



Coimisiún na Scrúduithe Stáit State Examinations Commission

Scéimeanna Marcála

Scrúduithe Ardteistiméireachta, 2004

Tíreolaíocht

Ardleibhéal

Marking Scheme

Leaving Certificate Examination, 2004

Geography

Higher level

State Examinations Commission

Leaving Certificate Examination
2004

Geography - Higher Level

Marking Scheme

SECTION A – MAP WORK
Answer all of Question 1

Q.1 Look at the 1:50,000 Ordnance Survey extract and legend supplied and answer the following questions:

- (a)** *“There is a long history of human settlement in this region”. With reference to the map extract, examine in detail the evidence in favour of this statement.* **(40 marks)**

Three points of evidence @ 14 / 13 / 13 marks each, divided as follows:

Evidence identified:	2m
Map reference:	2m graded
Reference to historical context:	4m / 3m / 3m
Description / explanation:	6m graded.

- At least one point of evidence must refer to a red antiquity.
- One reference only to one any of “old / ancient / modern / new” etc.
- Settlement patterns may be used (to a maximum of two).
- Accept placenames.

- (b)** *Ballina is a focal point for economic activity in this area. Discuss this statement, referring to map-based evidence only.* **(30 marks)**

Three points of discussion @ 10 marks each, divided as follows:

Statement:	2m
Map reference:	2m graded
Discussion / Explanation:	6m graded

- A list => max 3m graded from dev. marks.
- Allow credit for a sketch map from discussion marks
- Accept different services for up to three points.
- Maximum of 4m in discussion if there is no economic tie-in.

- (c)** *Describe how the physical landscape could influence leisure activities in this region.* **(30 marks)**

Three influences @ 10 marks each, divided as follows:

Statement:	2m
Map reference:	2m graded
Discussion / Explanation:	6m graded

- Opening statement can refer to either a landscape feature or a leisure activity.
- Accept references to potential development also.
- A list => max 3m graded from dev. marks.
- Maximum of 4m in development if reference is not made to suitability of landscape to leisure or vice versa.
- Accept references to forestry as part of the physical landscape.
- Accept references to potential activities.

SECTION B – PHYSICAL, SOCIAL AND ECONOMIC GEOGRAPHY.
Answer TWO questions.

Q.2 PHYSICAL GEOGRAPHY: Answer 2(a) or 2(b) or 2(c) or 2(d).

(a) WORK OF ICE

(i) *Examine, with reference to the processes of erosion **and** processes of deposition, the formation of **three** landforms which result from glaciation.*

(75 marks)

Three landforms on a 2:1 / 1:2 basis @ 25m each, divided as follows:

Landform named: 3m
Erosion / deposition: 2m
Description / formation of landform: 20m graded

- A detailed explanation can merit the full 20 marks.
- Maximum of 10m graded for detailed description of landform only. This can include a named example.
- Give credit for diagrams.

OR

General discussion on glacial erosion: 30m graded
General discussion on glacial deposition: 30m graded
Three landforms named on a 2:1 / 1:2 basis: 3m each
Landform tied to erosion / deposition: 2m each

- Give credit for diagrams as part of the discussion.
- Allow credit for a named example.

(ii) *Examine briefly **one** way in which the results of glaciation have been of benefit to humans and **one** way in which they have created difficulties.*

(25 marks)

Benefit stated: 3m
Discussion on benefit: 10m graded

Difficulty stated: 3m
Discussion on difficulty: 9m graded

- Answer is not confined to Ireland.
- Naming a landform = 0m as a named benefit / disadvantage but accepted as part of discussion.
- Max 5m graded for discussion if no tie in to human activities.
- The answer can contain examples or locations.

(b) LIMESTONE REGIONS

- (i) *The Karst regions of the Burren and Aran Islands contain many characteristic landforms, both above and below the surface. Examine, with reference to specific examples, the formation of any such **three** landforms.*

(75 marks)

Three landforms on a 2:1 / 1:2 basis @ 25m each, divided as follows:

Landform named:	3m
Above / below surface:	2m
Description / formation of landform:	20m graded

- A detailed explanation can merit the full 20 marks.
- Maximum of 10m graded for detailed description of landform only. This can include a named example.
- Give credit for diagrams.

- (ii) *The Burren is a major tourist area. Describe and explain **one** way in which tourist pressure may damage this vulnerable environment. Suggest how a balance could be found between economic and conservation needs.*

(25 marks)

Pressure named:	3m
Discussion on pressure	10m graded.

Balance stated:	3m
Discussion on balance:	9m graded.

- Balance need not refer to the pressure referred to earlier.

(c) PLATE TECTONICS:

The processes of folding, faulting and volcanic action produce distinctive landforms.

(i) *With reference to **one** landform in **each** case, examine how these processes have helped to shape the surface of the earth.*

(75 marks)

Three landforms @ 25m each, divided as follows:

Landform named:	3m
Tie to process:	2m
Description / formation of landform:	20m graded

- A detailed explanation can merit the full 20 marks.
- Maximum of 10m graded for detailed description of landform only, which can include a named example.
- Give credit for diagrams.

(ii) *Some of these processes can have great effects on the human population. Discuss any two such examples.*

(25 marks)

Two examples @ 13m + 12m, divided as follows:

Example / Effect stated:	3m
Discussion:	10m graded

Example / Effect stated:	3m
Discussion:	9m graded

- Max 5m graded for discussion if no tie in to human population.
- The discussion can contain examples or locations.
- Naming a landform / process = 0m as a named effect.
- Both effects / examples can come from within the one heading.

(d) WORK OF RIVERS

- (i) *With reference to processes of erosion **and** to processes of deposition, examine **three** ways in which rivers shape the landscape.*

(75 marks)

Three landforms on a 2:1 / 1:2 basis @ 25m each, divided as follows:

Landform named: 3m
Erosion / deposition: 2m
Description / formation of landform: 20m graded

- A detailed explanation can merit the full 20 marks.
- Maximum of 10m graded for detailed description of landform only, which can include a named example
- Give credit for diagrams.

OR

General discussion on fluvial erosion: 30m graded
General discussion on fluvial deposition: 30m graded
Three landforms named on a 2:1 / 1:2 basis: 3m each
Landform tied to erosion / deposition: 2m each

- Accept diagrams as part of the discussion.
- Accept drainage patterns as one point.
- Accept rejuvenation and river capture.

- (ii) *Flooding and sudden soil movements are becoming an increasing problem in Ireland. Discuss this statement briefly, using **two** examples you have studied.*

(25 marks)

Two discussions @ 13m / 12m each, divided as follows:

Example / problem named: 3m
General discussion: 10m / 9m graded

- Accept separate or combined references to both flooding & sudden soil movements.
- For full marks, reference must be made to both flooding and sudden soil movement in at least one example.
- Accept cause, consequence and prevention or combination of all three.
- Allow credit for a named example.

Q.3 SOCIAL GEOGRAPHY: Answer 3(a) or 3(b) or 3(c) or 3(d).

(a) AERIAL PHOTOGRAPH:

Examine the coloured aerial photograph of Ballina supplied.

- (i) Using evidence from the photograph, describe and explain **two** ways in which the River Moy has been changed or modified by humans as it flows through Ballina. **(30 marks)**

Two ways @ 15 marks each, divided as follows:

Change / modification suggested:	3m
Location / applied to photograph:	2m
Discussion:	10m graded

- Max 5m graded for discussion if no development of actual modification.
- Accept specific locations only; e.g. LB, RF etc
- Accept cardinal points.
- Do not accept top / bottom / left / right.

- (ii) Draw a sketch-map (**not** a tracing) of the settlement. On it mark and name the following:

- The river
- The bridges
- Four areas of different land use (excluding farming)

(30 marks)

Frame of sketch:	2m graded
Proportions of sketch:	2m graded
Each heading shown:	2m graded
Each heading named:	2m
Overall depiction:	2m graded

- Showing requires boundary or symbol.
- Overall depiction => neatness, blending in of features etc

- Sketches based on OS map = 0m.
- If sketch is traced, mark as per scheme & divide by 2.

- Treat bridges as one feature (2+2 / 1+1 etc)
- Accept land use or function.

- (iii) *It is proposed that the green area in the centre foreground of the photograph should be developed as a shopping centre. Using evidence from **both** the map extract **and** the photograph, explain whether or not you think that this development should be allowed.*

(40 marks)

Three views / reasons @ 14m / 13m / 13m, divided as follows:

Reason stated:	2m
Apply to map / photo:	4m graded (2m + 2m graded)
Discussion:	8m / 7m / 7m graded

- Overall there must be at least one reference to the map or photo.
- Discussion can refer to human reasons or site reasons.

(b) EXAMINE WORLD INEQUALITIES:

- (i) *“Many things about the 21st century are bizarre ... That if your daughter is born in Malawi, chances are that she may not reach her 5th birthday – but if she is born in the U.S., she’ll probably still be around at 80”. Bono*

*With reference to examples which you have studied, examine the reasons behind this statement. The examples **need not** include either Malawi or the U.S.A.*

(100 marks)

Four reasons @ 25 marks, divided as follows:

Identifying reason:	5m
Specific example:	5m
Discussion:	15m graded.

Three reasons @ 34m / 33m / 33m, divided as follows:

Identifying reason:	5m
Specific example:	5m
Discussion:	24/23/23m graded.

- For full marks, reference must be made to both worlds.

(c) URBANISATION:

Examine the table below, which refers to world urbanisation trends for the period 1975 to 2015.

World Region	POPULATION (as percentage of total)			
	1975		2015 (estimate)	
	Urban population (%)	Urban population (Millions)	Urban population (%)	Urban population (Millions)
North America	74.7	181.8	80.4	275.8
Western Europe	70.6	254.1	75.3	291.1
Latin America	61.2	194.6	79.9	499.3
North Africa/ Middle East	42.1	57.8	65.4	408.7
Eastern Europe/ CIS	57.5	203.4	75.2	300.7
East Asia	18.8	182.2	47.8	707.3
Southeast Asia and the Pacific	22.2	72.6	46.5	292.5
South Asia	21.4	178.3	38.0	660.1
Sub-Saharan Africa	20.8	63.0	42.6	355.3
High human development	72.8	642.4	82.2	899.0
Low human development	15.5	55.1	38.5	368.0
World	37.8	1518.6	54.5	3836.9

Figures from HDR 2000

(i) *There are marked regional variations in the statistics given in the table. Examine some of these, referring to*

- *extent of urbanisation of population*
- *rate of change forecast between 1975 and 2015.*

(30 marks)

Three variations @ 10 marks each, divided as follows:

Statement of variation: 3m

Development: 7m graded.

- The development of the statement may be figures, comparisons, contrasts or others.
- Accept 2:1 / 1:2 ratio between extent of urbanisation & rate of change.

(ii) *Examine two of the socio-economic consequences of the rate of urban growth in the developing world.*

(40 marks)

Two consequences @ 20 marks each, divided as follows:

Identifying consequence: 5m

Examining consequence: 15m graded

- Allow credit for specific example.
- Answers must refer to developing world.

(iii) *A major problem of cities in the developed world has been the decline of the inner city. Explain the causes of this and the problems that may result.*

(30 marks)

Cause(s) of decline @ 15 marks, divided as follows:

Identifying cause(s): 5m

Explanation: 10m graded

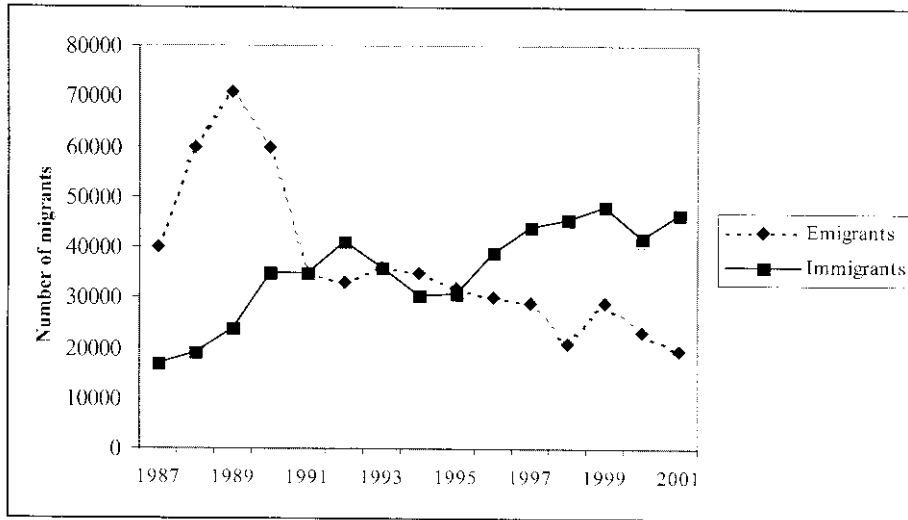
Problem(s) that result @15 marks, divided as follows:

Identifying problem(s): 5m

Explanation: 10m graded

(d) MIGRATION:

Study this graph which shows migration patterns in the Republic of Ireland between 1987-2001.



Source: CSO, 2001

- (i) Describe the pattern of Irish emigration between 1987 and 2001 as shown on this graph. Discuss possible explanations for the changes over time in emigration from Ireland.

(40 marks)

Two points on pattern @ 5marks each, divided as follows:

Statement on trend: 3m
Reference to figures: 2m

- The development of the statement may be figures, comparisons or contrasts.

Two explanations @ 15 marks each, divided as follows:

Identifying reason: 5m
Explanation: 10m graded

- (ii) The migration of workers, refugees and asylum seekers presents both opportunities and difficulties for receiving countries. Outline some of these opportunities **and** difficulties referred to in the statement.

(60 marks)

Three points @ 20 marks each, divided as follows:

Statement: 5m
Discussion: 15m graded

- Accept factors on a 2:1 / 1:2 ratio between opportunities & difficulties.
➤ Allow credit for a specific example.

Q.4 ECONOMIC GEOGRAPHY: Answer 4(a) or 4(b) or 4(c) or 4(d).

(a) TRANSPORT:

- (i) *With reference to any **two** methods of transport, explain the effects of distance on the cost of transport.*

(40 marks)

Two effects @ 20 marks each, divided as follows:

Identifying effect: 5m
Discussion: 15m graded

- No link to cost / distance => maximum of 8m graded from discussion.

- (ii) *“The Dublin Luas system is a state-of-the-art Light Rail Transit (LRT) system. LRT systems offer a unique set of benefits, providing an attractive alternative to the use of private cars” – from <http://www.luas.ie/benefits/>*

Outline the nature of the problem of traffic congestion with reference to Dublin or any other city and discuss attempts to overcome it.

(30 marks)

Nature of problem @ 15 marks, divided as follows:

Problem(s) identified: 5m
Discussion: 10m graded

- Accept cause or consequence or a combination of both.

Overcoming problem @ 15 marks, divided as follows:

Solution(s) identified: 5m
Discussion: 10m graded

- Maximum of 5m graded in discussion without a clear linkage to a specific city.
➤ The solution need not be directly linked to the problem or to congestion.

- (iii) *“Even where demand is low, transport systems may be maintained for social reasons”. Briefly explain this statement.*

(30 marks)

Two points @ 15 marks each, divided as follows:

Point stated: 5m
Discussion: 10m graded

- Points can refer to any aspect(s) of the question.

(b) TOURISM:

- (i) *With reference to **two** contrasting examples, describe and explain the variety of attractions which regions may offer to tourists.*

(50 marks)

Two attractions @ 25 marks each, divided as follows:

Attraction / example identified: 5m
Discussion: 20m graded.

- Emphasis is on the attractions.
- If answer is region-based, pick out sets of attractions.
- Sets of attractions valid also (sun/sea/sand).
- One region can be valid for all attractions.

- (ii) *Many developing countries are promoting tourism. With reference to examples which you have studied, examine both the benefits **and** the possible damage which may result from tourism.*

(50 marks)

Benefits @ 25 marks, divided as follows:

Benefit(s) identified: 5m
Explanation: 20m graded

- Maximum of 10m graded without clear linkage to specific example of a developing country.

Damage @ 25 marks, divided as follows:

Damage(s) identified: 5m
Explanation: 20m graded

- Maximum of 10m graded without clear linkage to specific example of a developing country.

(c) INDUSTRIAL LOCATION

- (i) *During the time of the 'Celtic Tiger', there was an overall increase in employment in Ireland. There were also major changes in the types of employment. Describe and explain these changes, using examples which you have studied.*

(60 marks)

Three changes @ 20 marks each, divided as follows:

Change in type identified: 5m
Explanation: 15m graded.

- Accept one point on general overall increase in employment.
- Change in type can be implied or inferred.
- Maximum of 8m graded from discussion without clear reference to example.

- (ii) *In more recent times employers have chosen to relocate from Ireland (and other developed economies) to other countries. Using examples which you have studied, explain why this change has taken place.*

(40 marks)

Two reasons @ 20 marks each, divided as follows:

Reason identified: 5m
Discussion: 15m graded

- Maximum of 8m graded from discussion without clear reference to example.

(d) FIELDWORK

With reference to any exercise in geographical fieldwork which you have completed:

(i) Give the title and aims of the fieldwork. **(10 marks)**

Title: 5m graded (Vague: 2m)
Aims: 5m graded (Vague: 2m)

(ii) Explain how you prepared for the fieldwork. **(20 marks)**

Three preparations @ 7m / 7m / 6m, divided as follows:

Statement: 3m
Development: 4m / 4m / 3m graded

(iii) Describe how you gathered and recorded the data. **(30 marks)**

Three activities @ 10 marks each, graded.

- Recording may be one full activity for 10m graded
- No reference to recording => max of 8+8+8 (total 24m)
- Accept gathering on an activity-based or site-based basis.

(iv) Describe how you presented the results of your work and outline your conclusions.

(30 marks)

Six points @ 5m graded each, based on presentation & results / conclusions (4:2, 3:3, 2:4)

- Vague or mere statement = 2m
- Conclusion => results / conclusions.
- Presentation methods should be different

(v) Describe briefly the geographical skills which you feel you developed through this investigation.

(10 marks)

Two skills @ 5m each, divided as follows:

Skill identified: 2m
Discussion on skill: 3m graded

SECTION C
Answer Question 5

Q.5 REGIONAL GEOGRAPHY: Answer 5(a) or 5(b) or 5(c) or 5(d).

(a) EMPLOYMENT PATTERNS – IRELAND:

“The structure and patterns of employment in many sectors of the Irish economy are changing, with future investment likely to depend increasingly on the strengths, facilities, talents and skills which areas can offer.” (National Spatial Strategy, 2003)

Using examples which you have studied, discuss the truth of this statement.

(100 marks)

If **three** statements / factors: mark from 34m, 33m, 33m.

In each case:

Statement:	5m
Discussion of 1 st statement:	29m graded
Discussion of 2 nd & 3 rd statements:	28m graded

- Statement can refer to area of change / trend / cause of change.
- Maximum of 15 marks graded without clear tie-in to Ireland.

OR

If **four** statements / factors: mark from 25 marks each.

In each case:

Statement identified:	5m
Discussion of each statement:	20m graded

- Statement can refer to area of change / trend / cause of change.
- Maximum of 10 marks graded without clear tie-in to Ireland.

(b) CORE & PERIPHERY REGIONS:

- (i) Examine, with reference to **one** example which you have studied in Western Europe, **three** characteristics of a **core** region.

(60 marks)

Discussion of three characteristics @ 20 marks graded each

- Max 10m graded for general discussion.
- Allow credit for sketch map from within discussion mark.

- (ii) The enlargement of the European Union to 25 countries in 2004 has serious consequences for countries on the periphery. Examine this statement in reference to **any** peripheral country or region you have studied.

(40 marks)

Discussion of **two** consequences @ 20 marks graded each

- Max 10m graded for general discussion.
- Discussion does not have to be tied into part (i).

(c) REGIONS:

Republic of Ireland, France, Sweden, Belgium, Germany.

*Select **one** of the above countries and, with the aid of a sketch map, justify its division into **three** or more geographical regions.*

(100 marks)

If **three** regions:

Sketch map 10m graded, divided as follows:

Sketch map outline:	1m
Each region shown:	2m graded
Each region named:	1m

For each of the three regions: 30m graded
Two geographical accounts @ 15m graded each

➤ General discussion: maximum 9m graded

If **four** regions:

Sketch map 13m graded, divided as follows:

Sketch map outline:	1m
Each region shown:	2m graded
Each region named:	1m

For each of the four regions: 22m graded
Two geographical accounts @ 11m graded each

➤ Mark to a maximum of 100 marks.
➤ General discussion, maximum 6m graded

(d) PRIMARY INDUSTRY:

- (i) *Examine the importance of primary activities to the economy of any one European country which you have studied.*

(75 marks)

Three activities / factors @ 25 marks each, divided as follows:

Identifying activity/ factor: 5m
Discussion of activity: 20m graded.

- Without clear tie-in to economy of country, maximum of 10 marks graded.

- (ii) *Primary industries can have negative economic effects on the environment. Discuss this statement with reference to European examples which you have studied.*

(25 marks)

Two examples / effects @ 13m + 12m, divided as follows:

Example / Effect stated: 3m
Discussion: 10m graded

Example / Effect stated: 3m
Discussion: 9m graded

- Tie-in required to European region for full marks.
➤ Discussion does not have to be tied into part (i).

AMENDMENTS FOR
REASONABLE ACCOMMODATION CANDIDATES

As per general scheme EXCEPT the following questions:

Q1 MAPWORK:

Instead of the Map Work Question (Question 1), you may attempt any question not already attempted.

Q3 (a) IRISH TOWNS:

- (i) “*Towns are often located on rivers and coasts*”.
*Discuss this statement, with reference to **three** Irish towns which you have studied.*
(60 marks)

Three reasons why located on rivers / coasts @ 20 marks each, divided as follows:

Reason stated: 5m
Discussion: 15m graded

- Without clear linkage to a different town, max of 8m graded per discussion.

OR

Three towns named @ 20 marks each, divided as follows:

Town named: 5m
Discussion: 15m graded

- Without clear linkage to a different town, max of 8m graded per discussion.

- (ii) “*New housing estates continue to develop in larger Irish towns*”.
*Discuss some of the positive **and** negative consequences of this.*

(40 marks)

Two points @ 20 marks each, divided as follows:

Positive consequence(s) stated: 5m
Discussion: 15m graded

Negative consequence(s) stated: 5m
Discussion: 15m graded

- Without clear linkage to an Irish context, max of 8m per discussion.

Q3 (d) MIGRATION:

- (i) Discuss two major trends in Irish migration in the period 1987 and 2003. (40 marks)

Two points @ 20 marks each, divided as follows:

Statement: 5m
Discussion: 15m graded

- Without clear linkage to an Irish context, max of 10m per discussion.

- (ii) “The immigration of workers, refugees and asylum seekers presents problems as well as opportunities for receiving countries”.
Outline some of these problems **and** opportunities.

(60 marks)

Three points @ 20 marks each, divided as follows:

Statement: 5m
Discussion: 15m graded

- Accept factors on a 2:1 / 1:2 ratio between problems & opportunities.
➤ Allow credit for a specific example.

Q5 (c) REGIONS:

Republic of Ireland, France, Sweden, Belgium, Germany.

Select **one** of the above countries and justify its division into **three** or more geographical regions.

(100 marks)

If **three** regions:

For each of the three regions: 34m / 33m / 33m graded.

Two geographical accounts @ 17m graded each (Region 1)

@ 17m / 16m graded (Regions 2 & 3)

If **four** regions:

For each of the four regions: 25m graded

Two geographical accounts @ 13m / 12m graded.