

**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2025**

**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.

The table below contains information about annotations used for marking throughout the exam paper. For certain questions other annotations are used, these are listed after the marking scheme for the relevant question.

Annotation	Use	Marks (if applicable)
	Valid information	1
	Valid information	2
	Valid information	3
	Valid information	4
	Surplus information	N/A
	Incorrect answer	0
	Significant part of the answer	N/A
	Page seen by examiner / Information not valid	N/A

## PART ONE – SHORT-ANSWER QUESTIONS – 80 MARKS

Any 10 questions @ 8 marks each.

Mark all questions attempted and award questions with highest mark. No grading.

Q.1	(i) Convection Current	2 marks	Q.7	(i) M 123 432	2 marks										
	(ii) Subduction	2 marks		(ii) 6 - 7 (km²)	2 marks										
	(iii) Ocean Trench	2 marks		(iii) 7.8 (km)	2 marks										
	(iv) Lithosphere	2 marks		(iv) Irish Speaking Area	2 marks										
Q.2	(i) B	1 mark	Q.8	(i) Owenriff river	2 marks										
	D	1 mark		(ii) M 122 427	2 marks										
	A	1 mark		(iii) N59	2 marks										
	C	1 mark		(iv) North East	2 marks										
	(ii) (a) True	2 marks													
	(b) True	2 marks													
Q.3	(i) A	1 mark	Q.9	A Centre foreground	2 marks										
	D	1 mark		B Right background	2 marks										
	B	1 mark		C Left foreground	2 marks										
	C	1 mark		D Left middleground	2 marks										
	(ii) Valid answer	2 marks													
	(iii) Valid answer	2 marks													
Q.4	(i) @ 1 mark each		Q.10	(i) 1013	2 marks										
	<table><tr><th>Source Material</th><th>Igneous/Sedimentary Rock</th><th>Metamorphic Rock</th></tr><tr><td>Sand</td><td>Sandstone</td><td>Quartzite</td></tr><tr><td>Molten Rock</td><td>Basalt</td><td>Schist</td></tr></table>	Source Material	Igneous/Sedimentary Rock	Metamorphic Rock	Sand	Sandstone	Quartzite	Molten Rock	Basalt	Schist			(ii) False	2 marks	
Source Material	Igneous/Sedimentary Rock	Metamorphic Rock													
Sand	Sandstone	Quartzite													
Molten Rock	Basalt	Schist													
				(iii) Isobars	2 marks										
				(iv) Occluded	2 marks										
	(ii) Valid answer	1+1 mark													
Q.5	(i) D	1 mark	Q.11	(i) Australian	2 marks										
	A	1 mark		(ii) 1,034,132	2 marks										
	B	1 mark		(iii) 34.4 (%)	2 marks										
	C	1 mark		(iv) Valid answer	2 marks										
	(ii) Valid answer	2 + 2 marks													
Q.6	@ 1 mark each		Q.12	(i) 3 (%)	2 marks										
	<table><tr><th>Example</th><th>Location</th></tr><tr><td>Dingle</td><td>Co. Kerry</td></tr><tr><td>Ruhr Valley</td><td>Germany</td></tr><tr><td>Wicklow Mountains</td><td>Leinster</td></tr><tr><td>Paris Basin</td><td>France</td></tr></table>	Example	Location	Dingle	Co. Kerry	Ruhr Valley	Germany	Wicklow Mountains	Leinster	Paris Basin	France			(ii) 13 (%)	2 marks
Example	Location														
Dingle	Co. Kerry														
Ruhr Valley	Germany														
Wicklow Mountains	Leinster														
Paris Basin	France														
				(iii) True	2 marks										
				(iv) Valid answer	1 +1 mark										

# SECTION 1

## PATTERNS AND PROCESSES IN THE PHYSICAL ENVIRONMENT

### Questions 1 to 3

All questions carry 80 marks.

### Question 1

#### 1A. 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 area of Lough Corrib
- The course of the Owenriff river from M 089 417 to where it enters Lough Corrib
- Buffy Lough
- The entire route of the N59 road.

[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]. It must be landscape orientation.
- 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.
- Sketch may be drawn in the answer book or on graph paper.

## 1B. Rocks and Landscapes

Examine how different rock types produce distinctive landscapes, with reference to examples that you have studied.

[30m]

Rock 1 and associated landscape named      2 + 2 marks  
Rock 2 and associated landscape named      2 + 2 marks  
Examination      11 x SRPs

- All further rock types and associated landscapes require examination.
- Question is not tied to Ireland.
- Credit 1 x SRP for a relevant labelled diagram from examination. Diagram without labelling 0 marks.
- Credit 2 x SRPs for additional relevant information on a labelled diagram from examination. This must be information not already awarded in the written account.
- Description of either the rock or the landscape with no reference to the relationship between rock and landscape max 2 x SRPs.
- Max 6 x SRPs if there is only one rock type and landscape examined.

Annotation	Use	Marks
<span style="border: 1px solid red; padding: 2px;">N</span>	Rock named	2
<span style="border: 1px solid red; padding: 2px;">Ex</span>	Example of associated landscape	2
<span style="color: red; font-size: 1.2em;">✓<sub>2</sub></span>	Valid information worth 2 marks	2
<span style="color: red; font-size: 1.2em;">✓</span>	Surplus information	N/A
<span style="border: 1px solid red; padding: 2px;">Dg</span>	Valid diagram	2

## 1C. Isostasy

Describe and explain how isostasy has shaped the Irish landscape.

[30m]

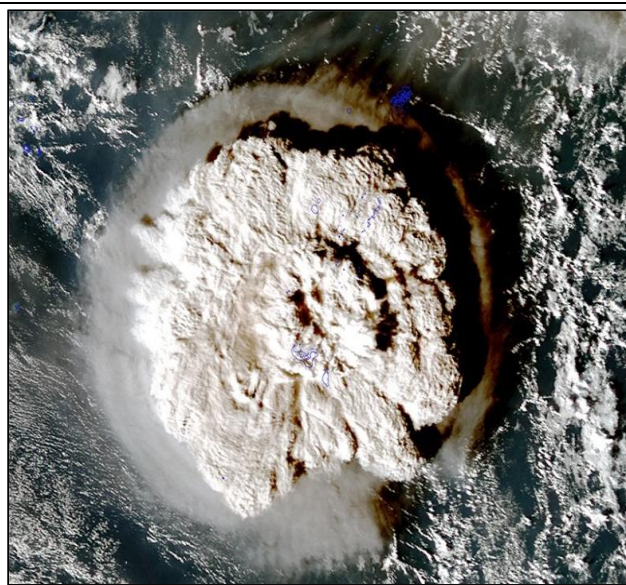
Impact/feature identified 2 marks  
Description/explanation 14 x SRPs

- Credit 1 x SRP for a second impact/feature identified from description/explanation. All further impacts/features require description/explanation.
- Credit 2 x SRPs for two named Irish examples from description/explanation.
- Credit 1 x SRP for relevant labelled diagram from description/explanation. Diagram without labelling 0 marks.
- Credit 2 x SRPs for additional relevant information on a labelled diagram from description/explanation. This must be information not already awarded in the written account.
- Accept features of coastal emergence and features of rejuvenation.
- Question is tied to Ireland.
- Max 2 x SRPs if there is merely a description of isostasy without a reference to the impact on the Irish landscape.

Annotation	Use	Marks
I	Impact/feature identified	2
Ex	Example	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

## Question 2

### 2A. The Tectonic Cycle



The eruption of the underwater Hunga Tonga-Hunga Ha'apai volcano on 15th January 2022 was one of the largest ever recorded. The eruption triggered tsunami waves of up to 15m which struck the west coast of Tongatapu, 'Eua and Ha'apai. Ashfall covered an area of at least five square kilometres. Damage to the international and domestic undersea telecommunications meant little information was available from Tonga after the eruption. However, Australian and New Zealand defence forces reported significant damage to houses,

roads, water services and other infrastructure. Four fatalities were attributed to the volcano and tsunami. Around 3,000 people were displaced in the immediate aftermath but most subsequently returned to their communities.

Amended from [www.reliefweb.int](http://www.reliefweb.int)

Examine the image and text above relating to the Tonga volcanic eruption and tsunami and answer each of the following questions.

- (i) To what height, in metres, did the tsunami waves reach?
- (ii) Give **one** impact on the Tongan islands from the eruption and tsunami.
- (iii) How many people died from the volcanic eruption and tsunami?
- (iv) State **two** ways in which volcanic eruptions can be predicted.
- (v) A tsunami can also be triggered by an earthquake. Name **one** instrument used to measure earthquake activity.
- (vi) Explain briefly **two** ways to limit the impact of earthquakes.

[20m]

- |       |                   |             |
|-------|-------------------|-------------|
| (i)   | 15 (metres)       | 2 marks     |
| (ii)  | Valid impact      | 2 marks     |
| (iii) | Four              | 2 marks     |
| (iv)  | Valid answer      | 2 + 2 marks |
| (v)   | Seismograph       | 2 marks     |
| (vi)  | Valid explanation | 2 + 2 marks |



## 2B. Surface Processes

Answer (i) or (ii)

- (i) Examine the role of the **process of deposition** on the formation of **one** fluvial landform **or one** coastal landform **or one** glacial landform that you have studied.

[30m]

Landform named 2 marks  
Examination 14 x SRPs

- Credit 2 x SRPs for reference to the role of the process of deposition. All further reference to the role of the process of deposition requires examination.
- Credit 1 x SRP for a specific example from examination.
- Focus of question is on the role of the process of deposition on the formation of one landform. Examination of processes of erosion 0 marks.
- Credit 1 x SRP for a relevant labelled diagram from examination. Diagram without labelling 0 marks.
- Credit 2 x SRPs for additional relevant information on a labelled diagram from examination. This must be information not already awarded in the written account.
- Max of 2 x SRPs if there is merely a description of landform without a reference to formation.
- Question is not tied to Ireland.

Annotation	Use	Marks
N	Landform named	2
REF	Reference to role of the process of deposition	2
Ex	Example	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

Or

- (ii) Describe and explain the **factors governing the operation** of **one** mass movement process that you have studied.

[30m]

Factors identified	2 + 2 marks
Mass movement process named	2 marks
Description/explanation	12 x SRPs

- All further factors require description/explanation.
- Credit 1 x SRP for a specific example from description/explanation.
- Credit 1 x SRP for a relevant labelled diagram from description/explanation. Diagram without labelling 0 marks.
- Credit 2 x SRPs for additional relevant information on labelled diagram from description/explanation. This must be information not already awarded in the written account.
- Question is not tied to Ireland.
- Max of 2 x SRPs if there is merely a description of mass movement without a reference to factors governing its operation.

Annotation	Use	Marks
FA	Factor identified	2
N	Mass movement process named	2
Ex	Example	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2








## 2C. Weathering

Explain **one** process of physical weathering **and one** process of chemical weathering.

[30m]

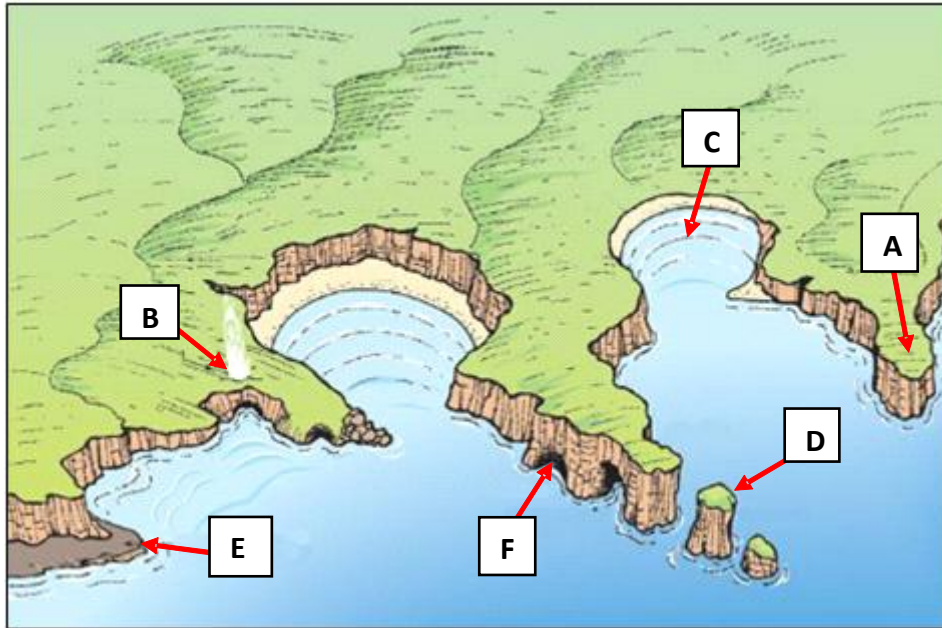
Physical weathering process named	2 marks
Chemical weathering process named	2 marks
Explanation of physical weathering	7/6 x SRPs
Explanation of chemical weathering	6/7 x SRPs

- Credit 1 x SRP for an example from explanation.
- Credit 1 x SRP for a relevant labelled diagram from explanation. Diagram without labelling 0 marks.
- Credit 2 x SRPs for additional relevant information on labelled diagram from explanation. This must be information not already awarded in the written account.
- Diagram without labelling 0 marks.
- Question not tied to Ireland.
- If only physical weathering process or chemical weathering process explained max 7 x SRPs.

Annotation	Use	Marks
	Process of weathering named	2
	Example	2
	Valid information worth 2 marks	2
	Surplus information	N/A
	Valid diagram	2
 / 	Relates to process 1 / process 2	N/A

### Question 3

#### 3A. Coastal Landforms



Amended from [www.purposegames.com](http://www.purposegames.com)

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

- Name each of the landforms formed by coastal processes labelled **A**, **B**, **C**, **D**, **E** and **F**.
- Name **two** specific processes of coastal erosion.
- Explain briefly what is meant by *wave refraction*.

[20m]

- |       |                              |             |
|-------|------------------------------|-------------|
| (i)   | <b>A</b> = Headland          | 2 marks     |
|       | <b>B</b> = Blowhole          | 2 marks     |
|       | <b>C</b> = Bay               | 2 marks     |
|       | <b>D</b> = Sea Stack         | 2 marks     |
|       | <b>E</b> = Wave-cut platform | 2 marks     |
|       | <b>F</b> = Cave              | 2 marks     |
| (ii)  | Specific processes named     | 2 + 2 marks |
| (iii) | Valid explanation            | 2 + 2 marks |

### 3B. Human Interaction with the Rock Cycle

Describe and explain how humans interact with the rock cycle with reference to **one** of the following:

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

[30m]

Description/Explanation

15 x SRPs

- Credit 1 x SRP for example from description/explanation.
- Credit 1 x SRP for interaction identified from description/explanation. All further interactions require description explanation.
- Credit 1 x SRP for a relevant labelled diagram from description/explanation. Diagram without labelling 0 marks.
- Credit 2 x SRPs for additional relevant information on a labelled diagram from description/explanation. This must be information not already awarded in the written account.
- Question is not tied to Ireland.
- Discussion may be positive or negative.

Annotation	Use	Marks
Ex	Example	2
I	Interaction identified	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

### 3C. Landform Development

Examine how **one** of the following influences the development of landforms:

- Folding
- Faulting.

**[30m]**

Landform identified

2 marks

## Examination

14 x SRPs

- Credit 1 x SRP for a second landform identified from examination.
- Credit 2 x SRPs for examples from examination.
- Credit 1 x SRP for a relevant labelled diagram from examination. Diagram without labelling 0 marks.
- Credit 2 x SRPs for additional relevant information on a labelled diagram from examination. This must be information not already awarded in the written account.
- Question not tied to Ireland.
- Question not tied to Ireland.
- Max 2 x SRPs if there is merely a description of folding/faulting without a reference to landform development.

Annotation	Use	Marks
I	Landform identified	2
Ex	Example	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

## SECTION 2

### REGIONAL GEOGRAPHY

#### Questions 4 to 6

All questions carry 80 marks.

### Question 4

#### 4A. Map Skills

Draw an outline map of **Ireland**.

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

- The outline of **one** named region
- **One** named urban centre in that region
- **One** named river in that region
- The outline of **one** named feature of relief (upland or lowland) in that region.

[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 European or Continental / Sub-Continental region.
- Accept any valid type of urban centre irrespective of size.
- Names may be written on sketch map or in a key.
- Outline map may be drawn in the answer book or on graph paper.
- 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. Primary Economic Activity

Examine **two** factors that have influenced the development of primary economic activity in a **Continental / Sub-Continental** region (not in Europe) that you have studied.

[30m]

Factors identified	2 + 2 marks
Examination of Factor 1	7/6 x SRPs
Examination of Factor 2	6/7 x SRPs

- Credit 2 x SRPs for specific examples of primary economic activity from examination.
- Do not accept examination of primary activity in an Irish or European region.
- Examination without link to a named or clearly inferred region 0 marks.
- Max 1 x SRP per factor if there is merely a description of the factor without a reference to the development of primary activity.
- Credit 1 x SRP for a valid labelled sketch map from examination.
- Credit 1 x SRP for additional relevant information on the sketch map from examination. This must be information not already awarded in the written account.
- Positive and negative interpretation of development is acceptable.

Annotation	Use	Marks
FA	Factor identified	2
Ex	Example of primary economic activity	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid sketch map	2
P1 / P2	Annotations relate to factor 1 / factor 2	N/A



#### 4C. European Union

Explain **each** of the following challenges currently facing the European Union:

- Social challenges
- Economic challenges.

[30m]

Social challenge identified	2 marks
Explanation of social challenges	7/6 x SRPs
Economic challenge identified	2 marks
Explanation of economic challenges	6/7 x SRPs

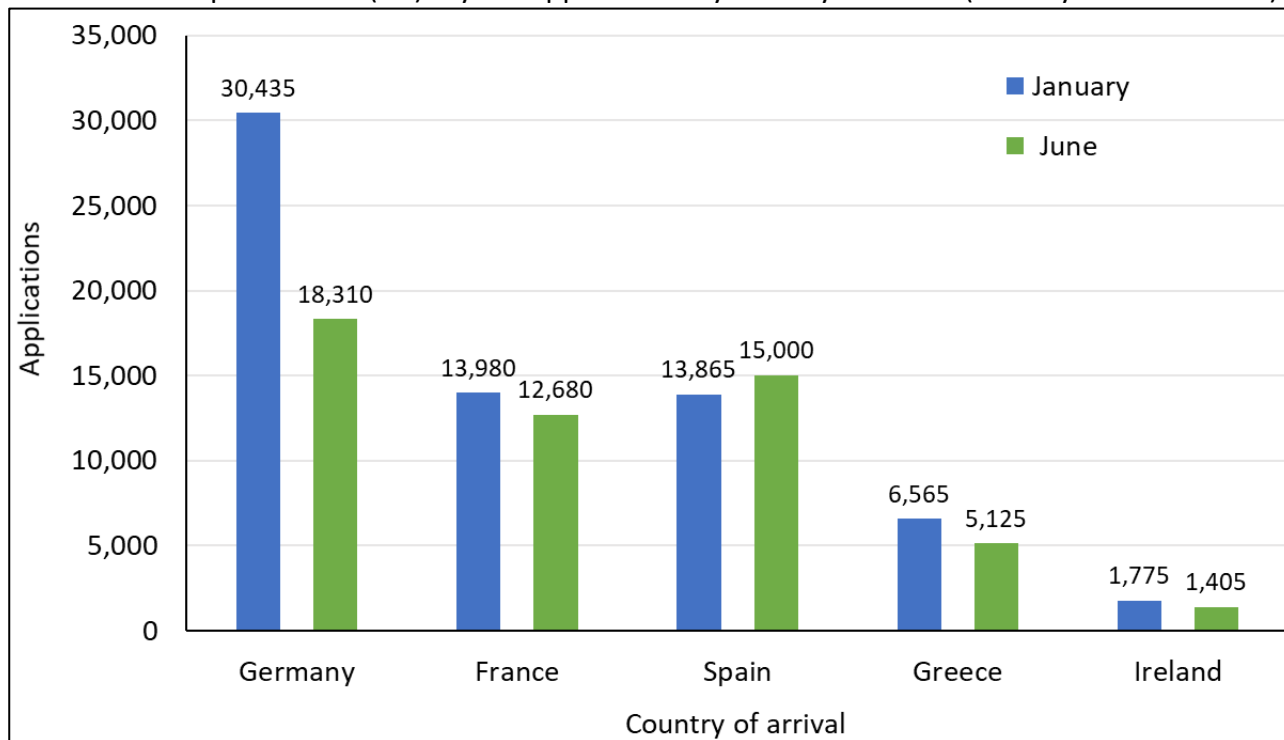
- Credit 1 x SRP for a second social challenge from explanation.
- Credit 1 x SRP for a second economic challenge from explanation.
- Max 7 x SRPs if there is only a social challenge(s) explained or only an economic challenge(s) explained.
- The answer can be based on one member state, a number of member states, the EU in general or a combination of these etc.

Annotation	Use	Marks
I	Social challenge identified	2
N	Economic challenge identified	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
P1 / P2	Annotations relate to social challenges / economic challenges	N/A

## Question 5

### 5A. European Union

First time European Union (EU) asylum applications by country of arrival (January and June 2024)



Amended from Eurostat

Examine the graph above showing first time asylum applications, to selected European countries, for January to June 2024 and answer each of the following questions.

- Which country received the highest number of new applications for the period shown?
- Which country had a larger number of new applications in June compared to January?
- How many new first time applications did Ireland receive in January 2024?
- Calculate the average asylum applications for January in the countries shown.
- State **one** possible reason why migration into the EU is high.
- Explain briefly **one** benefit of increased migration for the European Union.
- Explain briefly **one** challenge that the European Union faces as a result of high levels of inward migration.

[20m]

- |       |                   |             |
|-------|-------------------|-------------|
| (i)   | Germany           | 2 marks     |
| (ii)  | Spain             | 2 marks     |
| (iii) | 1,775             | 2 marks     |
| (iv)  | 13,324            | 4 marks     |
| (v)   | Valid reason      | 2 marks     |
| (vi)  | Valid explanation | 2 + 2 marks |
| (vii) | Valid explanation | 2 + 2 marks |

## 5B. Tertiary Economic Activity

Examine **two** factors that have influenced the development of **one** tertiary economic activity in an **Irish** region that you have studied.

[30m]

Factors identified	2 + 2 marks
Examination of Factor 1	7/6 x SRPs
Examination of Factor 2	6/7 x SRPs

- Credit 2 x SRPs for specific examples of tertiary economic activity.
- Max 7 x SRPs if there is only one factor examined.
- Do not accept examination of tertiary economic activity in a European or Continental / Sub-Continental region.
- Examination without link to a named or clearly inferred region, 0 marks.
- Positive and negative interpretation of development is acceptable.
- Accept examination of only one tertiary economic activity. If more than one tertiary economic activity examined, mark each separately and award the highest mark.
- Max 1 x SRP per factor if there is merely a description of the factor without a reference to the development of one tertiary economic activity.
- Credit 1 x SRP for a valid labelled sketch map from examination.
- Credit 1 x SRP for additional relevant information on the sketch map from examination. This must be information not already awarded in the written account.

Annotation	Use	Marks
FA	Factor identified	2
Ex	Example of tertiary economic activity	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid sketch map	2
P1 / P2	Annotations relate to factor 1 / factor 2	N/A

### 5C. Concept of a Region

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

[30m]

Example 2 marks  
Examination 14 x SRPs

- Credit 1 x SRP for second example from examination. All further examples require examination.
- Credit 1 x SRP for a specific reference to climate or geomorphology from examination.
- Credit 1 x SRP for a valid labelled sketch map/diagram from examination.
- Credit 1 x SRP for additional relevant information on the sketch map/diagram from examination. This must be information not already awarded in the written account.
- Positive or negative interpretation is acceptable.

Annotation	Use	Marks
Ex	Example	2
REF	Reference to climate or geomorphology	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid sketch map/diagram	2

## Question 6

### 6A. Coastal Employment in Ireland

Coastal employment in the seafood sector in Irish regions for 2022

Region	Coastal Population	Coastal Employment	Employment in Seafood Sector	Percentage of Coastal Employment in Seafood Sector
North	74,989	27,488	3,736	14
North West	64,059	25,328	1,773	7
West	64,704	27,034	1,690	6
South West	90,323	36,718	2,095	6
South	115,533	49,815	3,169	6
South East	91,681	36,467	1,602	4
North East	83,775	36,139	1,238	X
Republic of Ireland	585,064	239,989	15,303	6

Amended from bim.ie

Examine the table above showing information on the seafood sector in Irish regions for 2022 and answer each of the following questions.

- Which region had the highest coastal population?
- In the South East region what percentage (%) of coastal employment was in the seafood sector?
- Calculate **X** the percentage (%) of coastal employment in the seafood sector in the North East region.
- Name **two** regions where the percentage (%) of total coastal employment is higher than the national average.
- Name **two** Irish fishing ports.
- Explain briefly **one** challenge facing the seafood sector.

[20m]

- |       |                      |             |
|-------|----------------------|-------------|
| (i)   | South                | 2 marks     |
| (ii)  | 4 (%)                | 2 marks     |
| (iii) | 3 (%)                | 4 marks     |
| (iv)  | North and North West | 2 + 2 marks |
| (v)   | Valid example        | 2 + 2 marks |
| (vi)  | Valid explanation    | 2 + 2 marks |

## 6B. Secondary Economic Activity

Examine **two** factors that have influenced the development of secondary economic activity in a **European** region (not in Ireland) that you have studied.

[30m]

Factors identified	2 + 2 marks
Examination of Factor 1	7/6 x SRPs
Examination of Factor 2	6/7 x SRPs

- Credit 2 x SRPs for specific examples of secondary economic activity from examination.
- Do not accept examination of an Irish or Continental / Sub-Continental region.
- Examination without link to a named or clearly inferred region, 0 marks.
- Max 7 x SRPs if there is only one factor discussed.
- Max 1 x SRPs per factor if there is merely a description of the factor without a reference to development of secondary economic activity.
- Credit 1 x SRP for a valid labelled sketch map from examination.
- Credit 1 x SRP for additional relevant information on the sketch map from examination. This must be information not already awarded in the written account.
- Positive or negative interpretation is acceptable.

Annotation	Use	Marks
FA	Factor identified	2
Ex	Example of secondary economic activity	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid sketch map	2
P1 / P2	Annotations relate to factor 1 / factor 2	N/A

## 6C. 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	2 marks
Factors identified	2 + 2 marks
Examination	12 x SRPs

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

Annotation	Use	Marks
N	Urban area named	2
FA	Factor identified	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid sketch map	2

## **SECTION 3**

### **ELECTIVES**

#### **Questions 7 to 12**

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

**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 of the area shown to half scale.

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

- The golf course
- The viewpoint
- The cycle route in the north west of the map
- An area of forestry south of northing 40.

[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]. It must be landscape orientation.
- 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.
- Sketch may be drawn in the answer book or on graph paper.

## 7B. Multinational Company

With reference to **one** multinational company that you have studied, describe and explain any **two** of the following:

- Sourcing of raw materials and components
- Location of processing units
- Location of markets.

[30m]

MNC named	2 marks
Description and explanation 1	7 x SRPs
Description and explanation 2	7 x SRPs

- Credit 2 x SRPs for example from description/explanation.
- Credit 1 x SRP for a valid labelled diagram from description/explanation. Diagram without labelling 0 marks.
- Credit 1 x SRP for additional relevant information on a labelled diagram from description/explanation. This must be information not already awarded in the written account.
- Discussion without link to named multinational company 0 marks.
- Max 4 x SRPs per factor if there is merely a description of the factor without a reference to explanation.

Annotation	Use	Marks
N	MNC named	2
Ex	Example	2
Dg	Valid diagram	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
P1 / P2	Annotations relate to heading 1 / heading 2	N/A

## 7C. Colonialism

Examine the challenges resulting from colonialism faced by a developing economy that you have studied.

[30m]

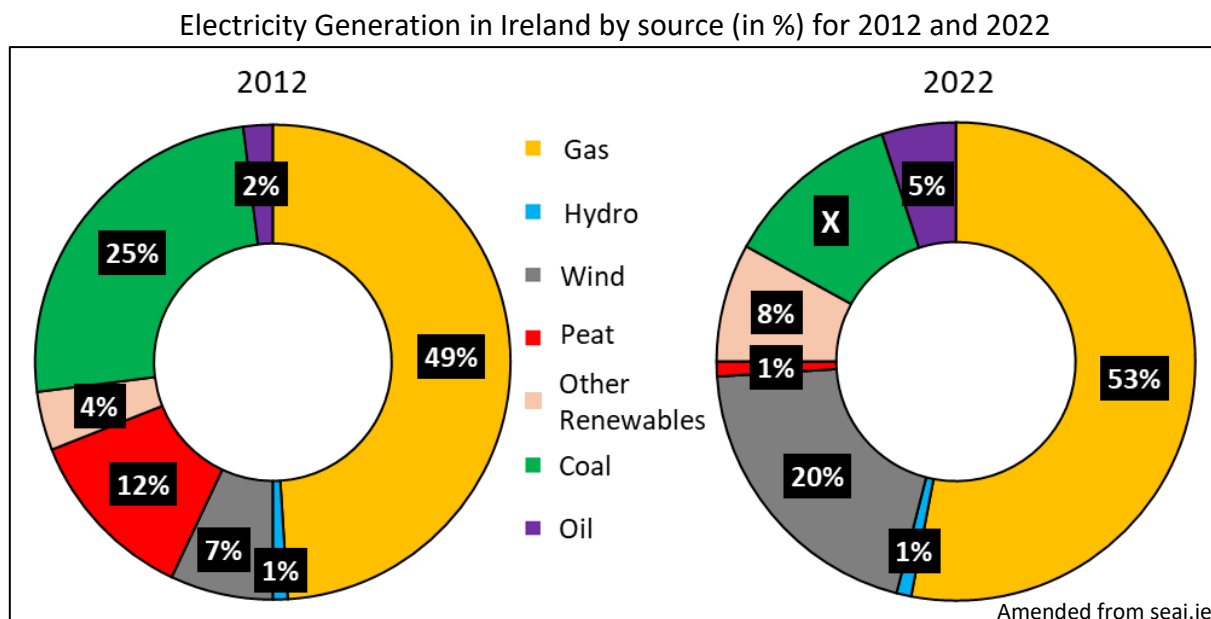
Challenges identified	2 + 2 marks
Developing economy named	2 marks
Examination	12 x SRPs

- All further challenges require examination.
- Max 2 x SRPs if there is an examination without a reference to a named developing economy.
- Max 2 x SRPs if there is merely a description of colonialism without a reference to the challenges faced by the developing economy as a result of colonialism.
- Max 2 x SRPs if there is merely a description of the developing economy without a reference to challenges faced as a result of colonialism.

Annotation	Use	Marks
I	Challenges identified	2
N	Developing economy named	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A

## Question 8

### 8A. Electricity Generation



Examine the charts above showing electricity generation in Ireland by source (%) for 2012 and 2022, and answer each of the following questions.

- What was the largest fuel source for electricity generation in Ireland in 2022?
- What was the smallest fuel source for electricity generation in Ireland in 2012?
- Name **two** sources of electricity generation that declined from 2012 to 2022?
- By what percentage (%) did wind increase as a source of electricity generation from 2012 to 2022?
- Calculate **X**, the percentage (%) of electricity generated from coal in 2022.
- Other than hydro and wind, name **one** other source of renewable energy.
- Explain briefly **one** negative impact of using fossil fuels for electricity generation.

**[20m]**

- |                         |             |
|-------------------------|-------------|
| (i) Gas                 | 2 marks     |
| (ii) Hydro              | 2 marks     |
| (iii) Peat and Coal     | 2 + 2 marks |
| (iv) 13 (%)             | 2 marks     |
| (v) 12 (%)              | 4 marks     |
| (vi) Valid source       | 2 marks     |
| (vii) Valid explanation | 2 + 2 marks |

## 8B. Tertiary Economic Activities

Using evidence from the 1:50 000 Ordnance Survey map of Oughterard accompanying this paper, discuss the potential for the development of tourism in the area shown on the map, with reference to the following:

- Accessibility
- Services (excluding transport)
- Attractions.








[30m]

Three headings @ 10 marks each

For each of the **three** headings:

Named example	2 marks
Map evidence	2 marks
Discussion	3 x SRPs

- Map reference can be grid reference or named road etc.
- All map evidence and discussion must be linked to tourism.
- Accept all forms of transport (road, rail, river etc.).
- If answer based on the aerial photograph, allow a named example per heading only.

Annotation	Use	Marks
	Example named	2
	Map evidence	2
	Valid information worth 2 marks	2
	Surplus information	N/A
 /  / 	Annotations relate to Heading 1 / Heading 2 / Heading 3	N/A

### 8C. European Union Policy

Examine how European Union policy/policies impact on the Irish economy.

[30m]

Impact on the Irish economy identified	2 marks
Reference to EU policy	2 marks
Examination	13 x SRPs

- Credit 1 x SRP for a second impact on the Irish economy identified from examination.
- All further impacts and policies require examination.
- Max 2 x SRPs if there is merely a discussion without a reference to impact of European Union Policy on the Irish economy.
- Max 2 x SRPs if there is merely a discussion without reference to European Union policy.
- Accept both positive and negative viewpoints within the examination.

Annotation	Use	Marks
I	Impact identified	2
REF	Reference to EU policy	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A

## Question 9

### 9A. HDI – Life Expectancy

Average life expectancy (in years) at birth in 2023

Continent	Life Expectancy
Africa	63
Asia	74
Europe	78
North America	76
Oceania	79
South America	74

Amended from statista.com

Examine the data above showing the average life expectancy (in years) at birth by continent in 2023 and answer each of the following questions.

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

[16m]

	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 (graded 2/1/0)	2 marks each	2 marks each

- Accept any suitable graph/chart
- Naming of graph/chart type not sufficient for title mark. The title must have reference to chart content and 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.

Annotation	Use	Marks
#	Graph paper not used	- 2

(ii) Explain briefly **one** reason why life expectancy is lowest in Africa.

**[4m]**

Valid explanation

2 + 2 marks



## 9B. 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
- Political factors
- Human factors.

[30m]

Named developed economy	2 marks
Examination of factor 1	7 x SRPs
Examination of factor 2	7 x SRPs

- Credit 1 x SRP per factor for identifying the impact on the development of the activity. All other impacts must be examined.
- Max 1 x SRP per factor if there is merely a discussion without a reference to a named developed economy or discussion in relation to a developing economy.
- 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.

Annotation	Use	Marks
	Developed economy named	2
	Identifying the impact on the development of the activity	2
	Valid information worth 2 marks	2
	Surplus information	N/A
 / 	Annotations relate to heading 1 and heading 2	N/A

### 9C. Renewable Energy







With reference to **one** specific renewable energy source, explain the advantages of this renewable energy source with reference to **each** of the following:

- Economic advantages
- Environmental advantages.

[30m]

Renewable energy source named	2 marks
Explanation of Economic advantages	7 x SRPs
Explanation of Environmental advantages	7 x SRPs

- Credit 1 x SRP for identifying an economic advantage. All further economic advantages must be explained.
- Credit 1 x SRP for identifying an environmental advantage. All further environmental advantages must be explained.
- Max 2 x SRPs if there is merely a description of renewable energy without a reference to economic and environmental advantages.
- Max 7 x SRPs if there is an examination of economic advantages only or environmental advantages only.
- Max 1 x SRP per advantage if there is a general discussion of renewable energy without a renewable energy source identified.

Annotation	Use	Marks
	Renewable energy source named	2
	Identifying economic/environmental advantage	2
	Valid information worth 2 marks	2
	Surplus information	N/A
 / 	Annotations relate to economic / environmental advantages	N/A

## PATTERNS AND PROCESSES IN THE HUMAN ENVIRONMENT

### Questions 10 to 12

#### Question 10

##### 10A. Aerial Photograph

Examine the aerial photograph of Oughterard accompanying this paper.

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:

- A sports field
- A bridge
- A church
- A housing estate in the foreground.

[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 half the length and half the breadth. The measurements required are 12.7 cm by 8.3 cm (allow 0.5 cm difference on each side). It must be of landscape orientation.
- 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:

- Pollution
- Transport
- Housing.

[30m]

Example	2 marks
Examination of problem 1	7 x SRPs
Examination of problem 2	7 x SRPs

- Credit 1 x SRP per problem for a reference to effectiveness of urban planning strategy from examination. All further references require examination.
- Max 2 x SRPs where there is a discussion without a reference to urban planning strategies.
- Max 2 x SRPs where there is a description of urban planning strategies without referring to their effectiveness.
- Max 7 x SRPs if only one problem examined.
- Question is not tied to Ireland.

Annotation	Use	Marks
Ex	Example	2
REF	Reference to effectiveness of urban planning strategy	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
P1 / P2	Annotations relate to problem 1 / problem 2	N/A

## 10C. Migration

Population movements have an impact on donor and receiver regions.

Examine **one** impact of migration on donor regions **and one** impact of migration on receiver regions, using example(s) that you have studied.

[30m]

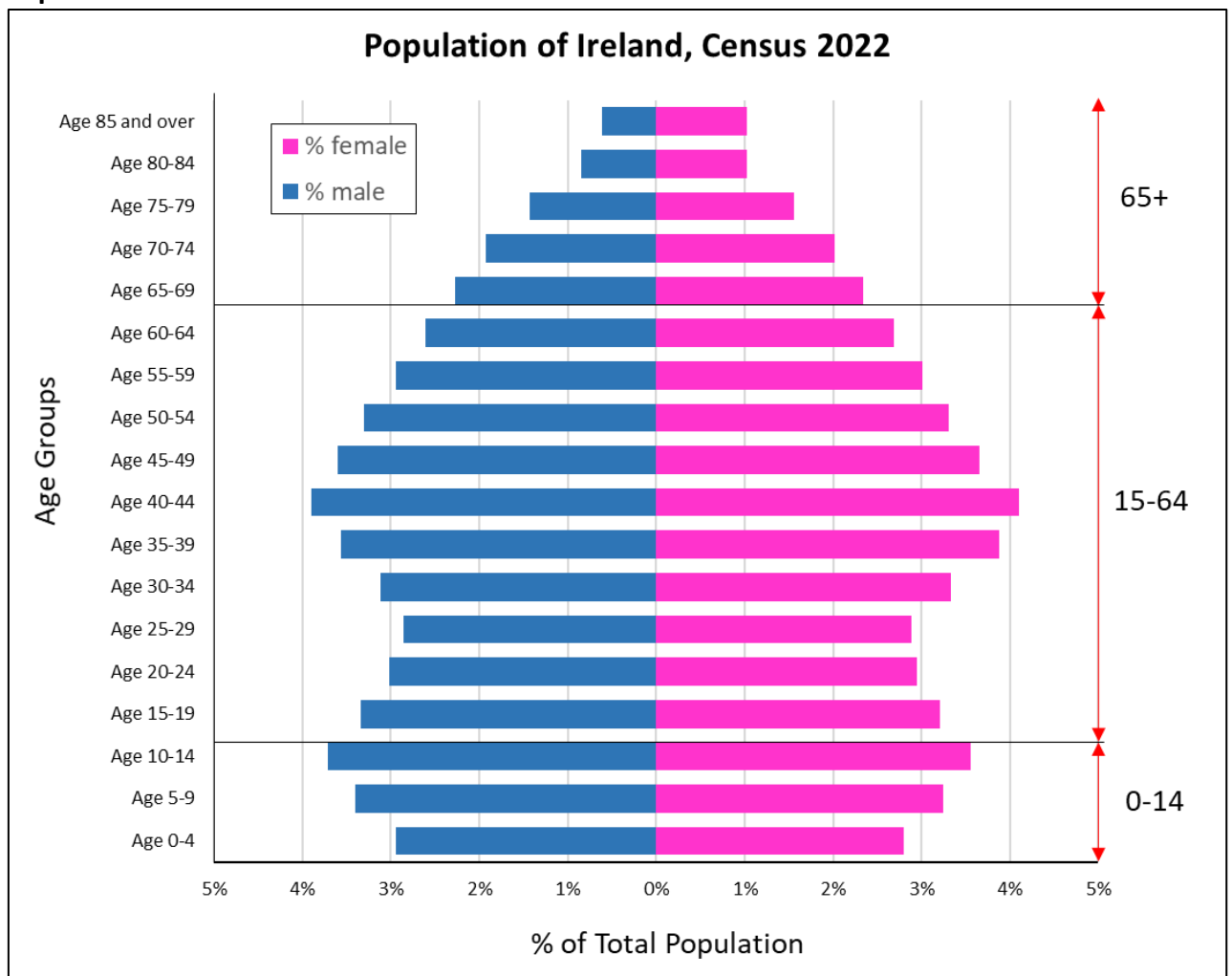
Impact on donor region identified	2 marks
Examination of impact on donor region	6 x SRPs
Impact on receiver region identified	2 marks
Examination of impact on receiver region	6 x SRPs
Example of a donor/receiver region	2 marks

- Question is not tied to Ireland.
- Impacts may be positive or negative.
- Examination can be on the impact of inward migration, outward migration or both on donor or receiver areas.
- Max 6 x SRPs if there is an examination of impact on donor region only or impact on receiver region only.

Annotation	Use	Marks
<span style="border: 1px solid red; padding: 2px;">N</span>	Impact on donor region identified	2
<span style="border: 1px solid red; padding: 2px;">I</span>	Impact on receiver region identified	2
<span style="border: 1px solid red; padding: 2px;">Ex</span>	Example of a donor/receiver region	2
<span style="color: red;">✓</span> <sub>2</sub>	Valid information worth 2 marks	2
<span style="color: red;">✓</span>	Surplus information	N/A
<span style="border: 1px solid red; padding: 2px;">P1</span> / <span style="border: 1px solid red; padding: 2px;">P2</span>	Annotations relate to impact on donor regions/ impact on receiver regions	N/A

## Question 11

### 11A. Population



Examine the population pyramid above showing Ireland's population structure, according to Census 2022, and answer each of the following questions:

- (i) What percentage (%) of females are reported as being in the 70-74 age group?
- (ii) Which age group has the largest number of males and females.
- (iii) Do males or females live longer into old age? Give **one** piece of evidence from the pyramid to support your answer.
- (iv) Which of the following represents the the approximate percentage (%) of males and females aged 65 and over: 11% **or** 15% **or** 19%.
- (v) Explain briefly what is meant by the term *Dependency Ratio*.
- (vi) Explain briefly **one** effect of the projected increase in Ireland's dependency ratio.

[20m]

- |                               |             |
|-------------------------------|-------------|
| (i) 2 (%)                     | 2 marks     |
| (ii) 40-44                    | 2 marks     |
| (iii) Female + Valid evidence | 2 + 2 marks |
| (iv) 15 (%)                   | 4 marks     |
| (v) Valid explanation         | 2 + 2 marks |
| (vi) Valid explanation        | 2 + 2 marks |

### 11B. Central Place Theory

Describe and explain Central Place Theory with reference to example(s) you have studied.

**[30m]**

Example 2 marks  
Description/Explanation 14 x SRPs

- Credit 1 x SRP for a second named example from examination.
- Max 7 x SRPs if there is a description of the Central Place Theory without an explanation.
- Credit 1 x SRP for a valid labelled diagram from description/explanation. Diagram without labelling 0 marks.
- Credit 1 x SRP for additional relevant information on a labelled diagram from description/explanation. This must be information not already awarded in the written account.
- Question is not tied to Ireland.

Annotation	Use	Marks
Ex	Example of urban centre	2
Dg	Valid diagram	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A



### 11C. Dynamics of Population

Examine the impact/influence of any **one** of the following factors on levels of population change, with reference to example(s) that you have studied:

- The development of resources
- Society and culture
- Technology.

[30m]

Impact/influence identified	2 marks
Example of location	2 marks
Examination	13 x SRPs

- Credit 1 x SRP for a second impact/influence identified from examination. All further impacts/influences must be examined.
- Max 2 x SRPs if there is a discussion without a reference to the impact/influence on population change.
- Positive or negative interpretation is acceptable.

Annotation	Use	Marks
I	Impact/Influence identified	2
Ex	Example of location	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A

## Question 12

### 12A. Heritage

UNESCO World Heritage sites by country

Country	Number of sites
Belarus	4
Chile	7
Egypt	7
Hungary	8
Iceland	3
Ireland	2

Amended from UNESCO.org

Examine the data above showing the number of UNESCO World Heritage sites in selected countries and answer each of the following questions.

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

[16m]

	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 (graded)	2 marks each (2/1/0)	2 marks each (2/1/0)

- Accept any suitable graph/chart
- Naming of graph/chart type not sufficient for title mark. The title must have reference to chart content and 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.

Annotation	Use	Marks
#	Graph paper not used	- 2

- (ii) Explain briefly **one** benefit of having a heritage site in an urban area.

**[4m]**

Valid explanation

2 + 2 marks

## 12B. Settlement Distribution

Examine the 1:50 000 Ordnance Survey map of Oughterard 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	2 + 2 marks
OS map evidence	2 marks
Examination	12 x SRPs

- Credit 2 x SRPs for further map evidence from examination.
- Max 6 x SRPs if the answer is based entirely on settlement in one area of the map only.
- If answer based on the aerial photograph, allow variations in settlement distribution identified only.

Annotation	Use	Marks
I	Variations in settlement distribution identified	2
REF	Map evidence	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A

## 12C. Urban Expansion

As cities grow and expand they impact on the surrounding areas.

Discuss this statement with reference to example(s) that you have studied.

**[30m]**

Impact identified	2 marks
Example	2 marks
Discussion	13 x SRPs

- Credit 1 x SRP for a second impact or second example from discussion. All further impacts/examples must be discussed.
- Examples can be a named city or rural areas.
- Max 2 x SRPs where there is a discussion of the growth and expansion of cities without a reference to impact on surrounding areas.

Annotation	Use	Marks
I	Impact identified	2
Ex	Example	2
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A

## **SECTION 4**

### **OPTIONS**

#### **Questions 13 to 24**

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
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:

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

**The following annotations are used in Questions 13-24**

<b>Annotation</b>	<b>Use</b>	<b>Marks</b>
✓ <sub>3</sub> / ✓ <sub>4</sub>	Aspect identified	3 / 4
✓ <sub>2</sub>	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid illustration	2
Ex	Valid example	2
The following are used when marking the Overall Coherence		
EXC	Excellent	20
VG	Very Good	17
GD	Good	14
F	Fair	10
W	Weak	6
P	Poor	0



## 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. Discuss the impact of social and political decisions with reference to **each** of the following:

- Economic and political refugees
- Migration patterns
- Human rights issues.

**[80m]**

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

- Focus of question is on the impacts of social and political decisions on economic & political refugees, migration pattern and human rights issues.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRPs (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs (different illustrations and in different aspects).

**14.** Empowering people is a way of linking economic growth with human development.

Discuss this statement with reference to any **three** of the following:

- National debt
- Aid programmes
- Levels of exploitation at local and global scales
- Differing gender roles in society.

**[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 empowering people is a way of linking economic growth with human development.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRPs from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs from discussion (different illustrations and in different aspects).

**15.** Examine sustainable development as a model for future 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 on how sustainable development is a model for future development.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRPs from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs from discussion (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.** Examine how any **three** of the following processes impact on soil characteristics:

- Weathering
- Podzolisation
- Calcification
- Soil erosion.

**[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 SRPs (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRPs (different illustrations and in different aspects).

- 17.** Examine the influence of mineral matter, air, water and organic matter on soil 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 on how soil development is influenced by the named factors.
- Allow for up to 3 examples to a max of 3 x SRPs from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs from discussion (different illustrations and in different aspects).

**18.** Biomes are altered by human activity. Examine this statement with reference to **each** of the following activities:

- The felling of tropical rainforests
- Intensive agricultural practices
- Industrial 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*

**[80m]**

- Focus of the question is on how human activities impact on biomes.
- Allow for up to 3 examples to a max of 3 x SRPs from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs from discussion (different illustrations and in different aspects).
- Answer can be based on more than one biome.

## 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 scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRPs from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs from discussion (different illustrations and in different aspects).

- 20.** Examine how different cultural groups can exist within nation states, with reference to example(s) you have studied.

**[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 how different cultural groups around the world can exist within nation states.
- Select scheme according to number of aspects discussed
- Allow for up to 3 examples to a max of 3 x SRPs (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs (different illustrations and in different aspects)



**21.** 'Cultural identity is defined by many diverse factors'.

Examine this statement with reference to a case study of a European region you have studied.

**[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 cultural identity in a European region is defined by many diverse factors
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRPs from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs from discussion (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.
- Allow for up to three examples for 3 x SRPs (different examples and in different aspects).
- Allow for up to two labelled illustrations to a max of 2 x SRPs (different illustrations and in different aspects).

- 23.** Give an account of how atmosphere-ocean phenomena (e.g. pressure, temperature, wind and humidity) are measured and examine the importance of such measurements.

**[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 atmosphere-ocean phenomena are measured and how important those measurements are.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRPs from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs from discussion (different illustrations and in different aspects).

**24.** Examine how climate characteristics influence economic 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 on the influence of climate characteristics on economic development.
- Select scheme according to number of aspects discussed.
- Allow for up to 3 examples to a max of 3 x SRPs from discussion (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs from discussion (different illustrations and in different aspects).

## Geographical Investigation

Excessive GI material:

Where excessive material is added to a section of the GI, allow the material for SRPs where relevant but award 0 marks for OC in that section.

The table below contains information about annotations used for marking the Geographical Investigation.

Annotation	Use	Marks (if applicable)
	Valid information or Mark awarded for C/L	1
	Valid information or Mark awarded for C/L or OC	2
	Mark awarded for C/L or OC	4
	Mark awarded for C/L or OC	6
	Surplus information	N/A
	Incorrect answer	0
	Valid diagram / sketch	2
 /  / 	Valid issue / example of recording / observation	2
	Valid result / conclusion / evaluation	2
	Significant part of answer	N/A
	Page seen by examiner / Information not valid	N/A

**1. INTRODUCTION** (5 marks):

4 x SRPs: 1 mark each

C/L: 1 mark

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

**2. PLANNING** (5 marks):

4 x SRPs: 1 mark each

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 @ 18 marks each.

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

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 SRPs @ 2 marks each

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 SRPs @ 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.
- Presentations must be in the appropriate pages in Section 5 of the reporting booklet.
- Maximum of 4 x SRPs 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 Overall Coherence 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 SRPs = 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 SRPs = 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 SRPs = 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 SRPs = 4 marks

## **Appendix 1**

### **List of Geographical Investigation Topics 2025**

1. Fifty years of population change – a local demographic study using Census 2022 and other sources.
2. A study of traffic management in a local area.
3. Analysis of a waste management strategy in a local area.
4. Human interaction with geomorphic processes in a glacial **or** coastal **or** fluvial **or** karst environment.
5. An investigation of local weather patterns **and** whether they have changed over time.
6. A study of how the geomorphic processes of transportation and deposition impact the development of a landform(s) in a fluvial **or** coastal **or** glaciated 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.



