

Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2018

Marking Scheme

Geography

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

In considering this marking scheme, the following should be noted:

- The detail required in any answer is determined by the context and the manner in which the question is asked and by the number of marks assigned to the answer in the examination paper.
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.
- As a general rule, if in doubt about the validity of any answer, examiners must consult their advising examiner before awarding marks.
- The suggestions, examples etc. in the scheme are not exhaustive and alternative valid answers etc. are acceptable.
- For the purpose of marking a Significant Relevant Point (SRP) is a single piece of factual information, to which an examiner will assign a mark weighting as prescribed in the marking scheme (typically 2 marks). As previously advised in Circular S85/09 and in the Sample Marking Indicators available on the SEC website each SRP should emerge from the information put forward by the candidate, leading to an overall coherent response to the question.

PART ONE – SHORT ANSWER QUESTIONS

Award any 10 questions @ 8 marks each.

Mark all questions attempted and award the 10 questions with highest mark.

No grading.

Q.1	(i)	Plateau	1m	Q.7(i)	B	1m
		Dendritic	1m		A	1m
		Trellised	1m		D	1m
		Swallow hole	1m		C	1m
	(ii)	Any valid answer	2m	Q.7(ii)	W	1m
	(iii)	Ribbon/Paternoster lake	2m		Y	1m
					Z	1m
					X	1m
Q.2	(i)	A Left Foreground	2m	Q.8(i)	B	1m
		B Centre Middleground	2m		C	1m
		C Right Background	2m		A	1m
	(ii)	Oblique	2m	Q.8(ii)	Compression	1m
					Shearing	1m
					Tension	1m
Q.3	(i)	False	1m	Q.8(iii)	True	2m
	(ii)	False	1m	Q.9(i)	F	1m
	(iii)	False	1m		E	1m
	(iv)	True	1m		A	1m
	(v)	False	1m		C	1m
	(vi)	True or false	1m		B	1m
	(vii)	False	1m		D	1m
	(viii)	True	1m	Q.9(ii)	True	2m
Q.4	(i)	597 (m)	2m	Q.10	(i) 998 (mb)	2m
	(ii)	G 685 365 / G 692 362	2m		(ii) Occluded	2m
	(iii)	1.5 (km)	2m		(iii) 1028 (mb)	2m
	(iv)	42 (km ²) approx.	2m		(iv) False	2m
Q.5(i)		Geomorphological	1m	Q.11	(i) 2 reasons	1m + 1m
		Administrative	1m		(ii) Valid ans.	2m
		Peripheral	1m		(iii) 515	2m
		Cultural	1m		(iv) Valid ans.	1m + 1m
Q.5(ii)		The Burren	1m	Q.12	(i) Czech Rep	2m
		Co. Wexford	1m		(ii) Germany	2m
		Northern Norway	1m		(iii) 4	2m
		Islamic world	1m		(iv) Valid ans.	1m + 1m
Q.6	(i)	A. North American	1m			
		B. African	1m			
	(ii)	South American	1m			
		Nazca	1m			
	(iii)	Pacific Ring of Fire	2m			
	(iv)	Constructive/Divergent	2m			

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 **(80 marks)**
 - AND**
 - **One** question from Questions 4, 5 and 6 **(80 marks)**
- **ONE** question from **Section 2 – Electives (80 marks)**
- **ONE** question from **Section 3 – Options (80 marks)**

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 (Questions 1 to 3)**

AND

ONE from **Regional Geography (Questions 4 to 6)**

All questions carry 80 marks.

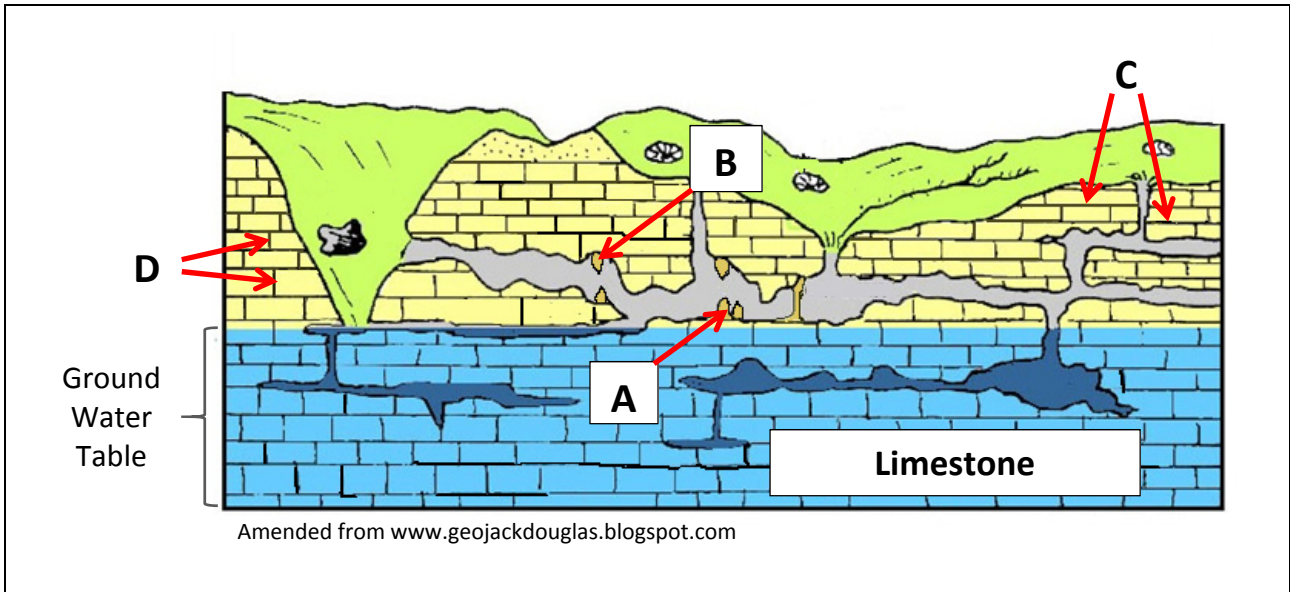
PATTERNS AND PROCESSES IN THE PHYSICAL ENVIRONMENT

Questions 1 to 3

Attempt **ONE** question

Question 1

1A. Karst Landscape



Examine the diagram above and answer each of the following questions.

- (i) Name each of the features labelled **A** and **B**.
- (ii) What is the term given to the horizontal lines at **C** found in limestone?
- (iii) What is the term given to the vertical lines at **D** found in limestone?
- (iv) Name any **two** processes of chemical weathering.
- (v) Explain briefly **one** of the processes of chemical weathering named by you above.
- (vi) Explain briefly what is meant by the *ground water table*.

[20m]

- | | | |
|-------|-------------------------|---------|
| (i) | A = Stalagmite | 2m |
| | B = Stalactite | 2m |
| (ii) | Bedding plane | 2m |
| (iii) | Joint | 2m |
| (iv) | Two valid processes | 2m + 2m |
| (v) | Valid brief explanation | 2m + 2m |
| (vi) | Valid brief explanation | 2m + 2m |

1B. Isostasy

Describe and explain how isostasy impacts on the coastal landscape **or** on the fluvial landscape.

[30m]

Impact identified	2m
Description/Explanation	14 x SRP's

- Credit second and third impact identified for 2 x SRP's from description/explanation. All further impacts require examination.
- Credit one named specific example for 1 x SRP from description/explanation.
- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit additional relevant information on a labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- Information awarded on a diagram if presented must be valid and relevant to the set question.
- If impact of isostasy on both coastal and fluvial landscape discussed, mark both separately and award the highest mark.
- Question is not tied to Ireland.
- Max 2 x SRP's if merely a description of isostasy with no reference to impact on landscape.

1C. Volcanoes

Discuss the positive impacts of volcanoes.

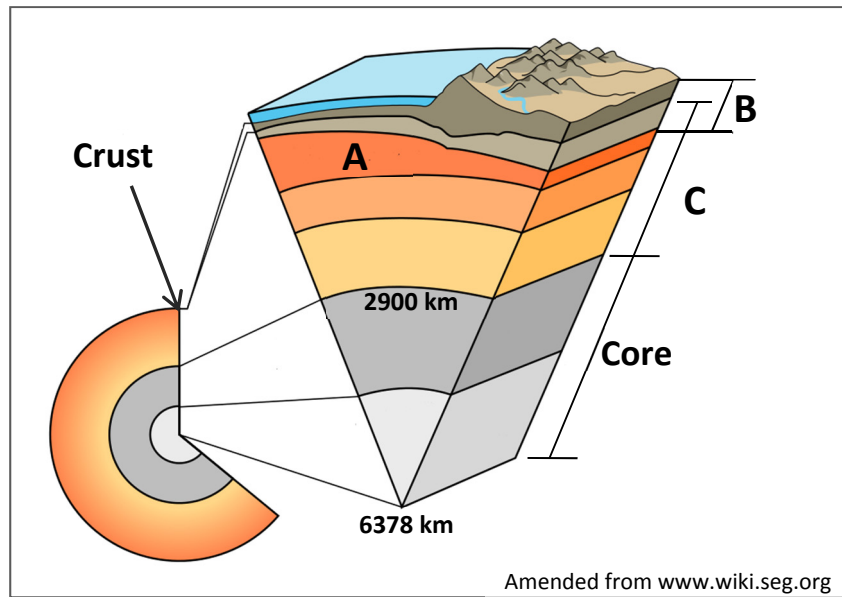
[30m]

Positive impacts identified	2m + 2m
Discussion	13 x SRP's

- Credit a third positive impact identified for 1 x SRP from discussion. All other positive impacts require discussion.
- Credit one named volcano / volcanic area from discussion for 1 x SRP.
- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit additional relevant information on a labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- Information awarded on a diagram if presented must be valid and relevant to the set question.
- If only negative impacts are discussed 0 marks.

Question 2

2A. Structure of the Earth



Examine the diagram above and answer each of the following questions.

- (i) Name each of the layers of the earth labelled **A**, **B** and **C**.
- (ii) Name the **two** main minerals found in the core.
- (iii) What is the name given to the boundary between the crust and the mantle?
- (iv) Explain briefly how plates move.
- (v) Explain briefly what is meant by *endogenic forces*.

[20m]

- | | | |
|-------|--------------------------|---------|
| (i) | A = Asthenosphere | 2m |
| | B = Lithosphere | 2m |
| | C = Mantle | 2m |
| (ii) | Iron | 2m |
| | Nickel | 2m |
| (iii) | Moho discontinuity | 2m |
| (iv) | Valid brief explanation | 2m + 2m |
| (v) | Valid brief explanation | 2m + 2m |

2B. Weathering

Explain the role of temperature in the process of physical/mechanical weathering.

[30m]

Reference to temperature 2m
Explanation 14 x SRP's

- Credit second reference to temperature for 1 x SRP. All further references to temperature require explanation.
- Credit relevant processes of physical/mechanical weathering named for 2 x SRP's. All further processes of physical/mechanical weathering require explanation.
- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit additional relevant information on a labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- Information awarded on a diagram if presented must be valid and relevant to the set question.

2C. Surface Processes

Examine the 1:50 000 Ordnance Survey map and legend accompanying this paper.

Answer (i) or (ii).

- (i) Name and identify using six-figure grid references, **two** features on the map that have been formed by glacial processes, coastal processes or fluvial processes. Explain the formation of any **one** of these features.

Features named 2m + 2m
Grid references 2m + 2m
Explanation of formation of one feature 11 x SRP's

- Credit relevant surface process identified for 1 x SRP. All further processes require explanation and explanation must tie to formation of landform to merit SRP.
- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit additional relevant information on a labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- Information awarded on a diagram if presented must be valid and relevant to the set question.
- Max 2 x SRP's if merely a description of landform with no explanation of formation.

or

- (ii) Using grid references, identify an area on the map which has a very steep slope **and** identify an area on the map which has a very gentle slope. Describe and explain any **one** mass movement process that might operate in areas such as these.

[30m]

Grid references	2m + 2m
Mass movement process named	2m
Description/Explanation	12 x SRP's

- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit additional relevant information on a labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- Information awarded on a diagram if presented must be valid and relevant to the set question.

Question 3

3A. Ordnance Survey Map

Examine the 1:50 000 Ordnance Survey map and legend accompanying this paper.

Draw a sketch map of the area shown to half scale.

On it, correctly show and label each of the following:

- The entire course of the Drumcliff River
- **Two** named lakes
- The entire area of land above 300 metres south of northing 43.

[20m]

Sketch Outline

4 marks (4/0)

4 features @ 4 marks each:

Shown 3 marks (graded 3/1/0)

Label 1 mark

- Sketch outline must be drawn to half scale of the prescribed area. Required size is 12 cm x 9 cm [allow a difference of up to 0.5cm].
- The sketch must have four sides drawn. Using the edge of the page is not acceptable. Lose 4 marks for sketch outline.
- If sketch is traced or only a section of the map is drawn, lose 4 marks for sketch outline and lose 3 marks for showing per item. Allow labelling marks only.
- If the aerial photograph is used instead of the Ordnance Survey map 0 marks.
- The features may be labelled on the sketch or in a key. If not labelled, 0 marks for showing.
- There must be an attempt to show feature for labelling marks to be awarded. If not shown, 0 marks for labelling. If located incorrectly but labelled correctly, labelling marks can be awarded as there has been an attempt to locate it.
- Showing marks graded 3/1/0. Reasonable accuracy (location and proportion) for full showing marks.
- If there is no attempt to draw the coastline, deduct 2 marks from the total mark.
- Sketch may be drawn in the answer book or on graph paper.

3B. Human Interaction with the Rock Cycle

Humans interact with the rock cycle in a number of ways.

Describe and explain how this interaction with the rock cycle takes place, with reference to **one** of the following:

- Mining
- Extracting building materials
- Oil/gas exploitation
- Geothermal energy production.

[30m]

Description/Explanation

15 x SRP's

- Credit 2 x SRP's for named specific examples. Examples may be a named company, location etc.
- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit additional relevant information on a labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- Information awarded on a diagram if presented must be valid and relevant to the set question.
- Question is not tied to Ireland.
- Discussion may be positive or negative.

3C. Plate Boundaries

Describe and explain destructive plate boundaries.

[30m]

Description/Explanation

15 x SRP's

- Credit 3 x SRP's for locational examples from description/explanation.
- Credit 2 x SRP's for identifying the type of destructive plate boundary from description/explanation.
- Max 8 x SRP's if merely a description of plate boundaries with no reference to explanation.
- Question requires discussion of destructive plate boundaries. Do not award marks for discussion of constructive or neutral plate boundaries.
- Credit relevant labelled diagram for 1 x SRP. Diagram without labelling 0 marks.
- Credit additional relevant information on a labelled diagram for 2 x SRP's. This must be information not already awarded in the written account.
- Information awarded on a diagram if presented must be valid and relevant to the set question.

REGIONAL GEOGRAPHY

Questions 4 to 6

Attempt **ONE** question.

Question 4

4A. Map Skills

Draw an outline map of an **Irish** region that you have studied.

On it, show and name each of the following:

- A named river
- The outline of a named feature of relief (upland or lowland)
- **Two** named urban centres.

[20m]

Map outline

4 marks graded (4/2/0)

4 features @ 4 marks each

Shown 2 marks graded (2/1/0)

Named 2 marks

- Do not accept an outline map a European or Continental / Sub-continental region.
- Accept any valid type of urban centre irrespective of size.
- Outline map may be drawn in the answer book or on graph paper.
- Names may be written on the sketch map or in a key.
- Credit marks for naming of required features if names are valid and correct even if features are not shown or are shown incorrectly.
- Where features are shown but named incorrectly or not named at all, then 0 marks for showing and 0 marks for naming.

4B. Concept of a Region

Examine how culture can be used to define regions, with reference to example(s) that you have studied.

[30m]

Aspect of culture identified	2m
Example of a region defined by culture	2m
Examination	13 x SRP's

- Credit second aspect of culture identified for 1 x SRP. All further aspects must be examined.
- Credit second example of a region defined by culture for 1 x SRP.
- Accept a broad definition of culture.
- Credit a valid labelled sketch map for 1 x SRP from examination.
- Credit additional relevant information on the sketch map for a further 1 x SRP. This must be information not already awarded in the written account.
- Information awarded on a sketch map if presented must be valid and relevant to the set question.

4C. Primary Economic Activity – Agriculture

Explain the impact of climate on the development of agriculture in **two** contrasting **European** regions (not in Ireland) that you have studied.

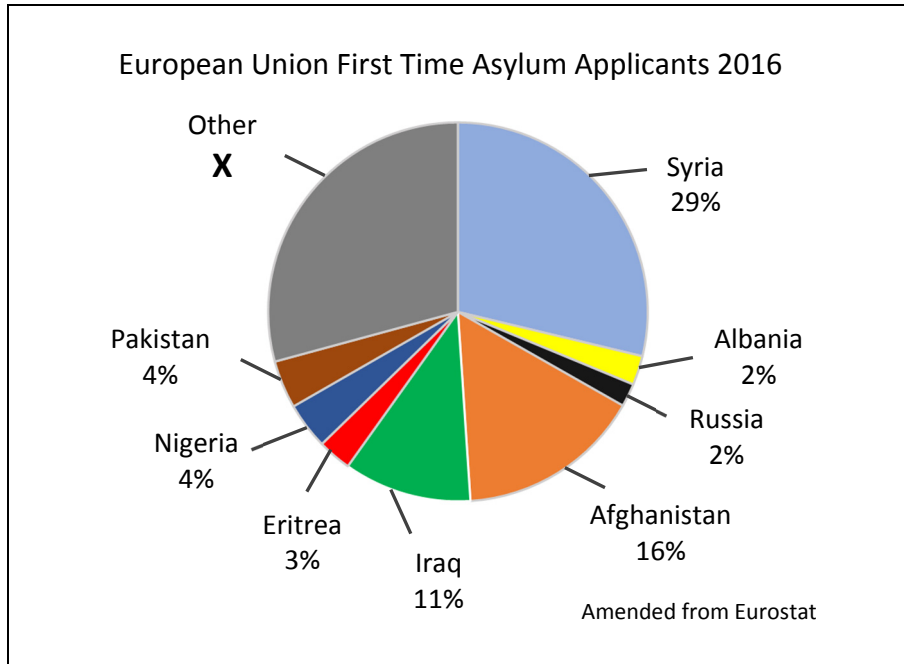
[30m]

Explanation Region 1	7/8 x SRP's
Explanation Region 2	7/8 x SRP's

- Credit 1 x SRP per region for identification of the impact of climate on the development of agriculture. All further impacts require explanation.
- Credit 1 x SRP per region for a specific example of agriculture.
- Where the development of agriculture is discussed with no reference to climate max 1 x SRP per region.
- Where climate is discussed with no reference to its impact on the development of agriculture max 1 x SRP per region.
- If only one region discussed max 8 x SRP's.
- Credit a valid labelled sketch map for 1 x SRP from examination.
- Credit additional relevant information on the sketch map for a further 1 x SRP. This must be information not already awarded in the written account.
- Information awarded on a sketch map if presented must be valid and relevant to the set question.
- Do not accept Irish or Continental / Sub-Continental regions.
- Positive or negative interpretation of development is acceptable.

Question 5

5A. Population Dynamics



Examine the chart above showing the country of origin of first time asylum applicants to the European Union (EU) in 2016 and answer each of the following questions.

- (i) Name the **two** countries that had the highest percentage of first time asylum applicants to the EU in 2016.
- (ii) Explain briefly **one** reason why European Union member states are attractive destinations for asylum applicants.
- (iii) Calculate **X**, the percentage of first time asylum applicants in the category of *Other* country of origin.
- (iv) Explain briefly **two** challenges faced by EU member states due to the large number of people seeking asylum in the EU.

[20m]

- | | | |
|-------|------------------------------|---------|
| (i) | Syria | 2m |
| | Afghanistan | 2m |
| (ii) | Valid brief explanation | 2m + 2m |
| (iii) | 29(%) | 4m |
| (iv) | Two valid brief explanations | 2m + 2m |
| | | 2m + 2m |

5B. Tertiary Economic Activity

Account for the development of tourism **or** transport in a **Continental / Sub-Continental** region (not in Europe) that you have studied.

[30m]

Examination

15 x SRP's

- Credit factors influencing the development of transport **or** tourism for 2 x SRP's from examination. All further factors require examination.
- Credit 2 x SRP's for specific examples of transport **or** tourism.
- Max 2 x SRP's if merely a description of transport **or** tourism with no examination of its development.
- Where two separate accounts in relation to the development of transport and tourism are presented mark both separately and award the highest mark.
- However, accept discussion of transport within tourism if the discussion of transport is relevant to the development of tourism. Similarly, accept discussion of tourism within transport if the discussion of tourism is relevant to the development of transport.
- Credit a valid labelled sketch map for 1 x SRP from examination.
- Credit additional relevant information on the sketch map for a further 1 x SRP. This must be information not already awarded in the written account.
- Information awarded on a sketch map if presented must be valid and relevant to the set question.
- Positive or negative interpretation of development is acceptable.
- Do not accept European or Irish region.
- Examination without reference to named or clearly inferred region 0 marks.

Question 6

6A. Complexity of Regions

Number of Daily Irish Speakers in Selected Gaeltacht Areas
2011 and 2016

Gaeltacht Area	2011	2016
County Kerry	2500	2000
County Donegal	7000	5900
County Mayo	1100	900

Amended from CSO

Examine the table above and answer each of the following questions.

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

	Bar Chart	Pie Chart
Title	2 marks	2 marks
Vertical axis named	1 mark	1 + 1 mark (Circle & Centred)
Horizontal axis named	1 mark	
6 items illustrated	2 marks each graded (2/1/0)	2 marks each graded (2/1/0)

- Accept any suitable graph / chart.
- Naming of graph / chart type is not sufficient for title marks. The title must have reference to chart content and it can be written anywhere on the graph.
- If graph paper is not used deduct 2 marks from total.
- Apply the 2 marks graded if the numbered spaces and the column widths are not plotted accurately.

(ii) Explain briefly **one** strategy that could be used to address the decline in the number of daily Irish speakers in Gaeltacht areas.

[20m]

Any valid brief explanation

2m + 2m

6B. Urban Development

Examine the factors that have influenced the development of **one** urban area in a **Continental / Sub-Continental** region (not in Europe) that you have studied.

[30m]

Urban area named	2m
Factors identified	2m + 2m
Examination	12 x SRP's

- Credit a third factor identified for 1 x SRP from examination. All further factors require examination.
- Do not accept an urban area in a European or Irish region.
- Accept any valid type of urban area or part there of irrespective of size.
- Discussion without reference to a named or clearly inferred urban area 0 marks.
- Examination can be based on positive or negative interpretation of development.
- Credit a valid labelled sketch map for 1 x SRP from examination.
- Credit additional relevant information on the sketch map for a further 1 x SRP. This must be information not already awarded in the written account.
- Information awarded on a sketch map if presented must be valid and relevant to the set question.
- Development of the urban area can be positive or negative.

6C. European Union

Discuss the potential challenges facing the future development of the European Union with reference to factors such as political union, economic union and sovereignty.

[30m]

Potential challenges identified	2m + 2m
Discussion	13 x SRP's

- Credit a third challenge identified for 1 x SRP. All further challenges must be discussed.
- Discussion may be positive or negative.
- Max 2 x SRP's if no reference to the future development of European Union.
- Credit a valid labelled sketch map for 1 x SRP from examination.
- Credit additional relevant information on the sketch map for a further 1 x SRP. This must be information not already awarded in the written account.
- Information awarded on a sketch map if presented must be valid and relevant to the set question.

SECTION 2 - ELECTIVES

Questions 7 to 12

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

Patterns and Processes in Economic Activities (Questions 7, 8 and 9)

OR

Patterns and Processes in the Human Environment (Questions 10, 11 and 12)

All questions carry 80 marks.

PATTERNS AND PROCESSES IN ECONOMIC ACTIVITIES

Questions 7 to 9

Question 7

7A. Ordnance Survey Map

Examine the 1:50 000 Ordnance Survey map and legend accompanying this paper. Draw a sketch map to half scale of the Ordnance Survey map **south of northing 44**. On it, correctly show and label each of the following:

- The built up area of Sligo
- The entire route of the N16 road
- The railway line
- The reservoir.

[20m]

Sketch Outline

4 marks (4/0)

4 features @ 4 marks each:

Shown 3 marks (graded 3/1/0)

Label 1 mark

- Sketch outline must be drawn to half scale. Required size is 9cm x 9cm [allow a difference of up to 0.5cm].
- Sketch must be of the area south of northing 44 only. If a sketch of the entire map is drawn 0 marks for sketch outline.
- The sketch must have four sides drawn. Using edge of the page not acceptable. Lose 4 marks for sketch outline.
- If sketch is traced or only a section of the prescribed area is drawn, lose 4 marks for sketch outline and lose 3 marks for showing per item. Allow labelling marks only.
- If the aerial photograph is used instead of the Ordnance Survey map 0 marks.
- The features may be labelled on the sketch or in a key. If not labelled, 0 marks for showing.
- There must be an attempt to show feature for labelling marks to be awarded. If not shown, 0 marks for labelling. If located incorrectly but labelled correctly, labelling marks can be awarded as there has been an attempt to locate it.
- Showing marks graded 3/1/0. Reasonable accuracy (location and proportion) for full showing marks.
- If there is no attempt to draw the coastline, deduct 2 marks from the total mark.
- Sketch may be drawn in the answer book or on graph paper.

7B. Multinational Company

Examine the impact of each of the following on the operations of **one** multinational company that you have studied:

- The product life cycle
- Developments in information technology.

[30m]

MNC named	2m
Examination factor 1	7 x SRP's
Examination factor 2	7 x SRP's

- Credit 1 x SRP per factor for identifying the impact of the factor on the operation of the MNC. All other impacts must be examined.
- Examination without reference to named MNC max 1 x SRP per factor.
- Max 7 x SRP's if only one factor examined.
- Question not tied to Ireland.

7C. Economic Activities – Environmental Impact

Discuss how conflict may develop between economic interests and environmental interests as a result of the exploitation of resources, with reference to **two** examples that you have studied.

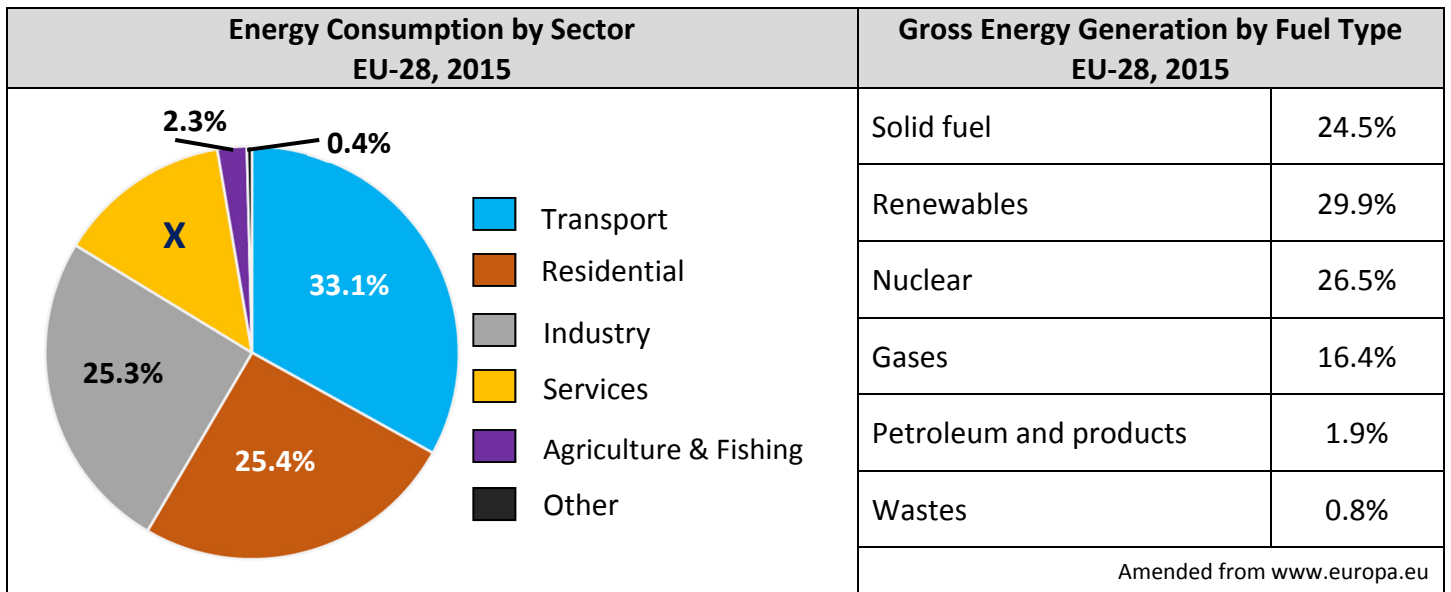
[30m]

Two examples named	2m + 2m
Discussion	13 x SRP's

- If only one example named, only lose the 2 marks for naming second example.
- Max 7 x SRP's for discussion of one side of the conflict only.
- Max 2 x SRP's if there is no reference to conflict.
- Question is not tied to Ireland.

Question 8

8A. Energy



Examine the information above and answer each of the following questions.

- (i) What percentage of EU-28 energy was consumed by transport in 2015?
- (ii) Calculate **X**, the percentage of energy consumed by the services sector in the EU-28 in 2015.
- (iii) Which fuel was used to generate exactly 24.5% of EU-28 energy in 2015?
Name **one** example of this type of fuel.
- (iv) Which fuel was used to generate the highest percentage of energy in the EU-28 in 2015?
- (v) Name **two** examples of renewable energy.
- (vi) Explain briefly **one** reason why nuclear energy is not used in Ireland.

[20m]

- | | | |
|-------|-------------------------|---------|
| (i) | 33.1(%) | 2m |
| (ii) | 13.5(%) | 4m |
| (iii) | Solid Fuel | 2m |
| | Any valid example | 2m |
| (iv) | Renewables | 2m |
| (v) | Any two valid examples | 2m + 2m |
| (vi) | Valid brief explanation | 2m + 2m |

8B. European Union – Trade

Describe the current trading patterns of the European Union (both internal trade and external trade) and explain the factors that influence these trading patterns.

[30m]

Internal trading pattern identified	2m
External trading pattern identified	2m
Factors influencing trading patterns identified	2m + 2m
Description/explanation	11 x SRP's

- If description of trading patterns only with no explanation of the factors influencing these trading patterns max 6 x SRP's from description/explanation.
- If only internal or only external trading patterns described/explained only lose the 2m for identifying pattern. Can be awarded remainder of marks for valid relevant information.
- Accept a broad interpretation of current trading patterns.

8C. Economic Development – Developed Economy

Examine the impact of **two** of the following on the development of footloose industries **or** financial services **or** mass tourism in a developed economy that you have studied:

- Physical factors
- Human factors
- Political factors.

[30m]

Named developed economy	2m
Examination of factor 1	7 x SRP's
Examination of factor 2	7 x SRP's

- Credit 1 x SRP per factor for identifying the impact on the development of the activity. All other impacts must be examined.
- Discussion without reference to a named developed economy or discussion in relation to a developing economy max 1 x SRP per factor.
- Examination must be based on one developed economy. Where more than one developed economy is examined mark separately and credit the highest mark.
- A developed economy in this instance can be a named country or region.

Question 9

9A. Irish Trade

Irish Exports by Category of Export and by Area of Destination (€ millions)

	Agricultural	Fishing	Industrial	Unclassified	Total Exports
Jan-July 2016	€m	€m	€m	€m	€m
Great Britain and Northern Ireland	1 741	133	6 139	316	8 329
Other EU States	1 279	190	24 330	115	25 914
Rest of World	670	94	31 508	9	32 281
Total	3 690	417	61 977	440	66 524
Jan-July 2017	€m	€m	€m	€m	€m
Great Britain and Northern Ireland	1 950	113	6 975	339	9 377
Other EU states	1 561	239	24 493	253	26 546
Rest of World	814	96	33 946	231	35 087
Total	4 325	448	65 414	823	71 010

Amended from CSO

Examine the table above and answer each of the following questions.

- Which category of export to Great Britain and Northern Ireland experienced a decline in value from January-July 2016 to January-July 2017?
- What was the total value of exports (€ millions) to European Union (EU) member states in the period January-July 2017?
- What percentage of total exports were *Agricultural* exports in the period January-July 2017?
- Name any **two** examples of Irish exports in the category of *Unclassified*.
- Explain briefly **two** potential impacts of future changes to European Union membership on Irish trade.

[20m]

- Fishing 4m
- 35,923 (€ millions) 2m
- 6.09% 2m
- Two valid examples 2m + 2m
- Two valid brief explanations 2m + 2m
2m + 2m

9B. Economic Development

Discuss the Human Development Index (HDI) and Gross National Product (GNP) as measures of levels of economic development.

[30m]

Reference to HDI as measure	2m
Reference to GNP as measure	2m
Discussion	13 x SRP's

- Accept a broad interpretation of development.
- Focus of the question is on how the HDI and GNP are measures of economic development.

9C. Location of Economic Activity

Answer each of the following questions with reference to the 1:50 000 Ordnance Survey map **or** the aerial photograph **or** with reference to **both** the Ordnance Survey map and the aerial photograph.

- Name **two** renewable energy sources that could be developed in the area and give a suitable location for each using a grid reference or accepted notation.
- With reference to **one** of the renewable energy sources named by you in part (i), explain the advantages of your chosen location.
- Explain **one** reason why local people might object to this development.

[30m]

(i) Renewable energy named	2m + 2m
Map or Photo Reference	2m + 2m

- Accept appropriate map reference or aerial photograph notation.

(ii) Explanation	7 x SRP's
------------------	-----------

- Credit advantage identified for 1 x SRP. All further advantages must be explained.

(iii) Explanation	4 x SRP's
-------------------	-----------

- Credit reason identified for 1 x SRP.

PATTERNS AND PROCESSES IN THE HUMAN ENVIRONMENT

Questions 10 to 12

Question 10

10A. Aerial Photograph

Draw a sketch map of the aerial photograph, half the length and half the breadth.

On it, correctly show and label each of the following:

- The river
- A large historical ruin in the middle ground
- Emergency services depot in the left background
- A carpark in the left foreground.

[20m]

Sketch Outline

4 marks (4/0)

4 features @ 4 marks each

Shown 3 marks (graded 3/1/0)

Named 1 mark

- Sketch outline must be drawn half the length and half the breadth. The measurements required are 12.7 cm by 8.2 cm (allow 0.5 cm difference on each side).
- The sketch must have four sides drawn. Using edge of the page not acceptable. Lose 4 marks for sketch outline.
- If sketch is traced or only a section of the aerial photograph is drawn, lose 4 marks for sketch outline and lose 3 marks for showing per item. Allow labelling marks only.
- If Ordnance Survey map is used instead of aerial photograph 0 marks.
- The features must be labelled on the sketch or in a key. If not labelled, 0 marks for showing.
- There must be an attempt to show feature for labelling marks to be awarded. If not shown, 0 marks for labelling. If located incorrectly but labelled correctly, labelling marks can be awarded as there has been an attempt to locate it.
- Showing marks graded 3/1/0. Reasonable accuracy (location and proportion) for full showing marks.
- Sketch may be drawn in the answer book or on graph paper.

10B. Urban Planning

Examine the effectiveness of urban planning strategies in solving **two** of the following urban problems, with reference to any urban area(s) that you have studied:

- Housing
- Transport
- Pollution.

[30m]

Examination of problem 1	7 x SRP's
Examination of problem 2	7 x SRP's
Example of urban area	2m

- For each of the two urban problems examined, credit 1 x SRP for identifying a related urban planning strategy.
- Accept any valid type of urban settlement irrespective of size.
- Credit second example of an urban area for 1 x SRP.
- Discussion of urban problems with no reference to urban strategies max 1 x SRP for each problem examined.
- Question is not tied to Ireland.

10C. Migration

Discuss how recent trends in migration are impacting on migration policy in Europe.

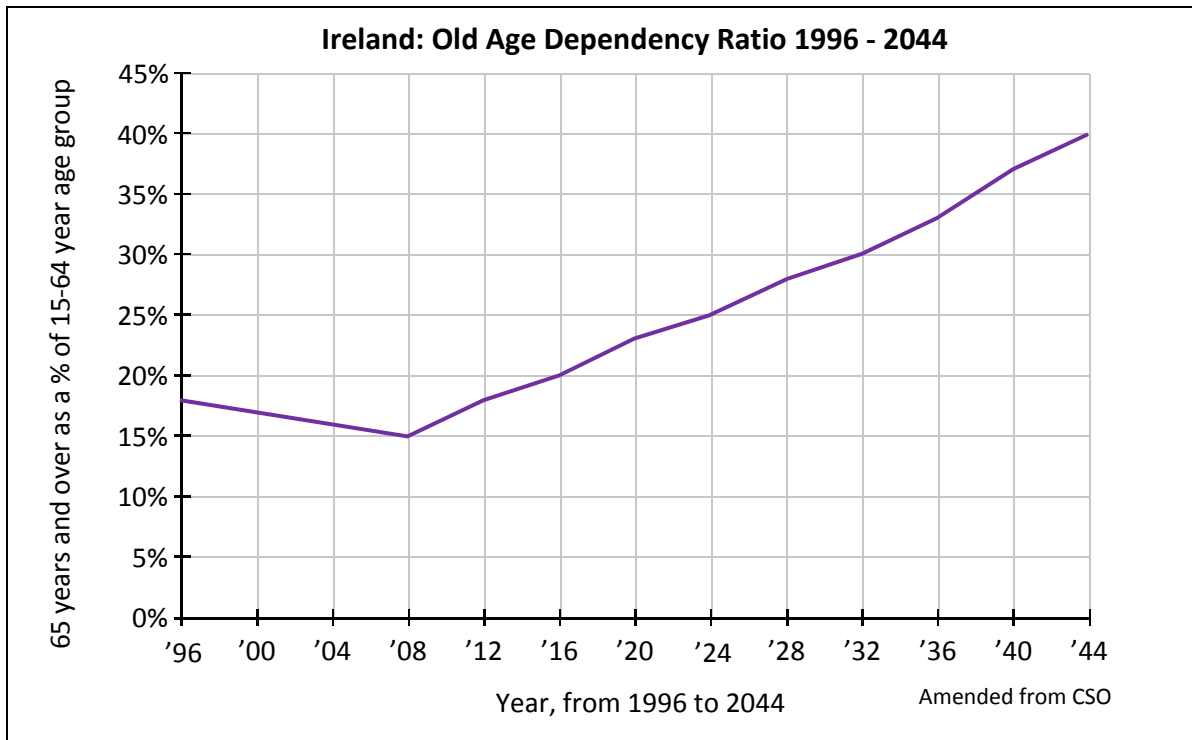
[30m]

Impact on migration policy identified	2m
Discussion	14 x SRP's

- Credit second impact on migration policy identified for 1 x SRP. All further impacts must be discussed.
- Credit reference to trend in migration for 1 x SRP.
- Policy in Europe can refer to general European policy or it can also be a specific European countries migration policy.
- Take a broad interpretation of recent trends.

Question 11

11A. Irish Population



Examine the graph above and answer each of the following questions.

- (i) What will the old age dependency ratio (%) be in 2024?
- (ii) In what period of years in the graph was the old age dependency ratio declining?
- (iii) How many years will it take for the old age dependency ratio to double from its 2016 level?
- (iv) In which year in the graph was the old age dependency ratio at its most favourable level economically?
- (v) Explain briefly **one** reason for an increase in the old age dependency ratio.
- (vi) Explain briefly **two** effects of an increase in the old age dependency ratio.

[20m]

- | | | |
|-------|------------------------------|--------------------|
| (i) | 25 (%) | 2m |
| (ii) | 1996 to 2008 | 2m |
| (iii) | 28 (years) | 2m |
| (iv) | 2008 | 2m |
| (v) | Valid brief explanation | 2m + 2m |
| (vi) | Two valid brief explanations | 2m + 2m
2m + 2m |

11B. Settlement Distribution

Examine the 1:50 000 Ordnance Survey map of Sligo accompanying this paper. Using evidence from the map, account for variations in settlement distribution in the area shown on the map.

[30m]

Variations in settlement distribution identified	2m + 2m
OS map evidence	2m
Examination	12 x SRP's

- Credit further map evidence to a max of 2 x SRP's.
- If the answer is based on one area/place on the map, max 6 x SRP's from examination.

11C. Future Urbanism

Discuss **two** issues facing cities of the future in the developed world.

[30m]

Two issues identified	2m + 2m
Discussion of issue one	7/6 x SRP's
Discussion of issue two	7/6 x SRP's

- Credit 1 x SRP for example of a city in the developed world. This can be a city or part there of irrespective of size.
- Discussion relating to a city in the developing world, credit issues identified only (issues must relate to the developed world).
- Take broad interpretation of issues facing cities of the future.

Question 12

12A. Urbanisation

Urban Population Statistics in Selected Regions

Region	Number of people living in urban areas (in thousands)			% of total population living in urban areas		
	1990	2014	2050	1990	2014	2050
World	2 285 031	3 880 128	6 338 611	45	54	66
North America	212 935	291 860	390 070	75	81	87
Sub-Saharan Africa	132 971	345 617	1 136 822	27	37	55
Europe	505 991	545 382	581 113	70	73	82
Ireland	2 009	2 944	4 474	57	63	75

Amended from World Urbanisation Prospects, Highlights, 2014 Revisions, United Nations

Examine the table above showing the number of people living in urban areas and the percentage of the total population living in urban areas in selected regions.

Answer each of the following questions.

- (i) Which **two** regions will have the greatest percentage of their total population living in urban areas by 2050?
- (ii) Calculate the percentage change in the number of people living in urban areas in Ireland between 2014 and 2050.
- (iii) Explain briefly **one** reason for this change in the number of people living in urban areas in Ireland.
- (iv) According to the table, the number of people living in urban areas in Sub-Saharan Africa will increase significantly by 2050.

Explain briefly **two** potential problems resulting from this increase.

[20m]

- (i) North America 2m
Europe 2m
- (ii) 51.97 (%) 4m
- (iii) Valid brief explanation 2m + 2m
- (iv) Two valid brief explanations 2m + 2m
 2m + 2m

12B. Population Characteristics – Ireland

Describe and explain how the characteristics of Ireland’s population have changed since the 1950’s.

[30m]

Change in population characteristics identified	2m
Description / Explanation	14 x SRP’s

- Credit the identification of two further changes in population characteristics for 2 x SRP’s from description/explanation. All further changes require description/explanation.
- Answer is tied to Ireland and also to timeframe specified in the question.

12C. Urban Expansion

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

[30m]

Impact identified	2m
Example	2m
Discussion	13 x SRP’s

- Credit second impact or second example for 1 x SRP from discussion. All further impacts/examples must be discussed.
- Examples can be a named city or rural areas.
- Discussion of the growth and expansion of cities with no reference to impact on surrounding rural areas max 2 x SRP’s.

SECTION 3 – OPTIONS

Questions 13 to 24

Attempt **ONE** question.

All questions carry 80 marks.

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.

Questions 13 - 24

Outline Marking Scheme and Overall Coherence (OC) marking descriptors

Outline Marking Scheme:

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

Marking Descriptors Overall Coherence (OC):

In awarding Overall Coherence (OC) the examiner will consider how well the candidate deals with the set question and will follow the following marking descriptors:

*Overall Coherence (20 marks)		
Excellent	20	Excellent ability to relate knowledge to the set question. Excellent, comprehensive response demonstrating detailed knowledge of subject matter.
Very Good	17	Considerable strength in relating the knowledge to the set question. Very good response demonstrating very broad knowledge of the subject matter.
Good	14	Reasonable capacity to relate knowledge appropriately to the set question. Good response with worthwhile information. Broad knowledge of the subject matter demonstrated.
Fair	10	Some effort to relate knowledge to the set question. Some relevant information presented but insufficient application of information to set question.
Weak	6	Very limited engagement with set question. Identified some relevant information.
Poor	0	Failure to address the question resulting in a largely irrelevant answer.

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. We live in an interdependent global economy. Actions or decisions taken in one area have an impact on other areas.

Examine this statement with reference to each of the following:

- Global environmental issues
- Impact of social and political decisions.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on how actions and decisions taken in one area impact on other areas.
- Select the scheme according to the number of aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

- 14.** Views of development and underdevelopment are subject to change.
Discuss this statement with reference to contrasting approaches to development.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is the idea that there are different views of development and underdevelopment.
- Select the scheme according to the number of aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

- 15.** Sustainability is a model for future development.
Discuss this statement with reference to **three** of the following:

- Resource use
- Fair trade
- Justice issues
- Self-reliance.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on sustainable development as a model for future development.
- Select the scheme according to the number of aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (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 a combination of processes operating in their immediate environment.

Examine any **three** soil processes that affect soil characteristics.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on the impact of soil processes on the characteristics of soil.
- Select the scheme according to the number of aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

17. Describe and explain the general composition and characteristics of any **one** soil type.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on the general composition and characteristics of any one soil.
- Select the scheme according to the number of aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

18. Describe the specific climatic and soil characteristics experienced in **one** biome that you have studied **and** examine the impact of these specific climatic and soil characteristics on the development of vegetation in this biome.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on firstly describing the specific climate and soil characteristics and then examining the impact of these on the development of vegetation.
- Select the scheme according to the number of aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (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. Examine the importance of religion as a cultural indicator.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on the importance of religion as a cultural indicator.
- Select the scheme according to the number of aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

20. Discuss the idea of multiculturalism as it applies to the modern world.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on multiculturalism.
- Select the scheme according to the number of aspects discussed aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

21. Examine the influence of physical and political boundaries on the concept of identity.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on the influence of physical and political boundaries on identity.
- Select the scheme according to the number of aspects discussed aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (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. Describe the formation of each of the following **and** discuss its impact on weather patterns:

- Mid-latitude depressions
- Anticyclones
- Land and sea breezes.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on the formation of each of the factors listed and then the impact of each of them on weather patterns.
- Select the scheme according to the number of aspects discussed aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

23. Examine **one** distinctive global climate type that you have studied with reference to **three** of the following:

- Temperature
- Precipitation
- Location
- Pressure belts (air circulation).

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on examining one global climate with reference to three of the factors listed.
- Select the scheme according to the number of aspects discussed aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

24. Climate changes over time and space.
Discuss.

[80m]

Number of aspects	3 @ 20 marks each	4 @ 15 marks each
For each aspect:		
Identifying aspect	4 marks	3 marks
Discussion	8 x SRPs	6 x SRPs
Overall Coherence	20 marks graded*	20 marks graded*

- Focus of the question is on how climate changes over time and space.
- Select the scheme according to the number of aspects discussed aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x SRP's (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRP's (different illustrations and in different aspects).

Geographical Investigation

Read entire report before commencing marking to familiarise yourself with the entire investigation.

Simple statements are not acceptable. Require qualification.

1. INTRODUCTION 5 marks:

4 x SRP's: 1 mark each

Overall Coherence/Conformity to prescribed length (C/L): 1 mark

- Aims must relate to investigation and must be specific and qualified.

2. PLANNING 5 marks:

4 x SRP's: 1 mark each

Overall Coherence/Conformity to prescribed length (C/L): 1 mark

- Identifying information required and methods of gathering.
- Reference to revision must be specific.
- All statements must be qualified e.g. practicing equipment where/how/why?
- Work completed solely by the teacher = 0 marks

3. GATHERING OF DATA 40 marks:

Two methods / tasks @ 20 marks each.

For each method / task:

9 x SRP's @ 2 marks each

Overall Coherence/Conformity to prescribed length (C/L): 4 marks graded (4/2/0)

- The gathering section must be activity based. This section deals with the reporting on how the gathering was undertaken. It should include description of the activities carried out.
- A method may be a task which is a group of relevant linked activities. Tasks/methods must be reported in the context of the stated aims.
- Secondary sources of information can generate primary data.
- Simple statements are not sufficient e.g. I observed the features, I recorded the results, I sketched the landform etc. There must be some qualification of the statement e.g. how/where?
- Credit may be given to diagrams/sketches if they illustrate the activity of gathering. One SRP per task/method for well-drawn, neat, relevant labelled sketches/diagrams that are activity based and illustrate the gathering process.
- A further one SRP per task/method can be awarded in the event that there is additional information on a sketch (not in this written section).
- Sketches/diagrams must be on the appropriate pages in the gathering section.
- No marks for results in this written section.
- Coherence is an overall mark awarded for the relevance of the work in this section to the stated aims.

4. RESULTS, CONCLUSIONS, EVALUATION 30 marks:

Three headings @ 8 marks each.

For each heading: 4 x SRP's @ 2 marks each
Overall Coherence/Conformity to prescribed length (C/L: 6 marks graded (6/4/2/0)

- Marks only awarded for Results / Conclusions / Evaluations if in the appropriate section of the reporting booklet.
- Results / Conclusions / Evaluations must be tied to aims and tied to activities carried out in the gathering of information section (Section 3).
- Results can be extracted from charts/table on appropriate graph pages.
- Conclusions are based directly or indirectly on the results, otherwise it is evaluation.
- Conclusions are not tied to a specific result but must be relevant to the tasks completed in Section 3.
- Evaluations should demonstrate higher order thinking and should have a range of themes. They should relate to the aims in Section 1 and the tasks completed in Section 3. They must be specific and qualified.
- Evaluation can be forward-thinking as well as retrospective.
- No double marking of information relating to issues mentioned in Section 3.

5. ORGANISATION & PRESENTATION OF RESULTS 20 marks:

Two different methods of presentation:

Each presentation: 4 x SRP's @ 2 marks each
Overall Coherence (C): 4 marks graded (4/2/0)

- There must be two different forms of presentation of results e.g. graphs, chart, map, table, sketch etc.
- Results must be presented on the appropriate graph pages in Section 4 of the reporting booklet.
- Maximum of 4 x SRP's per method of presentation.
- Overall Coherence refers to the quality and clarity of the presentation. It is 4 marks for the overall presentation. Cannot be awarded OC marks if only one method of presentation is evident.

BREAKDOWN OF PRESENTATION MARKS

BAR CHART / TREND GRAPH / SCATTER GRAPH etc.:

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

PIE CHART:

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

RANK ORDER TABLE / TABLE:

Multiple Row/Column Table

Suitable Title:	1 x SRP = 2 marks
Box:	1 x SRP = 2 marks
Rows / Columns x2 labelled:	2 x SRP's = 4 marks

Single Row / Column Table

Suitable Title:	1 x SRP = 2 marks
Box:	1 x SRP = 2 marks
Row / Column labelled:	1 x SRP = 2 marks
Relevant information:	1 x SRP = 2 marks

SKETCH/MAP:

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

Appendix 1

List of Geographical Investigation Topics 2018

1. The impact of land-use on pattern development in a rural or urban setting.
2. Demographic change in a local setting.
3. An investigation of a local environmental issue.
4. The changing economic landscape in a rural or urban setting.
5. Test the hypothesis that geomorphic processes of erosion shape the landscape in a fluvial, coastal or glacial environment with reference to **one** specific landform.
6. The impact of geomorphic processes on the surface landscape in a karst environment.

Appendix 2



Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

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

N.B. Ba chóir marcanna de réir an ghnáthrata a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin **a shlánú síos**.

Tábla 400 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 400 marc san iomlán ag gabháil leo agus inarb é 10% gnáthrata an bhónais.

Bain úsáid as an ngnáthrata i gcás 300 marc agus faoina bhun sin. Os cionn an mharc 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.

