VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

2006 Geography GA 3: Written examination

GENERAL COMMENTS

The 2006 Geography examination was the first paper based on the new *Geography VCE Study Design*. It provided opportunities for students with a range of abilities to show their skills. Generally, most students attempted to write geographically and apply geographic terminology. Many students applied a well-developed understanding of the mandated topics, and a few showed a very strong understanding and a thoroughness in delivering information that reflected, in full, the nature of the study design.

Despite this, student responses still lacked attention to detail, which was disappointing as students had the opportunity to research and develop extensive knowledge and understanding on the compulsory topics of the Murray-Darling Basin and Population. Many answers lacked references to examples, which would have given the depth required. It appeared that there were many students who did not understand some sections of the course. There were also many students who did not read the questions correctly.

A lack of locational emphasis in answers was disappointing. Although the representation of mapped data has improved in recent years, assessors felt that students in 2006 needed more practice in mapping specific data.

Areas of Strength and Weakness

Strengths

- Most students finished the paper.
- Students who had prepared their work were able to successfully demonstrate skills developed through their class work.
- Geographic concepts were understood and applied by many students, who were confident in using these independently and integrating them in their responses.
- Many students drew well-labelled maps of their global phenomenon.
- Those students who understood instructional terminology were able to answer correctly.
- Most students used well-prepared case studies from fieldwork or coursework; however, students must ensure that these are fully understood, that the data pertaining to the study is accurate and that only relevant responses are given to the question(s).
- Strong comprehension of the dynamics of population was evident.
- Better responses made effective use of relevant data to quantify their responses.

Weaknesses

- Not reading the question carefully and/or misreading the question, leaving out important points and including features that were not asked for.
- Poor handwriting often made it difficult to read the papers.
- Students must revise the details of their case studies and develop a stronger understanding of the geographic characteristics of the Murray-Darling Basin. As this topic is studied in Semester 1, students must ensure that they revise thoroughly throughout the year.
- There was a lack of understanding of many key terms associated with the Murray-Darling Basin. For example, the function of barrages; salinity linked to irrigation (some students used tree clearing as a cause of saline water rather than inefficient irrigation practices); urban use (some students confused rural use with urban use); and generation of electricity (some students did not understand how hydro-electricity is generated). Although many students drew well-labelled maps of their global phenomenon, the overall standard this year was poorer. Students must work on their graphicacy by practising drawing maps of the Murray-Darling Basin, including maps showing features/land use, and their global phenomenon studied.
- Students should practise using photographic evidence and extracting key information from this data source.
- Some students did not read the questions and often wrote what they thought was being asked, or what they wanted to be asked, rather than what was required. Students need to be strongly advised to pay very close attention to the wording of questions and to respond accordingly – simply regurgitating learnt information is unlikely to gain many marks. Students are encouraged to unpick questions and break down the elements of the question in order to complete the task correctly.
- Similarly, when working with learned case studies students must know the material and be able to manipulate it to suit the question.
- Many students still had a poor understanding of even basic geographic concepts, such as *location*.

- Instructional terms were still not fully understood and students must know exactly what is meant by terms such as 'identify', 'evaluate', 'discuss', 'describe' and 'explain'. Students must focus on the instructional term so that they can direct their answer exactly as the question requires.
- Students must use the specified data as evidence or support of their response; that is, they must quantify their answers. Teachers should encourage students to practise writing responses to previously unseen data.
- Students must correctly apply their understanding of direction; for example, 'north' and 'south' not 'up' and 'down' or 'left' and 'right'.

SPECIFIC INFORMATION

Question 1a.

Marks	0	1	2	Average
%	13	2	85	**1.7**

1ai.

Successful responses included:

- safety/security fence
- gate
- roads
- shelter tents.

1aii.

Successful responses included:

- the security fence surrounding the pyramids ensures control of the number of people/tourists entering the site by providing better security and preservation of the historic site
- the gate allows the pyramids to be used as a tourist resource as it regulates and monitors the flow of tourists coming in and out of the destination, thus avoiding over usage
- the roads give tourists ready access to and around the pyramids by cars, buses and on foot from Giza and Cairo
- the shelter tents provide an area for tourists to eat and rest that is protected from the sun.

Most students identified a correct feature that had been built to allow the site to be used as a tourist resource. They were also able to explain how the feature allowed the site to be used as a tourist resource. Most students identified either the road or the gate/ticket booth. Others chose the tarmac, doors, fence, shade area, control point, turn style and the walking track up to the pyramid.

Some students incorrectly suggested that the pyramids or the sphinx had been built to allow the site to be used as a tourist resource. A few students misread the questions and wrote about the street stalls in Figure 1(d).

Question 1b.

Marks	0	1	2	Average
%	19	9	72	**1.6**

1bi.

Most students were able to correctly classify the stalls as human, renewable, non renewable, recyclable, sustainable or non sustainable. The justification given in part ii. needed to show why this classification could apply. Many also mentioned the stalls as being an economic, employment or recreation resource. Some answers included: '*market place resource*', '*money making resource*', '*business resource*', '*product resource*' and '*shopping resource*'.

Poorer responses described the resource without classifying it or explained **why** the stalls were a resource, without giving a classification. Many students referred to the stalls as an 'economical' resource rather than an 'economic' resource; although marks were not subtracted for this, students need to understand the difference.

This question clearly required students to interpret a photograph and some students forgot that they could not comment on things that they did not see on the actual photograph.

A few students did not understand how to classify a resource or classified it in two ways rather than one. In a small number of responses, students incorrectly referred to Figure 1(c) instead of the street stalls and therefore received no marks.

1bii.
Most students were able to give a valid reason for their classification. Generally students used the information from the figure to give a reason for their classification rather than quoting a textbook-like definition. Better answers concisely referred to the information shown in the photograph; for example, '*income for the stall holders in Giza*' or mentioned some of the items that may be sold (such as souvenirs, jewellery and clothes).

Successful responses included the following.

- Human resource: the street stalls are a human resource as they have been man-made or created/built by humans to use as a stall to sell items. They were built with a range of materials through human labour.
- Economic resource: the sale of souvenirs generates income for the local stall owners of Giza. The tourists who flock to the area to see the pyramids may spend their money at the street stalls, thus helping the Egyptian economy.
- Recreational resource: this can be considered a recreational resource as it is a place of relaxation where tourists and locals can wander through the area leisurely in their spare time to see what can be purchased. Refreshments such as drink and food may be available, allowing for a relaxing day.

Less successful responses that did not actually classify the resource included the following.

The street stalls generate income for the owners therefore it is the owner's resource

They provide income for people who live in the area. Each stall is run by a local person who can directly get enough money from the stall to provide for a family.

Question 2a.
2ai.

Marks	0	1	2	3	Average
%	15	24	32	29	**1.8**

2aii.

Marks	0	1	2	3	Average
%	17	25	32	26	**1.7**

2aiii.

Marks	0	1	2	3	Average
%	18	26	31	26	**1.7**

Most students had a decent knowledge of three of the topics related to the importance of water in the Murray-Darling Basin. The most popular topics were: wetlands; rising salinity linked to irrigation; rice growing; and piped water from rivers for urban use, although all six characteristics were used by various students.

Successful responses named or provided a number for the geographic characteristic they had selected, clearly stated a specific location linked to the geographic characteristic, discussed the importance of water to this characteristic and then provided some additional detail such as quantification or additional information.

Although many students demonstrated an understanding of their class work and answered this question well, there was an obvious lack of depth of knowledge and understanding about several of the topics available for discussion. Clearly there were many students who were unprepared to deliver quite basic information about the Murray-Darling Basin.

The lack of general knowledge was of concern. For example, few students knew much about hydroelectric power (HEP), or how it is generated and distributed. Many thought that the power generated was only for local use. Few students understood anything about the eastern states' power grid or peak load power. Many thought that the water used for HEP was somehow consumed and therefore unavailable to downstream users, and few knew anything about the Snowy Mountains Scheme.

Many students did not understand the terms 'mouth' and 'headwaters' as applied to a river system. Many seemed unaware that wet rice is grown in flooded fields, and, in quite a few cases, students confused the meaning of 'urban' with 'rural'.

There was little quantification seen in many responses. Less successful responses often failed to identify a specific location such as Mildura, the Barmah Forest or Lake Alexandrina, instead just giving a general reference to a region (for example, '*salinity is a problem all along the Murray*') or a general area (such as the '*Victoria–NSW border*'). Students need to understand that a 'specific location' means the name of a place/city/town/small area. There was some confusion

over locations, for example, '*rice farming occurs on the Upper Darling*', and misunderstanding of 'piped water for urban use' – some students discussed 'piping water for farming'.

Many students also failed to stress the **importance** of water. Less successful responses stated that, for example, rice is grown in the Murray-Darling Basin and lots of water is involved in the growing of rice; irrigation causes salinity; water is important for use in the towns; water is important to growing rice; or wet lands aren't wetlands without water.

Weaker answers often showed a poor understanding of the various aspects of the Murray-Darling Basin; many students described overuse of river water or draining of underground water sources as the main cause of irrigation in the region. As well, many students did not have an understanding of the purpose of the barrages (to prevent the ingress of salt water from the sea at times of low flow in the Murray River) and described their main purpose as dredgers to keep the river mouth open. Other examples of some poorer answers included the following.

- *Melbourne uses Murray River water to a large extent.*
- *Hydro electricity is the main source of energy for Melbourne and Sydney.*
- *There are power stations all along the Murray and Darling rivers.*
- *The sea is the source of the Murray since it flows inland and the barrages prevent the rivers from becoming too salty.*
- *Water used for hydroelectricity was not available for farmers.*

Rising salinity linked to irrigation
Students generally handled this example well. More successful responses had a clear understanding that irrigation causes a rise in the water table thus bringing the dissolved mineral salts to the surface, and explained this succinctly. Less successful students tended to state that irrigation causes the runoff of salt and excess fertiliser into the Murray-Darling Basin and causes problems down stream, or that salinity occurs at many places in the Murray-Darling Basin. Overall, statements linking the salinity to the importance of water were quite weak.

Barrages near the mouth of the Murray River
This was a popular choice but was not well handled. Students discussed the importance of fresh water at the mouth stopping sea water from invading the lower reaches of the Murray, but the most common error was a failure to name Lake Alexandrina or the Coorong. The description of what the barrages do was often inaccurate. An alarming number of students did not know which way the Murray flows.

Piped water from rivers for urban use
Most students used the example of piped water from the Murray to Adelaide as their case study, but some used Mildura and Shepparton. The most common error was to mention that Adelaide sources its water from the Murray with no acknowledgement of the importance of that water. A good example was:

Piped water from rivers for urban use: many towns and cities require water from the Murray-Darling system to supply their water needs. The city of Adelaide, in years of drought, gains up to 90% of domestic water supply from the River Murray. Without this water a settlement the size of Adelaide (over 1 mill) would be unsustainable in its location.

Generation of electricity using water
Most discussions of the importance of water in the Snowy Mountains Scheme showed a good understanding of the ways in which water is essential to the production of electricity.

Rice growing
Better discussions stated a specific location where rice is grown; however, some students confused this with where cotton is grown. Another common error was a failure to discuss the importance of water; for example, students stated that rice requires a great deal of water but did not go on to discuss other water issues in the region which would have justified the 'importance' of water in this case. A good example was:

Rice growing occurs primarily at Deniliquin in southern NSW. Rice is a crop that requires large amounts of water to be grown successfully. The water irrigated for rice growing is taken predominantly from the Murray River. Water is of such importance to Deniliquin that Sunrice, a grower of rice in the region has altered their rice crop to grow with 10% less water.

Wetlands
Most students located the wetland accurately and mentioned the importance of water for the future of the wetland, but failed then to elaborate on the role of water and/or the value of wetlands. Specific locations of the Barmah-Millewa forest, Macquarie Marshes and the Menindee lakes were often used. The importance of water to the wetlands was generally well explained. Good examples included the following.

The wetlands in the Barmah-Millewa forest are one of 30,000 in the Murray Darling Basin. The BMF covers over 66 000 hectares and provides invaluable habitat to hundreds of species of native flora and fauna such as birds, fish and river red gums.

Water is of importance at this location as without a constant flow and regular flooding, the ecosystem of the BMF cannot be sustained. These wetlands are protected under the Ramsar Convention.

The Macquarie Marshes are located in New South Wales, south east of the Upper Darling River. Water is essential to this wetland as it provides habitat to many native flora and fauna. However, due to current unsustainable use of water, water is being diverted from this site resulting in a loss of biodiversity as the flora and fauna cannot cope with the lack of water supply.

Question 2b.

Marks	0	1	2	3	Average
%	33	25	24	17	**1.3**

The most successful answers accurately located three towns/cities/places/small areas on the map and named them, either on the map or in a key. They used appropriate mapping techniques, including symbols and a key, and displayed sound graphicacy.

When this question was not well answered, concerns were:

- failure to locate and name a specific location on the map provided (often the result of a failure to name a specific location in part a.). Most students shaded in large areas or whole sections of river or the Basin
- lack of clarity in locating the chosen example, even when a specific location had been named. Extreme examples included locating Lake Alexandrina amongst the Snowy Mountains, the Snowy Mountains Scheme at the mouth of the Murray and Adelaide inside the Basin or on the Spencer Gulf near Port Augusta
- rice shown as being located on the Upper Darling River
- wetlands being located in the east as they are areas of high rainfall
- shading of the major rivers of the Murray-Darling Basin, including the eastern extremity of the state border between Victoria and NSW
- inadequate descriptions of geographic characteristics of the whole system, such as stating that the mouth of the Murray was the start of the Murray.

Students must not only know and understand geographic characteristics of the Murray-Darling Basin, they must also be able to accurately locate them on a map.

Question 2c.

Marks	0	1	2	3	4	Average
%	20	22	27	18	13	**1.8**

This question was reasonably well answered. Successful responses identified two or more groups who were in conflict, gave the arguments of both/all sides and elaborated on this; for example, how the conflict manifested itself – quantification, development, history, severity, etc. This indicated a solid understanding of the course work

There were some excellent answers on conflict involving wetlands and water allocation for irrigation and other farming. These responses identified a specific location, for example Narran Lakes, and were able to put forward the differing viewpoints which had led to conflict over water use, backing this up with appropriate examples.

This question needed to be read carefully to ensure that the answer given was relevant. Less successful answers were often overly simplistic in nature; for example, identifying 'greenies' versus 'farmers' or 'environment' versus 'hip pocket'. Less successful answers also tended to focus on the resolution of the conflict or policies or make suggestions as to what should happen in the future. In some cases, students did not read the question carefully and wrote on a conflict which was not linked to the three geographic characteristics they had selected in the earlier parts of the question.

Some students failed to discuss the conflict over water use at all, instead detailing problems within the Basin, such as the effects of salinity or the drought, and then offering solutions to these problems.

Another weakness displayed by some students was to only vaguely identify the parties involved; for example, farmers and townspeople, rather than farmers in the Mildura–Merbein area and residents of the Mildura urban area. Many students outlined the conflict but specific detail was often missing. Further elaboration and/or quantification were rare. Many students discussed a policy which would resolve the conflict.

The following is an example of a high-scoring response.

Adelaide continually has a problem with irrigators' use of the MDB. This has stemmed from social factors such as the population of Adelaide needing domestic water use from the Murray River, and environmental factors, with conservationists who claim

current irrigation techniques divert too much water from the system and damage the environment with salinity and chemicals. However, the irrigators of the Murray, the Darling and their tributaries have history on their side as their ancestors received no restrictions on water use and that's the way they want it to stay. They feel that if they give up some of their water rights, Adelaide will soon demand more and more of them to help the environment. Therefore an unhelpful stalemate means little resolution can be made of this conflict.

Question 3a.

Marks	0	1	2	3	Average
%	6	6	18	69	**2.5**

Many students demonstrated accurate knowledge of their local resources. Answers were generally of a good quality and all students were able to identify a local resource from which they had collected data in the field. Popular resources included Eltham Park, Canning Street Reserve, Phillip Island Nature Reserve, Grampians and Tarra Bulga National Parks, Toolangi State Forest, Chapel Street shopping precinct, Wattle Park, Melbourne Airport, Westerfolds Park and local parks in country regions.

A few students failed to name an actual resource and described a general land use instead; for example, farmland. Some responses were too vague (*lots of trees are in the park*).

Most students were able to describe three geographic characteristics of the local resource. Better answers covered all three characteristics and explained them well, indicating sound understanding of the terminology and a good working knowledge of the area being described. Less capable answers covered characteristics in minimal detail.

A variety of organisers for the three characteristics was possible. For example, in referring to Albert Park, the key concepts of location, region and distribution were used to discuss the location of the tracks, the region in which the park is located and the distribution of the activities undertaken. Different types of sub-resources in field work study, such as human, natural and economic, were referred to, and/or sub-regions of the resource, such as oval, wetlands and tracks.

The location of resources was well understood and students included the use of mapping conventions when referring to it; for example, '*north of Chapel Street, concentrated in the central area of the park along the east side of Toorak road*'.

The following is an example of a better response.

Two playgrounds are located in my resource, one at the north and one at the south end of the reserve. They are designed for smaller children 5–10 years old. Many mothers/fathers take their children to play on the playground equipment, most often in the afternoon. My survey taken in May 2006 indicated the main use was between 3–5 pm. Native vegetation, such as tea-tree, eucalypts and banksias, is located on the reserve, mainly distributed on the outer boundary of the reserve, with a small strip running north to south through the reserve.

Question 3b.

Marks	0	1	Average
%	26	74	**0.8**

Most students were able to gain this mark with a clearly identified location that was obviously of the same type of resource as named in part a. Some students added a justification or detail of the other location. Credit was not given to resources that were clearly not the same type or, in some cases, dimension. Some students misread the question and identified a resource not even remotely similar to the resource described in part a. (for example, the selected shopping centre was compared to a shopping centre in another city.) and many answers gave an aspect of the answer from part a. Other examples were poorly named.

Question 3c.

Marks	0	1	2	Average
%	9	71	20	**1.1**

Most students were able to outline a policy, but many were not able to show how that policy was sustainable for future use and management. Very few students gained full marks on this question as they did not address the sustainable aspects. Simply including the word 'sustainable' in the answer did not necessarily show sufficient understanding of the idea to gain the second mark.

It was obvious that many students are still not clear about the distinction between a strategy and a policy as many listed strategies but did not state the overall policy.

Question 3d.

Marks	0	1	2	3	4	Average
%	9	17	31	25	18	**2.3**

The practicality of the policy was the key feature of this question and this needed to be linked to future management. A practical nature to the policy should enable the policy to be achieved; acceptable responses referred to terms such as affordable, sensible, realistic, do-able, viable, possible, manageable, sustainable, reasonable and fair. The term practical was clearly not understood by many students who were unable to discuss how 'practical/possible/do-able' the policy was.

Better answers were able to evaluate the practical nature of the policy and provide evidence of how the identified policy would help in the future use and management of the resource. In evaluating the policy critically, these answers commented on things that would still need attention or would not work unless other conditions were met.

Many students gave an evaluative statement regarding their policy, such as 'expensive', 'costly', 'sustainable', 'safe' or 'environmentally friendly', but failed to provide evidence to support their statement that the policy was practical. A large number of students only outlined the policy and said how effective it would be without explaining whether it was practical or not. They also did not address the issue of its future use and management. Too many students referred to policies that were currently in use, and did not refer to the future use and management of their chosen resource.

Some examples of policies that were evaluated included: The Coastal Action Plan, The EPA, The Geelong Waterfront Management Policy, Friends of the Zoo, and the Melbourne 2030 Plan for urban growth and development.

Less successful responses gave much unwarranted and rehearsed detail and failed to link the detail or information to the future sustainability of their resource.

Question 4a.

Marks	0	1	Average
%	22	78	**0.8**

Country A

Question 4b.

Marks	0	1	Average
%	36	64	**0.7**

Country B

Question 4c.

Marks	0	1	Average
%	69	31	**0.3**

Country D

Question 4d.

Marks	0	1	Average
%	39	61	**0.6**

55–59

Question 4e.

Marks	0	1	Average
%	30	70	**0.7**

Country D

Question 4f.

Marks	0	1	Average
%	77	23	**0.3**

Country D

Question 4g.

Marks	0	1	Average
%	39	61	**0.6**

2

Question 4h.

Marks	0	1	Average
%	32	68	**0.7**

5

Question 4i.

Marks	0	1	2	Average
%	42	12	46	**1.1**

2 and 3

Questions 4a–i. were generally well handled; most students correctly interpreted population profiles and had an understanding of the demographic transition model. It was pleasing to see so many students who successfully juggled the different forms of data and then matched these to a theoretical model.

Many students referred to Figures (e), (f) and (g) in the data book when answering parts a. to f.; however, these figures did not provide sufficient information to answer the questions accurately. Parts a. to f. required students to use the population structure diagram, not the birth and death rate figures of Figures 2(e), (f) and (g). Other common errors included referring to only males or females and not both; inaccurate reading of the scales; not recognising that the question was in the singular and giving two responses.

Question 4j.

Marks	0	1	2	3	4	5	Average
%	29	6	15	13	19	17	**2.4**

The best answers nominated a specific country, clearly outlined the two responses and then made a concluding statement which compared the effectiveness of the two responses. Better responses demonstrated a sound understanding of the question and focussed on major issues; for example, in Australia, the baby bonus, aged care facilities and superannuation with an emphasis on retirement. These were well argued and backed up with statistics. The choice of an inappropriate country which did not have an ageing population (such as Kenya) made it very difficult for the student to gain any marks for this question.

Less successful responses did not identify a country or referred to the population profiles used in the earlier questions (for example, country D). Common errors included describing why the population was ageing and not discussing the responses; failing to compare the responses; failing to read the word ‘ageing’ in the question and discussing two responses to any population challenge; and getting two case studies mixed up together.

Although some students referred to appropriate strategies in China, such as pensions and aged care facilities, there were also many who wrote about China’s One Child Policy. Most students who referred to China discussed responses to the One Child Policy and did not discuss the ageing population, which is a by-product of the One Child Policy. The One Child Policy was not a response to an ageing population but an attempt to reduce the rate of China’s population growth. Many responses appeared to have been pre-prepared and were presented without students understanding what they were writing.

In a significant number of cases, the responses on the ageing population in China were adequate, but also included a lot of irrelevant information about why the One Child Policy had been introduced. China could have been a very good example of a country with an ageing population, but students needed to say what was being done to manage it.

Local examples were chosen by a few students. Some successfully detailed a regional or even local scale population, detailing a specific Australian town that provides jobs for the elderly or has the elderly making some form of contribution to the community.

Although many students wrote about and evaluated the efforts of governments to increase birth rates or provision of child care, they did not evaluate these efforts in relation to an ageing population. Reading and thinking about the instructional terms in this question was, therefore, critical.

Following are some examples of better responses.

Italy
Italy's population is aging. In response, the Italian government introduced a policy aimed at maintaining economic growth while faced with an increased public spending burden and a contracting workforce. One of the responses included in the policy was to offer a 1000 Euro baby bonus for each child born. Another response was to promote workforce participation in the over 55's age group. While there was a small increase in fertility after the introduction of the baby bonus, no significant changes were seen perhaps due to the fact that 1000 euros was not enough to overcome the many problems with having a family in Italy, such as high housing costs and very few child care facilities. The promotion of over 55 workers however was relatively successful with surveys in the year 2000 showing people were remaining in the workforce for longer. If this continues it is predicted that instead of the worker to dependent ratio of Italy falling to 1:4 as initially thought, it should now only fall to 2:1 from its current level of 4:1.

Italy
Italy has a rapidly ageing population, because the birth rate has rapidly decreased in recent times. This is due to women being accepted in the workforce or simply choosing a lifestyle which involves delaying or avoiding having children.

One response by the government to the ageing population issue is by offering money incentives for having children and extending paid maternity leave. This is expected to be effective in the long term, but in the short term little change has been evident.

In comparison, the other response, of extending retirement age, has been instantly effective.

The response involving increasing the retirement age, is more effective in the short term than attempting to increase birth rates, but in the long term, by increasing the birth rate, the ageing population will decrease.

Australia
Australia has an ageing population…The Australian government has responded…by introducing compulsory superannuation and providing a $3000 baby bonus (as of 2004) for every baby born. Negative effects of an ageing population can include an economic burden placed upon tax payers to provide health care and pensions for the elderly. Compulsory superannuation decreases the potential burden as retirees become more economically self reliant. However this response deals only with minimising the effects of an ageing population without seeking to reduce the ageing phenomenon itself.

A $3000 baby bonus which aims to increase birth rates and so potentially decrease the proportion of Australia's aged population …is yet to be determined to be effective. However there was a slight increase in birth rates in 2004 from 2003.

This response is however possibly only effective on a small scale as it does not seek to address the reasons for low birth rates, such as women wishing to pursue careers and lack of lifestyle balance between childcare and working. It is also only a small amount of money considering the cost of raising a child. In comparison the response of making compulsory superannuation mandatory is more effective in managing Australia's ageing population as it impacts on a large scale and should significantly decrease the economic burden on the country.

Question 5a.

Marks	0	1	2	3	Average
%	14	16	33	37	**2.0**

Most students selected an appropriate phenomenon, such as deserts and desertification, global warming, global fishing, HIV/AIDS, deforestation, plate tectonics or tourism; however, a few students mapped population examples, such as birth rates, showing that they had not read the question carefully. Some students mapped a phenomenon that is not global (for example, El Nino) and mapped it at a regional scale.

To prepare for this type of question, students should be sure to draw maps carefully, give maps appropriate titles, name places correctly and make legends clear.

Question 5b.

Marks	0	1	2	3	4	Average
%	14	16	50	12	8	**1.9**

Few students mapped and named regional and local examples and then referred to them in their text.

Marks were awarded for giving a general distribution pattern. Students should be sure to distinguish between 'country' and 'continent'.

Question 5c.

Marks	0	1	2	3	4	Average
%	10	9	28	18	35	**2.6**

The best responses stated the factors and then elaborated to clearly show how the factor contributed to the change in the distribution of the global phenomenon, usually making reference to the size, extent, scale and location of the change. They identified factors and then linked them to the changing distribution pattern. Less successful responses outlined how the global phenomenon affected the factor and not how the factors contributed to changes in the distribution of the global phenomenon. Some students discussed policies rather than factors.

A significant number of students who wrote about global warming confused it with ozone depletion and clearly did not understand the difference between these two phenomena.

The following is an example of a good response relating to the global phenomenon 'desertification'.

Factor 1
Over-cultivation, which is excess farming of the land. In developing countries, over-cultivation of the land onto otherwise marginal land, is leaving it degraded and is decreasing soil fertility. This means some farmers are moving their farms to other regions and carrying out the same processes which is increasing desertification.

Factor 2
Fuel-wood clearing, which is the chopping down of trees for fuel. In developing countries, the main source of heat for cooking is wood. The deforestation is leaving the land bare. The region around many West African towns in the Sahel is virtually treeless due to this process.

Question 5d.

Marks	0	1	2	3	4	Average
%	26	22	23	15	14	**1.7**

The best answers gave a clear statement that one factor was more important than the other and then went on to explain how this ranking was arrived at. This was done by elaborating on and giving information about each factor in terms of how quickly it works, how permanent it is, how acceptable it is to people or how easy it is for each factor to change the distribution. How one factor influenced how the other factor operated was another way of evaluating the importance of the two factors.

Less successful responses discussed the effectiveness of policies, failed to rank the factors and justify the ranking, or wrote about both factors and concluded that they were of equal importance.

The following was a high-scoring response which follows from the example of the factors in Question 5c.

Over-cultivation and fuel-wood clearing are both very important but it is the fuel-wood clearing that have had a more profound effect on distribution. Over-cultivation has, and is contributing hugely to, increasing desertification at a rapid rate. Not only is the land over cultivated and becoming infertile, but larger areas being farmed and slowly becoming desert areas. Fuel-wood clearing has also played a big part in increasing desertification as some regions have been using fuel in an unsustained manner and also because of an increasing population. This means that when forests are cut down such as in the Sahel, West Africa, or in West Asia, the forests do not have time to rejuvenate, so therefore more land becomes bare and the distribution of useless land spreads.