



**Coimisiún na Scrúduithe
Stáit
State Examinations
Commission**

LEAVING CERTIFICATE EXAMINATION, 2006

GEOGRAPHY - HIGHER LEVEL

MARKING SCHEME

PART 1

SHORT ANSWER QUESTIONS

Answer any ten questions

PART 2

SECTION 1 (CORE UNITS)

1 Question from Core Unit 1 (Patterns & Processes in the Physical Environment)

AND

1 Question from Core Unit 2 (Regional Geography)

SECTION 2 (ELECTIVE UNITS)

1 Question from Elective Unit 4 (Patterns & Processes in Economic Activities)

OR

1 Question from Core Unit 1 (Patterns & Processes in the Human Environment)

SECTION 3 (OPTIONAL UNITS)

1 Question from Option Unit 6 (Global Interdependence)

OR

1 Question from Option Unit 7 (Geoecology)

OR

1 Question from Option Unit 8 (Culture & Identity)

OR

1 Question from Option Unit 9 (The Atmosphere-Ocean Environment)

PART 1

SHORT ANSWER QUESTIONS

Answer any ten questions.

Q8: Any 4 answers @ 2 marks each

Q11: Two answers @ 4 marks each

All other questions: Four answers @ 2 marks each

QUESTION 1

A ROCK CYCLE

In your answer-book match **each** of the descriptions below with the correct label A to D in the diagram above. (20 marks)

Four sections @ 5 marks each

- No grading / scaling of marks

B LANDFORMS & ROCK TYPE

With reference to any **one** rock type, explain how it was formed **and** how it can produce a distinctive landscape. (30 marks)

Formation of rock type:	Rock type identified	2 marks
	Formation	5 x SRPs
	Overall cohesion	3 marks graded

Distinctive landscape / naming landscape:		2 marks
	Formation	5 x SRPs
	Overall coherence:	3 marks graded

C HUMAN INTERACTION WITH ROCK CYCLE

Examine how humans have interacted with the rock cycle in the case of **one** of the following: mining, quarrying, oil/gas exploration, geothermal energy production. (30 marks)

Interaction identified:	2 marks
Discussion:	11 x SRPs
Overall coherence:	6 marks graded

- A second interaction may be credited from the SRPs.
- Amalgamate all relevant discussion points.
- Credit examples / locations to a maximum of 2SRPs.
- Accept positive or negative aspects of the interaction.

QUESTION 2

A COASTAL LANDFORMS

In your answer-book, identify **each** of the landforms labelled A to D in the above diagram.

(20 marks)

Four answers @ 5 marks each

- No grading / scaling of marks

B LANDFORM DEVELOPMENT

With the aid of a labelled diagram, examine processes that have led to the formation of any **one** Irish landform of your choice - **excluding** those shown in the above diagram.

(30 marks)

Landform identified:	2 marks
Irish example:	2 marks
Labelled diagram:	4 marks graded
Examination:	8 SRPs
Overall coherence:	6 marks graded

- Open to other processes (fluvial / glacial / mass movement) also
- Diagram must have labelling for full marks
- Extra (sequential) labelled diagrams can be credited from SRPs
- New information from extra labelling/explanation on diagram can be credited from SRPs.
- Named process without explanation may be awarded an SRP once. Other named processes will require some explanation.

C HUMAN INTERACTION

Examine how human processes can have an impact on the operation of **one** of the following natural processes:

(30 marks)

- Mass movement processes
- River processes
- Coastal processes

Impact / human process identified	2 marks
Discussion:	11 SRPs
Overall coherence:	6 marks graded

- If all human processes but no natural processes (or vice versa), OC = 0m.
- Up to two examples can be credited from the SRPs.
- A second (but not a third) impact / process may be credited from the SRPs.
- Amalgamate all relevant discussion points.

➤ **QUESTION 3**

A STRUCTURES OF DEFORMATION

The following diagrams show structures of deformation.

In your answer-book, match **each** of the structures below with the correct label A to D in the diagrams above. (20 marks)

Four answers @ 5 marks each

- No grading / scaling of marks

B PLATE TECTONICS

Explain how a study of plate tectonics helps us understand the occurrence of earthquakes. (30 marks)

Plate tectonics examined: 12 SRPs
Overall coherence: 6 marks graded

- Credit relevant labelled diagrams as new information. (Do not double-mark information)
- Do not give credit for the effects of earthquakes.
- If all plate tectonics but no earthquakes (or vice versa), OC = 0m.
- Give credit for a maximum of 2 examples from the SRPs.

C VOLCANOES

Examine the processes that have led to the formation of any **two** volcanic landforms. (30 marks)

For each of two landforms:

Naming landform: 2 marks each
Processes discussed: 5 SRPs
Overall coherence (over both landforms): 6 marks graded.

- Unless there is reasonable difference in processes, reduce the overall coherence accordingly.

OR (where processes are dealt with as a unit)

Volcanic landforms or examples identified: 2 marks each
Processes discussed 10 SRPs
Overall coherence: 6 marks graded

- Give credit from the SRPs for diagrams & labelling for new information.
- Give credit from the SRPs for one example of each landform
- If only 1 landform / example identified, OC = 0m.
- Accept process-based answer.

QUESTION 4

A EUROPEAN UNION UNEMPLOYMENT.

Examine the table below, showing selected unemployment statistics for 2004.

Using graph paper, draw a graph suitable to illustrate the data.

(20 marks)

Title or chart type named:	2marks	
Use of graph paper:	2 marks	PIE CHART
Scaled axis:	2 marks	Circle & accurate centre = 2m
6 bars / points plotted:	2 marks each graded	6 Sectors: 2 m gd each.
Overall presentation:	2 marks	OP = 2m graded

➤ Accept bar chart / histogram / trend graph / scatter graph / pie chart etc.

B MANUFACTURING INDUSTRY

Examine some of the factors that have influenced the development of **one** economic activity in a non- Irish region that you have studied.

(30 marks)

Economic activity named:	2 marks
Naming region:	2 marks
Examination:	10 SRPs
Overall coherence:	6 marks graded

- Credit naming factors (to a maximum of 2) from the SRPs.
- Amalgamate all relevant discussion for SRPs, but do not credit naming a third factor.
- Accept European or continental / sub-continental region.
- Accept any economic activity (Primary / Secondary / Tertiary)
- If only 1 factor identified, OC = 0m.
- If no link to economic activity, OC = 0m

C URBAN GROWTH

"The boundaries of city regions have expanded over time".

Discuss this statement, with reference to **one** example you have studied.

(30 marks)

Named example:	2 marks
Reference to time:	1 x SRP
Discussion:	10 SRPs
Overall coherence:	6 marks graded

- Discussion can refer to describe / explain / discuss.
- If two examples discussed, mark both and credit the better one.
- If a theoretical answer (no example given), OC = 0m.

QUESTION 5

A NON-IRISH EUROPEAN REGIONS

Examine the development of primary activities in **one** non-Irish European region of your choice. (20 marks)

Region named: 2 marks
2 primary activities named: 2 marks each
Examination: 5 SRPs
Overall coherence: 4 marks graded

- If no region named, OC = 0m.
- Do not accept Irish / continental / sub-continental regions.

B CONTINENTAL/SUBCONTINENTAL REGION

Describe how any **two** of the following physical processes have influenced human activities in a continental/sub-continental region that you have studied.

- Climate
- Soil
- Relief
- Drainage

(30 marks)

Two processes @ 15 marks each. For each

One or more activities named: 2 marks
Examination: 5 SRPs
Overall coherence: 3 marks graded

C CULTURE

"Culture is an important factor in defining some regions".

Examine the above statement with reference to **any** region you have studied.

(30 marks)

Aspect of culture named: 2 marks
Naming region: 2 marks
Examination: 10 SRPs
Overall coherence: 6 marks graded

- A second (but not a third) aspect may be credited from the SRPs.
- Amalgamate all relevant discussion points.

QUESTION 6

A IRISH REGIONS

Draw an outline map of Ireland. Show and name the following on it:

- (i) Any **one** Irish region that you have studied
- (ii) Any **two** physical features in the region
- (iii) **One** urban centre in the region.

(20 marks)

Map outline:	4 marks graded
Showing & naming region:	2m graded + 2m
Each of 2 physical features:	2m graded + 2m
Showing & naming urban centre:	2m graded + 2m

B EUROPEAN UNION EXPANSION

Examine the impact of European Union expansion on Ireland's economy **and/or** culture.

(30 marks)

Impact named:	2 marks
Examination:	11 SRPs
Overall coherence:	6 marks graded

- A second (but not a third) impact may be credited from the SRPs.
- Amalgamate all relevant discussion points.
- No reference to expansion, OC = 0m.

C TERTIARY ACTIVITIES

Account for the development of tertiary activities in one non-Irish European region of your choice.

(30 marks)

Two activities identified	2 marks each
Naming region:	2 marks
Discussion:	9 SRPs
Overall coherence:	6 marks graded

- Discussion on tertiary activities without link to region: OC = 0m
- Discussion on one activity only, OC = 0m.

QUESTION 7

A GROSS DOMESTIC PRODUCT

Examine the table below, showing GDP in the European Union

- (i) Which country had the highest average GDP in both 1995 and 2000?
- (ii) Which country had an average GDP that did not change from 1995 to 2000?
- (iii) How many countries had an average GDP lower than the EU average in 2000?
- (iv) By how many points did Ireland increase its GDP between 1995 and 2000?

(20 marks)

4 answers @ 5 marks each

B EUROPEAN UNION POLICIES

Examine how European Union policies have influenced the development of any **one** sector of the Irish economy. (30 marks)

Two policies identified:	2 marks each
Influence named:	2 marks
Discussion:	10 SRPs
Overall coherence:	4 marks graded

- Credit second influence named from SRPs
- Amalgamate all relevant discussion points.
- If policy(ies) not tied to influence, OC = 0m.

C INDUSTRIAL LOCATION

Examine any **two** of the major factors that have influenced the location of a secondary economic activity that you have studied. (30 marks)

Two factors named:	2 marks each
Economic activity named:	2 marks
Discussion:	10 SRPs
Overall coherence:	4 marks graded

- Answer very clearly confined to secondary activity.
- Accept one example or location as an SRP.

QUESTION 8

A ORDNANCE SURVEY MAP

Study the 1:50,000 Ordnance Survey extract that accompanies this paper.

Identify **by grid reference** a suitable site for a major industry of your choice.

Using map evidence to support your answer, explain **two** reasons why you chose this site.

(20 marks)

Site identified: 2 marks (6 figure grid reference)

Two reasons identified: 2 marks each

Discussion: 5 SRPs

Overall coherence: 4 marks graded

- If 1 reason only, OC = 0m.
- Wrong grid reference or no grid reference, OC = 0m.

B LOCAL AND GLOBAL INTERESTS

With reference to **one** example you have studied, examine how conflicts may develop between local and global interests where economic and environmental issues are concerned.

(30 marks)

Reference to example: 2 marks

Two conflicts identified 2 marks each

Discussion: 10 SRPs

Overall coherence: 4 marks graded

- At least two of the 4 operative words to be referred to in discussion, otherwise OC = 0m.

C DEVELOPING ECONOMIES

Examine the impact of colonialism **and/or** globalisation on a developing economy that you have studied.

(30 marks)

Developing economy named: 2 marks

Impact: 2 marks

Discussion: 11 SRPs

Overall coherence: 4 marks graded

- A second impact may be credited from the SRPs.
- Amalgamate all relevant discussion points.

QUESTION 9

A EMPLOYMENT STRUCTURE

Examine the table below, showing the percentage of people in employment in various economic sectors in Ireland (1984-2004).

Use graph paper to draw a graph suitable to illustrate the data. (20 marks)

Title or chart type named:	2marks	
Use of graph paper:	2 marks	PIE CHART
Scaled axis:	2 marks	Circle & accurate centre = 2m
6 bars / points plotted:	2 marks each graded	6 Sectors: 2m gd each
Overall presentation:	2 marks	OP = 2m graded

➤ Accept bar chart / histogram / trend graph / scatter graph / pie chart etc.

B MULTI-NATIONAL COMPANIES

Examine the global nature of the operations of a Multi-national company (MNC) that you have studied. (30 marks)

Naming MNC:	2 marks
Examination:	12 SRPs
Overall coherence:	4 marks graded

➤ Credit two specific local & international examples (or contrasting examples) from SRPs.
➤ No clear global interpretation: OC = 0m.

C FOSSIL FUELS

Examine the economic **and** environmental impact of our world's continued reliance on fossil fuels. (30 marks)

Two impacts named:	2 marks each
Discussion:	11 SRPs
Overall coherence:	4 marks graded

- Economic and environmental impacts may overlap.
➤ If only one impact treated, OC = 0m.

QUESTION 10

A POPULATION STRUCTURE

Examine the population pyramids of Japan and answer the following questions.

- (i) What percentage of the population was in the 15-64 age group in 1950?
- (ii) Which age group (0-14 or 15-64 or 65 and over) will have shown the greatest increase between 1950 and 2050?
- (iii) What percentage of population was classified as dependant in 2004?
- (iv) Identify **one** socio-economic problem that might arise from the high percentage of "65 and over" population in 2050. (20 marks)

Four answers @ 5 marks each

B TRAFFIC CONGESTION

The growth of urban centres may lead to the development of problems. Examine any **two** of these problems, with reference to examples you have studied. (30 marks)

Two problems identified:	2 marks each
Two named examples:	2 marks each
Discussion:	9 SRPs
Overall coherence:	4 marks graded

- Treat the question as referring to urban problems in general.
- Examples may refer to two urban centres or to two named areas / sectors within the one urban centre.
- Accept solutions within the discussion.

C URBAN DEVELOPMENT

Study the 1:50,000 Ordnance Survey map extract that accompanies this paper. Using map evidence to support your answer, explain **three** reasons why Killarney developed at this location. (30 marks)

Three reasons @ 8marks each: For each reason,		
Reason stated:	2 marks	
Map reference:	2 marks	
Explanation:	2 x SRPs	
Overall coherence:	6 marks graded	(Over the full answer rather than per reason)

- Explanation must be based on relevant explanation rather than on further map references.

QUESTION 12

A MIGRATION

Examine the table below and answer the questions that follow.

Answer the following questions in your answer-book.

- (i) In what year did the greatest number of people emigrate?
- (ii) List any two-year period when emigration showed an increase.
- (iii) In what year did the number of emigrants first equal the number of immigrants?
- (iv) State one factor, other than those listed in the diagram that would also cause change in the total population of Ireland. (20 marks)

4 answers @ 5 marks each.

B OVER-POPULATION

Examine **one** cause **and one** effect of over-population, with reference to an example(s) you have studied. (30 marks)

Cause stated:	2 marks
Effect stated:	2 marks
Example:	2 marks
Discussion:	10 SRPs
Overall coherence:	4 marks graded

- A second example may be credited from the SRPs.
- If cause only or effect only, OC = 0m.

C HISTORIC SETTLEMENT

"The area shown on the Ordnance Survey map extract that accompanies this paper indicates evidence of a wide variety of historic settlement."

Using map evidence, examine this statement, with reference to any **three** aspects of settlement. (30 marks)

Three aspects @ 8 marks each: For each aspect,

Settlement identified:	2 marks
Map reference:	2 marks
Explanation:	2 x SRPs
Overall coherence:	6 marks graded (Over the full answer rather than per reason)

- Explanation must be based on relevant explanation rather than on further map references.
- At least one aspect should refer to an antiquity (red).
- Accept pattern of settlement once.

QUESTION 13

With reference to examples that you have studied, examine how natural resources can be exploited in a sustainable way. (80 marks)

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

- Allow credit for up to 2 examples from SRPs (different examples & in different points)
- Sustainability may be dealt with as a separate point.
- If it is not, at least 1 x SRP per aspect must refer to it.

QUESTION 14

Examine the impact of any **two** of the following global environmental issues:

- Deforestation
- Desertification
- Global warming

(80 marks)

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

- Select scheme according to number of aspects dealt with (2:1 / 1:2 / 2:2)
- Allow credit for up to 2 examples from SRPs (different examples & in different aspects)
- For aspect, accept cause, impact or statement of description.
- Maximum of 5 x SRPs per aspect in 3 aspect answer or maximum of 3 x SRPs per aspect in 4 aspect answer if the impact is not referred to. Also, overall coherence = 0m.

QUESTION 15

"Aid to developing regions often fails to improve the lives of those at whom it is targeted".

Examine this statement, with reference to examples you have studied. (80 marks)

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

- Allow credit for up to 2 examples from SRPs (different examples & in different aspects)
- Accept opposite view also.

QUESTION 16

Examine the factors that influence soil characteristics.

(80 marks)

Number of factors:	3 (27 + 27 + 26)	(4 @ 20 marks each)
Identifying factor	4 marks	4 marks
Examination:	8 SRPs	OR 6 SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Ensure difference between factors and characteristics is maintained.
- Group surplus / related characteristics.

QUESTION 17

Examine the main characteristics of a biome that you have studied.

(80 marks)

Number of characteristics:	3 (27 + 27 + 26)	(4 @ 20 marks each)
Identifying characteristic:	4 marks	4 marks
Examination:	8 SRPs	OR 6 SRP
Overall coherence:	7/6 marks graded	4 marks graded

- Naming biome not valid as identifying characteristic. (Accept it as SRP).
- Maximum of 2 characteristics from within any one of climate / soil / fauna etc.

QUESTION 18

Assess the impact of human activity on a biome that you have studied.

(80 marks)

Number of impacts:	3 (27 + 27 + 26)	(4 @ 20 marks each)
Activity or impact:	4 marks	4 marks
Examination:	8 SRPs	OR 6 SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Naming a biome is not valid as identifying characteristic. (Accept it as SRP).

QUESTION 19

"Religion can be a divisive as well as a unifying force".
Discuss, with reference to examples you have studied.

(80 marks)

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

QUESTION 20

Examine the impact of colonialism and migration on racial patterns.

(80 marks)

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

- At least one factor must refer to each of colonialism / migration.
- Maximum of 5 x SRPs per aspect in 3 aspect answer or maximum of 3 x SRPs per aspect in 4 aspect answer if the impact is not referred to. Also, overall cohesion = 0m.
- Accept broad interpretation of racial pattern.

QUESTION 21

Cultural groups and national borders do not always coincide. Discuss.

(80 marks)

Number of aspects:	3 (27 + 27 + 26)		(4 @ 20 marks each)
Identifying aspect or example:	4 marks		4 marks
Examination:	8 SRPs	OR	6 SRPs
Overall coherence:	7/6 marks graded		4 marks graded

- Example can refer to people or place.

QUESTION 22

"Climate change is a cause of global concern". Discuss.

(80 marks)

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

- At least one factor must refer to each of climate change and global concern.
- If only two factors, sub-divide to benefit of candidate. Judge OC accordingly.

QUESTION 23

Examine the influence of climate on economic development, referring to examples you have studied.

(80 marks)

Number of influences:	3 (27 + 27 + 26)	(4 @ 20 marks each)
Identifying influence:	4 marks	4 marks
Examination:	8 SRPs	OR 6 SRPs
Overall coherence:	7/6 marks graded	4 marks graded

- Maximum of 3 x SRPs per factor if economic influence is not referred to.

QUESTION 24

Describe and account for the development of patterns of circulation in **either** the atmosphere **or** the oceans.

(80 marks)

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

- Accept impacts also (for a maximum of 3 x SRPs per impact)
- Atmospheric patterns to include global winds / local winds / rainfall patterns / water cycle etc.
- Describe but no account (or vice versa), i.e. no element if either description or explanation, mark overall coherence = 0m.

GEOGRAPHICAL INVESTIGATION

1 INTRODUCTION (5 marks):

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

2 PLANNING (5 marks):

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

- All planning must be geographical (booking buses etc = 0m)

3 GATHERING OF DATA (40 marks):

Two methods of gathering @ 20 marks each.

For each method: 9 SRPs @ 2 marks each
Overall coherence: 4 marks graded

- Credit may be given to diagrams / sketches if they relate to the gathering.
- Do not award marks for results in this section.
- Allow credit for issues (difficulties etc) experienced during gathering.

4 RESULTS, CONCLUSIONS, EVALUATION (30 marks):

Three heading @ 10 marks each.

For each heading: 4 SRPs @ 2 marks each
Overall coherence: 6 marks graded

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

5 ORGANISATION & PRESENTATION OF DATA (20 marks):

Presentation: 8 SRPs @ 2 marks each
Overall coherence: 4 marks graded.

- Expect two different graphic forms of presentation - such as graphs / charts / maps / tables / sketches etc.
- These must be related to the results.
- Maximum of 4 x SRPs per chart.
- Minimum of two methods of presentation required to gain full marks.
- Expect presentation to appear in any of the graph pages of the booklet.
- Organisation and presentation of data is tied to part (iv) of question.

MODIFIED PAPER

Please note that the pattern of marks awarded here varies from the general paper.

PART A

Any 10 questions @ 8 marks each

Each question: 4 parts @ 2 marks each (no grading)

PART B

Q1 (A) 4 definitions @ 5 marks each. 1 point of information per definition.

Q2 (A) 2 glacial landforms named: 4 marks each
2 fluvial landforms named: 4 marks each
Process linked to each landform: 1 marks each

Q3 (A) 4 definitions @ 5 marks each. 1 point of information per definition.

Q6 (A) 5 features named @ 4 marks each

Q7 (A) Two definitions @ 10 marks each.
Expect 2 pieces of information @ 5 marks for each definition.

Q8 (A) Two examples named: 5 marks each.
Two consequences named: 5 marks each

Q10 (A) Two differences @ 10 marks each.
Difference stated: 5 marks
Difference explained: 5 marks

(C) Two policies identified: 2 marks each
Two named examples: 2 marks each
Discussion: 9 SRPs
Overall coherence: 6 marks graded

- Amalgamate all relevant discussion points.
- If policy(ies) not tied to influence, OC = 0m.

Q11 (A) Five cities named @ 4 marks each

Q12 (A) Two factors @ 10 marks each.
Push factor identified: 5 marks
Example / explanation: 5 marks
Pull factor identified: 5 marks
Example / explanation: 5 marks

(C) Two examples named: 2 marks each
Discussion : 11 SRPs
Overall coherence: 6 marks graded