

**2005 HSC Notes from
the Marking Centre
Geography**

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2005 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 regarding responses to the 2005 Higher School Certificate examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the relevant syllabus, the 2005 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 2005, 4843 candidates attempted the Geography examination.

It was generally felt that the overall standard of candidates' written responses was higher this year than in recent years. Extended responses demonstrated higher levels of literacy and contained more substance and geographical information. Nevertheless, it is evident that teachers still need to emphasise the importance of the differences between directive terms and continually revisit and practise these throughout the Stage 6 course.

There were a significant number of non-attempts in some basic skills /short answer questions. Teachers need to ensure that all skills are practised throughout the course. 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. 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 candidates 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 were compulsory.

Section I – Multiple Choice

General Comments

Question	Correct Response
1	D
2	C
3	A
4	A
5	B
6	B
7	B
8	A
9	C
10	D
11	C
12	A
13	D
14	C
15	B

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) In the better responses, candidates clearly identified two economic activities and used evidence from the map including area references. The location of one economic activity was clearly accounted for using evidence from the map. Some economic activities such as the oil refinery, alumina mill and a golf course (tourism) enabled candidates to give detailed explanations for their locations.

In the weaker responses, some candidates had difficulty identifying an economic activity on the map. Rather than accounting for the location, often reasons were inferred. Candidates used land-uses from the key which were not evident on the map, eg rice farming and vineyards.

- (b) In the better responses, candidates clearly stated the data was reliable/ unreliable and used information from the graphs to support their assertions. They recognised the time differences between the graphs and the need for more data to evaluate averages.

In the weaker responses, some candidates stated the data from the graphs were unreliable but did not use clear evidence to give reasons for their unreliability for the stated purpose. A number of responses described the rainfall pattern displayed in the graphs with no evaluation. Candidates provided general comments regarding unreliability, attributing it to eg global warming without reference to the graphs.

Question 17

- (a) Better responses provided a precise definition of *genetic diversity*.

However, some candidates confused *genetic diversity* with *biodiversity*, *species diversity* or *ecosystems diversity*.

- (b) In the better responses, candidates clearly understood and used the diagram to enhance their response. They addressed both diversity (biodiversity) and the functioning of the illustrated ecosystem, and explained the impact on the tertiary trophic and primary consumer levels as well as the producers. These responses linked the changes in different trophic levels to the declining biodiversity and to changes in the functioning of ecosystems.

In the weaker responses, some candidates did not address diversity and functioning, did not make reference to examples from the diagram and provided only general statements about ecosystems.

Question 18

- (a) Better responses demonstrated a thorough knowledge of how to interpret a ternary graph.

In the weaker responses, candidates could not interpret a ternary graph.

- (b) In the better responses, candidates accurately identified two changes directly from the ternary graph. The nature of the two changes was correctly stated.

Weaker responses did not accurately identify two changes from the ternary graph. The nature of changes was not clearly/ correctly stated. Statements made could not be supported by the stimulus material.

- (c) Better responses identified an economic activity that was clearly global in nature. They understood the meaning of the directive terms *identify* and *describe*. Candidates used data/statistical information and utilised location, site, extent and continuity concepts in describing patterns. Geographic terminology was appropriately and correctly used.

In the weaker responses, some candidates did not identify an economic activity that was global in nature, and a number of candidates described the operation of the economic activity and did not refer to spatial patterns.

Question 19

- (a) In the better responses, candidates demonstrated a sound knowledge of the operation of an urban dynamic in a named country town or suburb. Specific, detailed references to changes that had occurred in the urban place as a result of the operation of the urban dynamic were

provided. Statements were supported by detailed information and data/ statistics referring to concepts such as social composition, population density and streetscape. Geographic terminology was appropriately and correctly used.

In the weaker responses, some candidates referred to a number of urban dynamics of change without outlining the operation. A number of responses did not refer to an urban dynamic or misnamed the dynamic being outlined. For example *gentrification*, a social dynamic, was often substituted in responses for *urban renewal*, an urban dynamic. Statements were not supported by detailed information and data/ statistics.

- (b) Better responses referred to a number of world cities that were clearly identified. Candidates demonstrated a clear understanding of the term *character* linking examples of specific features, both economic and cultural, to particular world cities. Reference to specific economic and cultural features and institutions and use of statistical data indicated a deep knowledge and understanding of the concepts.

In the weaker responses, some candidates did not identify or name any world cities or they confused the concept with *mega cities*. A number of responses confused *roles* of economic and cultural authority with *character*. Lists of roles of world cities does not equate with a description of their character.

Section III – Extended Responses

General Comments

Candidates presented geographical information, ideas and issues in their responses and the better responses demonstrated a deep knowledge of the scope of the syllabus content areas. It was felt that the level of literacy has risen compared to previous years. 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 20

In the better responses, candidates demonstrated sound understanding of the concepts of *vulnerability* and *resilience*. Responses were supported by appropriate case studies/ examples of ecosystems detailing location, extent, biodiversity and linkages. Illustrative examples were well chosen, specifically supported the arguments and demonstrated related concepts such as inertia, recovery, malleability and dynamic equilibrium. Candidates had a clear understanding of the directive term *account for*. A high order of geographical writing and knowledge of the syllabus was demonstrated. Responses were lengthy with candidates able to articulate a sustained, logical and well-structured answer.

In the weaker responses, candidates failed to fully understand the meaning of or differences between *vulnerability* and *resilience*. A number of responses concentrated on management strategies and reasons to protect ecosystems. Many candidates merely described impacts on ecosystems or focused on adaptations within ecosystems. There was limited use of case studies or illustrative examples to support an argument. Irrelevant material, diagrams and maps were used as supportive evidence.

Question 21

In the better responses, candidates had a clear understanding of the directive term *explain*. They understood the relationship of dominance and dependence demonstrated through explicit explanation and well chosen illustrative examples used to support arguments. Responses defined world cities, identified a hierarchy of world cities and provided specific information and data for a variety of world cities and urban centres. Many candidates used the concept of globalisation to demonstrate their understanding of dominance and dependence. They demonstrated the existence of a clear link between world cities and other urban centres through the use of detailed illustrative examples. Some candidates used well chosen diagrams to illustrate a hierarchy of world cities. Responses were well structured, flowed logically and used appropriate geographical terminology.

In the weaker responses, candidates were unable to establish the relationships of dominance and dependence, instead focusing on the roles of world cities. Illustrative examples were either ill-chosen or not employed in responses. A number of responses presented a wholistic treatment of urban geography rather than addressing the question specifically. There was limited use of geographic terminology.

Question 22

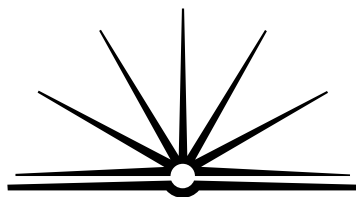
Better responses demonstrated a clear understanding of the nature of a local enterprise and a depth of knowledge in explaining environmental constraints/ human impacts. Candidates were able to describe how the environmental constraints and human impacts changed the nature of the enterprise. Responses showed a clear understanding of the directive term *describe*. Appropriate data or statistics and illustrative examples were used. Responses presented a sustained, logical and well-structured answer using geographic terminology.

In the weaker responses, many candidates described environmental constraints and human impacts without addressing the impact on the nature of the enterprise. Some candidates were unsure of the difference between an economic enterprise and an economic activity. A number of candidates interpreted environmental constraints as the impact of the enterprise on the environment. Some responses merely described the operation of the enterprise. There was limited use of supporting data in the weaker responses.

Geography

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
1	1	Skills and Tools	H10
2	1	Skills and Tools	H10, H11
3	1	Skills and Tools	H10, H11
4	1	Urban Places	H3, H6
5	1	Skills and Tools	H10, H11
6	1	Skills and Tools	H10, H12
7	1	Skills and Tools	H4, H10, H11
8	1	Skills and Tools	H8, H10, H11
9	1	Skills and Tools	H8, H10
10	1	Skills and Tools	H8, H10, H11
11	1	Ecosystems at Risk	H1, H2
12	1	Skills and Tools	H10, H11
13	1	Skills and Tools	H10, H12
14	1	Skills and Tools	H10, H11
15	1	Skills and Tools	H10, H11
Section II			
16 (a)	3	Skills and Tools	H1, H10
16 (b)	2	Skills and Tools	H8, H9, H11
17 (a)	1	Ecosystems at Risk	H1
17 (b)	4	Ecosystems at Risk – diverse ecosystems and their functioning	H1, H2, H10
18 (a)	1	Skills and Tools	H10, H11
18 (b)	2	Skills and Tools	H10, H11
18 (c)	4	People and Economic Activity	H1, H4, H12
19 (a)	4	Urban Places	H1, H3, H12, H13
19 (b)	4	Urban Places	H1, H12, H13
Section III			
20	20	Ecosystems at Risk	H1, H2, H6, H12, H13
21	20	Urban Places	H1, H6, H10, H12, H13
22	20	People and Economic Activity	H1, H4, H12, H13



B O A R D O F S T U D I E S
NEW SOUTH WALES

2005 HSC Geography Marking Guidelines

Section II

Question 16 (a)

Outcomes assessed: H1, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Correctly identifies TWO economic activities evident on the map AND/OR• Provides evidence of TWO economic activities evident on the map AND• States a reason(s) for the location of ONE of these economic activities	3
<ul style="list-style-type: none">• Correctly identifies TWO economic activities evident on the map AND/OR• Provides evidence of TWO economic activities evident on the map OR• Identifies ONE economic activity or evidence of an economic activity on the map and states a reason(s) for the location of this economic activity/evidence of activity	2
<ul style="list-style-type: none">• Correctly identifies ONE economic activity evident on the map OR• Provides evidence of ONE activity on the map	1

Question 16 (b)*Outcomes assessed: H8, H9, H11***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Use of data from rainfall graphs judged to be unreliable/invalid or reliable/valid• Criteria for judgement stated	2
<ul style="list-style-type: none">• Use of data from rainfall graphs judged to be unreliable/invalid or reliable/valid• Attempts to justify judgement	1

Question 17 (a)*Outcomes assessed: H1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Refers to size/variety of a gene pool in stating the meaning of genetic diversity	1

Question 17 (b)*Outcomes assessed: H1, H2, H10***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• States overfishing of secondary consumer has a negative impact on the diversity AND functioning of the ecosystem• Comprehensively explains using examples from the diagram to indicate the effects of the overfishing of the secondary consumer on the diversity AND functioning of the ecosystem	4
<ul style="list-style-type: none">• States overfishing of secondary consumer has a negative impact on the diversity AND functioning of the ecosystem• Explains using examples from the diagram to indicate the effects of the overfishing of the secondary consumer on the diversity OR functioning of the ecosystem	3
<ul style="list-style-type: none">• States overfishing of secondary consumer has a negative impact on the diversity OR functioning of the ecosystem• Refers to relevant example(s) from the diagram to indicate the effects of the overfishing of the secondary consumer on the diversity AND/OR functioning of the ecosystem	2
<ul style="list-style-type: none">• States overfishing of secondary consumer has a negative impact on the diversity OR functioning of the ecosystem	1

Question 18 (a)*Outcomes assessed: H10, H11***MARKING GUIDELINES**

Criteria	Marks
• Between and including 73–75 (candidate does not have to have % symbol)	1

Question 18 (b)*Outcomes assessed: H10, H11***MARKING GUIDELINES**

Criteria	Marks
• Recognises and names TWO different changes in the structure of the German economy between 1999 and 2025	2
• Recognises and names ONE change in the structure of the German economy between 1999 and 2025	1

Question 18 (c)*Outcomes assessed: H1, H4, H12***MARKING GUIDELINES**

Criteria	Marks
• Identifies ONE global economic activity • Provides detailed characteristics/features of the spatial pattern(s)	4
• Identifies ONE global economic activity • Provides characteristics/features of the spatial pattern(s)	3
• Identifies ONE global economic activity • Provides a characteristic(s)/feature(s) of the spatial pattern(s)	2
• Identifies ONE global economic activity or economic enterprise AND/OR • Provides a characteristic(s)/feature(s) of the spatial pattern(s) for the economic enterprise	1

Question 19 (a)

Outcomes assessed: H1, H3, H12, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Names a case study of a country town or suburb Names an urban dynamic of change relevant to this case study Outlines in detail features of this urban dynamic of change in the case study 	4
<ul style="list-style-type: none"> Names a case study of a country town or suburb Names an urban dynamic of change relevant to this case study Outlines features of this urban dynamic of change in the case study 	3
<ul style="list-style-type: none"> Names a case study of a country town or suburb and names an urban dynamic of change relevant to this case study OR <ul style="list-style-type: none"> Gives a brief outline of an urban dynamic of change OR <ul style="list-style-type: none"> Gives a brief outline of an urban dynamic of change not related to the case study 	2
<ul style="list-style-type: none"> Names a case study of a country town or suburb OR <ul style="list-style-type: none"> Names an urban dynamic of change 	1

Question 19 (b)

Outcomes assessed: H1, H12, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed features relating to the character of world cities Refers to a wide variety of examples of world cities 	4
<ul style="list-style-type: none"> Provides general features relating to the character of world cities Refers to a variety of examples of world cities 	3
<ul style="list-style-type: none"> Provides a feature(s) relating to the character of world cities and names an example(s) of world cities OR <ul style="list-style-type: none"> Provides features relating to the character of world cities 	2
<ul style="list-style-type: none"> Names a world city(ies) OR <ul style="list-style-type: none"> Provides a feature relating to the character of world cities 	1

Section III

Question 20

Outcomes assessed: H1, H2, H6, H12, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Outlines comprehensive reasons for the vulnerability and resilience of ecosystems• Provides detailed reference to appropriate case study(ies) and/or illustrative example(s)• Presents a sustained, logical and well-structured answer using appropriate geographical information, ideas and issues	17–20
<ul style="list-style-type: none">• Outlines reasons for the vulnerability and resilience of ecosystems• Refers to appropriate case study(ies) and/or illustrative example(s)• Presents a logical and well-structured answer using geographical information, ideas and issues	13–16
<ul style="list-style-type: none">• Outlines reasons for the vulnerability and/or resilience of ecosystems• Refers to appropriate case study(ies) and/or illustrative example(s)• Presents a clear answer using appropriate geographical information, ideas and issues	9–12
<ul style="list-style-type: none">• Makes limited reference to the reasons for the vulnerability and/or resilience of ecosystems• May refer to case study(ies) and/or illustrative example(s)• Presents some geographical information, ideas and issues	5–8
<ul style="list-style-type: none">• Demonstrates some limited knowledge of ecosystems• Demonstrates limited understanding of geographical information, ideas and issues	1–4

Question 21*Outcomes assessed: H1, H6, H10, H12, H13***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Comprehensive understanding of the relationships of dominance and dependence between world cities and other urban centres• Provides in detail an illustration of why the relationships of dominance and dependence between world cities and other urban centres exists• Incorporates appropriate examples to illustrate relationships• Provides a sustained, logical and well-structured answer using appropriate geographical information, ideas and issues	17–20
<ul style="list-style-type: none">• Demonstrates an understanding of the relationships of dominance and dependence of world cities and other urban centres• Identifies why the relationships of dominance and dependence between world cities and other urban centres exists• Refers to appropriate examples to illustrate relationships• Presents a logical and well-structured answer using geographical information, ideas and issues	13–16
<ul style="list-style-type: none">• Identifies the relationships of dominance and dependence between world cities and other urban centres• Makes some reference to illustrative examples• Presents a clear answer using appropriate geographical information, ideas and issues	9–12
<ul style="list-style-type: none">• Makes limited reference to the relationships of dominance and/or dependence of world cities and other urban centres• May refer to case studies and/or illustrative examples• Presents some geographical information, ideas and issues	5–8
<ul style="list-style-type: none">• Demonstrates some general knowledge of world cities or other urban centres• Attempts to use some geographical ideas	1–4

Question 22
Outcomes assessed: H1, H4, H12, H13
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed description of the characteristics and features of environmental constraints and human impacts • Describes in detail how the environmental constraints and human impacts influence the nature of an economic enterprise studied at a local scale • Provides detailed examples to illustrate how environmental constraints and human impacts influence the nature of an economic enterprise studied at a local scale • Presents a sustained, logical and well-structured answer using appropriate geographic information, ideas and issues 	17–20
<ul style="list-style-type: none"> • Provides a description of the characteristics and features of environmental constraints and human impacts • Describes how the environmental constraints and human impacts influence the nature of an economic enterprise studied at a local scale • Provides examples of how environmental constraints and human impacts influence the nature of an economic enterprise studied at a local scale • Presents a logical and well-structured answer using geographical information, ideas and issues 	13–16
<ul style="list-style-type: none"> • Provides a description of the characteristics and features of environmental constraints and human impacts, and • Attempts to describe how the environmental constraints and human impacts influence the nature of an economic enterprise studied at a local scale <p>OR</p> <ul style="list-style-type: none"> • Provides a detailed description of the characteristics and features of EITHER environmental constraints OR human impacts, and • Describes in detail how the environmental constraints OR human impacts influence the nature of an economic enterprise studied at a local scale • Provides example(s) of how environmental constraints and/or human impacts influence the nature of an economic enterprise studied at a local scale • Presents a clear answer using appropriate geographical information, ideas and issues 	9–12
<ul style="list-style-type: none"> • Identifies some characteristics and features of environmental constraints and/or human impacts that influence the nature of an economic enterprise studied at a local scale <p>OR</p> <ul style="list-style-type: none"> • Describes economic constraints and human impacts on an economic activity • Provides limited examples of environmental constraints and human impacts that influence the nature of an economic enterprise studied at a local scale • Presents some geographical information, ideas and issues 	5–8
<ul style="list-style-type: none"> • Demonstrates some knowledge of the economic enterprise or activity • Attempts to use some geographical ideas 	1–4