this site.
**Two reasons @ 3m each as follows:
Reason stated 2m + Development 1m**
- (iii) State **TWO** objections that might be raised against building the factory at this site.
Two objections stated @ 2m each

(12)

(i) 2 (ii) 2+1, 2+1 (iii) 2, 2 = 12m

- Accept location marked on the sketch or on the aerial photograph as location in part (ii) but do not award marks for this for part (i).
- If in part (i) the site is recognisable but unacceptable location method used, allow zero for part (i) but candidate may score full marks for part (ii) and (iii).
- If no location or location is unrecognisable, allow zero for part (i) and statement marks only in (ii) and (iii).

Exemplars (i) *Centre background. (2)*

(ii) *Near roads (2) for transport. (1)*

Large site (2) so plenty of space for parking. (1)

(iii) *Traffic jams. (2)*

Noise pollution. (2)

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

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

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

(10)

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

- Streets must be shown to have width (two lines), if single lines allow 1m only.
- Residential area must have a shape.
- The area of woodland - must show area.
- 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. E.g. $7/2 = 3 \frac{1}{2} = 4$.
- 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.

C. Imagine you live in one of the houses in the left middleground of the aerial photograph.

Using evidence from the aerial photograph, explain **TWO** advantages of living at this location.

(8)

Two advantages @ 4m each as follows:

Each advantage stated 2m + development 2m

$$2+2, \quad 2+2 = \quad 8m$$

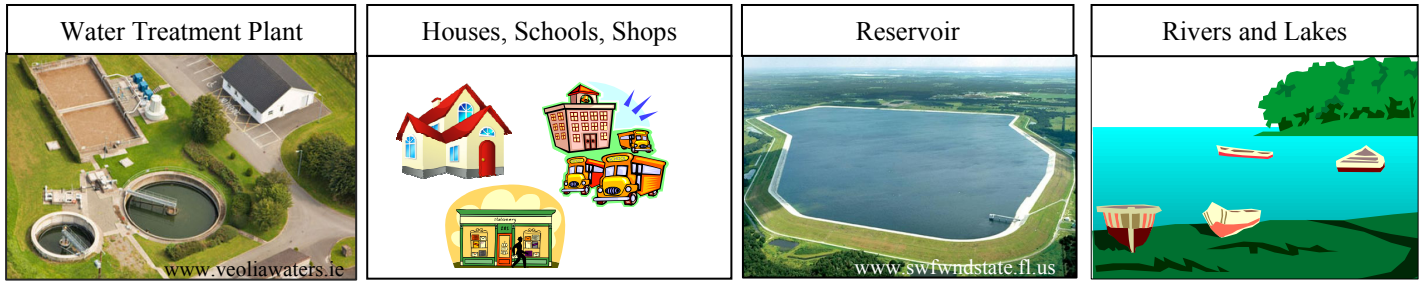
- Expect aerial photograph evidence for each reason. This can be specific or inferred.

Exemplars *It's very close to the centre of the town (2) so I have easy access to the shops / services. (2)*

The houses here have large gardens (2) for children to play in. (2)

Question 3. ECONOMIC GEOGRAPHY

A. Water – A Natural Resource



The pictures above show different stages in providing a local water supply. The pictures are not in the correct order.

- (i) Describe the stages involved in providing a local water supply.

Description Four statements at 2m each

- (ii) Explain how a water supply can become polluted.

Statement 2m + Development 2m

(12)

(i) 2, 2, 2, 2

(ii) 2+2 = 12m

Exemplars (i) *Water from our rivers and lakes are gathered. (2)*

Water is piped to reservoir/ treatment works. (2)

At the treatment plant, the water is purified/cleaned/disinfected. (2)

Purified water is piped to homes and offices.(2)

(ii) *Waste (2) from factories. (2)*

Sewage (2) from farms. (2)

B. Oil and Gas Exploration

- (i) Name **ONE** area off the Irish coast where oil/natural gas has been found.
Location named 2m
- (ii) Explain **ONE** positive effect and **ONE** negative effect of such a discovery for an area.
Positive effect stated 2m + development 1m
Negative effect stated 2m + development 1m
- (iii) State **ONE** reason why it is important to reduce the amount of fossil fuels being used.
Reason stated 2m

(10)

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

Exemplars (i) Kinsale / Corrib / Celtic sea / off Waterford / Mayo / Cork coast (2)
 (ii) Positive - It would supply jobs (2) when laying pipes. (1)
 Negative - Oil could leak out (2) and kill animals. (1)
 (iii) Cut down on the amount of dangerous gases going into atmosphere. (2)

C. Economic Development - Aid

Tied aid	Multilateral aid	Bilateral aid
Emergency aid	Development aid	

- (i) Choose any **ONE** type of aid named in the box above.
Describe the advantages **and** the disadvantages of this type of aid.
Advantage stated 2m + development 1m
Disadvantage stated 2m + development 1m
- (ii) Name **ONE** place in the world where this type of aid is used or was used.
Location named 2m

(8)

(i) 2+1, 2+1 (ii) 2m = 8m

- If not clear which aid is chosen, allow statement marks only in part (i) and allow 1m only for location (ii).

Exemplars (i) Advantage: Emergency aid helps saves lives (2) by giving food. (1)
 Or
 Development aid / multilateral aid / bilateral improves
 education (2) as schools are built. (1)

Disadvantage: It can create dependence (2) as poor countries rely too
much on aid. (1)

Tied Aid is given with strings attached (2) so the
poorer countries end up more in debt. (1)

(ii) Haiti.

Question 4. PHYSICAL GEOGRAPHY

A. Deposition

(i) Name **ONE** feature formed by coastal deposition **or** glacial deposition.
Feature named 2m

(ii) Explain, with the aid of a diagram(s), how this feature was formed.
Diagram 3m graded 3-2-1-0.

Five elements of explanation @ 1+1+1+1+1

(10)

(i) 2 (ii) 3m graded and 1+1+1+1+1 = 10m

- Annotated diagram may be used as explanation for part (ii) if material is in excess of the 3m available in diagram.
- Written account may be separate or by way of explanatory annotation.
- A well annotated diagram may be worth full 8m if notes are of an explanatory nature.
- If only written account maximum awarded is 5m.

Exemplars (i) *Beach / spit / bar / tombolo / sand dunes.*

Or

Morraines / boulder clay / drumlin / erratic / outwash plains / eskers.

(ii) *Diagram.*

A beach happens when the waves break (1) the swash (1) carries the sand in (1) but the weak backwash (1) deposits it. (1)

Or

Diagram.

A drumlin is an oval shaped hill (1) formed when boulder clay (1) was laid down (1) by a glacier moving/melting (1) and smoothed /shaped by later ice movements. (1)

B. Rivers and People

(i) Describe **ONE** advantage of rivers for people.
Advantage stated 2m + development 2m

(ii) Describe **ONE** disadvantage of rivers for people.
Disadvantage stated 2m + development 2m

(8)

(i) 2+2 (ii) 2+2 = 8m

Exemplars (i) *Fish (2) for food. (2) Energy (2) to power homes. (2)*

(ii) *Flood farms (2) and ruins crops. (2)*

C. Rocks

- (i) Name **ONE** rock and state **ONE** use of this rock.
Rock named 1m
Use stated 1m
- (ii) Explain how this rock was formed.
Explanation stated 2m + development 1m + development 1m
- (iii) Describe **ONE** advantage of quarrying.
Advantage stated 2m + development 1m
- (iv) Describe **ONE** disadvantage of quarrying.
Disadvantage stated 2m + development 1m

(12)

(i) 1, 1 (ii) 2+1+1 (iii) 2+1, 2+1 = 12m

- Accept only one point on composition (i.e. fish, bones, plants) expect other points to refer to conditions, locations, processes involved.
- If no rock named in part (i) but explanation is identifiable, allow statement marks only in part (ii).

Exemplars (i) *Limestone (1) headstones (1)*

(ii) Limestone: This is formed on the sea bed (2) when dead fish (1) fall to the bottom (1) and the bones [1] turn into rock with fossils. [1]

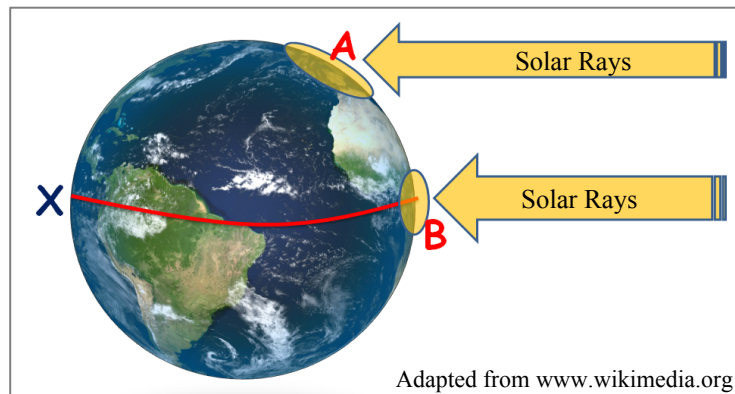
*(iii) It creates jobs (2) so brings people to the area. (1)
It causes traffic congestion (2) due to the big lorries. (1)*

Question 5. A GEOGRAPHICAL MIX

Answer **ANY THREE** of the questions **5A, 5B, 5C, 5D.**

5A. The Restless Atmosphere

(i)



Study the diagram above, which shows how the sun heats the Earth. The line **X** shows the Equator.

Explain why the temperature at **A** is lower than the temperature at **B**.
Statement 2m + development 2m or 2 statements @ 2m + 2m

(ii) Choose any **ONE** of the factors listed below and describe how it influences the temperature on the Earth's surface.

- Distance from the sea
- Prevailing winds
- Altitude
- Relief.

(10)

Three elements of description @ 2+2+2

(i) **2+2 or 2, 2**

(ii) **2+2+2 = 10m**

Exemplars (i) *At B the sun rays are directly overhead (2) but at A the sun shines at more of an angle. (2)*

(ii) *Altitude: the higher the place is (2) the cooler its climate will be (2) as mountains are windier (2) as air is thinner. [2]*

Prevailing winds: they are the most common winds (2) if the wind come from the north it will be cool (2) but if it comes from the equator it will be warm. (2)

5B. Urbanisation

% of People Living in Urban Areas in Selected Countries in 1990 and 2010

Country	1990	2010
Bangladesh	19.8%	27.9%
Germany	73.1%	73.8%
Ireland	56.9%	61.9%
Sudan	28.6%	33.1%

www.esa.un.org

- (i) Which country had the highest percentage of people living in urban areas in 2010?

Answer Germany 2m

- (ii) Calculate the increase in the percentage of people living in urban areas in Ireland between 1990 and 2010.

Answer 5% 2m

- (iii) Explain **TWO** reasons why people move to live in urban areas (towns and cities).

Two reasons @ 3m each as follows:

Each reason stated 2m + development 1m

(10)

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

Exemplars (i) *Germany*

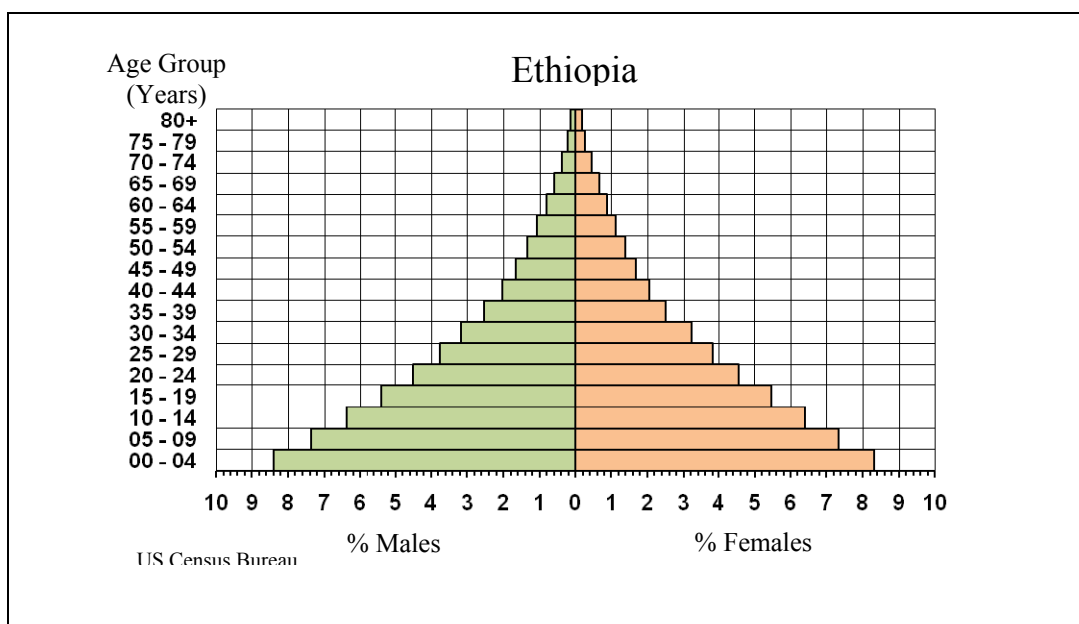
(ii) *5*

(iii) *More job opportunities (2) with better pay. (1)*

Better educational opportunities (2) as more colleges. (1)

Question 5. A GEOGRAPHICAL MIX

5C. Population Studies



Study the graph above showing the age and sex structure of population in Ethiopia.

- (i) What percentage of males are in the 40 - 44 year age group?

Answer 2% 2m

- (ii) Explain why there is a high percentage of Ethiopia's population in the younger age groups.

Explanation stated 2m + development 1m

- (iii) Explain why there is a very low percentage of Ethiopia's population aged 65 years and over.

Explanation stated 2m + development 1m

- (iv) State **ONE** way in which information from the Census of Population can be used.

Use stated 2m

(10)

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

Exemplars

- (i) 2
 (ii) It has a high birth rate (2) due to a lack of family planning. (1)
 (iii) Lots of diseases (2) like Aids. (1)
 (iv) It shows how many crèches (2) /nursing homes (2) are needed.

5D. Traffic Movement

A. Cars at rush hour



B. Bus



C. Luas



- (i) Look at Photograph A, taken from a traffic camera.
Given the time of day, is the larger amount of traffic leaving or entering the city?

Answer Leaving 2m

- (ii) Describe **ONE** reason why the car is the most popular mode of transport for daily commuters.

Description 2m

- (iii) Explain **ONE** advantage and **ONE** disadvantage of public transport for daily commuters.

Advantage stated 2m + development 1m

Disadvantage stated 2m + development 1m

(10m)

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

Exemplars (i) *Leaving (2).*

(ii) *You don't have to wait. (2)*

(iii) *Advantage: less cars on the road (2) so less traffic jams. (1)*

Disadvantage: Not enough buses (2) especially at night time. (1)