2007 Assessment Report

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

2007 Geography GA 3: Written examination

GENERAL COMMENTS

The 2007 Geography examination paper was well received by students and teachers. It enabled students across a range of abilities to show their skills, write geographically and display their understanding of key geographic concepts and mandated topics. Many students wrote detailed and accurate geography. It was apparent that many teachers had referred to the 2006 examination advice and were more aware of the requirements of the *Geography VCE Study Design*.

Areas of Strength and Weakness

Strengths

- Most students finished the paper, with a significant proportion requesting an extra examination script booklet. While the depth of answers was generally commendable, some students included information that was not relevant to the question. Students should be more discriminating in their choice of material.
- The quality of many answers was particularly high and the standard was consistent throughout the paper.
- Students appeared to be more comfortable with the use of quantification and geographic literacy than in previous years.
- Students knew their case studies better and applied the information appropriately, suggesting that the case studies had been learnt more thoroughly. Students appeared to be better informed, as the written responses were detailed and relevant. The Murray-Darling Basin and examples of population studies were known by most students, and even less successful students were able to apply a range of examples and supporting data which was mostly accurate and relevant.
- Although most students had an understanding of 'water rights', some did not answer Question 2dii., which referred to this area, correctly.
- Local fieldwork was well understood and discussed appropriately. More students used specific data compared with past years.
- Students who understood and followed instructional terminology were able to answer correctly and earn high marks.
- Many students identified and correctly used countries on the world map, depicting, for example, rates of natural increase and decrease per 1000 people, 2006.

Weaknesses

- Many students appeared unable to handle questions with multiple instructional terms or multiple components.
- While it was pleasing that many students wrote in greater detail than in past years, many students were not selective and wrote too generally, providing 'all they knew' responses without appropriately considering the question asked. Students must read the questions and ensure that they answer the question asked of them.
- Instructional terms were still not fully understood and students must know exactly what is meant by terms such as 'identify', 'evaluate', 'discuss', 'describe', 'explain', etc. Students must focus on the instructional term so that they can direct their answer to exactly what the question requires.
- Although geographic concepts were understood and applied by students who had confidence in using these independently and integrating them in their responses, many other students still had a poor understanding of concepts such as 'spatial interaction'. While students tended to understand the meaning of 'distribution', they must appreciate that a description of a 'distribution pattern' does not imply an explanation for the pattern.
- Many students had difficulty understanding and applying geographic terms, such as 'sub-region', 'economic sustainability' and 'practicality'. Many students referred to 'deserts' and 'desertification' as the same thing.
- Although many students drew well-labelled maps of their global phenomenon, the overall standard this year was poor. Students must work on their graphicacy skills. The locations of key features on the world map were often incorrectly plotted.
- Students must ensure that their chosen global phenomenon is, in fact, global. In the 2007 examination there were many examples mapped that were (based on the maps presented) regional, rather than global. In particular, students choosing examples of fishing must ensure that, if they refer to Patagonian Toothfish or Yellow Fin Tuna, their map depicts a global distribution.
- The poor quality of some handwriting made reading the papers quite difficult. At times, assessors often struggled to decipher both what the student was trying to say and what the words meant.

SPECIFIC INFORMATION

Note: Student responses reproduced herein have not been corrected for grammar, spelling or factual information.

For each question, an outline answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

Question 1a.

Marks	0	1	2	Average
%	8	25	66	**1.6**

Students either completed this question easily, or did not seem to know how to 'identify' two features of rainfall distribution. Less successful students appeared not to understand what 'features of distribution' meant and so they could not describe the distribution of average rainfall or sometimes did not even to refer to rainfall.

Most students chose the obvious features, such as that low regions of rainfall (less than 250 mm) were found in central Australia. Students needed to be specific with descriptions; for example, while high rainfall was found in coastal areas it was not along every coastal region of Australia.

Less-successful answers made statements such as 'all capital cities are located where there is more rainfall'; however, this did not satisfy the question as students had not described the distribution of the actual rainfall. Although quantification of answers was not essential, it did enable students to convey a better understanding of the data. There were some basic mistakes confusing direction; for example, east coast instead of west coast.

Following are some examples of appropriate student responses.

Inland Australia shows the greatest expanse of area with the lowest average rainfall (below 250mm).

The distribution is uneven, certain regions can experience a mean annual rainfall of 2000mm and over while other regions experience less than 250mm. Higher rainfall along much of the eastern and northern coastlines.

The lowest mean annual rainfall (less than 250mm) is mainly located throughout Central Australia and the western coast of W.A.

Question 1b.

Marks	0	1	2	Average
%	23	32	45	**1.2**

Many students did not read the question carefully and described the association across the whole of Australia, not just Western Australia. Some students did not give an evaluation of the degree of spatial association, or else alluded to a relationship without giving an example or quantification.

Most students used Perth as an example of high population and high rainfall, or the central region to discuss low population and low rainfall. Many students explained the north of the state as being an anomaly (due to low population but high rainfall).

Less successful answers did not state the level of association and were too general in their descriptions. Some students compared the wrong maps (that is, they compared population with average rainfall (figure 1c)).

Following are example of good student responses.

There is a moderate to strong spatial association between high density population and rainfall, as can be seen in the south-west area of Western Australia, where rainfall above 1000mm occurs, as well as population over 10 persons per km^2. An exception to this can be seen on the northern coast region, however, where there is high rainfall, but low population.

There is a strong spatial association between areas of high rainfall, 1000-2000 mm and over and population of 10-50 and above persons per square km. However there is an anomaly in north- western W.A. with high rainfall 500-200 mm and over, and sparse population of 10 to less than 1 person per square km.

Question 1c.

Marks	0	1	2	Average
%	19	39	42	**1.3**

Most students handled this question very well and discussed the importance of water as a resource in region A. The best answers clearly referred to the correct maps, noting the high population found in region A and that the average rainfall was well below average. This was then linked to the importance of water by describing in what way water was important; for example, that it would be an even more valuable resource due to the lack of water received and that it would need to be conserved.

Less successful students did not consider region A as one region, instead referring to several regions, which resulted in a confused response, or they did not adequately emphasise the 'importance of water'. Better answers quantified the data.

Many students successfully used the capital cities as an example of the high population. Following are examples of such responses.

Water as a resource in the region A is important as four highly populated cities: Adelaide, Melbourne, Sydney and Brisbane are located in the region. This region received well below average amounts of rainfall which has caused problems for the people in the region to obtain the water they need for the simple activities of washing and cooking as well as for the farmers who need water for their crops and livestock.

It needs to be used in a sustainable manner because the east coast region of Australia has had well below average rainfall between 1 March 2005 and 28 Feb 2007 and is the most densely populated region of Australia. In particular, Melbourne Sydney and Adelaide having 50 people per square km. Water is used in this region for domestic, industrial and recreational use.

Question 2a.

Marks	0	1	Average
%	6	94	**1.0**

Most students clearly identified the figure number they chose for discussion.

The key to answering this question was to specify **how** the water was being used. The majority of students identified that water was used for growing rice or for grazing cattle. More successful answers on Figure 2c referred to terms such as 'flooding', 'inundating', 'substantial irrigation', 'soaked', 'semi-submerged' or equivalent terms. Some students referred to water being used for irrigation of a crop that can be marketed. Less successful responses stated things such as 'water is used to grow rice' or 'rice needs large amounts of water to grow'.

Following are examples of good student responses.

Figure 2b
Water is used as a resource so that the cattle can drink directly from the irrigation channel.

The water from the channel is used to irrigate the pastures that the cattle can then eat.

Figure 2c
Water is used as a resource as a means for the rice crops to grow.

Question 2b.

Marks	0	1	2	Average
%	27	14	59	**1.3**

2bi.

Many students identified a resource shown in either Figure 2d or 2e. Resources included people, land, shade cloth, the harvester, rock melons, machinery, onions, soil, tractor, car and trees.

Where students did attempt to classify the resource, it was mostly done correctly. However, a number of students did not attempt a classification, instead just identifying the resource. Other students classified the resource but did not name what they were classifying, or named a feature and called it a resource. Teachers should emphasise the ways students might name and classify resources.

Most successful students suggested that land was a sustainable resource or an economic resource; onions were a human resource; the tractor was a technological resource; the car was a human resource.

A number of students suggested that rock melons or onions were a natural resource, failing to recognise that humans have deliberately decided to grow these crops for commercial reasons. Also of concern was describing these crops as 'growing on plantations' rather than in fields or in paddocks.

2bii.
Most students attempted to justify their classification but many responses were quite basic. Many students struggled to correctly justify their classification, as some could not apply it to the resource they had chosen and only spoke in general terms. For example, it was common to read that onions were a human resource because they were planted by people for farmers to eat. Better answers recognised that the vegetable was a commercial, agricultural crop produced for sale in markets across the nation. Other responses suggested that the tractor was a human made resource that helped when picking rock melons.

Some students 'over-classified', giving two or three types/reasons when only one was asked for.

Question 2c.

Marks	0	1	2	3	4	5	6	Average
%	10	6	12	16	23	19	14	**3.5**

2ci.
This question allowed more successful students to make use of the case studies examined in class and many identified and described their case study in a detailed manner. They quoted statistics about the importance of agricultural crops in the area or subregion identified, the extent of land use and the value of production to the region and the nation. These students showed a good appreciation of the importance of water to these areas, particularly the environmental importance. Some made mention of the drought and the impact it was having on crop yield and declining water security, in particular in locations such as the Shepparton Irrigation Area in the Goulburn Valley or Sunraysia in the Mallee region of North-Western Victoria.

Most students named an area or subregion of the Murray-Darling Basin. Examples of locations chosen included:

- the Narran Lakes
- the Macquarie Marshes
- the Barmah-Millewa Forest
- Sunraysia
- the Shepparton Irrigation Area
- the Upper Darling
- the Lower Murray
- the Menindee Lakes
- the Mallee
- the Coorong
- the Wonga Wetlands
- Goolwa.

Of concern were students who identified the Yarra Valley vineyards or the local resource that they had studied for their fieldwork as being within the Murray-Darling Basin. Some students identified the Murrumbidgee Irrigation Area as another subregion of the Murray-Darling Basin, even though technically it is within the Riverina. Some students chose Adelaide, which is also not within the Murray-Darling Basin. A lack of knowledge of the exact location of some of these places was evident in the students' responses.

The key words 'describe' and 'used' appeared to be over looked by some students. Poorer responses kept returning to general points such as that water is important as it allows agriculture to be undertaken and that it provides an income for farmers and rural residents living in nearby towns. Others showed a lack of knowledge about the geographic characteristics of the sub-region. For example, the Macquarie Marshes and Narran Lakes were seen by some students as a source of water to Cubbie Station.

2cii.
In this question students had to discuss either one difference or one similarity between water usage in the Riverina subregion and the area discussed in part i. Many students identified the similarity that both regions are reliant upon

irrigation to grow crops. Others argued that, although the Riverina is an important irrigated crop growing region, locations such as the Barmah-Millewa Forest, the Narran Lakes or the Macquarie Marshes also have important environmental values, such as ensuring the survival of important and significant stands of river red gums or aquatic bird habitats which are listed by RAMSAR.

Question 2d.

Marks	0	1	2	3	4	Average
%	11	23	24	27	15	2.2

2di.

Water allocation rights are entitlements to water bought by users from water authorities for agricultural use. Most students referred to at least one of: a legal or approved quantity; water had to be purchased/paid for; the amount of water allowed within one year.

Students generally had some understanding of water allocation rights, possibly partly because water allocation rights was particularly newsworthy in 2007 during the prolonged drought that affected significant parts of the Murray-Darling Basin. Less successful students sometimes referred to 'water trading' or failed to mention that the water was allocated by the government and that farmers needed to pay for it. Many indicated that it was free and people could do whatever they wanted with it.

2dii.

Better students recognised that farmers in one location can sell their water rights to farmers in other locations who need greater water allocations to sustain their crops; therefore, water allocations provide a market mechanism for the efficient distribution of scarce water resources within the basin. The Cap provides the policy framework for establishing upper limits on the withdrawal of water from the Basin without compromising the health of this vital resource for the future.

Strong answers explained the need to reduce water allocations in order to sustain the environment so that farming could be practiced successfully. Others explained the benefits of using water rights as a means of distributing water more equitably among farmers to prevent a situation where some farmers would miss out while others might take too much water or more water than they needed. These answers, however, still needed to emphasise that economic sustainability means being able to sustain an income over a period of years in order to keep on producing. Few students made it clear that economic sustainability refers to a period of time longer than one year/one crop/one harvest/one season of profit.

This question posed some real problems to some students. Too many students could not establish the link between water allocation rights and the economic sustainability of farming. Many students did not know what water allocation rights are or what the term 'economic sustainability' meant. Many students confused economic sustainability with environmental sustainability and explained the relationship between the quantity of allocated water and the effects on salinity, water tables, etc. Better answers may have referred to this point but then linked this to its effect on farming viability.

Many stated that water is essential to the survival and profitability of farming enterprises without making any mention of sustainability. The notion of sustainability, as defined in the study design, needs to be emphasised by teachers. Things such as ensuring that environments can be used now without compromising patterns of use for future generations needs to be reiterated in class. Referring to an area of the Murray-Darling Basin often assisted students to develop their argument.

Less successful students wrote too simplistically, stating things such as 'without allocated water a farmer would go broke', or 'farming would not be possible'. These students needed to emphasise that farmers with a prolonged water right can rely on it to even out their earnings across good and bad years, drawing on the concept of reinvestment and long-term planning.

Question 3

Overall this question was well handled.

Common local resources used included local parks, local shopping centres, ski resorts, the Phillip Island Nature Park, Emerald Lake Park, the Dandenong Ranges National Park, Toolangi Forest, Southbank, various beaches and sites within the Victorian sections of the Murray-Darling Basin.

Question 3a.

Marks	0	1	2	3	4	Average
%	2	5	16	21	55	**3.2**

3ai.

This question was generally very well handled and most students had little difficulty in identifying positive impacts on people for their chosen resource. The better answers not only identified the positive impact but then were able to elaborate this in order to gain the second mark. Many students discussed the specific activities and facilities which people could do and use at the resource and how this was positive for people for socialising, relaxing and/or exercising.

Weaker answers identified an impact but failed to unpack the impact or thoroughly outline how it had a positive effect on people or the environment. Some students gave very general answers, such as 'it is positive for people because they can socialise'.

Following is an example of a good student response.

> *People in the region where Kenwith Park is located have access to a resource where they can engage in a range of recreational activities. The resource encourages outdoor recreational use for people of all ages providing them with opportunities to increase their health and fitness. For example, the provision of walking paths and bike paths in addition to a fitness trail.*

3aii.

The most successful answers here clearly identified the impact and then elaborated on it. Many of these answers focused on how the use of their resource assisted with the conservation of wildlife or vegetation and provided specific details about this.

Some students experienced difficulty identifying positive impacts on the environment from the use of their resource, particularly those who had selected a human resource (such as Chapel Street). Such responses often included statements such as 'there are no positive impacts' or vague references to the use of public transport leading to a decrease in greenhouse gases. Stronger responses using this type of case study discussed the preservation of heritage values. Students need to remember that the term 'environment' does not just refer to the natural environment but also to the built-up environment.

Some students failed to identify impacts on the natural environment and continued to discuss impacts on people, which were not always appropriate for this part of the question.

Question 3b.

Marks	0	1	2	Average
%	33	23	45	**1.1**

Many answers identified two locations associated with the resource and discussed the movement which takes place between them. They clearly demonstrated their understanding of the term and provided detail linked to their fieldwork example. However, many students clearly did not understand how to use the geographic concept of 'spatial interaction' appropriately. Many students used the terms 'spatial association' and 'spatial interaction' interchangeably and clearly did not understand the difference between the two concepts.

Following are some examples of strong student responses.

> *In fieldwork it was concluded that there was a strong spatial interaction between Emerald Lake Park and the Puffing Billy railway which has a station inside the park, allowing easy access. 50% of Emerald Lake Park's 240,000 yearly users come from Puffing Billy.*

> *Spatial interaction is most evident between users of the resource and major bridges which allow movement of people from the CBD to the Southbank promenade. For example, the Princess Bridge allows people access, particularly between the hours of 12pm and 2pm during the weekday.*

> *There is a strong spatial interaction between the car park and the picnic area on weekends, when families park their cars in the car park and move back and forth to the park for their picnic.*

Question 3c.

Marks	0	1	Average
%	7	93	**1.0**

Although most students were able to identify a policy, many simply named a vague policy that did not elaborate on what was clearly involved. This then made it difficult to assess Question 3d. as the resulting answers were too general. A few students gave more detail than was required, going to great lengths to explain what the policy involved. Students should ensure they check the mark allocation so they can judge the depth of response required.

Question 3d.

Marks	0	1	2	3	4	Average
%	11	13	23	25	28	**2.5**

3di.

Successful answers to this question showed an understanding of the term **practicality** and evaluated the policy in reference to it. These answers discussed what the policy involved and gave a clear opinion as to whether it was practical. The better answers discussed things like affordability/cost, amount of work/labour required, ease of implementation and the amount of time needed to implement the policy. Less successful responses made a statement regarding the policy being good or bad but did give specifics to show that they clearly understood the implications of the policy.

3dii.

Successful answers showed an understanding of the meaning of the term **sustainability** and linked this to the policy evaluation. The better answers discussed the long-term implications of the policy and/or the impact on the environment.

Some students did not link their discussion to the future use of the resource, either directly or indirectly. Weaker answers also tended to just state an opinion about the policy without supporting this with reasons.

This part of the question was generally better answered than the first section, showing that most students were more confident with the concept of sustainability than with practicality. Some students did not clearly identify the **practicality** and **sustainability** of the policy, which suggested that they did not fully understand these terms. There were many very general answers, some of which did attempt to evaluate the policies but not in reference to these specific terms.

Question 4a.

Marks	0	1	2	3	Average
%	8	26	46	19	**1.8**

Many students accurately named the countries they were discussing, which indicated that students knew their basic geography of location of place. However, many students failed to describe the distribution satisfactorily. Some students correctly identified the main distribution pattern as ‘uneven’ or variations thereof, but most students had difficulty obtaining full marks.

Most students identified Africa as the continent that reflected a large part of the world where the natural population increase was greater than 15 per 1000, and then went on to identify other regions such as those in the Middle East, Asia and South America. Fewer students, but still a significant number, went on to describe the distribution in more depth; for example, by listing countries in the Indian subcontinent, South East Asia, some of the islands to the north east of Australia, or the areas in Central America and the two countries in South America. Better students identified the Solomon Islands or the islands off the north-east coast of Australia as exceptions to the overall pattern. Too many students saw South Africa as the exception, which was an incorrect assumption. Some quantification was successfully used by some students, for example, the percentage of countries in Africa.

Less successful students tended to merely list the areas/countries and made little attempt to describe the distribution patterns or to create a structured response in terms of major/minor areas and exceptions to the pattern of distribution.

Following is an example of a more successful response.

> *There is an uneven distribution of countries with a natural increase greater than 15 per 1000. Most of these countries (22 of them) are located in Africa, the main centre, and extend into the Middle East region, another major region. Two countries in Africa include the Ivory Coast and Egypt. There is a secondary cluster of 4 countries around central Asia, notably Pakistan and Uzbekistan. There is a random distribution of 12 countries stretching from Nepal in the Indian subcontinent through to the*

Melanesian Islands to the NE of Australia. Lastly, as exceptions to the pattern, there are 6 countries in Central and South America, including Mexico and Bolivia.

Question 4b.

Marks	0	1	2	3	Average
%	16	15	30	38	**1.9**

Students needed to refer to only Figure 3 when answering this question; however, many of them used their own knowledge and thus received no marks. Students were expected to refer to a specific area, such as eastern, central or southern Europe, the three countries in southern Africa, or a country such as Russia or Italy.

Most students identified an area of the world with declining population. The most popular choices were Italy, Eastern Europe, Russia, Germany and South Africa. Some poor choices included just Europe, which was not specific enough and included countries that did not have a declining population, China, Australia and Japan – these students either misinterpreted the map and key or relied on their own knowledge, which was not always correct.

Better students referred to a decline in southern Europe, such as declining fertility rates, low birth rates and an ageing population, or a decline in southern Africa due to falling life expectancies associated with the HIV/AIDS pandemic. Those who had undertaken a study of countries in Europe referred to the later age for marrying and women's education and career choices.

Better responses explained the decline in population in terms of declining fertility rates and declining birth rates and then went on to explain reasons for these declines, such as career, financial and social constraints on child bearing and rearing. The best answers also quantified their responses.

Weaker responses referred to the riches of the country and access to contraception when referring to Italy, or else talked about it being too cold in Russia, which is why everyone was leaving or not having children. The issue of HIV/AIDS was understood only by a few students. Some less successful students were quite vague, with responses such as 'It might be that they had a war or there was a natural disaster'.

Following is an example of a more successful response.

Italy has a fertility rate below replacement levels. Its fertility rate is 1.1 and it has a natural decrease between 0 and 2.5%. The death rate is higher than the birth rate. This has happened for a number of reasons-

1) Women's education has improved and more women are pursuing careers rather than the traditional role as stay at home mum and as a result fewer children are being born.

2) In this country service employment is the main type of jobs as opposed to agriculture in the developing world. In such an environment children are seen as an economic liability rather than an economic asset. As a result people are less inclined to have children due to the financial burden they represent.

Question 4ci.

Marks	0	1	2	3	4	Average
%	3	5	16	21	56	**3.3**

This question was well answered. Most students outlined two different strategies from two different countries. There was little distinction made between 'strategies' and 'policies'.

More successful students clearly named the country, indicated the specific aspect of the population that the strategy was aimed at and then outlined a couple of points to define the strategy. More able students were able to give figures relating to the aspect of the population. Less successful students tended to be too brief in their response; for example, 'China. One Child Policy to deal with its huge population'. Simply naming the strategy or policy was insufficient as the question asked for the strategy to be outlined. Some weaker responses used Africa as one example, which was not acceptable as Africa is a continent and not a single country. Such errors also affected their responses to Question 4cii.

The most common strategies identified were the one child policy in China and the baby bonus in Australia and Italy. Attention to detail let some students down, with students giving the amounts of these bonuses as anywhere between $500 and $25,000 for the first child.

Less successful students failed to accurately identify the 'aspect of their population' that the strategy was addressing or identified them incorrectly. For example, 'China's One Child Policy was designed to reduce China's population' – in

fact it was designed to reduce China's population **growth**. There is a great difference between 'population' and 'population growth' and students need to appreciate that precise language is needed.

The best responses chose their strategies for Question 4ci. carefully so that the consequential Question 4cii. could also be answered well. Teachers need to give students more practice in such questions as an inappropriate response in an initial question can lead to difficulties for the student in consequent questions.

Following is an example of a more successful response.

Country 1 – Australia – Strategy – to 'match super contributions dollar for dollar up to $1500 pa'. Australia has an ageing population. This strategy aims at reducing pension costs later in life for the government and allows people to have more money in retirement. It improves standards of living for the increasingly aged population.

Country 2 – Kenya – Strategy – to increase demand for family planning in Kenya (the AMKENI Project). Although fertility rates in Kenya decreased between the 1970s and the mid 1990s from 7 to 4.2 they were still very high and starting to increase again in the 1990s. This strategy aimed at increasing the demand for family planning so that health could be improved and birth rates brought down further.

Question 4cii.

Marks	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**Average**
%	6	7	14	15	24	18	16	**3.6**

Most students attempted to 'evaluate the effectiveness' of the strategies for each country outlined, as opposed to merely describing it further or explaining it, which was pleasing to note.

Better responses answered this question as a matrix and their ideas were clearly interpreted, making reading and understanding the response much clearer. For example:

Short term • ……. • ……..	Long term • …….. • …….
Effectiveness	Effectiveness

Stronger students attempted to frame their responses in terms of long-term and short-term effectiveness as required by the question. The best answers not only achieved all of the above but also quantified their responses. Better responses answered the question step by step: short-term, then long-term and with an indication of the effectiveness of each. There were some excellent answers that mentioned imbalances of women in China, reduced fertility rates and why new strategies were difficult to evaluate in the longer term.

Less successful students addressed different strategies to those they had outlined in Question 4ci. and therefore could not be awarded any marks. The most common error was to ignore the long- and short-term aspects of this question. Students need to select their case studies carefully. Some strategies had not been in place for very long, so evaluating the long-term effectiveness required quite sophisticated thinking. Students are advised to select case studies where the long- and short-term effectiveness is clearer.

Poorer answers forgot to use the terms short- and long-term and did not explain why the strategy was effective. They often just stated that it was or was not effective without providing any explanation.

Following is an example of a more successful response, using the examples from Question 4ci. above.

Country 1 Australia

Short Term (up to 10 years) – People who are near retirement age can immediately receive dollar for dollar amounts from the government. In a few short years they can benefit from the contributions and improve living conditions so the strategy is effective immediately.

Long Term (10 + years) – The government will have fewer costs to pay as people will have fewer government pensions. It will reduce the dependency ratio. It will also allow those in their working age of 20s to 50s to have more money for retirement and so increase their living standards.

Overall an effective strategy in both long and short term.

Country 2 Kenya

Short Term – The AMKENI project led to an increase of 36% in contraceptive use and 63% in the use of family planning so it was very effective. Therefore birth rates are likely to immediately fall.

Long Term – More local reproductive health and family planning professionals have been trained thus allowing this strategy to be implemented for many years without a need for overseas professionals – so it is very effective in the long term as well.

Question 5

Common phenomena Included: desertification; global warming – sea level rises, temperature changes; fishing – Patagonian , Yellowfin tuna, Atlantic cod, economic fishing regions, etc; plate tectonics; tourism; acid rain; HIV/AIDS; coral reefs; and deforestation.

Question 5a.

Marks	0	1	2	3	Average
%	14	14	30	43	**2.0**

Generally, the maps were handled well, and many students had obviously prepared and learnt their case study maps very well. BOLTSS (border, orientation, legend, title, scale, source) was applied and maps were clearly drawn. Colour was used effectively to show information and the legends were also very clear and relevant to the demands of the question.

Less successful students drew maps that were not accurate or did not map the phenomenon in the correct locations or regions. For example, the omission of large areas likely to be threatened by sea-level rises associated with global warming made many of the maps inaccurate, while others had vaguely shaded fishing zones which were neither accurate nor represented with clarity.

Common errors included:

- incorrect or inaccurate titles; for example, 'A map of a global phenomenon'
- inaccurate mapping of distribution
- mapping of a non-global phenomena
- failure to accurately map the location of their place nominated in part b.
- incorrect keys
- an inability to distinguish between land and sea when drawing maps
- failure to attend to conventions.

Question 5b.

Marks	0	1	2	Average
%	17	59	24	**1.1**

This question required students to name and mark on the map one location where the global phenomenon is having a positive or negative effect on either people or the environment.

Many students labelled a location but did not state whether the phenomenon had a positive or negative effect on either people or the environment. Less successful students either inaccurately located the site or circled a large region to show their location, rather than identifying the specific location.

Question 5c.

Marks	0	1	2	Average
%	12	26	62	**1.5**

This question was very well handled. Successful answers clearly identified a positive or negative impact at the location they had mapped in Question 5b. Better responses also gave very good elaborations about the impact, explaining the global phenomenon and the impact it was having on the location. Some better students discussed this in relation to the past and present and described the changes over time.

Geographic concepts of mismanaged land use and inappropriate policies were often quoted as the reasons for the negative or positive impacts.

Question 5d.

Marks	0	1	2	3	4	Average
%	11	10	25	27	27	**2.5**

This question received varying responses. Most students discussed the strategies adopted to deal with the negative or positive effects of the global phenomenon and were able to state the government or nongovernment organisation responsible for the actions. Most students had prepared well, were familiar with terms such as 'government' and 'nongovernment organisation' and knew what 'strategies' are and what they entail when being implemented. Better students evaluated the strategies and explained why they were chosen.

Successful answers demonstrated a thorough knowledge by describing a strategy to deal with the impact they mentioned in Question 5c. Better students clearly stated the name of the strategy and the specific organisation that developed it and then went on to describe the strategy and, in doing so, justified the reason for the development of the strategy. Successful students clearly named a specific government or nongovernment organisation.

Less successful answers were often too general, sometimes not specifying which government was involved or even naming an organisation. Less successful responses mentioned a separate strategy or did not elaborate about the strategy in sufficient detail

Justifying the strategy proved difficult for some students, as they clearly did not understand this instructional term. Students were required to give sufficient evidence to support or prove a viewpoint. Many students gave an evaluation or simple description rather than a justification.

Some less successful students noted a positive impact in Question 5c. (for example, for the phenomenon of global warming, giving a positive impact of an increase in growing seasons), but then went on to outline a strategy that dealt with a negative impact caused by global warming. Students needed to justify the strategy they had listed in part c.

Students who had chosen a negative impact in part c. found it easier to provide a justification in this part. This is an example of when students should use the reading time to plan the most appropriate response. Students who gave the task adequate consideration during reading time would have realised that justifying a strategy to deal with a negative impact may have been easier.

Question 5e.

Marks	0	1	2	3	Average
%	33	12	21	34	**1.6**

Successful answers named another location where their phenomenon was occurring. Many students then gave an evaluative statement about the success or likely success of this strategy. Better responses elaborated on the success of the strategy through a well-prepared evaluation. Many students described the strengths and the weaknesses of the strategy at their given location. Some of the better responses answered in the negative, saying it would not be successful and clearly stating why.

Less successful students did not mention the success of such a strategy in one **other** location, misreading the question and understanding it as 'Evaluate the success or likely success of this strategy'. These students provided long reasons and justifications as to why the strategy would (or would not) succeed. These appeared to be prepared answers, as if students expected to see such a question and therefore did not read the actual question carefully enough.