



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

JUNIOR CERTIFICATE EXAMINATION 2003

GEOGRAPHY

ORDINARY LEVEL CHIEF EXAMINER'S REPORT

HIGHER LEVEL CHIEF EXAMINER'S REPORT

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GEOGRAPHY

ORDINARY LEVEL, 2003

1. INTRODUCTION

1.1. The Syllabus

The current syllabus dates from 1989. The 2003 examination continued the trend of reflecting the topical and up-to-date nature of the discipline and the syllabus, with a wide range of ideas and issues being focused upon.

A total of 13,223 candidates presented for the examination at Ordinary Level in 2003; this compares with figures of 12,265 in 2002 and 12,311 in 2001.

This Report should be read in conjunction with the examination paper and marking scheme, which are available from the State Examinations Commission. The website is at www.examinations.ie.

1.2. Format of Examination

The nature and format of the examination in 2003 were unchanged from those of former years.

- Candidates sat a single, terminal, written examination of 2 hours' duration.
- The examination was assessed out of a total of 150 marks.
- The examination comprises two Sections:
 - **Section 1** [Folder]: 60 marks
 - Candidates are required to attempt all of 20 short questions.
 - **Section 2**: 90 marks
 - Candidates are required to attempt three of five structured questions. All questions carry an equal weighting of 30marks.

1.3. The Examining Team

The 2003 examination was assessed and marked by a team of 5 Advising and 32 Assistant Examiners, under the overall management of the Chief Examiner for Geography.

The Chief Examiner met for one day with the Chief Advising Examiner in order to select a range of sample candidate-scripts and agree on a draft Marking Scheme. The Advising Team then met for a two-day Pre-Conference, at which the draft Scheme was debated, applied to a range of sample candidate-scripts and amended.

The entire Marking Team then met for the main Conference. The Marking Scheme was fully explained by the Advisers and all clarifications and points of interpretation were explored.

Following completion of the marking of the Random Sample, the Chief Examiner and Advisers met again for a one-day Post-Conference, at which issues and clarifications arising were further discussed. No changes were deemed necessary in the Marking Scheme.

2. PERFORMANCE OF CANDIDATES

2.1. Final Result – Percentages

The following table shows the percentage breakdown of results by grade in the last four years.

<i>Year</i>	<i>Total</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>NG</i>	<i>>D</i>	<i><D</i>
2000	11,577	7.7	32.8	31.3	21.0	5.1	1.9	0.1	71.8	7.1
2001	12,311	6.3	34.2	36.0	18.4	3.8	1.2	0.0	76.5	5.0
2002	12,265	8.4	34.7	33.3	19.1	3.7	0.8	0.0	76.4	4.5
2003	13,223	9.6	38.0	31.7	16.7	3.2	0.8	0.0	79.3	4.0

Table 1 – Final Result 2000 – 2003

As will be seen from the data in Table 1, the final result for the examination in 2003 was largely in line with previous years.

Over 79% of candidates achieved a Grade C or higher, while 4.0% were awarded a Grade E or under.

2.2. Average Mark per Question

Section 1	Section 2, Q1	Section 2, Q2	Section 2, Q3	Section 2, Q4	Section 2, Q5
45.5	18.8	15.8	20.2	19.8	14.7

Table 2 – Average Mark per Question, 2003

2.3. Frequency of Attempts per Question

Section 1	Section 2, Q1	Section 2, Q2	Section 2, Q3	Section 2, Q4	Section 2, Q5
100%	90%	57%	69%	63%	59%

Table 3 – Frequency of Attempts per Question,

2003

2.4. General Commentary

As will be seen from the data in Table 1, the final result for the examination in 2003 was in line with previous years.

In general, candidates demonstrated satisfactory levels of knowledge and of skills. The continued high popularity of questions based on the Ordnance Survey map extract and Aerial Photograph [Questions 3 and 4] is to be welcomed. The generally high level of skills in these same questions is to be commended.

3. ANALYSIS OF CANDIDATE PERFORMANCE

Section 1 – Folder

This section is mandatory. Candidates are required to attempt all 20 items, with an internal choice in 4 items. All items carried an equal weighting of 3 marks. Candidates generally scored well in this Section. The average mark for the section in 2003 was 45.5.

Most items were generally well-answered.

An automatic award of the 3 marks to every candidate compensated for the colour-related printing error in Question 5.

Questions 7, 9a, 9b, 17 and 20 were reported as challenging for candidates.

Section 2

Candidates were required to attempt three out of the five questions in this Section. All questions were equally weighted at 30 marks.

QUESTION 1: LIFE IN MODERN CITIES

Attempt Frequency: 90%

Average Mark: 18.8

A: (i) This was well-answered, with most candidates scoring 4 ex 6marks.

 (ii) This part was well-answered also.

B: This part was well-answered.

C: This was in general not well-answered.

QUESTION 2: PHYSICAL GEOGRAPHY

Attempt Frequency: 57%

Average Mark: 15.8

A: This was generally well-answered, with a mean score of 6 marks ex 10 marks.

- B: (i) This was generally quite well-answered, although many failed to develop basic statements.
- (ii) In general, this part was challenging and not well-answered.
- C: This was well-answered and examiners reported some excellent responses to part (ii), regarding the environmental effects of quarrying.

QUESTION 3: ORDNANCE SURVEY MAP

Attempt Frequency: 69%
Average Mark: 20.2

- A: This was well-answered, with most achieving between 10 and 12 marks. Examiners reported a high level of skills generally, but areas of weakness were incorrect framing and the absence of appropriate identification of features.
- B: (i) Most candidates answered well here, scoring 5 or 6 marks.
(ii) This part was not well-answered.
- C: Most candidates achieved a full 9 marks here, displaying a good understanding of industrial location.

QUESTION 4: AERIAL PHOTOGRAPH OF CARLOW TOWN

Attempt Frequency: 63%
Average Mark: 19.8

- A: This was well-answered, with most scoring 10 to 12 marks. As in Question 3A, examiners reported generally satisfactory levels of sketch-drawing skills.
- B: This was in general well-answered, though regarded by examiners as insufficiently challenging. Fewer than half of the answers featured a correct locational reference.
- C: This was challenging, but well-answered in the main. Candidates benefited from a profitable cross-curricular link with their study of history.

QUESTION 5: A GEOGRAPHICAL MIX

Candidates were required to attempt three of the four options (A, B, C or D) in this question.

Attempt Frequency: 59%

Average Mark: 14.7

- A: This was the least attempted of the four options. The average score was 6marks. Most candidates interpreted “saving” as referring to conservation – which was acceptable.

- B: This was well-answered in the main. Spain was the most popular choice of setting.

- C: Part (ii) of this question contained an error, which was compensated for in the marking scheme. The average score was 5 or 6 marks ex 10 marks.

- D: This was a challenging question also, with an average score of 4 to 6 marks.

4. CONCLUSIONS

- Candidates generally demonstrated satisfactory levels of skills and knowledge.
- The continued high popularity among candidates of questions based on the Ordnance Survey extract and the aerial photograph is welcomed.
- Examiners noted a general tendency for only limited development of basic points of argument in answers.
- Many candidates did not use the correct terminology when making locational reference to the aerial photograph.

5. RECOMMENDATIONS FOR TEACHERS AND STUDENTS

1. Candidates should be encouraged to practice development of basic statements of information.
2. When drawing sketch-maps, candidates should be encouraged to provide an accurate, proportionate frame and correct labelling or a key.
3. Candidates need to practice careful reading of questions, so as to answer precisely what is asked and avoid irrelevant argument.
4. Teachers should ensure that candidates have adequate opportunity to learn how to make appropriate locational reference to aerial photographs.

Appendix 1

EXEMPLARS OF STANDARD

Section 2

Question 1.A. Life in Modern Cities

Newspaper Heading: Traffic Congestion Getting Worse

(i) Name and explain **THREE** ways traffic congestion is caused in any town or city you have studied. [6 marks]

[*Three ways* required. 1 mark allocated for the Name and 1 mark for Explanation]

(ii) Describe **TWO** ways to reduce traffic congestion. [4 marks]

[*Two ways* required. 1 mark for Statement and 1 mark for Development of statement]

Candidate's Answer:

(i) There are more vehicles on the streets and the streets are too narrow to take them.

→1 mark + 1 mark

People park in no-parking areas and block the traffic. →1 mark + 1 mark

I studied Dublin traffic and heavy trucks cause traffic jams. →1 mark + 1 mark

(ii) If traffic lights were put at busy junctions it would help →1 mark + 1 mark

If we used buses there would be less cars on the road →1 mark + 1 mark

Note: in this candidate's answer, full marks were awarded

Question 4. Aerial Photograph of Carlow Town

**A. Draw a sketch-map of the area shown on the photograph.
Mark on the sketch-map and identify:**

- **The river**
- **The bridge over the river**
- **Two roads which join each other**
- **A church**
- **Large park or field**

[12]

*[Five categories of feature were required, @ 2 marks each. 2 marks were allocated to the **framing** of the sketch-map.]*

B. Choose and clearly identify (refer to left background, right foreground, etc.) a place on the photograph where you would like to live. Give THREE reasons for your answer using as much detail from the photograph as possible.

[10]

*[2 marks were allocated for a **named location**. Three reasons were expected @ 3 marks + 3 marks + 2 marks]*

C. Look at the left background of the photograph; near the bridge there is part of an old castle. Name and explain TWO reasons why you think the castle would have been built at this site.

[8]

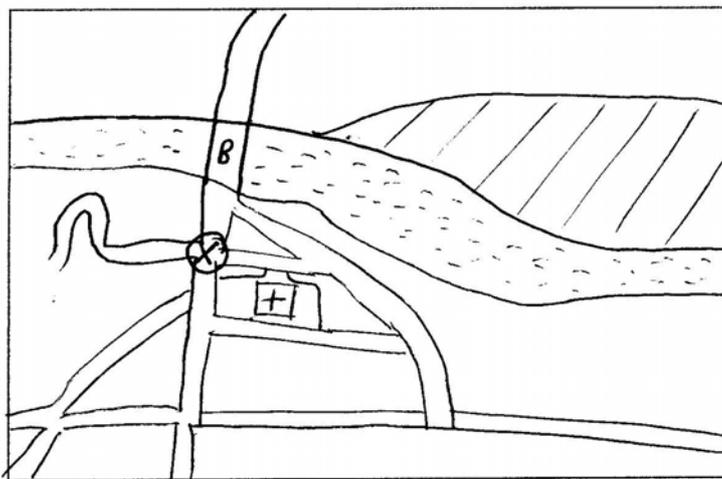
[Two reasons were required, @ (2marks + 2marks) and (2marks + 2marks) = 8 marks.]

Candidate's answer overleaf

→

Candidate's Answer:

A.



Shown(S) and Named(N) on Sketch or Key

Item	S + N
River	1 mark + 1 mark
Bridge	1 mark + 1 mark
2 Roads	1 mark + 1 mark
Church	1 mark + 1 mark
Park	1 mark + 1 mark

Frame 2 marks

River =  Bridge = 

Two roads meeting = 

a church =  a large park = 

B.

I would like to live in the right background.

→2 marks

It is near the playing pitch in the right background.

→2 marks + 1 mark

The river in the centre background could be used for swimming in the summer

→2 marks + 1 mark

I would not be far from the main street for shopping in the left foreground

→2 marks

C.

It is near the bridge and that would be a good place to defend against enemies crossing the river.

→2 marks + 2 marks

The river guards one side like a moat

→2 marks + 1 mark

Note: The answer was awarded a total of 29 marks out of 30.

GEOGRAPHY

HIGHER LEVEL, 2003

1. INTRODUCTION

1.1. The Syllabus

The current syllabus dates from 1989. The 2003 examination continued the trend of reflecting the topical and up-to-date nature of the discipline and the syllabus, with a wide range of ideas and issues being focused upon.

A total of 40,562 candidates presented for the examination at Higher Level in 2003; this compares with figures of 42,181 in 2002 and 42,069 in 2001.

This Report should be read in conjunction with the examination paper and marking scheme, which are available from the State Examinations Commission. The website is at www.examinations.ie.

1.2. Format of Examination

The nature and format of the examination in 2003 were unchanged from those of former years.

- Candidates sat a single, terminal, written examination of 2 hours' duration.
- The examination was assessed out of a total of 150 marks.
- The examination comprises two Sections:
 - **Section 1** [Folder]: 60 marks
 - Candidates are required to attempt all of 20 short questions.
 - **Section 2**: 90 marks
 - Candidates are required to attempt three of the five structured questions. All questions carry an equal weighting of 30marks.

1.3. The Examining Team

The 2003 examination was assessed and marked by a team of 14 Advising and 100 Assistant Examiners, under the overall management of the Chief Examiner for Geography.

The Chief Examiner met for one day with the Chief Advising and Senior Advising Examiners in order to select a range of sample candidate-scripts and agree on a draft

Marking Scheme. The Advising Team then met for a two-day Pre-Conference, at which the draft Scheme was debated, applied to a range of sample candidate-scripts and amended.

The entire Marking Team of 114 then met for a further two days for the main Conference. The Marking Scheme was fully explained by the Advisers and all clarifications and points of interpretation were explored.

Following completion of the marking of the Random Sample, the Chief Examiner and Advisers met again for a one-day Post-Conference, at which issues and clarifications arising were further discussed. No changes were deemed necessary in the Marking Scheme.

2. PERFORMANCE OF CANDIDATES

2.1. Final Result – Percentages

The following table shows the percentage breakdown of results by grade in the last four years.

<i>Year</i>	Total	A	B	C	D	E	F	NG	>D	<D
2000	43662	7.2	31.6	35.9	21.0	3.7	0.5	0	74.7	4.2
2001	42069	9.8	37.1	33.1	16.7	2.8	0.4	0	80.0	3.2
2002	42181	11.5	38.2	31.7	16.0	2.3	0.3	0	81.4	2.6
2003	40562	9.0	35.2	35.4	17.9	2.3	0.2	0	79.6	2.5

Table 1 – Final Result 2000 – 2003

As will be seen from the data in Table 1, the final result for the examination in 2003 was largely in line with previous years.

Over 79% of candidates achieved a Grade C or higher, while 3.0% were awarded a Grade E or under.

2.2. Average Mark per Question

Section 1	S2 - Q1	S2 - Q2	S2 - Q3	S2 - Q4	S2 - Q5
44.8	13.1	15.7	19.4	17.9	18.8

Table 2 – Average Mark per Question, 2003

2.3. Frequency of Attempts per Question

Section 1	S2 - Q1	S2 - Q2	S2 - Q3	S2 - Q4	S2 - Q5
100%	21.3%	68.9%	57.2%	80.6%	70.3%

Table 3 – Frequency of Attempts per Question, 2003

2.4. General Commentary

As will be seen from the data in Table 1, the final result for the examination in 2003 was in line with previous years.

The examination in 2003 was generally considered to be a challenging but fair test of candidates' knowledge and skills.

3. ANALYSIS OF CANDIDATE PERFORMANCE

Section 1 – Folder

This section is mandatory. Candidates are required to attempt all 20 items, with an internal choice in 3 items. All items carried an equal weighting of 3 marks.

The average mark for this Section in 2003 was 44.8. This compared with a 45.2m average in 2002.

While some questions were well-answered, difficulties were experienced by candidates in relation to the following:

Question 1: Many candidates failed to identify correctly the *stage* of the river and the *confluence*.

Question 2 (i): Appropriate identification of High pressure proved difficult for many.

Question 6 B: Many had difficulty identifying the climatic regions.

Question 8: Many incorrectly identified Stage 1 as the *low fluctuating stage*.

Question 12: Many failed to identify the rainfall type.

Question 14: Many had difficulty naming a third *renewable resource*.

Question 16: While most successfully completed the population pyramid in part (i), many omitted to attempt part (ii).

Question 19: Many were unable to identify correctly the road as required.

Question 20: Again, calculation of the required distance proved difficult for many.

Section 2

Candidates were required to attempt three out of the five questions in this Section. All questions were equally weighted at 30 marks.

QUESTION 1: RESOURCES AND ECONOMIC ACTIVITY

Attempt Frequency: 21.3%

Average Mark: 13.1

- A: Part (i) – requiring an explanation of the *water cycle* – was generally well-answered.
In Part (ii), few candidates named a specific *irrigation scheme*, as required.
- B: Part (i) – many candidates did not make sufficient reference to *technology*.
In Part (ii), mis-reading of the question frequently resulted in a concentration on the advantages of the use of wind power, rather than as required on the locational advantages for such power generation of cutaway bogs.

QUESTION 2: POPULATION

Attempt Frequency: 68.9%

Average Mark: 15.7

- A: Differences identified between population structures in Ireland and Mali were often inadequately developed. In addition, many candidates failed to differentiate adequately between *death rates* and *life expectancy* in their answers.
- B: This was generally well-answered.
- C: This part was well-answered also, although candidates generally dealt more satisfactorily with Health Services than with Education Services.

QUESTION 3: GEOGRAPHICAL MIX

Candidates were required to attempt three of the four options (A, B, C or D) in this question.

Attempt Frequency: 57.2%

Average Mark: 19.4

- A: Many answers treated of the *effects* of global warming, rather than – as required – the *causes* thereof.
- B: Part (i) – on development statistics – was generally well-answered. In Part (ii), many had difficulty naming types of *development aid* other than *emergency/crisis aid*.
- C: Many candidates struggled to identify reasons for high land-values in city centres in Part (i). Part (ii) – using the aerial photograph of Carlow - was generally very well answered.
- D: This question on Soil was the least popular option and when selected was generally poorly-answered.

QUESTION 4: ORDNANCE SURVEY AND AERIAL PHOTOGRAPH

Attempt Frequency: 80.6%
Average Mark: 17.9

- A: This was generally very well-answered. Examiners reported, however, that poor sketch-map-drawing skills were an area of weakness for many candidates.
- B: Again, this question was generally well answered. However, inadequate reference to photographic evidence in argument, together with the use of poor locational terminology, were weaknesses in many answers.
- C: This was well-answered in the main, although inadequate use of evidence from map and/or photograph weakened many answers.

QUESTION 5: TOURISM

Attempt Frequency: 70.3%
Average Mark: 18.8

- A: Most candidates dealt very well with the advantages of Lanzarote as a location for a beach holiday.
- B: Many candidates failed to focus on the headings given, often referring to *beaches* – which were specifically excluded.
- C: This was well-answered, although in many instances, answers did not amplify satisfactorily on the information provided in the diagram itself.

4. CONCLUSIONS

- In general, candidates demonstrated satisfactory levels of knowledge and of skills.
- The continued high popularity of questions based on the Ordnance Survey map extract and Aerial Photograph [Questions 3C and 4] is to be welcomed.
- Many candidates demonstrated inadequate knowledge of case-studies, for example, failure to identify an irrigation scheme in Question 1 [Resources and Economic Activity].
- Failure to read questions carefully resulted in off-target answering by many candidates.
- In many instances, inadequate development of argument when required depressed the mark attained

5. RECOMMENDATIONS FOR TEACHERS AND STUDENTS

1. Students should be encouraged to undertake appropriate case-studies as required in the syllabus.
2. Students should be encouraged to practice in their classroom work and homework the development of basic statements of information, so as to enhance the marks achieved.
3. Candidates should be adequately trained to read questions carefully, so as to answer accurately and relevantly.
4. Candidates should be well-practised in the basic skills of using Ordnance Survey extracts and aerial photographs. Attention is drawn to the following:
 - Six-figure grid-references
 - Compass directions
 - Calculation of distance and area.
5. When drawing sketch-maps, candidates should include an accurate frame, a direction indicator and clear labelling or a legend/key.

Appendix 1

EXEMPLARS OF STANDARD

Section 2

Question 1. B. (i)

“ The use of technology has speeded up the rate of exploitation of the Irish peat lands”.

The diagram below shows the stages in the exploitation of a bog. Use this diagram to explain three ways technology had been used to exploit the bogs. [8marks]

[*Three explanations were required:*

Two at 3 marks (Statement 2 marks + Development 1mark); One at 2 marks (Statement 1 mark + Development 1 mark).]

Candidate's Answer:

Stage 1: New technology has improved the way in which a bog is drained: in the past bogs had to be manually drained by people – this was very →Development 1 mark

time-consuming and could often not be done. Today however, with technology, bogs are drained by machines

ie a ditcher.

→ Statement 2 marks

→ [Development 1 mark]

Stage 2: Today technology has improved the way peat is harvested: in the past this was done by hand using a sleán, today however

→[Development. 1mark]

new technology has introduced the miller/

→Statement 2 marks

which removes the top layer of the bog automatica

→Development. 1 mark

and the bagger churns it on its own.

→[Statement 2 marks]

Stage 3: Technology has speeded up the way peat is transported from the bog: years ago the peat was transported by horse and cart.

→[Development 1 mark]

Now however new technology brings the train

→Statement 1 mark

and this is faster and more efficient, peat can now be brought around anywhere in Ireland in a small time.

→Development 1 mark

Note: in this candidate's answer, the three stages are covered and full marks were awarded. Extra, redundant information was assessed, the marks bracketed and not counted into the final total of 8 marks.

Section 2 cont'd

Question 2.B.

“Examine the Population Pyramids for Ireland 2000 and Ireland 2050. Describe two contrasts between the actual population figures for Ireland in 2000 and the estimated figures for 2050.”

[10]

Two contrasts were required @ 5 marks each [Statement 2 marks + Development 2marks + Development 1mark]

Information from the pyramids must be used to get the development marks

Candidate's Answer:

In Ireland in 2050 the total amount of young people is smaller than it was in 2000.

→Statement 2 marks

This is due to family planning and women and men doing more work.

→Development 2 marks

The population has decreased by about thirty thousand.

→Development 1 mark

In Ireland 2050, Ireland number of people from sixty upwards has increased quite dramatically. Ireland will have become a very

→Statement 2 marks

developed country with high life expectancy.

Note: In this answer, the candidate has made two valid statements of contrast but has developed only one of them with reference to figures.

The answer was awarded a total of 7 marks out of 10.