



# Coimisiún na Scrúduithe Stáit State Examinations Commission

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*Scrúduithe Ardteistiméireachta, 2005*

*Tíreolaíocht*

*Ardleibhéal*

*Marking Scheme*

*Leaving Certificate Examination, 2005*

*Geography*

*Higher Level*



**State Examinations Commission**

**Leaving Certificate Examination**  
**2005**

**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) Examine, using map evidence, the evolution of Mullingar’s transport infrastructure over time.*

**(40 marks)**

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

Evidence identified:	2m
Map reference:	2m graded
Reference to time context:	2m graded
Description / explanation:	8m / 7m / 7m graded.

- Accept reference to any of “old / ancient / modern / new / early / recent” etc for 1 mark each.
- Accept all three points on transport
- Maximum of two points relating to roads.

*(b) Historic settlement is very much in evidence outside the built-up area of Mullingar. Using evidence from the map only, comment on the validity of this statement.*

**(30 marks)**

**Three** points of evidence @ 10 marks graded each, divided as follows:

Evidence identified:	2m
Map reference:	2m graded
Description / explanation:	6m graded.

- Historic settlement can include 20<sup>th</sup> century references.
- At least one point of evidence must refer to a ‘red’ antiquity, but all can be red.
- Accept place names with a historical context, e.g. ‘Rath.... / Bally.... / ....land’.
- Settlement patterns may be used (maximum of one), but there must some historical context for full description / explanation marks.
- List => maximum of 3 marks as description / explanation.

(c) *Examine **two** patterns which you can identify in the pattern of rural settlement in this region.*

**(30 marks)**

**Two** patterns @ 15 marks graded each, divided as follows:

Pattern identified:	3m
Map reference:	2m graded
Discussion / Explanation:	10m graded

- Rural => outside the built-up area of Mullingar (grey)
- Accept from Linear, Ribbon, Dispersed, Absence, Clustered, Clachan, Nucleated.
- Correct terms required for identifying pattern (*Houses in a line => Id Om*)

**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) GLACIATION:**

**(i)**      *Discuss, using appropriate Irish examples, three ways in which glacial erosion and glacial deposition have helped to shape the Irish landscape.*

**(75 marks)**

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

Landform named:	3m
Erosion / deposition:	2m
Irish example:	3m
Description / formation of landform:	17m graded

- A detailed explanation can merit the full 17 marks.
- Maximum of 9m graded for detailed description of landform only.
- Give credit for diagrams as part of the discussion.
- U-shaped valley / hanging valley => 1 landform
- Moraines => 1 landform

**OR**

General discussion on glacial erosion:	27m graded
General discussion on glacial deposition:	27m graded
Any two named Irish examples (E & D)	3m each
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.

**(ii)**      *The melting of ice-sheets at the end of the last glacial period released huge quantities of water. Examine briefly how this shaped the Irish landscape – referring to Irish examples not already mentioned.*

**(25 marks)**

**Two** ways @ 13m + 12m graded

Landform:	3m
Irish example:	3m
Description / Formation:	7m / 6m graded

- Accept fluvioglacial landforms / processes.
- Accept references to submergence / emergence.
- Give credit for diagrams as part of the discussion

**(b)** WORK OF THE SEA:

- (i)** *With reference to the processes of erosion **and** deposition, explain how the sea shapes the Irish coastline.*

**(75 marks)**

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

Landform named: 3m  
Process involved: 2m  
Named example: 3m  
Description / formation of landform: 17m graded

- A detailed explanation can merit the full 17 marks.
- Max 9m graded for detailed description of landform only.
- Give credit for diagrams as part of the discussion.

OR

General discussion on coastal erosion: 27m graded  
General discussion on coastal deposition: 27m graded  
Any two named Irish examples (E & D) 3m each  
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
- Accept reference to submergent / emergent coastlines.

- (ii)** *Conflict may arise over differences in how people wish to use coastlines. Examine this statement, referring to Irish examples that you have studied.*

**(25 marks)**

**Two** ways @ 13m + 12m graded

Use named: 3m  
Irish example: 3m  
Discussion: 7m / 6m graded

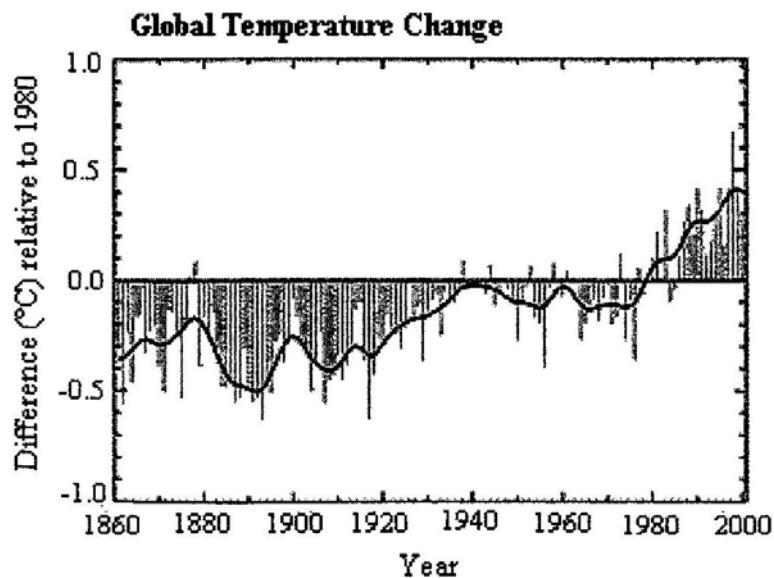
- Maximum of 4 marks graded if reference is not made to conflict.

OR

Two uses : 3 marks each  
Irish example: 3m  
Discussion; 16m graded.

- Maximum of 8 marks graded if reference is not made to conflict.

(c) CLIMATE CHANGE:



Examine the graph above, which illustrates how global temperatures have changed over 140 years between 1860 and 2000.

- (i) Suggest reasons for the trend shown.  
Briefly outline the potential effects of global warming on human societies.  
**(60 marks)**

Two reasons @ 15 marks each graded, divided as follows:

Reason stated: 3m

Discussion:  
12m graded

Two effects @ 15 marks each graded, divided as follows:

Effect stated: 3m  
Discussion: 12m graded

➤ Reference to graph not necessary, but can get credit in discussion.

- (ii) Analyse **two** ways in which attempts are being made or could be made to reduce or limit the effects of global warming.  
**(40 marks)**

Two ways @ 20 marks each graded, divided as follows:

Way stated: 3m  
Discussion / Analysis: 17 graded

(d) WEATHERING & MASS MOVEMENT:

- (i) *The processes of weathering play an important part in shaping landscapes. With reference to examples that you have studied, examine **three** of these processes.*

*(75 marks)*

**Three** processes / sub-processes of weathering @ 25 marks graded each, divided as follows:

Process / sub-process named: 2m  
Example stated: 3m  
General discussion on process: 20m graded.

- Give credit for diagrams as part of the discussion.

- (ii) *In October 2003, a bogburst occurred in Derrybrien, Co. Galway, causing considerable damage to the local area. Describe briefly **two** effects which the event had on people living in this locality.*

*(25 marks)*

**Two** effects @ 13m / 12m graded each, divided as follows:

Effect stated: 3m  
General discussion: 10m / 9m graded

- Accept physical, human and economic references in the discussion.  
➤ Causes = St 0m.



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 Mullingar supplied.*

(i) *Draw a sketch-map (not a tracing) of the settlement.*

*On it mark and name the following:*

- **Two** streets
- A canal
- The railway station
- A church
- **Three** zones 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: 1m  
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 streets separately
- Accept land use or function.
- Accept reference to woodland as land use

- (ii) *“Traffic management is likely to be a priority for the local authorities in Mullingar”.*  
*Comment on the validity of this statement, referring to evidence from the photograph.*

**(35 marks)**

**Three** points @ 12 / 12 / 11 marks graded, divided as follows:

Point stated:	3m
Location / applied to photograph:	2m
Discussion:	7m / 7m / 6m graded

- Accept specific locations only; e.g. LB, RF etc
- Do not accept top / bottom / left / right.
- Accept references to current traffic management practices as well as proposals for the future.

- (iii) *Imagine that a developer is looking for a green-field site somewhere in the area shown in the photograph, in order to build a new shopping and leisure complex. Suggest a possible location for the development and explain **one** reason in favour and **one** reason against such a plan.*

**(35 marks)**

Location identified:	2m	
Reason for:	5m	
Discussion:	12m graded	(12m & 11m are reversible)
Reason against:	5m	
Discussion:	11m graded	

- Accept site location if shown & identified on the sketch map.
- Accept arguments  
and / or
- pro / con the site  
pro / con the shopping & leisure centre.

**(b) REFUGEE CRISES & THE ENVIRONMENT:**

*In many crises, the immediate need to prevent loss of life has come into conflict with longer-term objectives such as protection of the environment and promotion of sustainable development.*

*With reference to examples which you have studied, examine the accuracy of this statement.*

**(100 marks)**

Any **four** points relating to statement above @ 25 marks graded each, divided as follows:

Point stated: 5m  
Discussion: 20m graded.

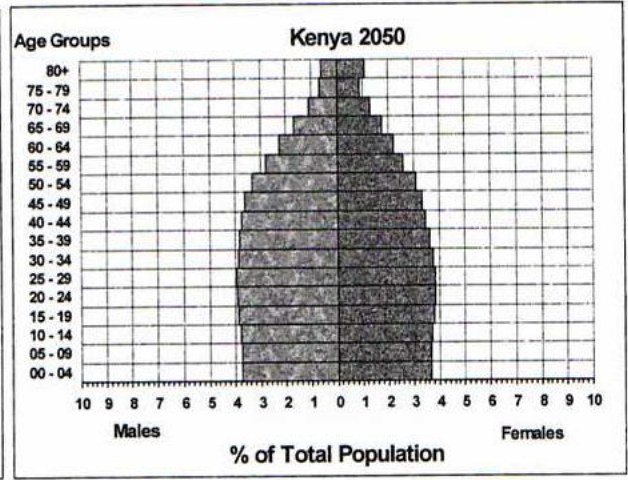
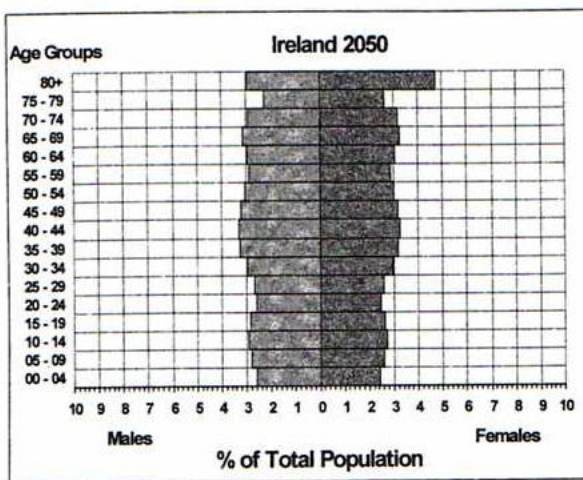
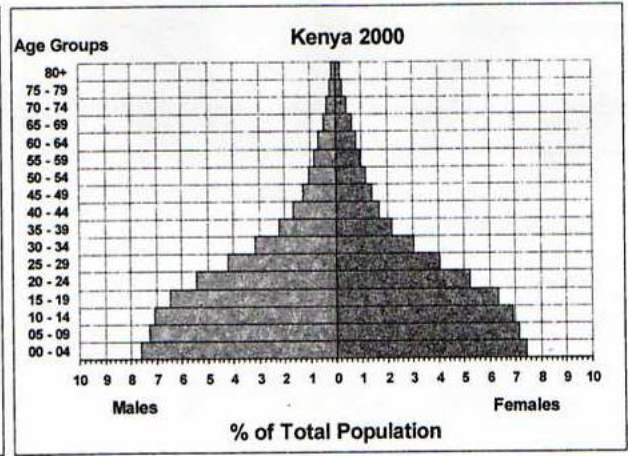
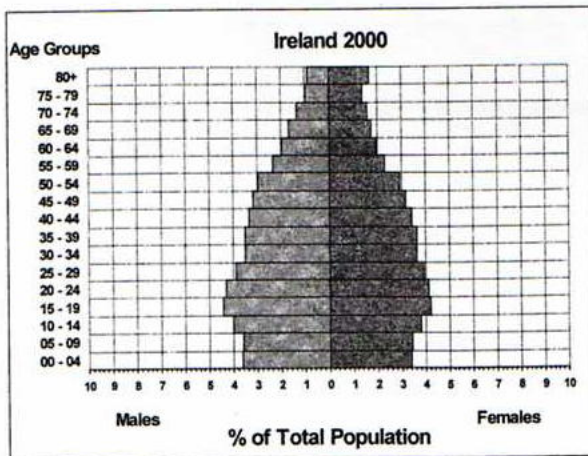
- General discussion (no example given) => maximum of 10m in discussion.

Any **three** points relating to statement above @ 34m / 33m / 33m graded each, divided as follows:

Point stated: 5m  
Discussion: 29m / 28m / 28m graded.

- General discussion (no example given) => maximum of 15m in discussion.

(c) POPULATION STRUCTURE:



Examine the population pyramids above – which show the actual population structure for Ireland and for Kenya in 2000 and the projected population structure in 2050.

(i) Describe and account for the differences between the 2000 pyramids for Ireland and Kenya.

(60 marks)

Three differences @ 20 marks graded each, divided as follows:

Statement of difference: 5m  
Development: 15m graded.

- Maximum of 8 development marks if reference is made to one country only or to description only.

- (ii) *The pyramids for Ireland and Kenya in 2050 show considerable differences from those of 2000.  
Examine how such differences would affect life in both countries.*

**(40 marks)**

Any **two** points @ 20 marks graded each, divided as follows:

Identifying difference:	5m
Identifying consequence:	5m
Examining consequence:	10m graded

- Consequences can overlap the countries / one consequence to each country.

(d) URBANISATION:

Region	% urban dwellers			
	1950	1975	2000	2030
Africa	15	25	37	54
Asia	17	24	37	55
Europe	51	66	73	80
Latin America	42	61	76	85
North America	64	74	79	87
Oceania	61	72	73	75
World	29	37	47	61

Study this table which shows trends in proportion of people living in urban areas in different regions of the world between 1950 and 2030.

- (i) Examine some of the regional variations shown in the table, referring to:
- Extent of urbanisation of the population.
  - Rate of change over the period.

(40 marks)

Extent of urbanisation @ 20marks graded, divided as follows:

Statement on urban variation: 3m (Vertical)  
Reference to chart: 2m  
Examination: 15m graded

Rate of change @ 20marks graded, divided as follows:

Statement on rate of change: 3m (Horizontal)  
Reference to chart: 2m  
Examination: 15m graded

- Maximum of 8m graded if no discussion in the examination.
- Maximum of 8m graded if reference not made to 2 regions.

- (ii) Examine **two** of the major consequences of urbanisation in the world, referring to **both** developing **and** developed regions.

(60 marks)

**Two** consequences @ 30 marks graded each, divided as follows:

Consequence stated: 5m  
Reference to city or region: 5m  
Examining consequence: 20m graded

- If both consequences refer to the same region, mark as two separate points at 5m + 5m + 20m graded and 5m + 0m + 10m graded maximum.

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

(a) ENERGY:

% Electricity From Various Sources (1975 & 2004)		
Fuels Used by Stations	1975	2004
Oil	65.0	18.5
Oil & Gas	~	27.7
Gas	~	13.8
Peat	26.0	5.4
Coal	1.0	19.7
Hydro (ESB)	8.0	11.03
Private: wind, landfill gas, hydro	~	3.9

Sources:  
ESB Annual Report, 1975, 1992, 2004

- (i) *With reference to the data above, describe and explain the relative change in importance of any **two** energy sources used in electricity generation over the period.*

**(60 marks)**

**Two** changes @ 30 marks graded each, divided as follows:

Identifying change: 3m  
Reference to chart: 2m graded  
Discussion: 25m graded

- (ii) *“Key objectives for this sector are to develop ..... energy conservation and end-use efficiency”* (Dept. of Communications, Marine & Natural Resources, 2004)  
*Explain why it is important that these objectives should be achieved.*

**(40 marks)**

**Two** reasons @ 20 marks graded each, divided as follows:

Identifying reason: 5m  
Discussion: 15m graded.

- “How” => 0m as statement, but valid as part of development

**(b)** MANUFACTURING INDUSTRY:

**(i)** *The factors influencing the location of manufacturing industry have changed over time.*

*Examine the truth of this statement, referring to examples that you have studied.*

**(60 marks)**

**Three** statements @ 20 marks graded each, divided as follows:

Factor identified: 3m  
Example: 2m  
Discussion: 15m graded.

- Maximum of 8m graded if no reference to change over time.
- The same example may be used on a maximum of 2 occasions.

**(ii)** *Using examples that you have studied, examine how manufacturing industry may have both positive and negative effects on the environment.*

**(40 marks)**

Positive effect(s) identified: 3m  
Example: 2m  
Discussion: 15m graded

Negative effect(s) identified: 3m  
Example: 2m  
Discussion: 15m graded



(c) FORESTRY OR FISHING:

- (i) *Examine the importance of **either** forestry **or** fishing to the economic development of any **one** country that you have studied.*

**(60 marks)**

**Three** aspects of importance @ 20 marks each, divided as follows:

Importance stated: 5m  
Discussion: 15m graded.

- Maximum of 8m graded from discussion without clear linkage to one country's economic development (e.g. physical factors).
- .
- Accept as valid a reference to a second country, if used as an aspect of comparison.
- .

- (ii) *Account for the fact that the conservation of such resources is of major concern across the globe today.*

**(40 marks)**

**Two** points @ 20 marks each, divided as follows:

Point stated: 5m  
Discussion: 15m graded

- Reference can be made to the above or any primary resources.

(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 information.* (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 and / or site-based basis.

(iv) *Describe – in detail – your results and conclusions.* (30 marks)

**Six** points @ 5m graded each, based on results and explanation / conclusions

- Vague or mere statement = 2m
- No ratio between results and conclusions / explanations

(v) *Describe briefly **one** way in which doing this fieldwork developed your knowledge of the topic involved.*

(10 marks)

Way / aspect stated: 4m  
Discussion: 6m graded

**SECTION C**  
**Answer Question 5**

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

(a) AGRICULTURE:

*The total number of farms in Ireland in the year 2000 was 141,500 – down from 231,400 in 1980.*  
*(Dept. of Agriculture & Food, 2004)*

(i) Examine **two** factors that have influenced this change

**(60 marks)**

Two factors @ 30 marks each, divided as follows:

Factor stated: 5m  
Discussion: 25m graded

➤ Accept “push” and “pull” factors.

(ii) *Many farmers in Europe are now facing economic difficulties. Using examples which you have studied:*

- *Explain why this is happening*
- *Outline how remedial action is being attempted.*

**(40 marks)**

Reason(s) identified: 5m  
Discussion: 15m graded

Remedial action(s) identified: 5m  
Discussion: 15m graded

- Maximum of 8m graded without clear linkage to specific example.
- Do not have to be interlinked.

**(b)** TOURISM:

- (i)** *Analyse the main reasons for the successful development of the tourist industry in two contrasting countries in Europe*

**(60 marks)**

Any **two** countries @ 30 marks graded, each divided as follows:

For each country, 2 reasons @ 15 marks each, graded as follows:

Reason stated: 3m

Discussion: 12m graded.

- Maximum of 6m graded without clear linkage to specific country or obvious region within a country.
- Mere lists => max of 6m.

- (ii)** *Tourism can have both positive and negative effects on a region or regions. Using examples that you have studied, describe **one** positive and **one** negative effect of tourism.*

**(40 marks)**

Positive effect identified: 5m

Discussion: 15m graded

Negative effect identified: 5m

Discussion: 15m graded

- Maximum of 8m graded without clear linkage to specific region.
- Independent of part (i).

(c) REGIONS:

*Republic of Ireland, Germany, Spain, Italy, Norway.*

*Select **one** of the above countries and, with the aid of a sketch map, suggest and 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) CORE & PERIPHERY:

- (i) *Examine – in detail - **three** characteristics of a **peripheral** region. Refer in your answer to **one or more** European examples.*

**(60 marks)**

**Three** characteristics @ 20 marks graded, each divided as follows;

Naming characteristic: 3m  
Discussion: 17m graded.

- (ii) *Examine **two** of the major effects which the general enlargement of the European Union is likely to have on the original 15 member states*

**(40 marks)**

**Two** effects @ 20 marks graded, each divided as follows;

Naming effect: 3m  
Discussion: 17m graded.

**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.

**Q2(c)** CLIMATE CHANGE:

- (i) \*Examine **two** of the major causes of global warming.  
\*Discuss the potential effects of global warming on human societies.

**(60 marks)**

Two causes @ 15 marks each graded, divided as follows:

Reason stated:	3m
Discussion:	12m graded

Two effects @ 15 marks each graded, divided as follows:

Effect stated:	3m
Discussion:	12m graded

- (ii) Analyse **two** ways in which attempts are being made or could be made to reduce or limit the effects of global warming.

**(40 marks)**

Two ways @ 20 marks each graded, divided as follows:

Way stated:	3m
Discussion / Analysis:	17 graded

**Q3(a) URBAN GROWTH:**

- (i) *Examine two reasons for the rapid growth of Dublin.*

**(60 marks)**

Two points @ 30 marks each, divided as follows:

Reason stated: 5m  
Discussion: 25m graded

- (ii) *“Ireland’s transport infrastructure is struggling to cope with huge growth in the demands being made on it”.*  
*Discuss this statement in some detail.*

**(40 marks)**

Two points @ 20 marks each, divided as follows:

Point stated: 5m  
Discussion: 15m graded

**Q3(c) POPULATION STRUCTURE:**

- (i) *Describe and explain **two** of the major differences to be found in the population structures of developing and developed countries.*

**(60 marks)**

Two points @ 30 marks each, divided as follows:

Difference stated: 5m  
Discussion: 25m graded

- Maximum of 13m graded if reference not made to both developed and developing countries.

- (ii) *Explain how the population structures of both developing and developed countries are likely to have changed by the year 2050.*

**(40 marks)**

Two changes @ 20 marks each, divided as follows:

Change stated: 5m  
Discussion: 15m graded



- If reference is not made to both countries, mark to maximum of 5m + 15m graded and 5m + 8m graded.

**Q5(c) REGIONS:**

*Republic of Ireland, Germany, Spain, Italy, Norway.*

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

**(100 marks)**

If **three** regions, mark at 34m / 33m / 33m graded.

For each region, **two** geographical accounts @ 17m & 17m / 16m & 16m / 16m & 16m graded

- General discussion: maximum 9m graded

If **four** regions, mark at 25m per region, graded.

For each region, **two** geographical accounts at 13m & 12m graded.

- General discussion: maximum 7m graded