



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2011

MARKING SCHEME

GEOGRAPHY

HIGHER LEVEL

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. Requirements and mark allocations may therefore vary from year to year.

PART ONE – SHORT-ANSWER QUESTION – 80 MARKS

Attempt **TEN** questions.

All questions carry equal marks.

THESE QUESTIONS ARE TO BE ANSWERED IN THE SPACES PROVIDED

Any 10 questions @ 8 marks each.

Each question:

4 parts @ 2 marks each

8 parts @ 1 mark each

Q.1 B Deposition
C Deposition
A Erosion
D Deposition

Q.7 D - Fluvial
B - Glacial
C - Glacial
A - Fluvial

Q.2 (i) Clós, Ráth, Lios, Enclosure, Ringfort.
(ii) 50m
(iii) Yes
(iv) Conical Hill

Q.8 D
C
A
B

Q.3 Dingle way/R560
N86
Q 446 007
North/NNE

Q.9 B
A
D
C

Q.4 Basque
The Alps
Mezzogiorno
Paris

Q.10 A
C
B
D

Q.5 C
A
D
B

Q.11 (i) 1264mw
(ii) Valid reason 1+1
(iii) 33mw
(iv) 1+1

Q.6 True
True
False/True (accept either)
False

Q.12 (i) outside Dublin
(ii) 250,000/300,000-
320,000 Euro
(iii) April 2007
(iv) Valid reason 1+1

PART TWO – STRUCTURED and ESSAY QUESTIONS – 320 MARKS

You must attempt **FOUR** questions, as follows:

- **TWO** questions from **Section 1 – Core**:
 - **One** question from Questions 1, 2 and 3
 - AND**
 - **One** question from Questions 4, 5 and 6
- **ONE** question from **Section 2 – Electives**
- **ONE** question from **Section 3 – Options**

THESE QUESTIONS ARE TO BE ANSWERED IN THE ANSWER BOOK

SECTION 1 – CORE

Questions 1 to 6

You **MUST** attempt **TWO** questions:

➤ **ONE** from **Patterns and Processes in the Physical Environment**

AND

➤ **ONE** from **Regional Geography**

PATTERNS AND PROCESSES IN THE PHYSICAL ENVIRONMENT

Questions 1 to 3

Attempt **ONE** question

Question 1

A. Ordnance Survey Map

Examine the 1:50000 Ordnance Survey map and legend that accompany this paper.
Draw a sketch map **to half scale** of the area shown.

On it, **mark** and **name** each of the following:

- The complete course of the Garfinny River
- A section of coast with coastal cliffs
- A beach
- An area of land over 600 metres east of easting 50.

[20m]

Proportion	4 marks (Graded 4-2-0)
4 features @ 4 marks each	Shown 2 marks graded Named 2 marks

- Proportion involves showing correct scale and coastline
- If sketch is traced or a section of the map is drawn, lose 4 marks for proportion & 2 marks for showing per item
- If only a portion of the Garfinny River is shown, 2/1/0 for shown but 2 marks for naming.

B. Volcanoes

Discuss the positive impacts of volcanic activity.

[30m]

Positive impacts identified	2 + 2 marks
Discussion	13 x SRPs

- Credit 1 named volcano or volcanic area from discussion SRPs
- All other positive impacts must be discussed for SRPs
- Credit relevant extra information on relevant labelled diagram(s) relating to positive impacts
- Give credit for 1 SRP for diagram without annotation.

C. Human Interaction

Explain, with reference to example(s) that you have studied, how human activities have impacted on the operation of any **one** of the following surface processes:

- Mass movement processes
- River processes
- Coastal processes.

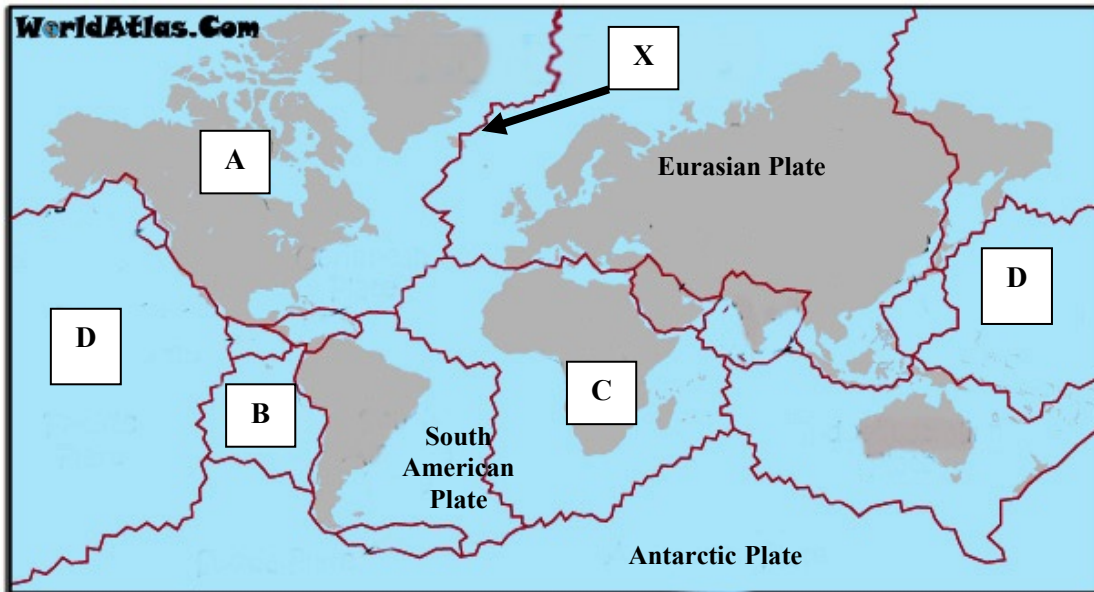
[30m]

Human activity identified	2 marks
Impact identified	2 marks
Named example	2 marks
Discussion	12 x SRPs

- Credit 2nd example from discussion
- All further examples and impacts require discussion
- Examples not tied to Ireland
- Amalgamate all relevant discussion.

Question 2

A. Plate Tectonics



Examine the map above showing the major crustal plates of the earth and answer the following questions:

- (i) Name the plates **A**, **B**, **C** and **D**.
- (ii) Name the plate boundary at **X**.

5 parts @ 4 marks each

- | | | |
|------|--|---------|
| (i) | A - North American Plate | 4 marks |
| | B - Nazca Plate | 4 marks |
| | C - African Plate | 4 marks |
| | D - Pacific Plate | 4 marks |
| (ii) | X - Mid Atlantic Ridge or
Constructive/divergent | 4 marks |

[20m]

B. Landform Development

The area shown on the 1:50000 Ordnance Survey map which accompanies this paper has been shaped by fluvial, glacial, coastal and mass movement processes.

Answer (i) or (ii).

- (i) Name **one** landform on the Ordnance Survey map that was formed by fluvial **or** glacial **or** coastal processes **and** give a six figure grid reference for its location.
Describe and explain with the aid of diagram(s) the processes involved in the formation of this landform.

Named landform	2 marks
Six figure grid reference	2 marks
Process named	2 marks
Labelled diagram	4 marks graded
Explanation	10 x SRPs

- Give credit for extra labelling in diagram(s) from explanation
- Feature **or** process can be starting point
- Max 2 SRPs if description only of landform.

OR

- (ii) Identify an area on the Ordnance Survey map which has very steep slopes **and** give a six figure grid reference for its location.
Describe and explain **one** mass movement process which might operate in an area such as this.

[30m]

Six figure grid reference	2 marks
Process identified	2 marks
Explanation	13 x SRPs

- Credit relevant diagrams with extra information
- Give credit for 1 SRP for diagram without annotation
- Accept a broad interpretation of describe / explain.

C. Human Interaction

Explain, with reference to **one** human interaction with the rock cycle, that you have studied, how humans benefit economically from this interaction.

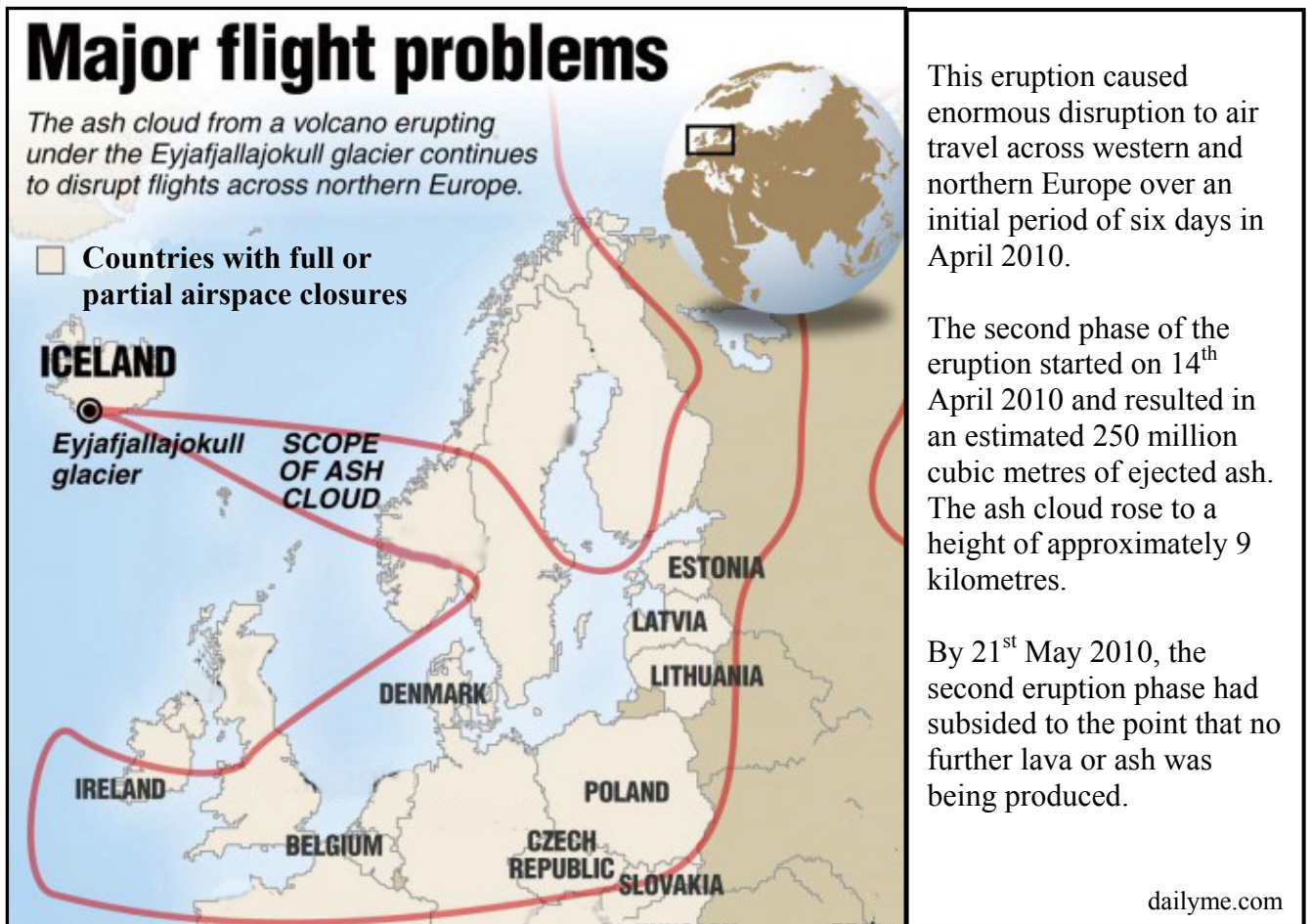
[30m]

Interaction identified	2 marks
Example	2 marks
Economic benefit identified	2 marks
Discussion	12 x SRPs

- Give credit for 1 SRP for 2nd example from discussion
- Give credit for 1 SRP for a 2nd economic benefit from discussion
- All other economic benefits must be discussed for SRPs
- Question is not tied to Ireland
- Credit relevant diagrams with extra information.

Question 3

A. Volcanoes



Examine the data above relating to the Eyjafjallajökull volcano which erupted in April 2010 and answer the following questions:

- (i) What approximate height did the volcanic ash cloud rise to?
- (ii) How many cubic metres of ash were ejected by the volcano?
- (iii) Name **two** countries not named on the map which had full or partial airspace closures.
- (iv) Briefly explain why volcanic activity occurs in Iceland.

[20m]

Four parts @ 5 marks each

- | | | |
|-------|--|-------------|
| (i) | 9 kilometres | 5 marks |
| (ii) | 250 million | 5 marks |
| (iii) | Germany, Netherlands, Finland, France, Norway, Austria, Hungary, Sweden, Britain, Northern Ireland, England, Scotland, Wales (any two) | 3 + 2 marks |
| (iv) | Explanation | 3 + 2 marks |

B. Igneous Rock

Explain the formation of **two** igneous rocks, with reference to examples from Ireland.

[30m]

Rock named	2 + 2 marks
Examples (Irish locations)	2 + 2 marks
Explanation Rock 1	6 x SRPs
Explanation Rock 2	5 x SRPs

- Credit relevant diagrams with extra information
- Max 1 SRP for one or more diagrams without annotation
- Max 1 SRPs for each rock if description only.

C. Isostatic Changes

Explain how isostatic changes have impacted on the Irish landscape, using examples that you have studied.

[30m]

Impact /Feature identified	2 + 2 marks
Example	2 + 2 marks
Explanation	11 x SRPs

- Accept features of emergence only
- Accept river features of rejuvenation
- Give credit for 1 SRP for a 3rd named feature
- All other features must be explained
- Give credit for 1 SRP for diagram without annotation
- Credit relevant diagrams with extra information.

REGIONAL GEOGRAPHY

Questions 4 to 6

Attempt **ONE** question

Question 4

A. Map Skills

Draw an outline map of a **Continental / Sub-Continental** region (not in Europe) that you have studied.

On it **show** and **name** the following:

- (i) Two physical features
- (ii) Two urban centres.

[20m]

Map outline	4 marks graded (4-2-0)
Showing and naming two physical features	2 x (2 marks graded + 2 marks)
Showing and naming two urban centres	2 x (2 marks graded + 2 marks)

B. Agriculture in Ireland

Contrast the development of agriculture in **two Irish** regions that you have studied.

[30m]

Clearly stated contrasts	2 + 2 marks
Discussion	13 x SRPs

- Do not accept European or Continental/Sub-Continental regions
- Discussion without reference to named or clearly inferred Irish regions = 0 marks
- Max 5 SRPs if contrasts identified, but discussion is only on one region.

C. Urban Regions

Discuss the factors which influenced the development of **one** urban area in a **European** region (not in Ireland) that you have studied.

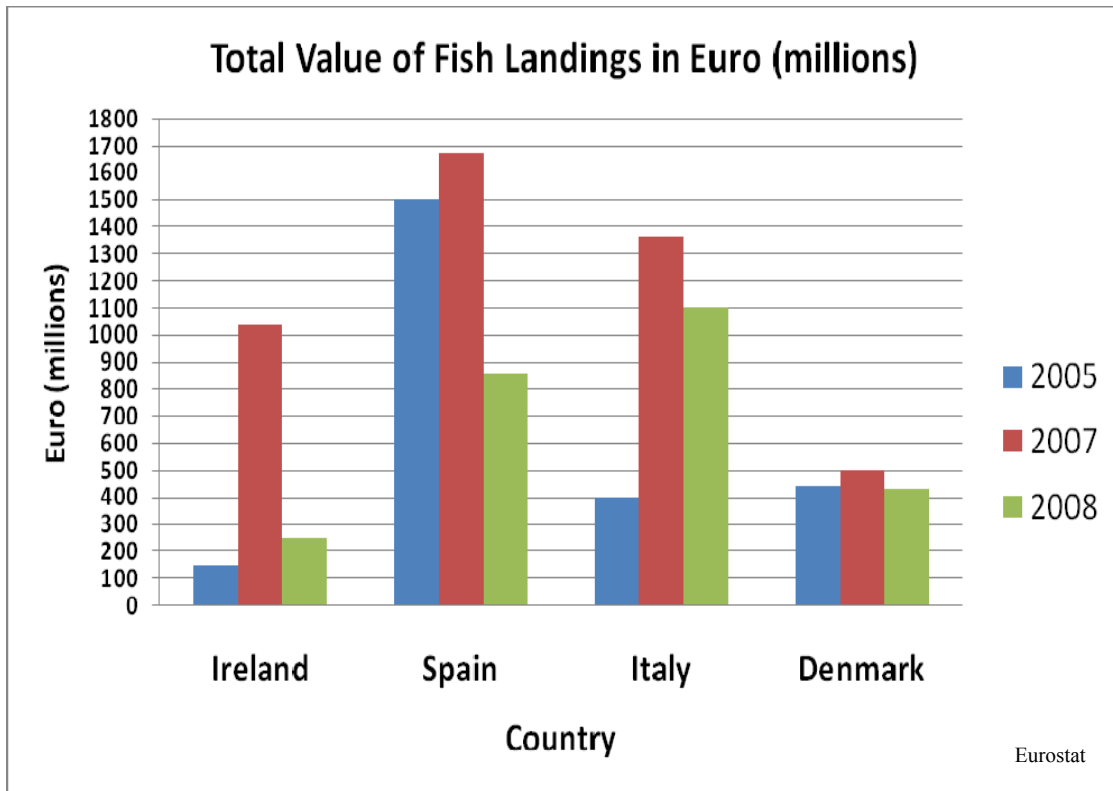
[30m]

Urban area named	2 marks
Factors	2 + 2 marks
Examination	12 x SRPs

- Do not accept Irish or Continental/Sub-Continental regions/urban area
- Discussion without reference to named or clearly inferred urban area = 0 marks
- An urban area can be a city, a specific part of a named city, or areas such as Randstad
- All further factors require discussion
- Max 5 SRPs if only one factor is discussed.

Question 5

A. European Fishing



Examine the data in the chart above and answer the following questions:

- (i) Which country had the highest value of fish landings in 2007?
- (ii) What was the value of fish landings in Italy in 2005?
- (iii) Calculate the difference between the value of Spain's fish landings in 2005 and the value of Italy's fish landings in 2005?
- (iv) Name **two** major Irish fishing ports.
- (v) Briefly explain **one** challenge that the Irish fishing industry will face in the future.

[20m]

Five parts @ 4 marks each

- | | | |
|-------|-------------------------|-------------|
| (i) | Spain | 4 marks |
| (ii) | 400 million euro | 4 marks |
| (iii) | 1100 million euro | 4 marks |
| (iv) | Any named ports | 2 + 2 marks |
| (v) | One challenge explained | 2 + 2 marks |

B. European Union

Examine the economic impact of enlargement of the European Union on Ireland.

[30m]

Economic impact identified	2 marks
Examination	14 x SRPs

- Discussion without reference to Ireland = 0 marks
- All further economic impacts require discussion
- Discussion without reference to economic impact - Max 2 SRPs.

C. Concept of a Region

A region is an area on the earth's surface which can be defined by one or more criteria. Explain this statement with reference to example(s) that you have studied.

[30m]

Named criterion	2 marks
Named example	2 marks
Discussion	13 x SRPs

- Give credit for 2nd named example as 1 SRP from discussion
- Give credit for 2nd criterion as 1 SRP from discussion
- All further criteria require discussion.

B. Population Distribution

Describe and explain the distribution of population in a **Continental / Sub-Continental** region (not in Europe) that you have studied.

[30m]

Discussion

15 x SRPs

- Do not accept Irish or European regions
- Discussion without link to a named region - 0 marks
- Max 7 SRPs for description only in discussion.

C. Manufacturing Industry

Describe and explain the development of manufacturing industry in an **Irish** region that you have studied.

[30m]

Named example

2 marks

Discussion

14 x SRPs

- Do not accept European or continental/sub-continental regions
- Discussion without link to a region - 0 marks
- Give credit for 2nd example as 1 SRP from discussion
- Max 6 x SRPs for description only in discussion.

SECTION 2 – ELECTIVES

Questions 7 to 12

You **MUST** attempt **ONE** question from:

Patterns and Processes in Economic Activities

OR

Patterns and Processes in the Human Environment

PATTERNS AND PROCESSES IN ECONOMIC ACTIVITIES

Questions 7 to 9

Question 7

A. Unemployment Rate

United States unemployment rates (%), 2005 - 2010

Year	Percentage
2005	5.5%
2006	5.2%
2007	4.8%
2008	4.6%
2009	7.2%
2010	9.3%

www.indexmundi.com

Examine the data in the above table showing unemployment rates in the United States from 2005 to 2010.

[20m]

(i) Using **graph paper**, draw a suitable graph to illustrate this data.

	Bar Chart	Pie Chart
Title	2 marks	2 marks
Scaled axis	2 marks	2 marks (Circle & Centred)
6 items illustrated	2 marks each graded	2 marks each graded

- Accept any suitable graph/chart
- Naming of graph/chart type not sufficient for title mark
- If graph paper is not used deduct 2 marks from total.

(ii) Name **two** measures a government could take to lower unemployment.

Two appropriate measures named @ 2 marks each

B. Ordnance Survey Map

Examine the 1:50000 Ordnance Survey map and legend that accompany this paper.

- (i) Identify, by grid reference, a suitable site for a fish processing plant.

Six figure grid reference for suitable site @ 2 marks

- (ii) Explain **two** reasons why you chose this site. Use map evidence to support your answer.

[30m]

2 reasons @ 14 marks each:

Reason identified	2 marks
Map evidence	2 marks
Explanation	5 x SRPs

- Allow a further 1 SRP for map reference/evidence per reason
- All further discussion must be based on relevant explanation of locational factors
- If answer is based on aerial photograph, allow marks for naming reason only.

C. Developing Economies

Examine the impact of colonialism on the economy of a developing country that you have studied.

[30m]

Impact identified	2 marks
Named developing economy	2 marks
Examination	13 x SRPs

- Discussion without reference to colonialism - max 2 x SRPs
- Discussion without reference to named developing economy - max 2 x SRPs
- Give credit for 2 further impacts identified as SRPs from examination.

Question 8

A. Aerial Photograph

Examine the aerial photograph of Dingle/An Daingean accompanying this paper.
Draw a sketch of the aerial photograph, **half the length** and **half the breadth**.
On it **show** and **name** each of the following:

- The harbour area
- Two connecting roads/streets
- A commercial area
- A recreational area.

[20m]

Proportion/Outline: 4 marks (Graded 4-2-0)
4 features @ 4 marks each: Shown 2 marks graded
Named 2 marks

B. Multinational Companies

Describe and explain the operation of **one** multinational company that you have studied.

[30m]

Named MNC 2 marks
Examination 14 x SRPs

C. Environmental Impact

Pollution does not recognise boundaries and therefore can impact on the environment locally, nationally or internationally.

Examine the above statement with reference to example(s) that you have studied.

[30m]

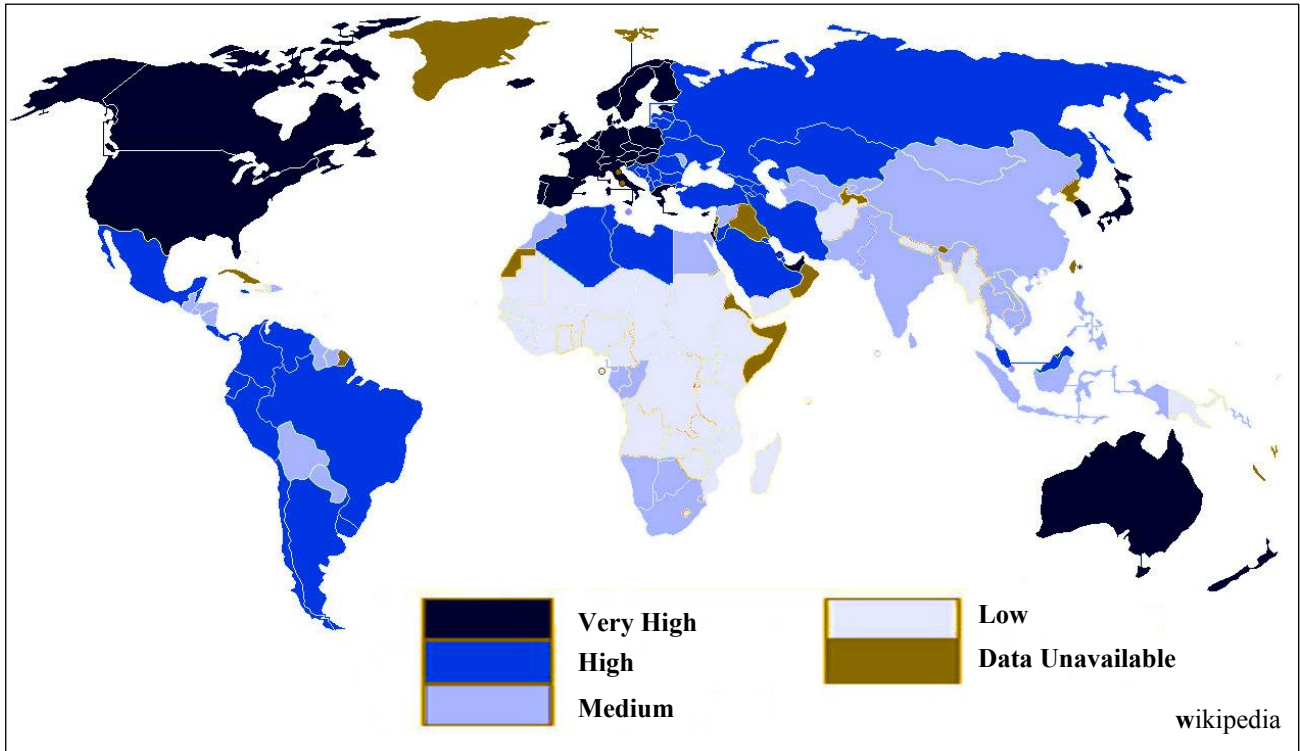
Pollution source identified 2 marks
Impact outside source 2 marks
Example 2 marks
Examination 12 x SRPs

- A general discussion of environmental issues/pollution only - max 6 SRPs
- Give credit for 1 SRP for 2nd example from discussion.

Question 9

A. Human Development Index

United Nations Human Development Index, 2010



Examine the world map above which shows United Nations Human Development Index (HDI) for 2010 and answer the following questions:

- (i) In which category of HDI is Ireland?
- (ii) Name **two** countries outside Europe with a very high HDI.
- (iii) Which continent shows the greatest proportion of low HDI?
- (iv) State **two** reasons why some countries have a low HDI.

[20m]

Four parts @ 5marks each

- | | | |
|-------|---|-------------|
| (i) | Very high | 5 marks |
| (ii) | Any two of: Canada, US, Australia, New Zealand, United Arab Emirates, Japan, South Korea and Israel | 3 + 2 marks |
| (iii) | Africa | 5 marks |
| (iv) | Two valid reasons stated | 3 + 2 marks |

B. Developed Economies

Examine the development of services in a developed economy that you have studied.

[30m]

Named developed economy	2 marks
Named example of service	2 marks
Examination	13 x SRPs

- Give credit for a 2nd example of a named service as 1 SRP from examination
- All other examples of services require discussion.

C. European Union

Examine the impact of any **one** European Union policy on the Irish economy.

[30m]

Named policy	2 marks
Impact on the Irish economy	2 marks
Examination	13 x SRPs

- All further impacts require discussion
- Max 2 SRPs for discussion without link to Irish economy
- Amalgamate all relevant discussion points
- More than 1 policy discussed - mark both and credit the best.

PATTERNS AND PROCESSES IN THE HUMAN ENVIRONMENT

Questions 10 to 12

Question 10

A. Aerial Photograph

Examine the aerial photograph of Dingle/An Daingean accompanying this paper. Draw a sketch of the aerial photograph, **half the length** and **half the breadth**.

On it **show** and **name** each of the following:

- The Central Business District
- Residential land-use
- Educational land-use
- An example of traffic management.

[20m]

Proportion/Outline:	4 marks (graded 4-2-0)
4 features @ 4 marks each:	Shown 2 marks graded Named 2 marks

B. Migration

Outline the effects of rural to urban migration in a developing region that you have studied.

[30m]

Named developing region	2 marks
Effects identified	2 + 2 marks
Examination	12 x SRPs

- All further effects require discussion
- Allow 0 marks for causes unless tie into effects.

C. Dynamics of Settlement

Describe and explain the land-use zones in **any** city that you have studied.

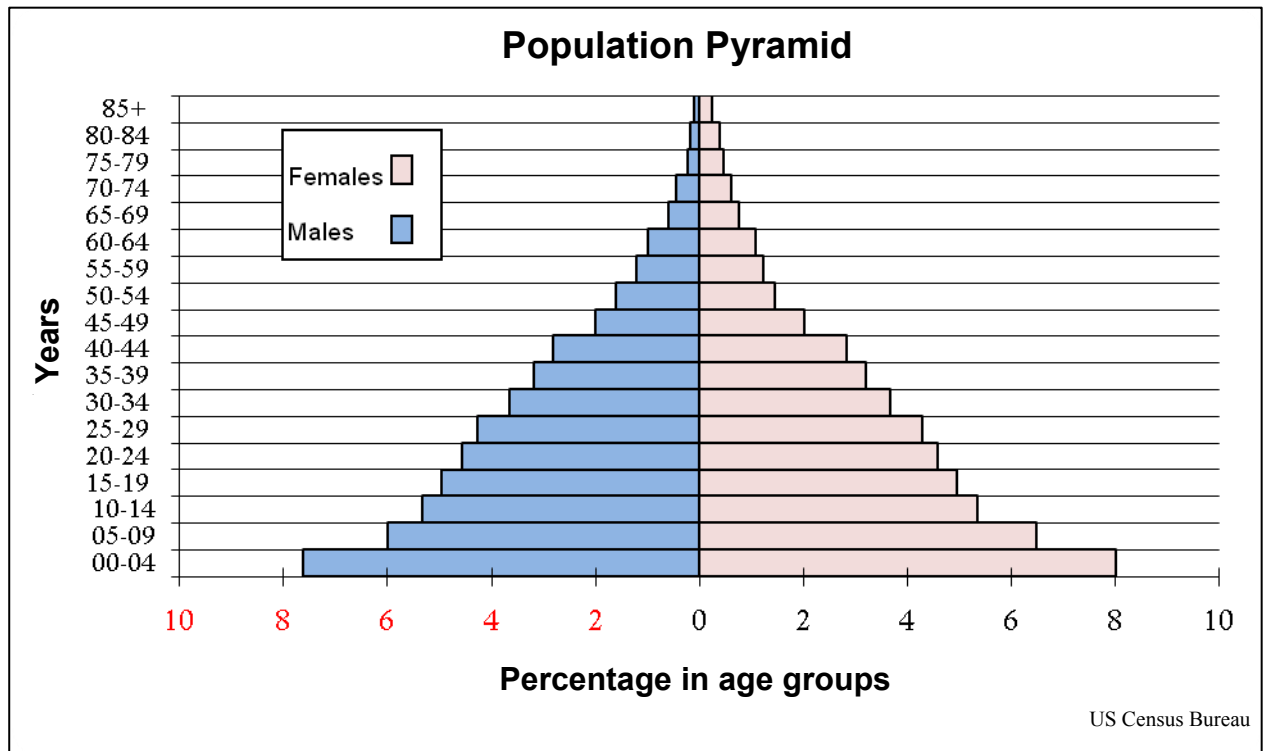
[30m]

Named city	2 marks
Land-use zones identified	2 + 2 marks
Land-use zones explained	12 x SRPs

- Max 6 x SRPs if answer is not tied to a named city
- Max 6 x SRPs for discussion on one land-use zone only
- Max 6 x SRPs for description of land-use zones only
- Any further land-use zones require discussion.

Question 11

A. Population Pyramid



Examine the population pyramid above and answer the following questions:

- (i) What is the percentage of males in the 5 - 9 age group?
- (ii) What is the percentage of females in the 0 - 4 age group?
- (iii) What is the total percentage of the population in the 45 - 49 age group?
- (iv) State whether the pyramid above represents a developed or a developing region.
- (v) State **two** ways the structure of a population pyramid for a developing region differs from the structure of a population pyramid for a developed region.

[20m]

Five parts @ 4 marks each

- | | | | | |
|-------|------------------------------|----|---|-------------|
| (i) | 6% | or | 6 | 4 marks |
| (ii) | 8% | or | 8 | 4 marks |
| (iii) | 4% | or | 4 | 4 marks |
| (iv) | Developing | | | 4 marks |
| (v) | Any two valid answers stated | | | 2 + 2 marks |

B. Urban Expansion

As cities expand they impact on the surrounding rural areas.
Discuss this statement with reference to example(s) that you have studied.

[30m]

Impact identified	2 marks
Named example	2 marks
Discussion	13 x SRPs

- Credit 2nd named example for 1 SRP within discussion
- Credit 2nd Impact identified for 1 SRP within discussion
- All further examples and impacts require discussion
- Max 6 SRPs if no reference in discussion to named example(s).

C. Population Density

Examine the 1:50000 Ordnance Survey map and legend accompanying this paper.
Explain, using evidence from the map, why the area to the east of easting 44 and north of northing 03 has such a low population density.

[30m]

OS map evidence	2 marks
Reason identified	2 marks
Explanation	13 x SRPs

- Give credit for 2nd reason identified as 1 SRP from explanation
- All further reasons require discussion
- Credit further map evidence to a max of 2 x SRP
- A list of map references identifying the same evidence - max 1SRP
- Allow 0 marks for reference to map outside area required.

Question 12

A. Population Structure

Percentage of Population aged 65 years and over

Country	1998	2008
Belgium	16	17
Ireland	11	11
United Kingdom	15	16

Eurostat

Examine the data in the table above showing the percentage of population, aged 65 years and over, in a number of European countries.

[20m]

- (i) Using **graph paper**, draw a suitable graph to illustrate this data.

	Bar Chart	Pie Chart
Title	2 marks	2 marks
Scaled axis	2 marks	2 marks (<i>Circle & Centred</i>)
6 items illustrated	2 marks each graded	2 marks each graded

If graph paper is not used deduct 2 marks from total.

- Accept any suitable graph/chart
- Two pie charts must be presented for full marks
- Naming of graph /chart type not sufficient for title mark.

- (ii) Name **two** problems faced by countries where the proportion of people aged 65 years and over is increasing.

Two problems named @ 2 marks each

B. Overpopulation

Discuss the causes of overpopulation referring to examples that you have studied.

[30m]

Causes identified	2 + 2 marks
Named examples	2 + 2 marks
Discussion	11 x SRPs

- All further causes require discussion
- Max 5 x SRPs without reference to named examples
- Max 5 x SRPs if only one cause discussed.

C. Aerial Photograph and Ordnance Survey Map

Using the aerial photograph, the 1:50000 Ordnance Survey map and legend that accompany this paper, explain **three** reasons for the development of the urban area of Dingle/An Daingean at this site.

[30m]

3 reasons @ 10 marks each

For each reason:

Reason identified	2 marks
OS map / Aerial photograph evidence	2 marks
Examination	3 x SRPs

- A minimum of 1 reference to the Ordnance Survey map and 1 reference to the aerial photograph is required
- Accept a max of 2 reasons on different modes of transport.

SECTION 3 – OPTIONS

Questions 13 to 24

Attempt **ONE** question

Note: It is better to discuss **three** or **four** aspects of the theme in some detail, rather than to give a superficial treatment of a large number of points.

Global Interdependence

Note: It is better to discuss **three** or **four** aspects of the theme in some detail, rather than to give a superficial treatment of a large number of points.

13. Examine the way which aid can have both positive and negative impacts on developing countries.

[80m]

Number of aspects:	3 @ 27 + 27 + 26	4 @ 20 marks each
Identifying aspect:	4 marks	4 marks
Discussion:	8 x SRPs	OR 6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects)
- A ratio of 1:2 or 2:1 or 2:2 or 1:3 or 3:1 is required.

14. The developed world can often be accused of shortcomings in its view towards developing nations.

Examine this statement referring to differing views of 'development'.

[80m]

Number of aspects:	3 @ 27 + 27 + 26	4 @ 20 marks each
Identifying aspect:	4 marks	4 marks
Discussion:	8 x SRPs	OR 6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects).

15. Examine the importance of utilising natural resources in a sustainable way, with reference to examples that you have studied.

[80m]

Number of aspects:	3 @ 27 + 27 + 26	4 @ 20 marks each
Identifying aspect:	4 marks	4 marks
Discussion:	8 x SRPs	OR 6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects).

Geoecology

Note: It is better to discuss **three** or **four** aspects of the theme in some detail, rather than to give a superficial treatment of a large number of points.

16. Soil characteristics are affected by their immediate environment and by a combination of processes operating in that environment.
Examine any **three** soil processes that affect soil characteristics.

[80m]

Number of aspects: 3 @ 27 + 27 + 26
Identifying aspect: 4 marks
Discussion: 8 x SRPs
Overall coherence: 7/6 marks graded

- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects).

17. Examine the characteristics of any **one** biome that you have studied under **three** of the following headings:

- Climate
- Soils
- Flora
- Fauna.

[80m]

Number of aspects: 3 @ 27 + 27 + 26
Identifying aspect: 4 marks
Discussion: 8 x SRPs
Overall coherence: 7/6 marks graded

- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects).

18. The development of economic activities can alter biomes.
Discuss this statement with reference to appropriate examples that you have studied.

[80m]

Number of aspects:	3 @ 27 + 27 + 26	4 @ 20 marks each
Identifying aspect:	4 marks	4 marks
Discussion:	8 x SRPs	OR 6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects).

Culture and Identity

Note: It is better to discuss **three** or **four** aspects of the theme in some detail, rather than to give a superficial treatment of a large number of points.

19. Multiculturalism is common in the modern world.
Examine how multiculturalism may lead to conflict or may be a unifying force.

[80m]

Number of aspects:	3 @ 27 + 27 + 26	4 @ 20 marks each
Identifying aspect:	4 marks	4 marks
Discussion:	8 x SRPs	OR 6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects).

20. Examine the effects of political boundaries on cultural groups.

[80m]

Number of aspects:	3 @ 27 + 27 + 26	4 @ 20 marks each
Identifying aspect:	4 marks	4 marks
Discussion:	8 x SRPs	OR 6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects).

21. Examine how migration can impact on racial patterns.

[80m]

Number of aspects:	3 @ 27 + 27 + 26	4 @ 20 marks each
Identifying aspect:	4 marks	4 marks
Discussion:	8 x SRPs	OR 6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects).

The Atmosphere Ocean Environment

Note: It is better to discuss **three** or **four** aspects of the theme in some detail, rather than to give a superficial treatment of a large number of points.

22. Exchanges of water between ocean and atmosphere vary over the surface of the earth and this gives rise to distinctive weather conditions.
Discuss this statement with reference to examples that you have studied.

[80m]

Number of aspects:	3 @ 27 + 27 + 26	4 @ 20 marks each
Identifying aspect:	4 marks	4 marks
Discussion:	8 x SRPs	OR 6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects).

23. Climate characteristics have an influence on economic development.
Discuss this statement with reference to agriculture.

[80m]

Number of aspects:	3 @ 27 + 27 + 26	4 @ 20 marks each
Identifying aspect:	4 marks	4 marks
Discussion:	8 x SRPs	OR 6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects).

24. Account for the distinctive nature of **one** global climate that you have studied.

[80m]

Number of aspects:	3 @ 27 + 27 + 26	4 @ 20 marks each
Identifying aspect:	4 marks	4 marks
Discussion:	8 x SRPs	OR 6 x SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Select scheme according to number of aspects discussed
- Allow for up to 2 examples to a max of 2 SRPs (different examples and in different aspects)
- Allow for up to 2 illustrations to a max of 2SRPs (different illustrations and in different aspects).

GEOGRAPHICAL INVESTIGATION

1. INTRODUCTION (5 marks):

4 x SRPs: 1 mark each
Overall Coherence: 1 mark graded

2. PLANNING (5 marks):

4 x SRPs: 1 mark each
Overall Coherence: 1 mark graded

3. GATHERING OF DATA (40 marks):

Two methods / tasks @ 20 marks each.

For each method / task: 9 x SRPs @ 2 marks each

Overall coherence: 4 marks graded

- A method may be a task which is a group of relevant linked activities.
- Credit may be given to diagrams / sketches if they relate to the gathering.
- Do not award marks for results in this written section.

4. RESULTS, CONCLUSIONS, EVALUATION (30 marks):

Three headings @ 8 marks each.

For each heading: 4 x SRPs @ 2 marks each

Overall coherence: 6 marks graded

- Conclusions are based directly or indirectly on the results, otherwise it is evaluation.
- Evaluation can be forward-thinking as well as retrospective.

5. ORGANISATION & PRESENTATION OF RESULTS (20 marks):

Presentation: 8 x SRPs @ 2 marks each

Overall coherence: 4 marks graded.

- Two different graphic forms of presentation required - such as graphs / charts / maps / tables / sketches etc.
- Presentation to appear in the appropriate graph pages.
- Maximum of 4 x SRPs per chart.

BREAKDOWN OF PRESENTATION MARKS

General scheme:

Up to 4 x SRPs per chart / map / table / sketch etc.

Overall coherence: 4 marks graded

BAR CHART / TREND GRAPH / SCATTER GRAPH etc:

Suitable Title:	1 SRP = 2 marks
1 axis with units or scale:	1 SRP = 2 marks
Each of 2 correctly drawn & labelled points / bars:	2 x SRP = 4 marks

PIE CHART:

Suitable Title:	1 SRP = 2 marks
Circle with correctly placed centre:	1 SRP = 2 marks
Each of 2 correctly drawn & labelled sectors:	2 x SRP = 4 marks

RANK ORDER TABLE / TABLE:

Suitable Title:	1 SRP = 2 marks
Boxes:	1 SRP = 2 marks
Rows (across) labelled:	1 SRP = 2 marks
Columns (side) labelled:	1 SRP = 2 marks

SKETCH/MAP:

Suitable Title:	1 SRP = 2 marks
Frame:	1 SRP = 2 marks
Two relevant pieces of information re results:	2 x SRP = 4 marks

- If information not relevant to results, no SRPs for it.

List of Geographical Investigation Topics 2011

1. Geomorphic processes of transportation and/or deposition in a fluvial *or* coastal environment.
2. Human interaction with the geomorphic processes in a glacial *or* coastal *or* fluvial *or* karst environment.
3. A study of how land-use affects traffic flow patterns in a local area.
4. Analysis of a waste management strategy in a local area.
5. Fifty years of population – a local demographic study.
6. The changing economic landscape in a rural *or* urban setting.

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ar chóir a bhronnadh ar iarrthóirí a ghnóthaíonn thar 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ngnóthaíonn thar 75% d'iomlán na marcanna. Ba chóir freisin an marc bónais sin a shlánú síos.

Iomlán: 400 Gnathráta: 10%

Bain úsáid as an ngnáthráta i gcás marcanna suas go 300. Thar an marc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
301 - 303	29
304 - 306	28
307 - 310	27
311 - 313	26
314 - 316	25
317 - 320	24
321 - 323	23
324 - 326	22
327 - 330	21
331 - 333	20
334 - 336	19
337 - 340	18
341 - 343	17
344 - 346	16
347 - 350	15

Bunmharc	Marc Bónais
351 - 353	14
354 - 356	13
357 - 360	12
361 - 363	11
364 - 366	10
367 - 370	9
371 - 373	8
374 - 376	7
377 - 380	6
381 - 383	5
384 - 386	4
387 - 390	3
391 - 393	2
394 - 396	1
397 - 400	0

Geographical Investigation – Not included in total for bonus marks.

Note: Modified marking scheme available for candidates who sat a modified examination paper.

