



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

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) Meander 2 marks (ii) Trellised Drainage Pattern 2 marks (iii) V-shaped valley 2 marks (iv) Confluence 2 marks	Q.7 (i) J 042 069 2 marks (ii) Graveyard 2 marks (iii) 10.1 (km) 2 marks (iv) 21 (km ²) 2 marks
Q.2 (i) C 1 mark B 1 mark D 1 mark A 1 mark (ii) (a) False 2 marks (b) True 2 marks	Q.8 (i) Coniferous 2 marks (ii) The Táin Way 2 marks (iii) 100 (m) 2 marks (iv) R174 2 marks
Q.3 (i) C 1 mark B 1 mark D 1 mark A 1 mark (ii) Valid answer 2 +2 marks	Q.9 A Right Background 2 marks B Centre Foreground 2 marks C Left Middleground 2 marks D Centre Middleground - E Centre Background 2 marks
Q.4 (i) C 1 mark D 1 mark A 1 mark B 1 mark (ii) (a) False 2 marks (b) False 2 marks	Q.10 (i) Low (1-2) 2 marks (ii) Moderate (3-5) 2 marks (iii) Isohels 2 marks (iv) Valid answer 2 marks
Q.5 (i) C 1 mark D 1 mark A 1 mark B 1 mark (ii) (a) True 2 marks (b) True 2 marks	Q.11(i) €275.4 (bn) 2 marks (ii) €2 (bn) 2 marks (iii) Valid answer 1 + 1 mark (iv) Valid answer 1 + 1 mark
Q.6(i) Administrative 1 mark Cultural 1 mark Urban 1 mark Geomorphological 1 mark (ii) Co. Longford 1 mark The Gaeltacht 1 mark Munich 1 mark The Burren 1 mark	Q.12 (i) 66 (%) 2 marks (ii) Italy/Cyprus/Germany 1+1 mark (iii) Austria 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 coastline
- The railway line
- The wind farm south of Dundalk town
- The entire area of land above 300 metres.

[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. Seismic Activity

Explain how the occurrence of earthquakes can be predicted and their effects reduced.

[30m]

Reference to prediction of earthquakes	2 marks
Reference to reducing impacts of earthquakes	2 marks
Explanation	13 x SRPs

- Credit 1 x SRP for a second reference to prediction of earthquakes from explanation. All further references require explanation.
- Credit 1 x SRP for a second reference to reducing impacts of earthquakes from explanation. All further references must be explained.
- 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 given in the written account.
- Take a broad interpretation of prediction of earthquakes and reducing effects of earthquakes.
- Max 7 x SRPs if only prediction or only reduction of effects explained.

Annotation	Use	Marks
	Reference to prediction of earthquakes	2
	Reference to reducing impacts of earthquakes	2
	Valid information worth 2 marks	2
	Surplus SRP	N/A
	Valid diagram	2

1C. Rocks

Explain the formation of each of the following, with reference to examples that you have studied:

- **One** sedimentary rock
- **One** metamorphic rock.

[30m]

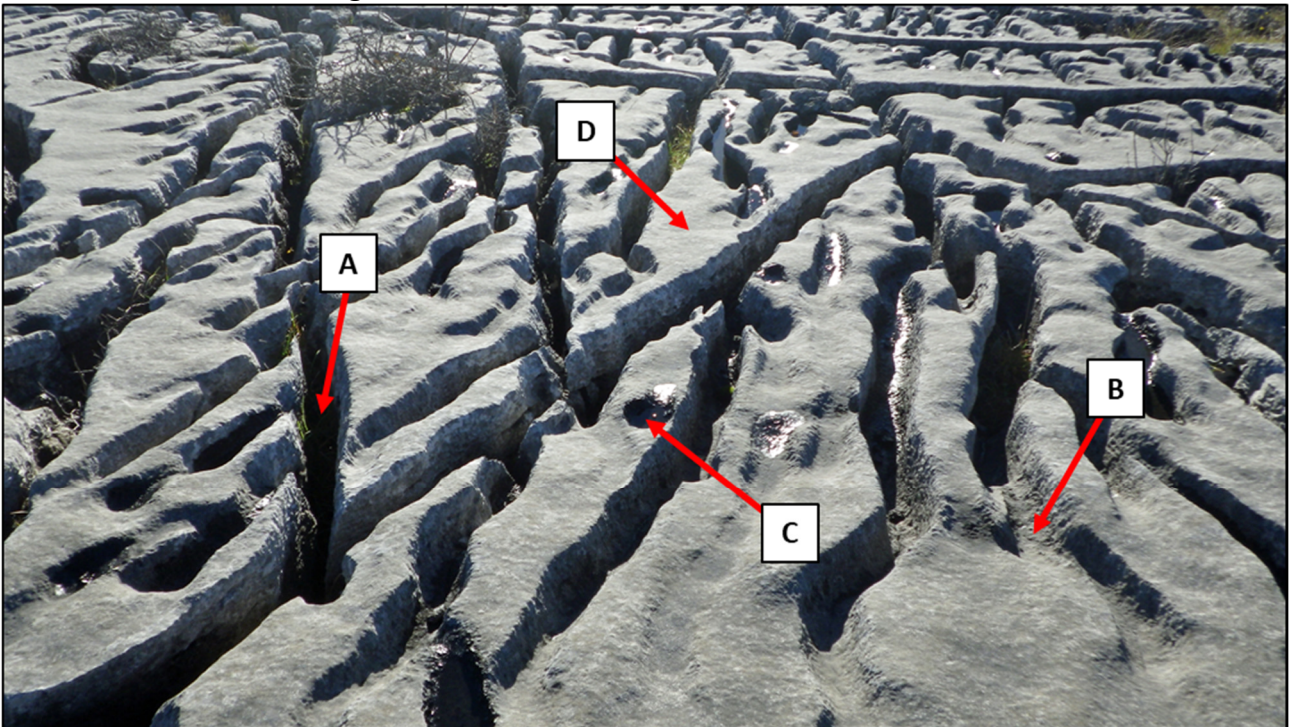
One sedimentary rock named	2 marks
One metamorphic rock named	2 marks
Explanation of formation of sedimentary rock	6/7 x SRPs
Explanation of formation of metamorphic rock	7/6 x SRPs

- Credit 1 x SRP per rock type for named location from explanation. Location must be linked to named rock.
- Max 1 x SRP for each rock type if there is merely a description without a reference to formation. Focus of the question is on formation.
- 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.
- Information awarded on a diagram, if presented, must be valid and relevant to the set question.
- Question not tied to Ireland.
- Max 7 x SRPs if only one rock dealt with.
- Where explanation of formation of more than one sedimentary/metamorphic rock given, mark all and award the highest mark.

Annotation	Use	Marks
N	Rock named	2
Ex	Example of location	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	2
P1 / P2	Relates to Rock 1 / Rock 2	N/A

Question 2

2A. Chemical Weathering



Amended from www.flickr.com

Examine the photograph above of a section of limestone pavement and answer each of the following questions.

- (i) Name each of the features labelled **A**, **B**, **C** and **D**.
- (ii) Name **two** features formed below the surface of a karst landscape.
- (iii) What is the term used for the type of chemical weathering that has occurred in the photograph?
- (iv) What is the name given to the horizontal line where two layers of sedimentary rock meet?
- (v) Explain briefly the term *permeable rock*.

[20m]

- | | | |
|-------|--------------------|-------------|
| (i) | A – Grike | 2 marks |
| | B – Fluting | 2 marks |
| | C – Karren | 2 marks |
| | D – Clint | 2 marks |
| (ii) | Valid features | 2 + 2 marks |
| (iii) | Carbonation | 2 marks |
| (iv) | Bedding plane | 2 marks |
| (v) | Valid explanation | 2 + 2 marks |

2B. Landscape Development

Answer (i) or (ii)

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

[30m]

Process of erosion identified 2 marks
Landform named 2 marks
Examination 13 x SRPs

- Credit 1 x SRP for a second process of erosion identified from examination. All further reference to processes of erosion requires examination.
- Credit 1 x SRP for example from examination.
- Focus of question is on the role of the processes of erosion on the formation of one landform. Explanation of processes of deposition 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 labelled diagram from examination. This must be information not already given in the written account.
- Credit a max of 2 x SRPs if merely a description of landform with no reference to formation.
- Question is not tied to Ireland.

Annotation	Use	Marks
I	Process of erosion identified	2
N	Landform named	2
Ex	Example or location	2
✓ ₂	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
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

2C. Plate Boundaries

Describe and explain constructive plate boundaries.

[30m]

Description/explanation

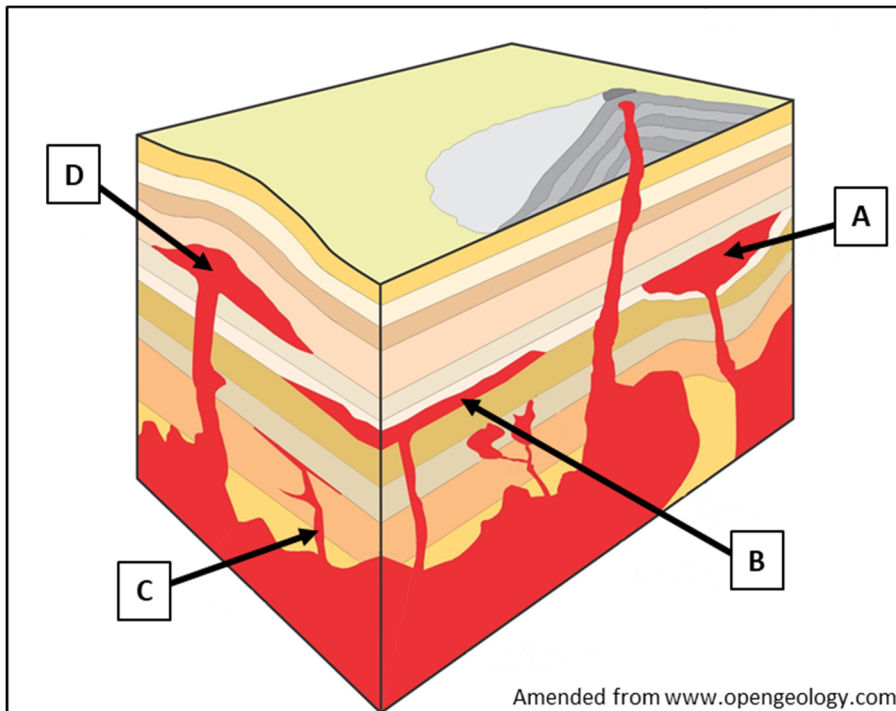
15 x SRPs

- Credit 3 x SRPs for locational examples from description/explanation.
- Question requires discussion of constructive plate boundaries. Do not award marks for discussion of destructive or neutral plate boundaries.
- 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.
- Information awarded on a diagram if presented must be valid and relevant to the set question.

Annotation	Use	Marks
Ex	Locational example	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	2

Question 3

3A. The Tectonic Cycle



Examine the diagram above which shows plutonic features and answer each of the following questions.

- (i) Name each of the features labelled **A**, **B**, **C** and **D**.
- (ii) In your answerbook, state whether the following statement is true or false:
All of the features labelled on the diagram above are formed by exogenic processes.
- (iii) Name **two** pyroclastic materials ejected from a volcano during an eruption.
- (iv) Name **one** example of a plutonic igneous rock.
- (v) Explain briefly the term *convection current*.

[20m]

- | | | |
|-------|----------------------|-------------|
| (i) | A – Lopolith | 2 marks |
| | B – Sill | 2 marks |
| | C – Dyke | 2 marks |
| | D – Laccolith | 2 marks |
| (ii) | False | 2 marks |
| (iii) | Valid answer | 2 + 2 marks |
| (iv) | Valid answer | 2 marks |
| (v) | Valid explanation | 2 + 2 marks |

3B. Human Interaction with Surface Processes

Human activity impacts on surface processes.

Examine this statement with reference to **one** of the following:

- The impact of flood control measures on river processes
- The impact of coastal defence measures on coastal processes
- The impact of human activities on mass movement processes.

[30m]

Impact on process identified 2 marks
Examination 14 x SRPs

- Credit 1 x SRP for a second impact on process identified from examination. All further impacts require examination.
- Credit 1 x SRP for an example 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.
- Discussion may be positive or negative.
- Max 2 x SRPs if merely a description of human activity without a reference to impact on surface processes.
- Question not tied to Ireland.

Annotation	Use	Marks
I	Impact on process identified	2
Ex	Example of geographical location	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

3C. Weathering

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

[30m]

Reference to role of temperature 2 marks
Explanation 14 x SRPs

- Credit 1 x SRP for a second reference to role of temperature from explanation. All further references to temperature require explanation.
- Credit 2 x SRPs for relevant processes of physical/mechanical weathering named from explanation. All further processes of physical/mechanical weathering require 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 a labelled diagram from explanation. This must be information not already awarded in the written account.
- Question not tied to Ireland.

Annotation	Use	Marks
REF	Reference to temperature	2
N	Named processes of physical/mechanical weathering	2
✓ ₂	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 a **European** region (not in Ireland) that you have studied.

On it, show and name each of the following:

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

[20m]

Map outline	4 marks graded (4/2/0)
4 features @ 4 marks each	Shown 2 marks graded (2/1/0)
	Named 2 marks

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

4B. Primary Economic Activity

Explain any **two** factors that have influenced the development of **one** primary economic activity in an **Irish** region that you have studied.

[30m]

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

- Credit 2 x SRPs for specific examples of primary economic activity from explanation.
- Do not accept examination of primary activity in a European or Continental / Sub-continental region.
- Explanation 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 explanation.
- Credit 1 x SRP for additional relevant information on the sketch map from explanation. 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
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid sketch map	2
P1 / P2	Annotations relate to Factor 1/Factor 2	N/A

4C. Complexity of Regions

Changes in boundaries over time can impact on cultural groups.

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

[30m]

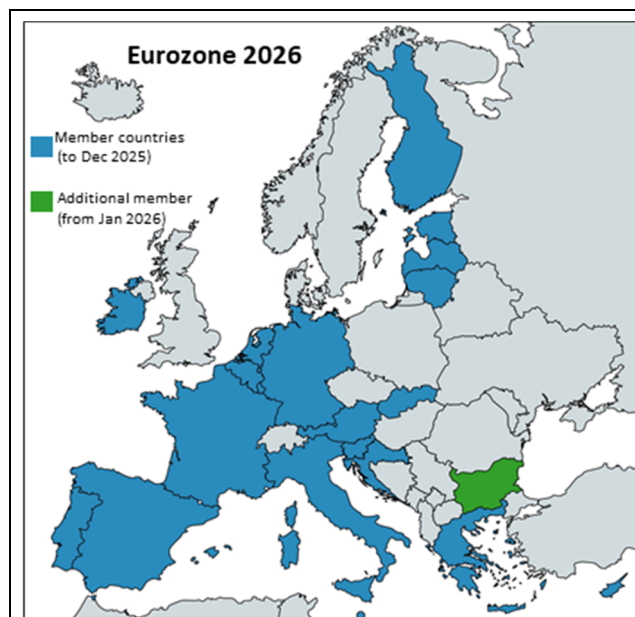
Reference to change in boundaries	2 marks
Impact on cultural groups identified	2 marks
Example	2 marks
Examination	12 x SRPs

- Credit 1 x SRP for a second example from examination.
- 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.
- Information awarded on a sketch map, if presented must be valid and relevant to the set question.
- Positive or negative interpretation is acceptable.
- Question is not tied to Ireland.

Annotation	Use	Marks
REF	Reference to change in boundaries	2
I	Impact identified	2
Ex	Example	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid sketch map	2

Question 5

5A. Complexity of Regions



Regional geography illustrates the complexity of economic processes. This is especially relevant in relation to Monetary Union. When signed in 1992, the Maastricht Treaty set the European Union (EU) on the path to establish a single currency.

In July 2025, the European Parliament endorsed Bulgaria's bid to join the euro from January 2026, changing currency from the Bulgarian Lev to Euro. All EU countries are part of the Economic and Monetary Union (EMU), and now 21 of them are part of the eurozone, having replaced their national currencies with the single currency, Bulgaria being the 21st.

Economic Integration and Monetary Union have been prominent features in EU history. Issues such as political union, economic union, and sovereignty are never far from the spotlight when discussion of EU development and further integration arise. The single currency has been good for business and investment across Europe since its introduction. Prices in the eurozone are more stable since euro notes and coins were first circulated in 2002. More than 350 million people use the common currency every day. Having a common currency makes it easier to travel between euro area countries and also allows people to compare prices more easily.

Amended from www.europarl.europa.eu

Examine the map and text above that outline the development of the European Union and the expansion of the common currency area and answer each of the following questions.

- (i) In what year was the Maastricht Treaty signed?
- (ii) Name the former currency of Bulgaria.
- (iii) Name **two** countries, other than Bulgaria, that use the Euro.
- (iv) List **two** benefits of the common currency for people who live in the eurozone.
- (v) Explain briefly **one** reason why all EU countries are not in the eurozone.
- (vi) Explain briefly **one** benefit of further EU expansion.

[20m]

- | | | |
|-------|-------------------|-------------|
| (i) | 1992 | 2 marks |
| (ii) | Lev | 2 marks |
| (iii) | Valid countries | 2 + 2 marks |
| (iv) | Valid benefits | 2 + 2 marks |
| (v) | Valid explanation | 2 + 2 marks |
| (vi) | Valid explanation | 2 + 2 marks |

5B. Population Dynamics

Account for population distribution throughout a **Continental / Sub-Continental** region (not in Europe) that you have studied.

[30m]

Examination

15 x SRPs

- Credit 2 x SRPs for factors influencing the distribution of population from examination. All further factors require examination.
- Credit 2 x SRPs for named locations from within the region from examination.
- Do not accept an Irish or European region.
- Examination without reference to a named or clearly inferred region 0 marks.
- Max 2 x SRPs if there is merely a description of population distribution without an explanation.
- 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.
- Max 8 x SRPs if only one part of the region is examined (question refers to throughout a region).

Annotation	Use	Marks
FA	Factor named	2
Ex	Example of location	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid sketch map	2

5C. Secondary Economic Activity

Account for the development of secondary economic activity in a **European** region (not in Ireland) that you have studied, with reference to any **two** of the following factors:

- Labour
- Transport
- Raw materials
- Markets.

[30m]

Examination of Factor 1

8/7 x SRPs

Examination of Factor 2

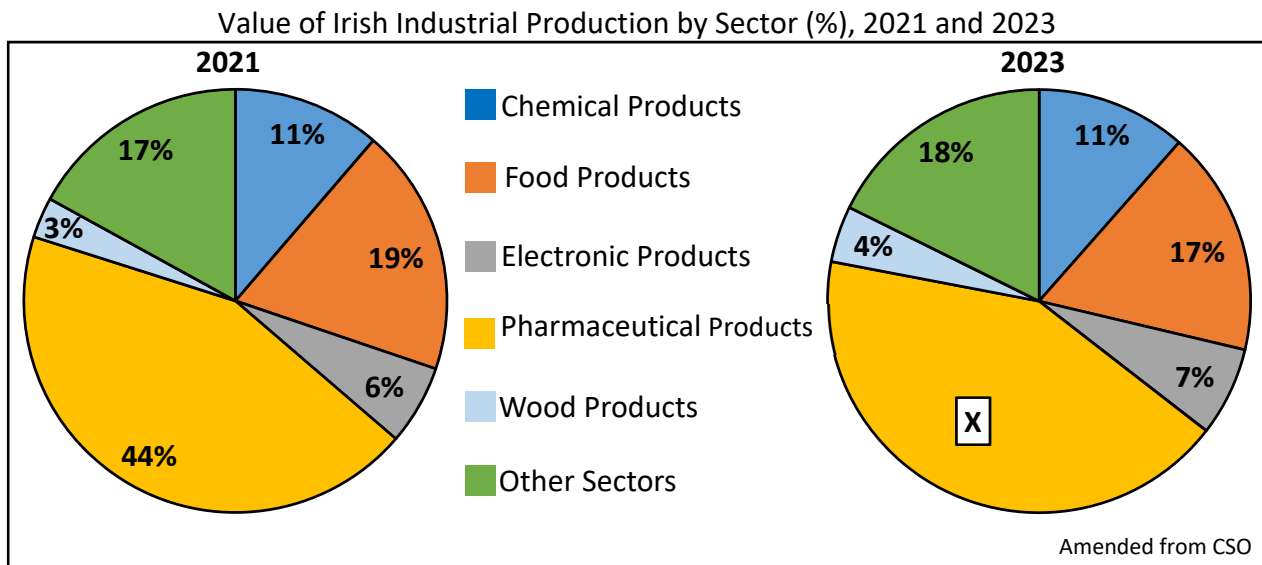
7/8 x SRPs

- Credit 2 x SRPs for specific examples of secondary economic activity from examination.
- Do not accept an Irish or Continental/Sub-Continental region.
- Examination without link to a named or clearly inferred region 0 marks.
- Max 2 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
	Example of secondary economic activity	2
	Valid information worth 2 marks	2
	Surplus information	N/A
	Valid diagram	2
	Annotations relate to Factor 1/Factor 2	N/A

Question 6

6A. Industry in Ireland



Examine the charts above showing the value of Irish industrial production by sector (%) for 2021 and 2023, and answer each of the following questions.

- Which sector had the lowest value of Irish industrial production in 2021?
- What was the value of Irish industrial production (%) for Electronic Products in 2023?
- Calculate **X**, the value (%) of pharmaceutical products in 2023.
- Name **one** sector that saw a decrease in value (%) from 2021 to 2023.
- State **one** factor that attracts industries to Ireland.
- Explain briefly **two** challenges facing Irish industries.

[20m]

- | | | |
|-------|-----------------------|-------------|
| (i) | Wood (Products) | 2 marks |
| (ii) | 7 (%) | 2 marks |
| (iii) | 43 (%) | 4 marks |
| (iv) | Pharmaceutical / Food | 2 marks |
| (v) | Valid factor | 2 marks |
| (vi) | Valid explanation | 2 + 2 marks |
| | | 2 + 2 marks |

6B. Socio-Economic Regions

Discuss how economic activity in core regions differs from economic activity in peripheral regions, using examples you have studied.

[30m]

Discussion

15 x SRPs

- Credit 1 x SRP for one named core region from discussion.
- Credit 1 x SRP for one named peripheral region from discussion.
- Credit 2 x SRPs for examples of economic activity from discussion.
- Accept discussion of one or more economic activity.
- Accept discussion of all types of economic activity i.e. Primary, Secondary and Tertiary.
- Max 2 x SRPs for mere description of economic activity in either core or peripheral regions.
- Credit 1 x SRP for a valid labelled sketch map from discussion.
- Credit 1 x SRP for additional relevant information on the sketch map from discussion. This must be information not already awarded in the written account.

Annotation	Use	Marks
N	Named region	2
Ex	Example of economic activity	2
✓₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid sketch map	2

6C. Tertiary Economic Activity

Account for the development of **one** tertiary economic activity in a **Continental / Sub-Continental** region (not in Europe) that you have studied.

[30m]

Examination

15 x SRPs

- Credit 2 x SRPs for factors influencing the development of a named tertiary economic activity from examination. All further factors require examination.
- Credit 2 x SRPs for specific examples of a tertiary economic activity from examination.
- 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.
- Accept examination of only one tertiary economic activity. If more than one tertiary economic activity examined, mark each separately and award the highest mark.
- Do not accept examination of an Irish or a European region.
- Examination without reference to named or clearly inferred region 0 marks.
- Max 2 x SRPs if there is merely a description of the activity without a reference to development of the activity.
- Accept a positive or negative interpretation of development.

Annotation	Use	Marks
FA	Factor named	2
Ex	Example of tertiary activity	2
✓ ₂	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. Aerial Photograph

Examine the aerial photograph of Dundalk accompanying the 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:

- The river
- A railway bridge
- Industrial buildings in the foreground
- Agricultural land-use in background.

[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 8.4 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.

7B. Economic Development

Discuss how levels of economic development can change over time with reference to a developed economy that you have studied.

[30m]

Developed economy named 2 marks
Reference to change over time 2 marks
Discussion 13 x SRPs

- Credit 1 x SRP for a second reference to change over time from discussion. All further references require discussion.
- Max 2 x SRPs for discussion without reference to named developed economy.
- Max 2 x SRPs for discussion without reference to change over time.
- Question is not tied to Ireland.

Annotation	Use	Marks
N	Developed economy named	2
REF	Reference to change over time	2
✓₂	Valid information worth 2 marks	2
✓	Surplus information	N/A

7C. Multinational Company

Examine the mobility of modern economic activities with reference to **one** multinational company that you have studied.

[30m]

MNC named 2 marks
Examination 14 x SRPs

- Credit 2 x SRPs for two named locations from examination.
- Credit 1 x SRP for a valid labelled diagram from examination. Diagram without labelling 0 marks.
- Credit 1 x SRP for additional relevant information on a labelled diagram from examination. This must be information not already awarded in the written account.
- Examination without link to named multinational company 0 marks.
- Max 2 x SRPs if there is merely a description of multinational company without an examination of the mobility of modern economic activities.
- Multinational company need not be Irish based.

Annotation	Use	Marks
N	MNC named	2
Ex	Named location	2
✓₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid diagram	2

Question 8

8A. Renewable Energy in the EU

Percentage of renewable energy used to generate electricity, 2005 and 2020.

Country	2005	2020	Change (%)
Denmark	24.7	65.3	40.6
Estonia	1.1	28.3	27.2
France	13.7	24.8	11.1
Netherlands	6.3	X	20.1
Germany	10.6	44.7	34.1
Ireland	7.2	39	31.8
Poland	2.5	16.2	13.7

Source: www.eurostat.eu

Examine the table above showing the percentage of renewable energy used to generate electricity in selected EU countries (2005 and 2020), and answer each of the following questions.

- What percentage of renewable energy was used to generate electricity in Germany in 2020?
- Which country used the lowest percentage of renewable energy to generate electricity in 2005?
- Which country had the highest percentage increase in renewable energy use from 2005 to 2020?
- Calculate **X**, the percentage of renewable energy used to generate electricity in the Netherlands in 2020.
- Name **one** source of renewable energy.
- Explain briefly **two** advantages of renewable energy.

[20m]

- | | | |
|-------|-------------------|-------------|
| (i) | 44.7 (%) | 2 marks |
| (ii) | Estonia | 2 marks |
| (iii) | Denmark | 2 marks |
| (iv) | 26.4 (%) | 4 marks |
| (v) | Valid source | 2 marks |
| (vi) | Valid explanation | 2 + 2 marks |
| | | 2 + 2 marks |

8B. Economic Development

Discuss how Gross National Product (GNP) and the Human Development Index (HDI) can be used as a measure of economic development, with reference to example(s) that you have studied.

[30m]

Reference to GNP as measure	2 marks
Reference to HDI as measure	2 marks
Example	2 marks
Discussion	12 x SRPs

- All further references to GNP and HDI require discussion.
- Credit 1 x SRP for a second example from discussion.
- Accept a broad interpretation of development.
- Max 6 x SRPs if there is only a discussion on GNP as a measure of economic development and a max 6 x SRPs if only a discussion on HDI as a measure of economic development.
- Focus of the question is on how the HDI and GNP are measures of economic development.

Annotation	Use	Marks
REF	Reference to GNP	2
N	Reference to HDI	2
Ex	Example	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

8C. European Union Policy

Examine the impact of European Union policy on the development of primary economic activity in Ireland.

[30m]

Impact on primary activity identified 2 marks
Examination 14 x SRPs

- Credit 1 x SRP for a second impact identified from examination. All further impacts and references to policy require examination.
- Credit 1 x SRP for a reference to a policy from examination.
- Max 2 x SRPs for examination without a reference to impact of European Union Policy on primary economic activity.
- Max 2 x SRPs for examination 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 a policy	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

Question 9

9A. Economic Activity

Value of goods exported (€ million) from Ireland to selected countries in January 2024

Country	Goods Exported (€ million)
Austria	52
Denmark	40
Greece	43
Slovakia	12
Romania	28
Slovenia	16

Source: www.cso.ie

Examine the data above showing the value of goods exported (€ million) from Ireland to selected countries in January 2024 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	2 marks each graded (2/1/0)	2 marks each graded (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** advantage of having a large number of export partners.

[4m]

Valid explanation	2 + 2 marks
-------------------	-------------

9B. Conflict of Interest

Examine how conflict may arise between the exploitation of natural resources and the need to protect the environment, with reference to example(s) that you have studied.

[30m]

Example named 2 marks
Examination 14 x SRPs

- Credit 1 x SRP for a second named example from examination.
- Max 7 x SRPs for examination of one side of the conflict only.
- Max 2 x SRPs if there is no reference to conflict.
- Question is not tied to Ireland.

Annotation	Use	Marks
Ex	Example	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

9C. Economic Development

Using evidence from the 1:50 000 Ordnance Survey map that accompanies this paper, explain **three** factors that have influenced the development of economic activity in the area shown on the Ordnance Survey map.

[30m]

Three factors @ 10 marks each

For each factor:

Factor named	2 marks
OS map evidence	2 marks
Explanation	3 x SRPs

- Accept a max of two reasons on different modes of transport.
- Accept any forms of transport (road, rail, river, etc.).
- If answer is based on the Aerial Photograph allow marks for naming factors only.
- Accept a positive or negative approach to how factors can influence the development of economic activity in the area shown on the map.

Annotation	Use	Marks
N	Factor named	2
REF	OS map evidence	2
✓₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
P1 / P2 / P3	Annotations relate to Factor 1 / Factor 2 / Factor 3	N/A

PATTERNS AND PROCESSES IN THE HUMAN ENVIRONMENT

Questions 10 to 12

Question 10

10A. Urban Population

Population of towns in Ireland,
Census 2022

Town	Population (in thousands)
Ennis	27
Navan	33
Swords	40
Bray	33
Sligo	20
Drogheda	44

Source: www.cso.ie

Examine the data above showing the population of towns in Ireland in 2022 (in thousands) 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	2 marks each graded (2/1/0)	2 marks each graded (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 conducting a census of Ireland's population.

[4m]

Valid explanation

2 + 2 marks

10B. Urban Land Use

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

[30m]

Land-use zones identified	2 + 2 marks
City named	2 marks
Description/explanation	12 x SRPs

- All further land-use zones identified require description/explanation.
- If there is a description/explanation without reference to a named or clearly inferred city, credit land-use zones identified only.
- Credit 1 x SRP for a valid labelled diagram from examination. Diagram without labelling 0 marks.
- Credit 1 x SRP for additional relevant information on a labelled diagram from examination. This must be information not already awarded in written account.
- Reference to city can be a named city or a specific part of a named city.
- Max 6 x SRPs if there is a description/explanation of one land use zone only.
- Question is not tied to Ireland.

Annotation	Use	Marks
I	Land-use zone identified	2
N	City named	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	2

10C. Migration

Examine how ethnic and religious issues can arise as a result of migration.

[30m]

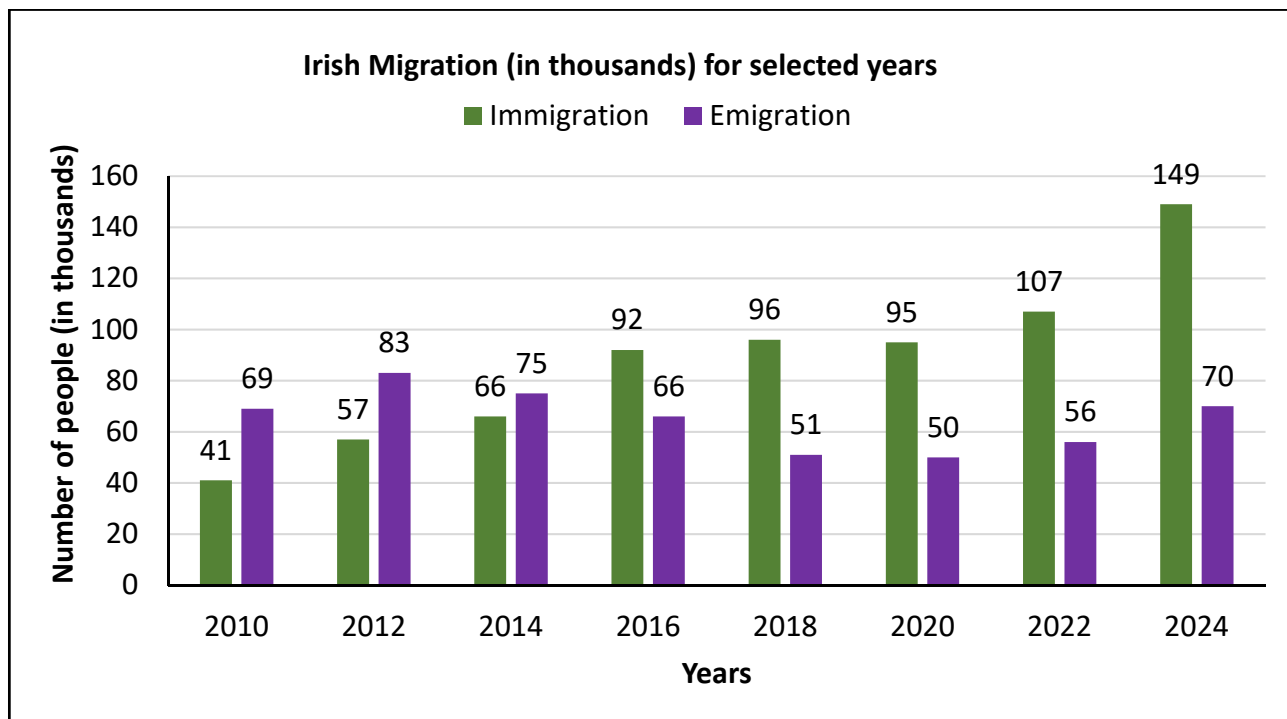
Ethnic issue identified	2 marks
Religious issue identified	2 marks
Examination	13 x SRPs

- All further issues identified require examination.
- Credit 1 x SRP for a named example of where issues arise from examination.
- Max 2 x SRPs if there is a discussion without reference to migration.
- Max 2 x SRPs if there is a discussion without reference to religious or ethnic issues.
- Accept a positive or negative interpretation of issues.

Annotation	Use	Marks
I	Ethnic issue identified	2
N	Religious issue identified	2
Ex	Example	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

Question 11

11A. Population Movement



Amended from www.cso.ie

Examine the chart above showing immigration and emigration for selected years in Ireland from 2010 to 2024 and answer each of the following questions.

- In which year did the highest number of people emigrate?
- Which year had the smallest difference between immigration and emigration?
- For how many of the years shown was the rate of immigration higher than emigration **and** state **one** reason for high levels of immigration.
- Calculate the net migration (in thousands) for Ireland in 2024.
- State **two** barriers to migration.
- Explain briefly **one** reason why young people chose to emigrate from Ireland.

[20m]

- | | |
|------------------------|-------------|
| (i) 2012 | 2 marks |
| (ii) 2014 | 2 marks |
| (iii) Five | 2 marks |
| Valid reason | 2 marks |
| (iv) 79 (thousand) | 4 marks |
| (v) Valid answer | 2 + 2 marks |
| (vi) Valid explanation | 2 + 2 marks |

11B. Population Characteristics

Examine how changing fertility and mortality rates impact on population structure, with reference to an example(s) that you have studied.

[30m]

Impact of changing fertility rates identified	2 marks
Impact of changing mortality rates identified	2 marks
Example	2 marks
Examination	12 x SRPs

- All further impacts require examination.
- Credit 1 x SRP for a valid labelled diagram from examination. Diagram without labelling 0 marks.
- Credit 1 x SRP for additional relevant information on a labelled diagram from examination. This must be information not already awarded in the written account.
- Max 2 x SRPs where there is an examination of changing fertility and mortality rates without a reference to impact on population structure.
- Max 6 x SRPs if examination of changing fertility or changing mortality rates only.
- Max 2 x SRPs if the answer does not deal with 'changing' fertility or mortality rates.

Annotation	Use	Marks
I	Impact of changing fertility rate identified	2
N	Impact of changing mortality rate identified	2
Ex	Example of where impacts occur	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
Dg	Valid diagram	2

11C. Urban Growth – Developing World City

Problems can develop from the growth and expansion of urban centres.

Discuss this statement with reference to **one** developing world city that you have studied.

[30m]

Problems identified	2 + 2 marks
Developing world city	2 marks
Discussion	12 x SRPs

- All further problems require discussion.
- Accept any valid example of a developing world city or part thereof irrespective of size.
- Max 2 x SRPs if there is a discussion without a reference to problems.
- Max 2 x SRPs if there is a discussion without a reference to the developing world.
- Max 2 x SRPs if there is a discussion on solutions only.

Annotation	Use	Marks
I	Problem identified	2
Ex	Example of a developing world city	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A

Question 12

12A. Aerial Photograph

Examine the aerial photograph of Dundalk accompanying the 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:

- The river
- The railway line
- An area of residential land-use
- An area of recreational land-use.

[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 8.4 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.

12B. Overpopulation

Examine the causes **and** effects of overpopulation, with reference to an example(s) that you have studied.

[30m]

Cause identified	2 marks
Effect identified	2 marks
Example	2 marks
Examination of causes	6 x SRPs
Examination of effects	6 x SRPs

- All further causes and impacts require examination.
- Max 6 x SRPs if examination of causes of overpopulation only.
- Max 6 x SRPs if examination of effects of overpopulation only.

Annotation	Use	Marks
I	Cause identified	2
N	Effect identified	2
Ex	Example	2
✓ ₂	Valid information worth 2 marks	2
✓	Surplus SRP	N/A
P1 / P2	Annotations relate to examination of causes and effects	N/A

12C. Urban Settlement

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

Explain **three** reasons why the town of Dundalk developed at its location. Use evidence from the Ordnance Survey map to support each reason.

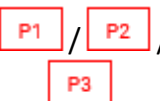
[30m]

Three reasons @ 10 marks each

For each reason:

Reason stated	2 marks
OS map evidence	2 marks
Explanation	3 x SRPs

- Explanation must be based on relevant explanation rather than on further map references.
- If there is no map reference or the map reference is incorrect, credit may be given for naming a valid reason and valid explanation.
- Accept a max of 2 reasons on different modes of transport.

Annotation	Use	Marks
	Reason stated	2
	OS Map evidence	2
	Valid information worth 2 marks	2
	Surplus SRP	N/A
	Annotations relate to Reason 1 / Reason 2 / Reason 3	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:

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

The following annotations are used in Questions 13-24

Annotation	Use	Marks
✓ ₃ / ✓ ₄	Aspect identified	3 / 4
✓ ₂	Valid information worth 2 marks	2
✓	Surplus information	N/A
Dg	Valid illustration/diagram	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.** Views of development and underdevelopment involve contrasting models and approaches to development.
Discuss.

[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 idea that there are different views of development and underdevelopment.
- 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. Sustainability is a model for future human and economic development.
Discuss this statement with reference to **three** of the following:

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

[80m]

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

- Focus of the question is on sustainable development as a model for future human and economic development.
- Select the scheme according to the number of aspects discussed to the benefit of the candidate.
- Allow for up to three examples for 3 x 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).

- 15.** Discuss the impact of global trading patterns in relation to both producer and consumer regions, with reference to **one** multinational company that you have studied.

[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 impact of global trading patterns in relation to both producer and consumer regions.
- 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).

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. Explain how soil characteristics impact on soil development.

[80m]

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

- Focus of the question is on how soil characteristics impact on soil development.
- Select scheme according to number of aspects explained.
- Allow for up to 3 examples to a max of 3 x SRPs from explanation (different examples and in different aspects).
- Allow for up to 2 labelled illustrations to a max of 2 x SRPs from explanation (different illustrations and in different aspects).

17. Discuss how human activity can have both positive and negative impacts on soil.

[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 human activity can have both positive and negative impacts on soil.
- 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).

- 18.** With reference to **one** biome that you have studied, account for the type of climate experienced in this biome and explain how this climate impacts on soils and vegetation within the biome.

[80m]

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

- Focus of the question is on firstly explaining the specific climate characteristics and then examining the impact of these on the development of soils and vegetation.
- 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).

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 strategies that have been or could be implemented to aid the survival of minority languages.

[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 the question is on strategies to aid the survival of minority languages.
- 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.** Many cultural groups around the world do not have a nation state of their own.
Discuss this statement 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 cultural groups around the world do not have a nation state of their own.
- 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.** Identity as a concept entails a variety of cultural factors including nationality, language and religion.

Examine this statement with reference to a European region that you have studied.

[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 how identity is shaped by a variety of cultural factors including nationality, language, and religion in a European region.
- 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).

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.** Examine how solar energy is transformed and redistributed through circulation patterns in the atmosphere and oceans.

[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 how solar energy is transformed and redistributed through circulation patterns in the atmosphere and oceans.
- 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).

- 23.** Exchanges of water between oceans and atmosphere, over the earth's surface, impact on precipitation and its distribution patterns.
Discuss.

[80m]

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

- Focus of question is how exchanges of water between oceans and atmosphere, over the earth's surface, impact on precipitation and its distribution patterns.
- 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).

24. Describe and account for the characteristics of **one** global climate type that 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 question is on the specific characteristics of **one** global climate type.
- 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).

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)
✓ ₁	Valid information or Mark awarded for C/L	1
✓ ₂	Valid information or Mark awarded for C/L or OC	2
✓ ₄	Mark awarded for C/L or OC	4
✓ ₆	Mark awarded for C/L or OC	6
✓	Surplus valid information	N/A
0	Zero marks	0
Dg	Valid diagram / sketch	2
Iss / Rec / OS	Valid issue / example of recording / observation	2
✓ ₂	Valid result / conclusion / evaluation	2
⋈	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. 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.
- Only hand drawn graphs are acceptable, not computer-generated graphs.
- Graphs and charts must be drawn on graph paper. If they are not on graph paper, deduct 2 marks per graph. Other presentation, such as tables and sketches can be drawn on any paper.

Annotation	Use	Marks
#	Graph paper not used	- 2

- Overall Coherence refers to the quality and clarity of the presentation. It is 4 marks for the overall presentation. Cannot be awarded OC marks if only one method of presentation is evident.

BREAKDOWN OF PRESENTATION MARKS

Bar Chart / Trend Graph / Scatter Graph, etc.:

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

Prescribed List of Geographical Investigation Topics 2026

1. A study of migration and its impact on population in a rural **or** urban setting.
2. Land-use change in a local area.
3. Investigate the impact of weathering **or** mass movement on shaping the landscape in a chosen area.
4. A study of traffic management in a local area.
5. An investigation into the cause(s) of pollution in a local area.
6. Test the hypothesis that erosion is an active process in the formation of **one** landform found in a fluvial **or** glacial **or** coastal landscape.

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.

