

**2003 HSC Notes from
the Marking Centre
Geography**

© 2004 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 1 7414 7025 0

2004102

Contents

Section I – Multiple Choice.....	6
Section II – Short-answer Responses.....	6
Section III – Extended Responses.....	10

2003 HSC NOTES FROM THE MARKING CENTRE

GEOGRAPHY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Geography. It provides comments with regard to responses to the 2003 Higher School Certificate Examination, indicating the quality of student responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2003 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Geography.

General Comments

In 2003, 5523 candidates attempted the Geography examination.

It was generally felt that the overall standard of candidates' written responses was higher this year. Extended responses demonstrated higher levels of geographical communication and contained more substance and information than in the last two years although many candidates still struggled with the directive terms and their actual requirements. Teachers need to emphasise the importance of the differences between directive terms and continually revisit and practise these throughout the Stage 6 course.

The quality of candidates' geographical skills caused some concern among markers since there was a significant number of non-attempts in some basic skills /short answer questions. Teachers need to ensure that all the Stage 5 and Stage 6 skills are practised throughout the course and that their applications and relevance in terms of workplace skills are understood. Pages 16 and 17 of the syllabus outline the geographical skills and tools which must be covered over the Stage 6 course, including fieldwork skills.

Candidates need to be reminded that they should address the rubric as well as the set question when attempting extended response questions. There are three important steps required in their planning of each extended response. Firstly, the directive terms in the question and the key requirements of the question must be considered. Unfortunately, many students address the first part of a question but do not follow through with all the instructions or requirements. Secondly, candidates need to assess which parts of the syllabus are being examined in terms of geographical information, ideas and/or issues. Thirdly, appropriate case studies and/or examples need to be used to illustrate or give relevance to the geographical information. Candidates need to remember that the Stimulus Booklet may provide useful information and/or illustrative material for use in a variety of their responses. Each section of the examination paper includes suggested times and students should be encouraged to remain within these time limits so as to maximise their potential marks in all sections.

All questions in the Geography examination are compulsory.

Section I – Multiple Choice

Question	Correct Response
1	C
2	B
3	A
4	B
5	A
6	B
7	B
8	A

Question	Correct Response
9	B
10	C
11	C
12	D
13	D
14	B
15	C

General Comments

A wide range of skills and outcomes was examined in the 15 compulsory multiple choice questions. These questions allowed access to all candidates. They were derived from the three HSC course topics as well as from the skills required throughout the course.

Section II – Short-answer Responses

General Comments

Candidates should be mindful of the marks allocated and the space provided for each part of the short-answer responses. As the examination paper suggests, about 45 minutes should be allocated to this section. Writing in excess of the allocated space is not only unnecessary to achieve full marks but can detract from time needed to adequately answer subsequent questions. The need for quality and not quantity still needs to be reinforced.

Question 16(a)

A large proportion of students did not attempt this question.

Strengths:

- Candidates understood how to calculate vertical exaggeration.
- Responses included the formula and showed workings.

Weaknesses:

- Many candidates expressed VE in metres or as a ratio.

Question 16(b)

Strengths:

- Candidates understood the purpose of vertical exaggeration which is to show relatively small variations in landform more clearly.
- Better responses recognised that the cross-section had been exaggerated 50 times and that the cross-section was much steeper than in reality.

Weaknesses:

- Candidates did not understand or could not express their understanding of VE.

Question 16(c)

Strengths:

- Candidates knew how to read a cross-section.
- One plausible reason for the lack of footpaths in Section A was clearly stated.

Weaknesses:

- Candidates were unable to draw a relationship between the cross-section and the transect.

Question 16(d)

A generous tolerance was allowed on this question. Many candidates, however, were confused about the difference between the transect and the cross-section.

Strengths:

- Candidates were able to accurately locate the grid points, interpret the map's key and identify and name features.
- One feature was located in both Sections A and B of the transect.

Weaknesses:

- Grid references could not be accurately located.
- Features were not accurately identified from the key.

Question 17(a)

Strengths:

- Enterprises with clear external linkages were chosen.
- Responses provided a detailed description of the linkage between the enterprise and other organisations operating at a local scale.
- Descriptions of linkages were qualified with quantitative data.
- Responses acknowledged that linkages could be mutually beneficial.

Weaknesses:

- Responses described an economic activity rather than an enterprise.
- Responses described the activity or enterprise rather than the linkages.
- Linkages were listed without any description.
- Responses were comprised of irrelevant information.

Question 17(b)

Strengths:

- Better responses listed correct statistics from the ternary graph and made direct and correct comparisons.
- Responses identified similarities in tertiary sectors and differences in primary sectors.

Weaknesses:

- Some candidates did not understand how to read ternary graphs.
- Answers provided no, or incorrect, statistics and referred to the wrong countries.
- Similarities and differences were not examined. The directive term 'compare' was not understood.
- Incorrect conclusions were drawn from the ternary graph.

Question 18

A large number of skills were required by this question. Candidates needed to demonstrate that they could superimpose one map upon another, clearly identify the location of different vegetation types using grid references, synthesise information from a variety of sources, and draw relationships between geographical features.

Question 18(a)

Strengths:

- Better responses drew a correct relationship between altitude and temperature.

Weaknesses:

- Some candidates were unable to identify a relationship or drew an incorrect relationship between altitude and temperature.

Question 18(b)

Strengths:

- Candidates were able to correctly locate grid references and identify vegetation from the key.

Weaknesses:

- Weaker responses demonstrated an inability to locate the ridge and/or identify vegetation correctly.

Question 18(c)

Strengths:

- A valid reason for the difference in vegetation types was suggested.

Weaknesses:

- Some candidates did not use the stimulus material to work though a possible answer but suggested a reason which was not applicable or could not be supported by available evidence eg orographic rainfall.

Question 18(d)

Strengths:

- A clear relationship was drawn between the distribution of the Antarctic Beech and two relevant geographic factors.

Weaknesses:

- Candidates were unable to clearly state the geographic factors and then relate why each was important.
- Many responses simply rewrote the text in the stimulus material.

Question 19(a)

Strengths:

- Candidates were able to clearly read and interpret both axes on the semi-logarithmic graph.
- The slope of the graph was recognised as an indicator of the rate of change.

Weaknesses:

- The rate of change was not understood and was confused with absolute change.
- Candidates did not specify the four-year period and many analysed the trend from 1970 to 2002.
- Candidates used incorrect four-year periods.

Question 19(b)

Strengths:

- Better responses used specific dates to compare the trends.
- The trends for Core USA and Bitnet USA were both identified.

Weaknesses:

- Some candidates reversed the graphs.
- The vertical and horizontal scale information was interpreted incorrectly.
- Responses did not relate to both graphs.

Question 20

The main point of this question was to describe geographic methodology in relation to the collection of primary data. Outcome H7, which applies to this question, is included in each of the three major topics for the HSC course. Also included in each syllabus section for the topics is the requirement that subject matter be related to a 'particular vocation'. Page 17 of the syllabus outlines fieldwork requirements under Geographical Tools and Skills. Teachers need to ensure that these skills are covered and that they are revisited sufficiently so that students understand the relevance of the collection of data to particular vocations and workplaces.

Candidates need to identify exactly what the question requires and not just focus on one word or geographic term.

Strengths:

- Candidates selected a vocation and related it to geographical methods relevant to that vocation.
- Candidates provided detailed descriptions of two methods of collecting primary data.
- Appropriate vocations were chosen with good reasoning for the methods of data collection.

Weaknesses:

- Confusion and/or lack of understanding regarding the meaning of the word ‘vocation’.
- Responses referred to secondary data collection instead of primary data collection.
- Responses comprised non-geographic, or irrelevant, information.
- Candidates referred to only one method of data collection.

Section III – Extended Responses

General Comments

It was felt that the level of literacy has risen compared to previous years. There were less short responses and more geographical information, ideas and issues included in responses. However, comments in the introduction to this document regarding preparation and planning of responses, the importance of directive terms and examination technique/ timing need to be emphasised.

Question 21

Strengths:

- Candidates demonstrated sound understanding of the reasons for the management and protection of ecosystems.
- Responses were supported by appropriate case studies of ecosystems at risk showing links between case studies and arguments which supported their justifications.
- Candidates had a clear understanding of the directive term ‘justify.’
- Illustrative examples were well chosen and specifically supported the arguments raised.
- A high order of geographical writing and knowledge was demonstrated.
- Responses were lengthy with candidates able to articulate some degree of justification.

Weaknesses:

- Candidates failed to fully understand the meaning of the question and specifically the term ‘justify.’
- Responses concentrated on management strategies.
- Many prepared case studies did not address the question directly.
- Some responses failed to incorporate arguments throughout the extended response and used irrelevant material as supportive evidence.
- Many superficial responses relied on a generalised understanding of the earth in danger, such as from global warming and pollution. This information was not related to specific ecosystems.
- Irrelevant material and maps were used as supportive evidence.

Question 22

Strengths:

- Candidates understood the requirements of the directive term 'evaluate'.
- Better responses showed the relationship between challenges and responses to these challenges, and were able to give an informed opinion as to the success or appropriateness of these responses. Many used flow diagrams or tables to relate the challenge, the response and the judgement in an organised, logical manner.
- Candidates were familiar with the term 'mega city' and were able to make reference to a variety of illustrative examples and/or statistics to support their response.
- Responses were well-structured, flowed logically and used geographical terminology.

Weaknesses:

- Candidates provided a general description of living in mega cities but failed to evaluate responses to challenges.
- Poor, if any, examples were used.
- Candidates failed to link specific responses to specific challenges.

Question 23

There was a significant number of non-attempts on this question indicating that some candidates are mismanaging their time and leaving insufficient time for the last question on the paper. Teachers need to remind candidates that they should only allocate about thirty-five minutes to each extended response, as suggested at the top of each question.

Many candidates still appear unable to distinguish between an economic activity and an economic enterprise. Teachers should ensure that the global activity used relates to the economic enterprise studied at a local scale.

Strengths:

- Better responses provided a comprehensive coverage of the economic activity and examined all aspects of the question.
- Responses showed a clear understanding of the directive term 'examine'.
- Up-to-date statistics and illustrative examples were used.
- Candidates referred to the economic activity in a global context.
- Responses presented a sustained, logical and well-structured answer using geographic terminology.

Weaknesses:

- Responses addressed an economic enterprise instead of an economic activity.
- Candidates did not address the three key areas of nature, spatial patterns and future directions of the economic activity.
- Limited, or no, global links were covered.
- Many prepared responses examined the factors affecting an economic activity but did not relate to the set question.
- Case studies were poorly chosen.

Geography

2003 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1	1	Skills and Tools	Multiple choice questions target H1–H12
2	1	Skills and Tools	
3	1	Urban Places and Skills and Tools	
4	1	Skills and Tools	
5	1	Skills and Tools	
6	1	Skills and Tools	
7	1	Skills and Tools	
8	1	Skills and Tools	
9	1	Skills and Tools	
10	1	Skills and Tools	
11	1	Skills and Tools	
12	1	Skills and Tools	
13	1	Ecosystems at Risk	
14	1	Skills and Tools	
15	1	Skills and Tools	
16 (a)	1	Skills and Tools	H10, H11
16 (b)	1	Skills and Tools	H10, H11
16 (c)	1	Skills and Tools	H8, H10
16 (d)	2	Skills and Tools	H8, H10, H13
17 (a)	3	People and Economic Activity	H12, H13
17 (b)	2	Skills and Tools	H8, H10, H11
18 (a)	1	Skills and Tools	H10
18 (b)	2	Skills and Tools	H8, H10
18 (c)	1	Skills and Tools	H8, H10
18 (d)	4	Skills and Tools	H8, H11, H13
19 (a)	1	Skills and Tools	H11
19 (b)	2	Skills and Tools	H10, H11, H12
20	4	All content and Skills and Tools	H7, H8, H9
21	20	Ecosystems at Risk	H1, H2, H5, H10, H13
22	20	Urban Places	H1, H5, H6, H12, H13
23	20	People and Economic Activity	H1, H4, H6, H12, H13

2003 HSC Geography Marking Guidelines

Section II

Question 16 (a)

Outcomes assessed: H10, H11

MARKING GUIDELINES

Criteria	Marks
• 50 or 50 times or 50_	1

Question 16 (b)

Outcomes assessed: H10, H11

MARKING GUIDELINES

Criteria	Marks
• VE is used to show relatively small variations in the land form	1

Question 16 (c)

Outcomes assessed: H8, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Clearly states one reason for the lack of footpaths in Section A 	1

Question 16 (d)

Outcomes assessed: H8, H10, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly locates one feature in Section A and one feature in Section B 	2
<ul style="list-style-type: none"> Correctly locates only one feature in either Section A or Section B 	1

Question 17 (a)

Outcomes assessed: H12, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Names and provides comprehensive characteristics and features of one external linkage of an economic enterprise at a local scale 	3
<ul style="list-style-type: none"> Names and provides some characteristics and features of one external linkage of an economic enterprise at a local scale 	2
<ul style="list-style-type: none"> Names one external linkage of a local enterprise OR <ul style="list-style-type: none"> Names and provides characteristics and features of one internal linkage of a local enterprise OR <ul style="list-style-type: none"> Names and provides characteristics and features of one external linkage of an economic activity on a global scale 	1

Question 17 (b)

Outcomes assessed: H8, H10, H11

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies that both countries have similar percentages in the tertiary sector employment and a difference in primary sector employment OR <ul style="list-style-type: none"> States the percentage in primary sector and tertiary sector for both countries ie <ul style="list-style-type: none"> Mauritius (C) 16% \pm2 (Primary) Namibia (E) 43% \pm2 (Primary) Mauritius (C) 47% \pm2 (Tertiary) Namibia (E) 55% \pm2 (Tertiary) 	2
<ul style="list-style-type: none"> States either the similarity or the difference between the primary or tertiary sector for Mauritius and/or Namibia OR <ul style="list-style-type: none"> States 1–3 correct percentages for Primary and/or Tertiary sectors for Mauritius and/or Namibia 	1

Question 18 (a)

Outcomes assessed: H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> The higher the altitude, the cooler the temperature 	1

Question 18 (b)

Outcomes assessed: H8, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> North: dry shrub forest AND <ul style="list-style-type: none"> South: 5 temperate rainforest OR <ul style="list-style-type: none"> 7 sub-tropical rainforest 	2
<ul style="list-style-type: none"> North: dry shrub forest OR <ul style="list-style-type: none"> South: temperate rainforest OR <ul style="list-style-type: none"> sub-tropical rainforest 	1

Question 18 (c)

Outcomes assessed: H8, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Suggests a valid reason for the difference in vegetation types 	1

Question 18 (d)

Outcomes assessed: H8, H11, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes evident the relationship between the Antarctic Beech ecosystem and TWO relevant geographic factors drawn from Sources F, G and H 	4
<ul style="list-style-type: none"> Makes evident the relationship between the Antarctic Beech ecosystem and ONE relevant geographic factor drawn from Sources F, G and H Identifies another ONE relevant geographic factor drawn from Sources F, G and H 	3
<ul style="list-style-type: none"> Makes evident the relationship between the Antarctic Beech ecosystem and ONE relevant geographic factors drawn from Sources F, G and H <p>OR</p> <ul style="list-style-type: none"> Identifies TWO relevant geographic factors drawn from Sources F, G and H 	2
<ul style="list-style-type: none"> Identifies ONE relevant geographic factor drawn from Sources F, G and H 	1

Question 19 (a)

Outcomes assessed: H11

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies the four year period that experienced the greatest rate of change 	1

Question 19 (b)

Outcomes assessed: H10, H11, H12

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> States that the number of Core USA internet subscribers increases AND <ul style="list-style-type: none"> States that the number of Bitnet subscribers increases until 1992/3, then decreases OR <ul style="list-style-type: none"> States that the number of Bitnet subscribers increases until 1990, then steadies/plateaus until 1993, then decreases 	2
<ul style="list-style-type: none"> States that the number of Core USA internet subscribers increases OR <ul style="list-style-type: none"> States that the number of Bitnet subscribers increases, then decreases OR <ul style="list-style-type: none"> States that the number of Core USA internet subscribers increases States that the number of Bitnet subscribers increases or decreases 	1

Question 20

Outcomes assessed: H7, H8, H9

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides characteristics and features of TWO DIFFERENT methods of collecting primary geographical data relevant to the chosen vocation/location/workplace 	4
<ul style="list-style-type: none"> Provides characteristics and features of ONE method of collecting primary geographical data relevant to the chosen vocation/location/workplace Identifies another ONE method of collecting primary geographical data OR <ul style="list-style-type: none"> Provides characteristics and features of TWO DIFFERENT methods of collecting primary geographical data that are not relevant to the chosen vocation/location/workplace 	3
<ul style="list-style-type: none"> Provides characteristics and features of ONE method of collecting primary geographical data OR <ul style="list-style-type: none"> Identifies TWO DIFFERENT methods of collecting primary geographical data 	2
<ul style="list-style-type: none"> Identifies ONE method of collecting primary data OR <ul style="list-style-type: none"> Refers only to the collection of SECONDARY data 	1

*No mark is allocated to the chosen vocation

Question 21

Outcomes : H1, H2, H5, H10, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Supports in detail a variety of arguments for the importance of ecosystem management and protection Refers to appropriate case studies and/or illustrative examples Presents a sustained, logical and well-structured answer using appropriate geographical information, ideas and issues 	17–20
<ul style="list-style-type: none"> Supports arguments for the importance of ecosystem management and protection May refer to appropriate case studies and/or illustrative examples Presents a logical and well-structured answer using geographical information, ideas and issues 	13–16
<ul style="list-style-type: none"> Supports, in a limited manner, arguments for the importance of ecosystem management and protection <p>OR</p> <ul style="list-style-type: none"> Describes in detail an ecosystem at risk with limited or inferred reference to arguments for the importance of ecosystem management and protection <p>AND</p> <ul style="list-style-type: none"> Presents a structured answer using a limited range of geographical information 	9–12
<ul style="list-style-type: none"> Identifies reasons for the importance of ecosystem management and protection <p>OR</p> <ul style="list-style-type: none"> Describes an ecosystem at risk with no reference to arguments for the importance of ecosystem management and protection <p>AND</p> <ul style="list-style-type: none"> Presents an answer with some geographical information 	5–8
<ul style="list-style-type: none"> Demonstrates some limited knowledge of ecosystems Little or no reference to geographical information 	1–4

Question 22

Outcomes assessed: H1, H5, H6, H12, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed characteristics and features of a variety of challenges of living in mega cities and makes a reasoned judgement about a variety of responses to these challenges Makes sustained reference to one mega city or uses a variety of mega cities as illustrative examples Presents a sustained, logical and well-structured answer using appropriate geographical information, ideas and issues 	17–20
<ul style="list-style-type: none"> A balanced answer which provides characteristics and features of a variety of challenges of living in mega cities and makes some judgement about responses to these challenges <p>OR</p> <ul style="list-style-type: none"> Provides detailed characteristics and features of a variety of challenges of living in mega cities and makes little judgement about some responses to these challenges <p>OR</p> <ul style="list-style-type: none"> Provides limited characteristics and features of challenges of living in mega cities and makes reasoned judgement about a variety of responses to these challenges <p>AND</p> <ul style="list-style-type: none"> Makes reference to one mega city or mega cities as illustrative examples Presents a logical and well-structured answer using appropriate geographical information, ideas and issues 	13–16
<ul style="list-style-type: none"> Outlines some characteristics and features of challenges of living in mega cities and makes limited judgement about responses to these challenges Presents a clear answer using a limited range of geographical information 	9–12
<ul style="list-style-type: none"> Identifies some characteristics of challenges of living in mega cities and briefly mentions responses to these challenges Refers to some geographical information 	5–8
<ul style="list-style-type: none"> Demonstrates some general knowledge of mega cities Little or no reference to geographical information 	1–4

Question 23

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Thoroughly inquires into the nature, spatial patterns and future directions of one economic activity Comprehensively refers to the economic activity in a global context Presents a sustained, logical and well-structured answer using appropriate geographical information, ideas and issues 	17–20
<ul style="list-style-type: none"> Inquires into the nature, spatial patterns and future directions of one economic activity Refers to the economic activity in a global context Presents a logical and well-structured answer using geographical information, ideas and issues 	13–16
<ul style="list-style-type: none"> Inquires into at least two of the nature, spatial patterns and future directions of one economic activity Makes reference to the economic activity in a global context Presents a clear answer using a limited range of geographical information 	9–12
<ul style="list-style-type: none"> Outlines an economic activity in a global context <p>OR</p> <ul style="list-style-type: none"> Inquires into an economic enterprise rather than an economic activity <p>AND</p> <ul style="list-style-type: none"> Refers to some geographical information 	5–8
<ul style="list-style-type: none"> Demonstrates some knowledge of an economic activity or an economic enterprise Little or no reference to geographical information 	1–4