Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Geography. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board’s Principles for Setting HSC Examinations in a Standards-Referenced Framework, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as ‘discuss’, ‘analyse’, and ‘explain’, have been used consistently in accordance with the glossary published in the Board’s Assessment Support Document.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Geography syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Geography specimen paper:

- The nature and amount of source material may vary from year to year. Stimulus and source material will only be provided when it is essential to answering the question.
- Section II has three questions with a number of parts requiring short answers. The number and format of these questions may vary from year to year, and may refer to material presented in a stimulus booklet.
• A rubric indicating general criteria for judging performance has been placed at the beginning of Section III of the paper to clearly indicate the factors that will be used to assess responses to the question(s). These criteria are in addition to criteria specific to each question.

• Section III contains three compulsory extended response questions which draw from a range of content areas of the syllabus. These questions have a simple structure so that the demands of the questions are clear and accessible to all students, and allow students the opportunity to demonstrate what they know, understand and can do.

• A version of the Stimulus Booklet is included at the end of the specimen paper. A number of sources are not printed, as action is still proceeding to obtain permission to publish them in this document. As permission is obtained to use them on the website, they will be progressively added to the version of the Stimulus Booklet on the website.
For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
<th>Targeted performance bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>People and Economic Activity, Urban Places</td>
<td>H1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Urban Places, Dynamics</td>
<td>H9, H10, H13</td>
<td>2 – 3</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Urban Places, Dynamics of Change, Urbanisation</td>
<td>H1, H10, H12</td>
<td>4 – 5</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>Urban Places, Dynamics of Change, Spatial Exclusion</td>
<td>H1, H3, H10</td>
<td>3 – 4</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>Urban Places, Dynamics of Change, Spatial Exclusion Advantage and Disadvantage</td>
<td>H1, H3, H9</td>
<td>2 – 3</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>Urban Places, Dynamics of Change, Spatial Exclusion Advantage and Disadvantage</td>
<td>H3, H9</td>
<td>3 – 4</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>Urban Places, Dynamics of Change, Spatial Exclusion Advantage and Disadvantage</td>
<td>H9</td>
<td>2 – 3</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>Ecosystems at Risk, Geographical Inquiry Methodologies, Aerial Photo</td>
<td>H9</td>
<td>2 – 3</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>Ecosystems at Risk, Geographical Inquiry Methodologies, Aerial Photo, Impacts of Human Modification</td>
<td>H1, H9</td>
<td>2 – 3</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>Ecosystems at Risk, Geographical Inquiry Methodologies, Aerial Photo, Impacts of Human Modification</td>
<td>H1, H10, H12</td>
<td>4 – 5</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>Ecosystems at Risk, Evaluation of Traditional and Contemporary Strategies</td>
<td>H5, H7, H9</td>
<td>5 – 6</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>People and Economic Activity, Sustainability</td>
<td>H4, H5, H6</td>
<td>3 – 4</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>People and Economic Activity, Global Economic Activity</td>
<td>H1</td>
<td>2 – 3</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>People and Economic Activity, Global Economic Activity</td>
<td>H10, H11</td>
<td>4 – 5</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>People and Economic Activity, Global Economic Activity</td>
<td>H11</td>
<td>3 – 4</td>
</tr>
<tr>
<td>16(a)</td>
<td>2</td>
<td>Ecosystems at Risk, People and Economic Activity, Field Study, Site Elevation and Land Use</td>
<td>H10</td>
<td>2 – 3</td>
</tr>
<tr>
<td>16(b)</td>
<td>2</td>
<td>Ecosystems at Risk, People and Economic Activity, Human Impact on Biophysical Environment in a Specific Location</td>
<td>H10</td>
<td>2 – 4</td>
</tr>
<tr>
<td>16(c)</td>
<td>2</td>
<td>Ecosystems at Risk, People and Economic Activity, Environmental Impacts</td>
<td>H10, H13</td>
<td>2 – 4</td>
</tr>
<tr>
<td>16(d)</td>
<td>4</td>
<td>Ecosystems at Risk, People and Economic Activity, Reduction of Environmental Impacts</td>
<td>H10, H11, H13</td>
<td>2 – 4</td>
</tr>
<tr>
<td>17(a)</td>
<td>2</td>
<td>Ecosystems at Risk, Topography and Geographical Features</td>
<td>H10</td>
<td>2 – 4</td>
</tr>
<tr>
<td>17(b)</td>
<td>6</td>
<td>Ecosystems at Risk, Investigation of Environmental Impacts</td>
<td>H10, H11</td>
<td>2 – 6</td>
</tr>
<tr>
<td>Question</td>
<td>Marks</td>
<td>Content</td>
<td>Syllabus outcomes</td>
<td>Targeted performance bands</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>18</td>
<td>7</td>
<td>Urban Places, Environmental Impacts of Urban Development</td>
<td>H1, H2, H4, H10, H12, H13</td>
<td>2 – 6</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>Ecosystems at Risk, Approaches to Environmental Management</td>
<td>H2, H3, H4, H6, H7, H9, H12, H13</td>
<td>2 – 6</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>Urban Places, Impacts of Urban Areas</td>
<td>H1, H3, H9, H10, H12, H13</td>
<td>2 – 6</td>
</tr>
<tr>
<td>21</td>
<td>20</td>
<td>People and Economic Activity, Effect of Biophysical, Economic and Political Factors on Economic Activities</td>
<td>H1, H4, H6, H12, H13</td>
<td>2 – 6</td>
</tr>
</tbody>
</table>
Sample marking guidelines for Geography

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Geography. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:
1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board’s Principles for Developing Marking Guidelines Examinations in a Standards-Referenced Framework, published in Board Bulletin Volume 9 Number 3 (May 2000).
Sample Marking Guidelines – Geography

Mallacoota field study simulation

Refer to the Source Booklet included with the Specimen Examination paper

Question 16 (10 marks)

SITE A

Assume you are parked at the crest of the road nearest GR 408419. This is Site A.

(a) Complete the following table, showing field data that could be collected at this site.

<table>
<thead>
<tr>
<th>Site elevation</th>
<th>Land use north of the site</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITE A 408419</td>
<td></td>
</tr>
</tbody>
</table>

Outcomes assessed: H10

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 102 metres or equivalent AND lists one of:</td>
<td></td>
</tr>
<tr>
<td>• Natural heritage conservation, or national park, or recreation, or park, or timber</td>
<td>2</td>
</tr>
<tr>
<td>• 102 metres or equivalent OR Natural heritage conservation, or national park, or recreation, or park, or timber</td>
<td>1</td>
</tr>
</tbody>
</table>

(b) Label human alterations to the biophysical environment at this location. Write your answers in the spaces provided on the transect below.

Refer to the transect between Site A and 500 metres east of Site A, showing human alterations to the biophysical environment, on page 8 of the Specimen Paper.

Outcomes assessed: H10

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vehicular track AND a dam</td>
<td>2</td>
</tr>
<tr>
<td>• Vehicular track OR a dam</td>
<td>1</td>
</tr>
</tbody>
</table>
(c) Describe TWO environmental impacts in the area between Site A and 500 metres east of Site A.

Outcomes assessed: H10, H13

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describes TWO relevant environmental impacts associated with a vehicular track and/or land clearing and/or a dam</td>
<td>2</td>
</tr>
<tr>
<td>• Describes ONE relevant environmental impact associated with a vehicular track and/or land clearing and/or a dam</td>
<td>1</td>
</tr>
</tbody>
</table>

Answers could include:
- Environmental impacts including soil erosion; loss of biodiversity; runoff; soil compaction; eutrophication

Question 21 (20 marks)

Analyse the factors that may influence the future directions of one economic activity in a global context.

In your answer, you will be assessed on how well you:
- present a sustained, logical and well-structured answer to the question
- communicate geographical information, ideas and issues
- refer to appropriate case studies, illustrative examples and the Stimulus Booklet where appropriate

Outcomes assessed: H1, H4, H6, H12, H13

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uses a range of case studies/examples to describe the nature of an economic activity in its global context, and identifies a range of factors that impact on the activity showing the relationship between these factors and how they can influence the future directions of the economic activity</td>
<td></td>
</tr>
<tr>
<td>• Provides an explanation of current trends of an economic activity in its global context by identifying key issues, and drawing out implications for the future directions of the economic activity related to factors identified as impacting on the activity in a global context</td>
<td></td>
</tr>
<tr>
<td>• Presents a sustained, logical and well-structured answer that uses appropriate geographical terms, considers a range of issues and is supported by detailed, relevant information</td>
<td>17 – 20</td>
</tr>
</tbody>
</table>
Sample marking guidelines – Geography

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a case study and/or examples to describe the nature of an economic activity in its global context and identifies some factors that impact on this activity, showing the relationship between these factors and how they can influence future directions of the economic activity</td>
<td>13 – 16</td>
</tr>
<tr>
<td>Provides some explanation of current trends in the nature of an economic activity in its global context by identifying some issues, and highlighting one or more implications for the future directions of the economic activity related to factors that impact on this activity</td>
<td>9 – 12</td>
</tr>
<tr>
<td>Presents a logical and well structured answer that uses some appropriate geographical terms and information to give an example of how factors can influence the future directions of an economic activity in a global context</td>
<td>5 – 8</td>
</tr>
<tr>
<td>Uses a case study or an example to identify some factors that influence an economic activity in its global context, and shows some evidence of a relationship between these factors and how they can influence the future directions of the economic activity</td>
<td></td>
</tr>
<tr>
<td>Briefly describes the current trends of an economic activity, attempting to relate these to the future directions of the activity by listing some of the factors that can influence this activity</td>
<td></td>
</tr>
<tr>
<td>Presents a clear answer that uses some geographical terms and information to describe an economic activity in its global context, briefly outlining possible future directions of the economic activity</td>
<td></td>
</tr>
<tr>
<td>Outlines some factors that can influence the future directions of an economic activity and attempts to describe some relationship between them. May use a case study or example</td>
<td></td>
</tr>
<tr>
<td>Briefly describes the nature of an economic activity focussing on the current trends of the activity in a local or global context</td>
<td></td>
</tr>
<tr>
<td>Uses some geographical terms and information that names an economic activity and lists some factors that may influence possible future directions of the economic activity</td>
<td></td>
</tr>
<tr>
<td>Describes an economic activity and lists some factors that may impact on the future directions of the economic activity</td>
<td></td>
</tr>
<tr>
<td>Names an economic activity and lists some of the features of the economic activity in a local or global context</td>
<td></td>
</tr>
<tr>
<td>Lists some issues associated with an economical activity</td>
<td>1 – 4</td>
</tr>
</tbody>
</table>

Answers could include:
- Factors influencing an economic activity, such as:
  - Biophysical – climate, soils, topography and site
  - Sociocultural – tradition, lifestyles
  - Political – government policies in relation to tariffs and quotas
  - Ecological – issues of sustainability
  - Economic – consumer demand, mobility of labour and capital
  - Organisational – ownership, decision making and control
- The role of multi-national and transnational corporations and the concept of a ‘global village’
- Emerging technological advancements
General Instructions

• Reading time – 5 minutes
• Working time – 3 hours
• Board-approved calculators may be used
• Write using blue or black pen
• Write your Centre Number and Student Number at the top of page 7
• A stimulus booklet is provided with this paper

Section I Pages 2 – 6
Total marks (15)
• Attempt Questions 1 – 15
• Allow about 25 minutes for this section

Section II Pages 7 – 11
Total marks (25)
• Attempt Questions 16 – 18
• Allow about 45 minutes for this section

Section III Page 12
Total marks (60)
• Attempt Questions 19 – 21
• Allow about 1 hour and 50 minutes for this section
Section I

Total marks (15)
Attempt Questions 1 – 15
Allow about 25 minutes for this section

Use the multiple-choice answer sheet.
Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

Sample  \[ 2 + 4 = (A) \ 2 \quad (B) \ 6 \quad (C) \ 8 \quad (D) \ 9 \]

If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

If you change your mind and have crossed out what you consider to be the correct answer, then indicate this by writing the word *correct* and drawing an arrow as follows:

\[ \text{correct} \]

[Diagram of corrected answer with arrow]
1 Which one of the following is an example of an interaction between economic activity and urban places?

(A) The influence of landforms on the location of a city
(B) The processing of textiles in the suburbs
(C) The influence of climatic factors on tourist accommodation
(D) The challenges of sustainable living within a mega-city

2 Use Sources A and B. Which of the following geographical concepts are relevant to both sources?

(A) Urban village and natural increase
(B) Refugees, inequality and unemployment
(C) Geographical processes and patterns over time and space
(D) Land prices and geographic information systems

3 Use Source B. Which of the following is the most valid prediction of urbanisation levels in the 21st century?

(A) Brazil will be totally urbanised by 2040, followed by other developing nations.
(B) Developing nations will match and possibly exceed developed nation levels.
(C) Levels in developed nations will begin to fall as more people migrate to developing nations.
(D) Levels in the developed nations will continue to increase rapidly.
4 Which type of urban dynamic is depicted in the photograph?

(A) Gentrification
(B) Spatial exclusion
(C) Exurbanisation
(D) Mega-city dwellers

5 Which one of the following best explains the location of the settlement in the foreground?

(A) Greater market demand for urbanised land with city views
(B) Increasing preference for a semi-rural lifestyle
(C) High land prices in the city’s centre
(D) The urban dynamic of counter-urbanisation

6 What is the pattern of advantage and disadvantage of the cities shown?

(A) Cities with large populations have lower socio-economic indicator levels.
(B) The developing nation cities shown spend more on food and have uniform infant mortality rates.
(C) There is a positive relationship between education levels and domestic water and energy access.
(D) The group of indicators are negatively related to levels of social advantage.

7 Which of the following is an unreliable indicator of standards of living in cities?

(A) Persons per room
(B) Percentage of homes with water and electricity
(C) Murders per 100 000 people
(D) Infant death rate per 1000 live births
Use Sources $F$ and $G$ to answer Questions 8 to 11.

8  Which of the following best describes Sources $F$ and $G$?

(A) Topographic maps for the same area  
(B) A satellite image and an orthophoto map  
(C) An aerial photograph and a land use map  
(D) An orthophoto map and a topographic map

9  What are sources $F$ and $G$ most useful in showing?

(A) Interactions between ecosystems and genetic diversity  
(B) Interactions between economic activity and farming  
(C) Impacts of urban places on ecosystems  
(D) Impacts of economic activity on ecosystems

10 What does the pattern of squares on the sources indicate?

(A) Area References have been numbered to identify erosion zones.  
(B) Eastings and Northings have been included to assist site location.  
(C) An imaginary grid has been drawn across this rural environment by cartographers.  
(D) Land partitioning has been affected by biophysical features.

11 Which statement best evaluates the effectiveness of ecosystem management strategies for the area shown in the sources?

(A) Soil erosion is widespread owing to contour farming, terracing and roads that carve up the urban areas.  
(B) Most soil erosion exists on cropland and is best managed by each farmer rehabilitating his/her cropland.  
(C) Contour ploughing, nature corridors and windbreaks are in place and are the only strategies required to eliminate soil erosion.  
(D) Gully infilling and revegetation are required in addition to existing contour farming and nature corridors.
12 Use Source H. Which idea does the graph best support?

(A) Sustainable development results in longer-term benefits.
(B) More workers are needed to sustain the environment.
(C) The environment and employment are competing interests.
(D) Use of new technologies will be the only way to conserve forests.

13 Use Source I. Which of the following geographical concepts does Source I support?

(A) Globalisation of service industries
(B) Spatial pattern in workforce skills and technology
(C) Manufacture of the Airbus by developing nations
(D) An economic enterprise operating at a local scale

Use Source J to answer Questions 14 and 15.

14 Which of the following regions had the lowest proportion of internal trade in 1995?

(A) Africa
(B) Latin America
(C) Middle East
(D) Central, Eastern Europe and CIS

15 What was the approximate value of Western Europe’s internal trade in 1995?

(A) $690 billion
(B) $1000 billion
(C) $1500 billion
(D) $2190 billion
Mallacoota field study simulation

**Question 16** (10 marks)

**SITE A**

Assume you are parked at the crest of the road nearest GR 408419. This is Site A.

(a) Complete the following table, showing field data that could be collected at this site.

<table>
<thead>
<tr>
<th>SITE A 408419</th>
<th>Site elevation</th>
<th>Land use north of the site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Question 16 continues on page 8**
Question 16 (continued)

(b) Label human alterations to the biophysical environment at this location. Write your answers in the spaces provided on the transect below.

Transect between Site A and 500 metres east of Site A, showing human alterations to the biophysical environment

(i)

(ii)

Height above sea level (metres)

0
25
50
75
100
125

Site A

500 metres east of Site A

KEY

Marks

Cleared land

Note: The horizontal scale of the transect is greater than the horizontal scale of Source E.

(c) Describe TWO environmental impacts in the area between Site A and 500 metres east of Site A.

Impact 1 ........................................................................................................................................................................
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Impact 2 ........................................................................................................................................................................
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Question 16 continues on page 9
(d) Suggest TWO actions that might be implemented to reduce ONE of the impacts you described in part (c).

Action 1
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Action 2
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End of Question 16
Question 17 (8 marks)

SITE B

Now assume you are standing at the edge of the lagoon near GR 417373. This is Site B.

(a) Calculate the following field data for geographical features near this site. 2

<table>
<thead>
<tr>
<th>Average gradient between Site B and the south-east corner of the sewage treatment ponds</th>
<th>Calculated area of the sewage treatment ponds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) Outline THREE geographical inquiry methodologies that could be undertaken to investigate any possible impacts of the rubbish tip (750 m NE) and the sewage treatment works on the Site B ecosystem. 6

Methodology 1

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Methodology 2

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Methodology 3

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Question 18 (7 marks)

Select ONE of the urban areas evident in Source E.

Explain the links between future urban development of this area and the need to protect local coastal ecosystems.

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Section III

Total marks (60)
Attempt Questions 19 – 21
Allow about 1 hour and 50 minutes for this section

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answer, you will be assessed on how well you:
- present a sustained, logical and well-structured answer to the question
- communicate geographical information, ideas and issues
- refer to appropriate case studies, illustrative examples and the Stimulus Booklet where appropriate

Question 19 (20 marks)

Evaluate traditional and contemporary approaches to the management and protection of one ecosystem you have studied and one ecosystem evident in the Stimulus Booklet.

Question 20 (20 marks)

Analyse the impacts of an urban dynamic operating in a country town or suburb.

Question 21 (20 marks)

Analyse the factors that may influence the future directions of one economic activity in a global context.

End of paper
SOURCE A—Urban change


SOURCE B—Percentage of population urbanised

New Internationalist ©

SOURCE C—Rio de Janeiro

SOURCE D—Selected urban indicators

<table>
<thead>
<tr>
<th>Cities in the world</th>
<th>Dhaka</th>
<th>Rio de Janeiro</th>
<th>Lagos</th>
<th>Tokyo</th>
<th>Paris</th>
<th>New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population in millions</td>
<td>7.8</td>
<td>9.9</td>
<td>10.3</td>
<td>26.8</td>
<td>9.5</td>
<td>16.3</td>
</tr>
<tr>
<td>Persons per room</td>
<td>3.1</td>
<td>n.a.</td>
<td>5.8</td>
<td>0.9</td>
<td>0.8</td>
<td>0.5</td>
</tr>
<tr>
<td>% homes with water and electricity</td>
<td>73.0</td>
<td>92.0</td>
<td>50.0</td>
<td>100.0</td>
<td>99.0</td>
<td>99.0</td>
</tr>
<tr>
<td>Infant death rate/1000 live births</td>
<td>108.0</td>
<td>40.0</td>
<td>85.0</td>
<td>5.0</td>
<td>12.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Murders/100 000 people</td>
<td>2.4</td>
<td>36.6</td>
<td>33.0</td>
<td>1.4</td>
<td>2.4</td>
<td>12.8</td>
</tr>
<tr>
<td>% children in secondary schools</td>
<td>37.0</td>
<td>55.0</td>
<td>31.0</td>
<td>97.0</td>
<td>99.0</td>
<td>95.0</td>
</tr>
<tr>
<td>Traffic speed: km/h in peak hour</td>
<td>34.2</td>
<td>29.8</td>
<td>27.8</td>
<td>44.8</td>
<td>13.6</td>
<td>13.9</td>
</tr>
<tr>
<td>% income spent on food</td>
<td>63.0</td>
<td>26.0</td>
<td>58.0</td>
<td>18.0</td>
<td>21.0</td>
<td>16.0</td>
</tr>
</tbody>
</table>

NOTE: n.a. = not available


The Urban Order, J.R Short, 1996 pp63 Blackwells Publishers
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**Key to Map Symbols**
- River, creek
- Aqueduct, channel, drain
- Lake perennial, intermittent
- Dam, dam carrying road, dam batter
- Culvert
- Falls, rapids
- Rapids in large river
- Waterhole, dam, swimming pool
- Water well or bore, spring
- Land subject to inundation
- Swamp or marsh
- Shoreline with mud or sand flats
- Rock bare or awash, rocky ledge or reef
- Marine navigation light or lighthouse
- Breakwater, pier or jetty
- Wharf
- Navigation beacons
- Urban area, recreation area
- Central business district
- Sealed surface road with route marker, bridge
- Unsealed road, minor road in urban area
- Vehicular track
- Foot track with foot bridge
- Gate, cattlegrid, levee bank
- Embankment, cutting
- Railway, multiple track, single track
- Railway station, railway siding
- Railway bridge, railway tunnel
- Building, post office, public hall
- Police station, hospital, fire station
- School, church, landmark object
- Sign post, water point, tank or well
- Windpump, mine, helipad
- Landmark area, quarry
- Fence
- Power transmission line with pylons
- Pipeline, disappearing underground
- National Park boundary
- Pine plantation, orchard or vineyard
- Timber, recreation area
- Scattered timber, oval
- Heathland
- Mangrove
- Mangrove
- Coastline
- Windbreak
- Contours
- Depression contours
- Cliff, rock outcrops
- Trigonometric station, spot elevation
- Sand
- Unstable sand dunes
- Barbecue
- Boat ramp
- Camping sites
- Canoeing
- Caravan sites
- Information
- Lookout / viewpoint
- Parking
- Petrol
- Picnic table
- Post office
- Restaurant / food
- Surfing
- Swimming

**SOURCE H**

Logging & Employment: East Gippsland, Victoria, Australia

![Graph showing number of employed and timber production over years from 1985 to 2011. The graph indicates a decrease in number employed and timber production over time.]

- **Red line** represents Timber production unaltered.
- **Blue line** represents Timber production reduced.

**MAP SCALE 1 : 25,000**

Contour interval: 10 metres
**SOURCE I—Airbus Industrie**

**Airbus Industrie** formed in 1971 is involved in the production of aircraft.

This industry grouping:
- supports more than 1800 aircraft presently in service with 167 airline operators worldwide
- provides employment for 80 000 workers throughout Europe
- has 1500 suppliers in 27 countries.

**Airbus Industrie – Manufacturing partners**

- Aérospatiale (France)
- DaimlerChrysler Aerospace (Germany)
- British Aerospace Airbus (UK)
- CASA (Spain)
- Belairbus (Belgium)
- CMFI (France and USA)

**Regional offices**

- Tokyo
- Moscow
- Sydney
- New Delhi
- Singapore
- Brussels
- Rio de Janeiro

**SOURCE J—Patterns of global trade, 1995**

[Diagram showing global trade flows and total merchandise trade ($ billion)]

- **Trade flows ($ billions)**:
  - Western Europe: 200
  - 100
  - 50
  - 25
  - 5
  - < $5 billion – not shown

- **Total merchandise trade ($ billion)**:
  - 2190
  - 1000
  - 500
  - 100