



BOARD OF STUDIES  
NEW SOUTH WALES

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**1998** HSC

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**EXAMINATION  
REPORT**

**Geography**

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# GEOGRAPHY

## Foreword

This examination report seeks to provide teachers of 2 Unit and 3 Unit Geography with extensive comments about the 1998 Geography examination and marking operations. These comments are designed to enable teachers preparing candidates for examination in this subject to be better informed about the following:

- the manner in which the HSC examination is developed;
- sections of the Syllabus from which questions are drawn;
- the generalised marking guide used in the examination marking operation;
- the examination marking operation and assurance of marking standards;
- content and organisation of responses to particular questions from both better and weaker candidates;
- areas of the Syllabus which are not well interpreted.

## **INTRODUCTION**

In 1998, 8621 candidates presented for the Stage 6 Geography 2/3 Unit paper. This represents a decrease of 189 candidates on the 1997 candidature. 2208 candidates sat for the 3 Unit (Additional) paper, representing 252 fewer candidates.

The Geography 2/3 Unit examination format consisted of:

Section I (25 marks)

- Part A (15 marks) multiple choice based on skills.
- Part B (10 marks) short-answer based on skills.

Section II (75 marks)

- Choice of three out of four options from which one question is attempted.
- Each option contains two questions, one of which is to be structured and based on the broadsheet.

## MARKING PROCEDURES AND OPERATIONS

### Purpose of the Marking Operation

The purpose of the marking operation is to rank each candidate's response to each question or part of a question in accordance with the criteria laid down in the marking scales. See Table 1: Generalised Marking Guide.

### Double-Marking

All questions requiring a written response in 2/3 Unit and 3 Unit are double-marked. This approach assumes that each marker will provide a reliable judgement; the second marker is not aware of the mark provided by the first marker.

### Discrepancies

Discrepancies between the two marks awarded occur in the event of:

- the award of a single mark for a question (eg extended response) by two markers, with the difference between the two marks awarded being equal to or greater than one third of the range of marks allocated to the question;
- the mark awarded for the question comprising marks awarded to a number of parts, with the difference between the two marks awarded for the whole question being equal to or greater than one quarter of the range of marks allocated to the question.

Discrepancies between the two marks awarded are brought to the attention of the Senior Marker. A third mark is awarded by the Senior Marker who has no prior knowledge of the first two marks. The three marks are then assessed so that the two marks which will finally be awarded can be determined.

### Generalised Marking Guide

All ranking of scripts by both markers is in accordance with the criteria set out in the Generalised Marking Guide established for Section I Part B, and Section II (Extended Response to Options).

*Table 1: Generalised Marking Guide*

Rank	Mark	Guidelines	Criteria for specific question
A		Excellent.	
	20	Clear reasoning, explicit.	
	19	Scholarly argument. Evidence	
	18	of a variety of data sources.	
	17	Illustrative examples to support argument.	
B	16	Above average.	
	15	Consistent. Explanatory.	
	14	Factually correct.	
	13	Attempt to justify generalisations.	

- C           Average.
- 12 Somewhat descriptive but
  - 11 relevant to the question. Some
  - 10 use of factual data. Conclusion
  - 9 consistent with argument
  - 8 presented.
- D           Below average.
- 7 Little use of factual data to
  - 6 support generalisations.
  - 5 Conclusions inconsistent with
  - 4 data or argument or no conclusions given.
- E           Poor.
- 3 Absence of factual data. Much
  - 2 irrelevant material. Incoherent or
  - 1 incomprehensible.
  - 0 Check with Senior Marker and Examination Committee.

These Generalised Marking Guides are developed by Senior Markers and markers after the reading of candidates' responses, the former having been briefed, prior to development of the Generalised Marking Guides, by members of the Examination Committee on the Syllabus Outcomes and Content examined in each of the questions. While different Generalised Marking Guides are established for marking different kinds of questions, they have been framed with the intention of achieving comparable standards (ie distribution and mean) across the different types of questions.

The Marking Criteria established by Senior Markers and Markers for each question have been included throughout this document for both 2 and 3 Unit. The marking criteria established and used at the marking centre and used throughout the marking process is not necessarily what you as the teacher might demand at the classroom level — rather, the criteria is framed in response to the candidates' responses to each particular question. It is consistently reviewed throughout the pilot marking phase to ensure that under the norm referenced marking procedure the marking of scripts will give the necessary distribution of marks.

The 2/3 Unit paper and the 3 Unit (Additional) papers were, on the whole, well received for the quality of the questions. Issues relating to the broadsheet and some of the difficulties students found in using some of the stimulus material, particularly the choice of maps, were well discussed. The performance of candidates in these papers was generally sound, indicating that the majority of students were again well prepared for this examination. However, attention must be drawn to the fact that, as in 1997, the responses by candidates to the papers were very poorly numbered. Many students wrongly labelled essay responses, and this resulted in an extraordinary number of scripts needing to be redirected to the appropriate marking group. This problem was largely a result of candidates looking at the marks allocated to each extended response appearing on the right hand side of the essay questions and using these numbers as the number of the essay question being attempted. The result was that there was initially an inordinate number of essay questions labelled Question 25.

Candidates must practise indicating clearly, both on the examination booklet cover and the first page of their essay, the correct number of the question they are answering.

The following points need to be emphasised:

1. The Generalised Marking Guide used this year was comparable across all questions.
2. The mark value of the structured questions should be used as an indicator of the amount of time and space to be allocated for each part.
3. The structured questions are marked out of 20 and then scaled to 25 marks. Allocation of marks to each part of the question is indicative of relative weighting and is reflected in the mark for the whole question.
4. Some candidates came prepared with an answer to an anticipated question and used this irrespective of what was asked in the examination.
5. Again, a number of 3 Unit scripts were outstanding. There were also a number of exceptional 2 Unit scripts.

## 2/3 UNIT (COMMON) SECTION I PART A

### Questions 1–15

For each question in Part A, reference was made to the Syllabus Objectives and Outcomes, the stimulus material and the question rationale (skills tested).

Question	Syllabus Objective and page reference	Outcome	Subject Matter	Rationale
1	P27 Ability to investigate	1(b) Read, interpret and analyse special feature map	SE Asian Cities Map	Test graphical interpretation skills
2	P27 Ability to investigate	1(c) make quantitative analysis of statistical information presented in a variety of forms including equations and formulas	Table	Test quantitative statistical interpretation skills
3	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial) including topographic maps	Salt Lake City	Test topographic skills – latitude and longitude
4	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial) including topographic maps	Salt Lake City	Test topographic skills — cross section analysis and grid references
5	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial) including topographic maps	Salt Lake City	Test topographic map interpretation skills — point coordinates contour interpretation and gradient
6	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial) including topographic maps	Salt Lake City	Calculate area using key and scale
7	P27 Ability to investigate	1(e) Directional analysis using photos, maps and diagrams	Grand Teton	Test map interpretation skills — point coordinates, key and estimate bearing

8	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial), including topographic maps	Grand Teton	Using legend
9	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial), including topographic maps	Grand Teton	Read, interpret and analyse map and photograph orienting map and photograph using a profile
10	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial), including topographic maps	Grand Teton and circular Climatic graph	Read, interpret and analyse map and interpretation skills — combined with climatic graph road closure
11	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial), including topographic maps	Grand Teton	Test topographic map interpretation skills — direction of the flow of the Snake River
12	P27 Ability to investigate	1(d) make quantitative analysis of statistical information presented in a variety of forms, including equations and formulas	Circular Grand Teton	Test quantitative statistical interpretation skill presented in graphical form — seasonal distribution of precipitation
13	P27 Ability to investigate	1(d) make quantitative analysis of statistical information presented in a variety of forms, including equations and formulas	Market Share	Test graphical interpretation skills and interpret quantitative statistical information
14	P27 Ability to investigate	1(d) make quantitative analysis of statistical information presented in a variety of forms, including equations and formulas		Test ability to interpret graph
15	P27 Ability	1(b) Read, interpret and analyse maps (metric and imperial), including topographic maps	Comparing 4 maps on the Broadsheet	Test quantitative statistical interpretation skill presented in graphical form — Seasonal distribution of precipitation

A table showing candidate performance across all questions is provided. Markers were asked to work through the multiple-choice questions at the beginning of the marking period in order to gain a broad understanding of the information included in this year's examination and to gain an understanding of any difficulties that may have been encountered in the examination.

*Candidate Performance in Section I Part A*

*Questions 1–15 multiple-choice*

<b>Question</b>	<b>Correct response</b>	<b>% candidature with correct response</b>
1	B	83
2	A	27
3	B	41
4	B	76
5	A	57
6	C	70
7	C	65
8	C	78
9	A	41
10	A	33
11	A	73
12	D	35
13	B	59
14	D	50
15	D	35

The mean was 8.2 and the standard deviation 2.5.

## GEOGRAPHY EXAMINATION 2/3U COMMON PART B

### Questions 16a–c and 17

For each question in Part B, reference is made to the Syllabus Objective(s) and Outcome(s), the stimulus material and the question rationale relating to specific skill(s) tested.

Question	Syllabus Objective and page reference	Outcome	Subject Matter	Rationale
16	P27 Ability to investigate	1(d) make quantitative analysis of statistical information presented in a variety of forms including equations and formulas	Population Pyramids	Analysis of population pyramids
17	P27 Ability to investigate P28 Ability to communicate P29 Attitudes and values 1. Demonstrate and interest in and concern for environments at a variety of scales 2. Demonstrate a commitment to social justice	1(f) Undertake geographic research including fieldwork, analysing data and evaluating data ...  2(c) Communicate the inquiry sequence and findings of research including fieldwork.	Contemporary geographic issues	Test ability to: 1. identify a contemporary geographic issue 2. identify variables about which information need be gathered to investigate the contemporary geographic issue and 3. identify a method of data collection

## Questions 16 (a)–(c)

### Marking Criteria

#### Part Mark Description

- (a) 0
- No difference/only one difference/same difference in reverse
  - No reference to structure/no comparison/incorrect observations
  - Misinterpretation/incorrect facts with corrects facts
  - Non-attempt for one or both
- 1
- Must compare two different aspects, eg shape, age, sex, fertility, life expectancy, birth rate, death rate, aging versus young population, developed versus developing, dependency ration
  - Proportion or a percentage not a number
- (b) 0
- No reference to social services
  - Only names one social service
  - Only mentions an issue, eg health
- 1
- Names and examines one social service (relates to the structure of A)
  - Names two only/names two and examines one
  - Must have clarifying terms, eg more education
- 2
- Names two and explains two social services correctly
  - Must relate to A
- (c) 0
- No reference to social services
  - Only names one social service
  - Only mentions an issue, eg health
- 1
- Names and examines one social service (relates to the structure of B)
  - Names two only/names and examines one
  - Must have clarifying terms, eg more education
- 2
- Names two and explains two social services correctly
  - Must relate to B

### General Comments

Some candidates seemed to find the wording of the Question 16 confusing. It was evident that population pyramids had not been covered greatly in terms of revision. Many candidates could not identify ‘social services’ for parts (b) and (c). Some outstanding responses indicated an adequate grasp of the purpose of population pyramids and their potential for extrapolation and planning for the future.

### Better Responses

In better responses, candidates:

- compared two different aspects of the graphs; and used appropriate, clear terminology recognising the importance of percentages;
- in Question 16 (b) and (c) clearly stated two social services and mentioned specifically how the structure impacted on it;
- knew what a social service is and how it is provided;

- read the question well and identified the key elements of ‘differences’, ‘important’ and ‘structure’;
- made sure to compare the Population A to population B (using percentages rather than quoting raw data);
- candidates who looked at the graphs as developing (Pop A) and developed (Pop B) showed a clear understanding.

### **Weaker Responses**

In weaker responses, candidates:

- in Question 16 (a) made two comments (maximum) as statements about the graphs but did not show differences. Many referred to numbers, provided insufficient information and showed little understanding of the purpose or structure of a population pyramid;
- may have compared internal differences within the same graph;
- in Questions 16 (b) and (c) either simply listed a social service or didn’t explain the impact on the provision of the service;
- responded in a simplistic manner and many showed no idea of what social service was;
- simply reversed the structure and services;
- failed to show how the population would ‘impact’ on the provision.

### **Question 17**

#### **Marking Criteria**

Part Mark Description

SI	0	Not an issue; not geographic; not contemporary, eg dairying, unless qualified in stages 2 or 3.
	1	Issued stated implied through stages 2 or 3.
S2	0	Feature not identified or does not relate to stage 1.
	1	Identifies feature significant to the issue in stage 1; the feature may be vague or implied.
	2	Identifies and explains why feature is important and relevant to stage 1; clear and factual.
S3	0	Method not stated or related to stage 1; secondary data; only method stated.
	1	Must be primary data and relate to stage 1; states method and difficulty.
	2	States method, identifies difficulty and states how it can be overcome; must relate to stage 1; does not have to relate to stage 2.

#### **General Comments**

Good candidates clearly had difficulties in collecting primary data related to actual experience in the field. Many candidates chose inappropriate examples with discussion of secondary data only. Many candidates confuse ‘fieldwork’ with a contemporary issue.

### **Better Responses**

In better responses, candidates:

- were able to identify a contemporary geographic issue — often the SGP and link in features and methods, including difficulty and how they can be overcome;
- made linkages between Stages 1, 2 and 3;
- developed a consistent line of approach were able to clarify why and how research and/or investigation was appropriate.

### **Weaker Responses**

In weaker responses, candidates:

- lost track of continuity;
- did not understand the concept of primary data;
- did not state an issue — many students still do not understand the term ‘contemporary geographic issue’;
- ignored how to ‘overcome’ the problem;
- used examples they could not have done without fieldwork — they lacked credibility when it came to looking at methods of gathering primary data;
- rarely used the flowchart principle or explained that this represented only a very small component of the overall study.

## SECTION 2 — OPTIONS

The following table is indicative of the selection of questions within and between the four options.

*Frequency of Option and Question Selection*

Options	Question Number	Percentage of Total Responses	Percentage Choice of Option
Large Cities	18*	13.6	28.9
	19	15.2	
Fragile Ecosystems	20*	12.5	28.2
	21	15.7	
Natural Resources	22*	13.8	20.9
	23	7.2	
Productive Activity	24*	6.9	22.0
	25	15.1	

\* Indicates structured question.

The table shows a distribution of the options chosen by candidates. There was a definite preference for the unstructured rather than the structured questions, representing a significant shift from the choices in the 1997 examination.

As in the previous examination report (1997), two points need to be made concerning the structured questions within each of the options:

1. The structured questions in the 1998 examination followed the specifications indicated in the Examination Specifications for Geography (BOS) for extended responses. Candidates were provided with directions for reference to a specific area of the broadsheet, a topic for extended response and a series of structured questions directing the nature and content of the response.
2. The relativity between the structured and unstructured candidates is accounted for in the marking operation. Candidates are not advantaged or disadvantaged in choosing to answer a structured or unstructured extended response question.

Comment also needs to be made about the continued lack of use of explanatory maps, diagrams, tables and figures. Candidates need to be encouraged to practise 'good Geography' and to make appropriate use of illustrative material in their essays.

### Large Cities Option: Question 18

Using the stimulus material on page 1 of the Broadsheet and your knowledge of Large Cities, write an extended response on:

*Changing pattern of urbanisation*

<i>In your response:</i>	<i>Marks</i>
(a) describe the changing patterns of urbanisation between 1950 and 2000	3
(b) identify urban processes that influence the changing patterns of urbanisation	10
(c) account for differences in urban processes in less developed and more developed countries.	12

### Relationship to the Syllabus document, pages 34–5

Reference to Syllabus document:

1. Statements examined:

- investigates the growth of large cities in Africa, Asia, Central and South America and the impact on the growth of urban and rural places.

2. Topic Outcome(s) examined:

- describe and analyse patterns of urbanisation
- sample studies.

3. Subject matter examined:

- Statistical graphical diagrammatic and other information pertaining to Large Cities presented on Broadsheet
- changes over time in rates and directions of urbanisation such as rapid urbanisation in the developing world and suburbanisation, counter-urbanisation, and urban consolidation in developed countries.

4. Directive terms used:

- identify, describe and account for.

### General Comments

Some candidates seemed to be confused about the marking scale attached to each part of the question. Candidates handled a reduced amount of stimulus material to be observed on the broadsheet, unlike in previous examinations. There was some confusion in how to answer (b) and (c). Candidates often combined (b) and (c) (eg detail on push/pull factors in their answer to (b)) and so they strayed from the question in part (c) as they felt they had no new information.

### Better responses

In better responses, candidates:

- showed a good understanding and description of the changing patterns of urbanisation between 1950 and 2000;
- analysed and used the data presented;

- appreciated the difference between the rate and level of urbanisation;
- identified urban processes influencing the changing pattern of urbanisation and were able to use specific examples in their explanations;
- accounted for differences in urban processes in a detailed manner with illustrative examples from less developed and more developed countries;
- made excellent use of the demographic transition model and cities of the less developed and more developed countries;
- organised their answers to usually reflect the mark weightings of the question.

### **Weaker Responses**

In weaker responses, candidates:

- showed a lack of coherent use or understanding of the statistics in the stimulus;
- copied the statistics directly from the broadsheet or ignored them altogether;
- were typically more general and superficial, often confusing urban processes with urban features;
- used the large city study but this tended to be unsuitable since the focus was on urban features;
- failed to account for the differences in urban processes and tended to focus on general description of city life and problems in less developed and more developed countries.

### **Question 18**

#### **Marking Criteria**

Rank Mark Criteria for Specific Question

A	20	Describes patterns of change in urbanisation using specific data and/or interpretation of data.
	19	Demonstrates a clear understanding of a range of urban processes that influence
	18	the changing patterns of urbanisation. Uses examples to illustrate.
	17	Provides a detailed account of differences in urban processes in less developed and more developed countries.
B	16	Describes patterns of change in urbanisation; uses data.
	15	Demonstrates less depth and or variety in treatment of urban processes and
	14	changing patterns than above. May refer to examples. Explains reasons for differences
	13	in urban processes in less developed and more developed countries.
C	12	Describes urbanisation and change with less detail and interpretation.
	11	General description of urban processes.
	10	Limited reasons for differences between less developed and more developed
	9	countries.
	8	

- D
  - 7 More generalised with little or no description of change.
  - 6 Urban processes are not well understood.
  - 5 Dominated by description of city/cities.
  - 4
- E
  - 3 Little or no understanding of urbanisation or urban processes.
  - 2 Lack of detail.
  - 1 Confusion.
  - 0 Check with Senior Marker.

### **Large Cities Option: Question 19**

*Name and locate one large city of at least 2 million people you have studied. Analyse the relationships between urban processes, environmental quality, and social wellbeing in this city.*

#### **Relationship to the Syllabus document, pages 34–5**

Refer to the Syllabus document:

1. Statement(s) examined:

- a major study of a large city ...

2. Topic Outcome(s) examined:

- analyse relationships between urban processes, environmental quality and social wellbeing
- identify management issues and explain the role of government in large cities

3. Subject matter examined:

A major study of a Large City:

- the relationships between urban processes and social wellbeing such as ...
- the relationships between urban processes and environmental quality
- current management issues in this large city

4. Directive terms used:

- name and locate, analyse.

#### **General Comments**

Sydney seemed to be the city which candidates were able to best use specific examples to demonstrate their understanding of linkages. Overseas examples tended to be more general, although not in all cases. Some candidates were able to draw excellent maps to locate their city, although the question did not really require the demonstration of this skill. While the question evidenced a full range of responses, the responses were generally of good quality with few candidates demonstrating little or no understanding of the topic. The question enabled the better candidates to fully extend themselves in terms of both factual knowledge and their capacity to analyse.

#### **Better Responses**

In better responses, candidates:

- were able to define terms and use them correctly;
- discussed changes using a historical perspective to assist in the understanding of current processes;
- developed and used examples to demonstrate links between processes and environmental quality and social wellbeing;
- used processes which were specific to the city selected;
- used statistics, maps, diagrams to illustrate processes and relationships;
- located the city using latitude and longitude correctly;
- wrote in a logical manner, developing an essay which demonstrated sequential development of thought, were well organised and structured the essay;
- discussed both the positive and negative aspects of the relationships.

## Weaker Responses

In weaker responses, candidates:

- were unable to develop and discuss linkages between processes, environmental quality and social wellbeing and were descriptive in nature;
- demonstrated a limited understanding of urban processes and in some instances were unable to identify any;
- described the city from an historical perspective only and failed to develop linkages;
- presented Sydney as a ‘tourist destination’;
- tended to describe rather than analyse, and the weakest were factually incorrect and unable to locate their city using latitude and longitude, did not know correct population and while preparing diagrams and flow charts did not incorporate them into their answer;
- in some cases, discussion was so general as to be applicable to any city, particularly those in developing nations.

## Question 19

### Marking Criteria

Rank Mark Criteria for specific question

A	20	Clearly identifies and analyses in detail the relationships between urban processes, environmental quality and social wellbeing.
	19	Supports analysis with clear examples.
	18	Names and locates one large city.
	17	
B	16	Links and explains urban processes, environmental quality and social wellbeing.
	15	Names and locates one large city.
	14	Clearly identifies and analyses in detail the relationships between two only of urban processes/environmental quality/social wellbeing.
	13	
C	12	General description of urban processes and/or environmental quality and/or social wellbeing.
	11	Superficial treatment of relationships.
	10	Names and locates one large city.
	9	
D	8	
	7	Very limited description of aspects relating to a large city.
	6	No relationships identified between urban processes, environmental quality, social wellbeing.
	5	Names and locates one large city.
E	4	
	3	Answer has limited relationship to the question set.
	2	Names and locates one large city.
	1	
	0	Check with Senior Marker.

### **Fragile Ecosystem Option: Question 20**

*Refer to the stimulus material on pages 2 and 3 of the Broadsheet.*

*These areas contain fragile ecosystems.*

*Using the stimulus material on pages 2 and 3 of the Broadsheet, and your knowledge of Fragile Ecosystems, write an extended response on:*

*The need for responsible management of fragile ecosystems.*

*In your response:*

*Marks*

- |  |           |
|--|-----------|
| (a) <i>identify two examples of human-induced ecosystem changes; one from the Salt Lake City, Utah map and one from the Grand Teton area map</i> | <i>2</i>  |
| (b) <i>for one of the examples identified in part (a), explain why its ecosystem is vulnerable to human-induced change.</i>                      | <i>8</i>  |
| (c) <i>using material from the Broadsheet and sample studies, discuss the reasons for the protection of ecosystems.</i>                          | <i>15</i> |

### **Relationship to the Syllabus document, pages 32–3**

1. Statements examined:

- investigates ecosystems which may be classified as vulnerable to human-induced change;
- examines the nature, magnitude and rate of change as a consequence of human-induced change;
- requires sample studies.

2. Topic Outcome(s) examined:

- explain why some ecosystems are vulnerable to human-induced change;
- discuss the rationale for the protection of ecosystems.

3. Subject matter examined:

- (i) ecosystems and their functioning
  - causes of ecosystems vulnerability including ...
  - the ways and the extent to which people are able to control or disturb ecosystems.
- (ii) the protection of ecosystems
  - reasons for the protection of ecosystems such as the maintenance of genetic diversity, utility value, intrinsic value, the need for unimpeded natural change.

4. Directive terms:

- identify, explain, discuss.

### **General Comments**

The inclusion of sample studies needs to be stressed in this option along with a clear understanding of key words such as ‘ecosystem’ and ‘vulnerability’. The stem of the question ‘the need for responsible management of fragile ecosystems’ confused some candidates, as many wrote about management strategies rather than giving a thorough discussion of the reasons for protection.

## Better Responses

In better responses, candidates:

- correctly identified two examples of human-induced ecosystem changes from the broadsheet;
- provided an in-depth explanation of vulnerability of one specific ecosystem that was identified in terms of natural stress, location, extent, biodiversity, etc;
- typically chose Mt Teton as the alpine ecosystem because it gave more scope;
- provided excellent discussion of the reasons for protection using many examples from sample studies and the broadsheet.

## Weaker Responses

In weaker responses, candidates:

- were unable to identify two examples of human-induced change and there was confusion over the terminology used in the question;
- wrote in very general terms and were unable to distinguish between reasons for vulnerability and reasons for protection;
- covered the area of vulnerability merely by describing human disturbances;
- wrote about management rather than protection in part (c) and sample studies were often not included;
- ignored the broadsheet in parts (b) and (c) and wrote generally and/or emotively.

## Question 20

### Marking Criteria

Rank Mark Criteria for specific question

A	20	Clearly identifies two examples of human-induced change in an ecosystem; one from each map.
	19	In-depth explanation for vulnerability of one specific ecosystem identified in (a).
	18	Excellent discussion of the reasons for the protection of ecosystems using
	17	broadsheet and sample studies. Balanced discussion.
B	16	Clearly identifies two examples of human-induced change in an ecosystem —
	15	one from each map.
	14	Understands the concept of vulnerability through more limited discussion.
	13	Broad description of reasons for protection of ecosystems with reference to broadsheet and/or sample/studies.
C	12	Identifies two examples of human-induced change.
	11	Well written work on vulnerability and reason for protection with little
	10	or no use of broadsheet and/or sample studies.
	9	Human disturbance based answer using the broadsheet with incidental
	8	reference to vulnerability and reasons for protection.

- D        Mentions two examples of human-induced change.
  - 7    Superficial treatment.
  - 6    Limited or no use of broadsheet or sample studies.
  - 5    Description of human disturbances only and emotive reasons
  - 4    for protection.
  
- E        3    Misses the point of the question.
  - 2    Lacks factual data.
  - 1    Incorrect facts.
  - 0    Check with Senior Marker.

### **Fragile Ecosystem Option: Question 21**

*With reference to at least two sample studies, analyse the nature and extent of stress on ecosystems caused by human-induced ecosystem change.*

#### **Relationship to the Syllabus document, pages 32–3**

1. Statements examined:

- The topic investigates ecosystems which may be classified as vulnerable to human-induced change.
- It examines the nature, magnitude and rate of change as a consequence of natural and human-induced change.
- Requires sample studies.

2. Topic Outcomes examined:

- Identify the nature and extent of stress on ecosystems caused by human-induced change.

3. Subject matter examined:

- (i) ecosystems and their functioning
  - causes of ecosystem vulnerability including ...
  - the ways and extent to which people are able to control or disturb ecosystems.
  - sample studies should be used.

4. Directive terms

- analyse.

#### **General Comments**

In many responses candidates failed to look past the phrase ‘at least two sample studies’ and the analysis/stress/extent was overlooked.

#### **Better Responses**

In better responses, candidates:

- showed clearly that they understood the nature of ecosystem functioning and how human-induced change impacted on the ecosystem functioning;
- concisely discussed the nature of the changes and also the extent of the changes;
- generalised their sample studies to the larger scale;
- drew on a wide range of sample studies or, if they only used two, they indicated clearly that they were samples representing bigger problems;
- demonstrated a clear understanding of ecosystems, their cycles, functioning and linkages was evident;
- typically selected sample studies such as Florida Everglades, Antarctica and the Great Barrier Reef.

## Weaker Responses

In weaker responses, candidates:

- were limited in their apparent understanding of ecosystem functioning;
- discussed their sample studies in isolation;
- were descriptive and general in their discussion of the nature of human-induced change and had little or no details about extent;
- provided minimal understanding of cycles and linkages;
- did not discuss the stresses to any great extent. In some cases the whole essay focussed on management rather than stress.

## Question 21

### Marking Criteria

Rank Mark Criteria for Specific Question

A	20	Detailed discussion/analysis of the nature and extent of stress caused by human-induced change in at least two sample studies.
	19	Demonstrates a sound understanding of ecosystem functioning and the links
	18	between the nature of the ecosystem and the extent of the change.
	17	May recognise intentional/inadvertent nature of change.
B	16	Detailed description of the nature and extent of the human-induced change in
	15	at least two sample studies.
	14	Demonstrates some understanding of ecosystem functioning.
	13	Implied references to the nature and extent of the stress caused by human induced change.
C	12	General description of the nature of human-induced change in two sample studies.
	11	Implied understanding of ecosystem functioning.
	10	General description of the nature of human induced change with limited
	9	reference to extent.
	8	Discusses 1 sample study (top C).
D	7	Simplistic description of the nature of change in two sample studies.
	6	Little understanding of ecosystem functioning.
	5	Little or no treatment of disturbances/stress/nature.
	4	
E	3	Misses the point of the question.
	2	Incorrect facts.
	1	Irrelevant material.
	0	Check with Senior Marker.

### **Fragile Ecosystem Option: Question 22**

*Using the stimulus material on pages 2 and 3 of the Broadsheet and your knowledge of natural resources, write an extended response on:*

*The nature and management of natural resources*

*In your response:*

*Marks*

- |  |           |
|--|-----------|
| (a) <i>with reference to examples from pages 2 and 3 of the Broadsheet, explain the renewable and exhaustible nature of resource use</i>                   | <i>10</i> |
| (b) <i>using material from the Broadsheet and sample studies, demonstrate how different strategies are needed for the management of natural resources.</i> | <i>15</i> |

### **Relationship to the Syllabus document, pages 36–7**

#### 1. Statements examined:

- It examines environmental, social, political, economic, and technological issues arising from resource utilisation.
- The topic explores natural resource management strategies.

#### 2. Topic Outcomes examined:

- demonstrate an understanding of resources including their renewable, recyclable or exhaustible nature, and their use within particular contexts;
- demonstrate an understanding of different strategies of resource management;
- use of sample studies.

#### 3. Subject matter examined:

- the nature of natural resources;
- issues related to the use of natural resources;
- strategies of resource management.

#### 4. Directive terms:

- explain, demonstrate.

### **General Comments**

The better sample studies used were those that related specific natural resources to specific sample studies, eg water — Murray Darling. Excellent sample studies were Orange Roughy and National Parks. Many candidates confused natural resources with their fragile ecosystems knowledge. Many candidates struggled to identify various resources from the broadsheet. They were able to give indicators of possible resources, eg powerline, refineries.

### **Better Responses**

In better responses, candidates:

- were able to clearly identify and explain the nature of both renewable and exhaustible resources with specific references to both pages of the broadsheet;
- used correct terminology to locate resources, eg Area Reference (AR), Grid Reference (GR), quadrants;

- used a variety of sample studies related to specific resources, eg water — Murray Darling River Basin in Part B;
- used sample studies at various scales, eg local, national, global and integrated these with the broadsheet.

### Weaker Responses

In weaker responses, candidates:

- provided simple definitions of renewable/exhaustible resources;
- made little reference to the broadsheet;
- made little or no attempt to analyse management strategies;
- made no attempt to integrate sample studies with the broadsheet;
- were confused about the management strategies for natural resources and fragile ecosystems;
- concentrated on the problems and not the management strategies.

### Question 22

#### Marking Criteria

Rank Mark Criteria for specific question

A		Detailed use of both pages of the broadsheet in Part A.
	20	Demonstrates a clear understanding of the nature of renewable and
	19	exhaustible resources.
	18	Integrated use of a selection of sample studies and/or the broadsheet to
	17	demonstrate management strategies.
		Detailed discussion of a range of management strategies (eg scale, culture, economic development, etc).
B	16	Uses both pages of the broadsheet in Part A.
	15	Defines and explains renewable and exhaustible resources and identifies
	14	them from the broadsheet.
	13	Uses a selection of sample studies to demonstrate management strategies.
		A good response that discusses the nature and management of resources but fails to refer to the broadsheet. Can obtain a maximum of 14.
C	12	Attempts to identify/refer to resources from the broadsheet.
	11	Distinguishes between renewable and exhaustible resources.
	10	Limited use of sample studies in discussion of management.
	9	Human disturbance based answer using the broadsheet.
	8	Fewer management strategies discussed.
D		Simplistic definition of resources.
	7	Generalised/emotive response.
	6	Superficial treatment of management strategies.
	5	Lack of supportive material (ie sample studies) to support arguments
	4	for protection.

- E            No/scant reference to broadsheet.
- 3            Does not answer the question.
- 2            No discussion of management strategies.
- 1            Irrelevant and incorrect material used.  
              No use of sample studies.
- 0            Check with Senior Marker.

### **Natural Resources Option: Question 23**

*With reference to at least two sample studies, analyse the spatial implications of the production and consumption of natural resources.*

#### **Relationship to the Syllabus document, pages 36–7**

1. Statements examined:

- Investigates the implications of the uneven distribution of natural resources.
- The study emphasises the spatial patterns and consequences of the distribution of natural resources.
- the study ... requires sample studies.

2. Topic Outcomes examined:

- identify the spatial implications of the production and consumption of natural resources;
- identify spatial implications of the production and consumption of natural resources;
- sample studies.

3. Subject matter examined:

- patterns of natural resources
  - uneven distribution of natural resources
  - lack of coincidence between areas of production and consumption
  - patterns of economic and political control over the distribution of natural resources and their impacts on production and consumption
- issues related to the use of natural resources.

4. Directive terms:

- analyse.

#### **General Comments**

Many candidates had a poor understanding of ‘spatial implications’. A significant number of candidates clearly demonstrated an average to above average understanding of this topic. Candidates who had studied a wide range of sample studies were better equipped to answer the question.

#### **Better Responses**

In better responses, candidates:

- were able to distinguish between spatial implications and global production and consumption of natural resources;
- correctly identified issues such as conflict, development, environment, etc, that result from disparity between producers and consumers of natural resources;
- recognised the roles of the north and the south but did not oversimplify the production pattern;
- used a variety of sample studies rather than the minimum of two.

## Weaker Responses

In weaker responses, candidates:

- could define natural resources and in some cases recognised the global pattern of production and consumption of natural resources;
- had difficulty identifying valid spatial implications of the production/consumption process and tended to focus on environmental issues;
- used sample studies inappropriately and failed to illustrate patterns of production and consumption, relying on explanations of why the resource is threatened and offering management strategies;
- failed to identify and analyse the relationship between the global pattern of natural resource consumption and production and the implications and outcomes of this pattern.

## Question 23

### Marking Criteria

Rank Mark Criteria for Specific Question

A	20	Analysis of a range of implications from the spatial differences in the production and consumption of natural resources (eg conflict, inequity of access, development issues).
	19	
	18	At least two sample studies used to support arguments relating to the uneven distribution and consumption of resources.
	17	
B	16	Has made a good attempt at answering the question but with less factual information, particularly in relation to spatial implications.
	15	
	14	At least two sample studies used which may be less appropriate.
	13	
C	12	Relative to the question, but descriptive or simplistic.
	11	Deals with production and consumption but tends to cite issues rather than sample studies.
	10	
	9	Focuses on global patterns rather than implications.
	8	
D	7	Descriptive or with little relationship to the question.
	6	Defines natural resources, but with little attempt to relate to spatial implications.
	5	Poor choice of sample studies.
	4	
E	3	Mostly irrelevant.
	2	Brief definitions of natural resources.
	1	No attempt to discuss spatial implications.
	0	Check with Senior Marker.

### **Productive Activity Option: Question 24**

*Refer to Page 4 of the Broadsheet*

*The material shown shows examples of globalisation of production, changes in consumption and decision making and control in various productive activities from agriculture, manufacturing and service sectors.*

*Using the stimulus material and your knowledge of productive activity, write an extended response on:*

*The global nature and distribution of a productive activity.*

*In your response:*

*Marks*

- (a) *Name a productive activity you have studied and describe its global pattern.* 7
- (b) *Compare the productive activity identified in part (a) with the Broadsheet examples of:*
- *global production*
  - *changes in consumption, and*
  - *decision making and control.*
- 18*

### **Relationship to the Syllabus document, pages 38–9**

1. Statements examined:

- investigates one productive activity from agriculture, manufacturing or services sector.
- examines the biophysical, technological, social, economic, cultural and political factors affecting the nature and distribution of the productive activity.

2. Topic Outcomes examined:

- describe the relationship between the nature of production and consumption of the productive activity;
- describe interactions between this activity and the biophysical.

3. Subject matter examined:

- the productive activity
  - the global pattern of the productive activity
  - the relationship between production and consumption for this activity;
- changes in the global nature and distribution of this activity
  - the changing nature of the productive process
  - impacts of consumption on this activity
  - changes in ownership, decision making control.

4. Directive terms:

- name, describe, compare.

### **General Comments**

Instead of using parts of the broadsheet, many candidates felt they needed to use all of the broadsheet. Less able candidates had great difficulty in dealing with the four aspects of global pattern, global production, consumption and control.

### Better Responses

In better responses, candidates:

- used the broadsheet to make comparisons and linkages;
- answered all parts of the question with a depth of factual material using geographical language;
- described the pattern of the activity in global terms.

### Weaker Responses

In weaker responses, candidates:

- made limited use of the broadsheet or ignored it completely;
- used a productive unit rather than an activity;
- had little or no global perspective;
- had little relevant information;
- failed to answer all parts of the question;
- used simplistic language.

### Question 24

#### Marking Criteria

Rank Mark Criteria for Specific Question

A		Uses broadsheet to make comparisons and linkages.
	20	Examines all parts of the question.
	19	Depth of factual material.
	18	Thorough global pattern.
	17	Uses geographical language.
B	16	Refers to the broadsheet — implied linkages.
	15	May not examine all parts to equal depth.
	14	Factual and adequate global pattern.
	13	
C	12	Limited reference to the broadsheet.
	11	Does not examine all three aspects of (b).
	10	Descriptive rather than patter.
	9	Limited information.
	8	Very good answer to part (a) only.
D		No productive activity except broadsheet.
	7	No relevant reference to the broadsheet.
	6	Productive unit only.
	5	No global perspective.
	4	Little attempt to answer question. Vague/brief/weak.
E	3	No reference to broadsheet.
	2	No productive activity.
	1	Very vague, weak, brief.
	0	Check with Senior Marker.

### **Productive Activity Option: Question 25**

*Name and locate one production unit, such as a farm, a factory or a service provider, that you have studied. Analyse the interaction of this production unit with the biophysical and human environments.*

#### **Relationship to the Syllabus document, pages 38–9**

1. Statement examined:

- a major study of a production unit undertaken within its area context.

2. Topic Outcomes examined:

- Identify and discuss issues arising from the interaction of this activity with the biophysical and human environment.
- Relate these issues to a major study of a production unit in its area context.

3. Subject matter examined:

- a production unit
  - various.

4. Directive terms:

- name and locate, analyse.

#### **General Comments**

Some candidates seemed to be confused with the term ‘production unit’ and ‘production activity’ as in previous years. Better responses dealt with a production unit in either the agricultural sector or the factory/manufacturing area. The service sector was generally poorer.

#### **Better Responses**

In better responses, candidates:

- clearly identified and located a production unit, often using a map;
- analysed a number of both biophysical and human interactions, often under headings and using maps, diagrams and flow charts;
- used specific data that related clearly to the production unit;
- used scholarly argument with related geographical terms.

#### **Weaker Responses**

In weaker responses, candidates:

- often named a production unit, however the weakest name a productive activity;
- were unable to do more than describe the unit/activity and used little data that applied directly to the unit/activity;
- gave vague, irrelevant information;
- were often confused over the concept of a production unit as opposed to a productive activity.

## Question 25

### Marking Criteria

Rank Mark Criteria for specific question

- |   |    |  |
|---|----|--|
| A | 20 | Clearly locates and identifies a production unit.                    |
|   | 19 | Gives a detailed analysis of a wide variety of interactions in terms |
|   | 18 | of both biophysical and human environments.                          |
|   | 17 | Use of appropriate terminology and scholarly argument.               |
| B | 16 | Locates and identifies a production unit.                            |
|   | 15 | Refers to both biophysical and human environments.                   |
|   | 14 | Analyses both biophysical and human interaction.                     |
|   | 13 |  |
| C | 12 | Identifies a production unit.  |
|   | 11 | Describes the activities of a production unit with limited reference |
|   | 10 | to the biophysical or human interactions.                            |
|   | 9  | Good analysis of a productive activity.                              |
|   | 8  |  |
| D | 7  | Identifies a production unit/productive activity.                    |
|   | 6  | Superficial description of the production unit.                      |
|   | 5  | Describes a productive activity.                                     |
|   | 4  |  |
| E | 3  | Misses the point of the question.                                    |
|   | 2  | Little or no reference to biophysically human environment.           |
|   | 1  | Lack of factual material or incorrect information.                   |
|   | 0  | Check with Senior Marker.  |

**3 UNIT (ADDITIONAL)**

*The percentage frequency of Option and Question selection*

<b>Options</b>	<b>Question Number</b>	<b>Percentage of Total Responses</b>	<b>Percentage Choice of Option</b>
Biophysical Studies	1	17.5	37.4
	2	20.0	
Development Geography	3	24.1	42.9
	4	18.8	
Political Development	5	13.2	20.0
	6	6.5	

**Option 1: Biophysical Studies**

*Choose one environmental issue related to a component of the biophysical environment. With reference to this environmental issue, account for interactions with other components of the biophysical environment at a variety of scales.*

**General Comments**

River regulation was a popular choice of issue and provided ample opportunity to discuss sample studies at a variety of scales. Some candidates tended to concentrate on one sample study to illustrate their issue, eg the Murray-Darling Basin, rather than using other sample studies and scales in their response. Candidates choosing deforestation as their environmental issue had difficulty in addressing more than one scale.

**Better Responses**

In better responses, candidates:

- were able to clearly state the issue and component and account for the interactions between the sphere and issue chosen within other spheres;
- included a variety of sample studies from a variety of scales to illustrate the issue and interactions.

**Weaker Responses**

In weaker responses, candidates:

- made little reference to case studies and scales;
- were unable to account for interaction between the issue and other spheres;
- made poor distinction between scales;
- did not mention an issue;
- used prepared answers which did not answer the question;
- demonstrated poor understanding of interactions.

### 3 Unit Question 1

#### Marking Criteria

Rank Mark Criteria for specific question

A	20	Explains clearly the issue and component and states the relationship
	19	to the other components of the biophysical environment.
	18	Accounts for interactions — causes and effects.
	17	Uses appropriate sample studies at a variety of scales (at least two).
B	16	Identifies issues/component.
	15	Attempts to account for interactions.
	14	Scales may be implied rather than explicit.
	13	
C	12	Describes the issue and component.
	11	Brief explanation of interactions.
	10	Little or no mention of scales.
	9	Vague mention of sample studies or only a sample study.
	8	
D	7	A number of issues treated superficially/issue not clearly stated
	6	— unrelated to biophysical environment.
	5	Unclear interactions (only select a sphere, not an issue).
	4	No sample studies/scales.
E	3	No relevant information.
	2	
	1	
	0	Check with Senior Marker.

## Option 2: Biophysical Studies

*With reference to one environmental issue, account for the importance of an understanding of key processes and scale for effective management and sustainable outcomes.*

### General Comments

Most candidates were able to demonstrate some knowledge of geographical processes in case/sample study context. Candidates must use their knowledge to answer the question set. The concept of scale was not well understood and generally this part of the question was poorly addressed.

### Better Responses

In better responses, candidates:

- referred to an environmental issue displaying a superior knowledge and understanding of the key processes operating;
- demonstrated a clear understanding of the way the choice of management strategies varies at different scales and with outcome;
- used various case studies to develop the issue chosen to show the interdependence between the processes operating, the management strategies employed and sustainable outcomes.

### Weaker Responses

In weaker responses, candidates:

- dealt with case studies rather than issues and tended to give generalised, descriptive narratives;
- examined processes in a simplistic way;
- replaced management strategies with human impacts as a focus of discussion and were not related to the processes operating;
- did not examine scale;
- did not examine the links and interdependence between the issue, processes, management strategies and sustainable outcomes.

## 3 Unit Question 2

### Marking Criteria

Rank Mark Criteria for specific question

A		Refers to an environmental issue with detailed analysis.
	20	Displays superior knowledge and understanding of relevant key processes.
	19	Detailed examination of a variety of management strategies.
	18	Clearly demonstrates linkages/interrelationships between scale, processes,
	17	effective management and sustainable outcomes. Explains why the choice of effective management strategies requires a knowledge of the key processes.

- B 16 Refers to an environmental issue.  
15 Demonstrates a clear understanding and knowledge of relevant key processes.  
14 Examines a variety of management strategies and relates to effectiveness.  
13 Attempts to link key processes to effective management.  
Refers to key processes and management at different scales.  
Refers to sustainable outcomes.
- C Identifies an environmental issue.  
12 A narrative/descriptive account.  
11 Describes key processes and/or management strategies without clear links to  
10 outcomes. May refer to 'sphere' rather than 'issue'.  
9 Focuses on human impacts rather than an issue.  
8 Superficial reference to scale and outcomes.
- D General account — case study/sample study. Mostly narrative.  
7 Simplistic examination of key processes.  
6 Limited treatment of management strategies.  
5 No linkage between processes, management or outcomes.  
4 No reference to scale.
- E Not an environmental issue.  
3 Poor general description of a sample study.  
2 No reference to management strategies or outcomes.  
1 No reference to key processes or scale.  
0 Check with Senior Marker.

### **Option 3: Development Geography**

*Account for the uneven impacts of development at a variety of scales.*

#### **General Comments**

Candidates had great difficulty answering specifically what the question required. Candidates combined Part 3 of the Syllabus with either the rates of development (Part 2) or with development issues (Part 4). Responses tended to be disjointed as students tried to grapple with the question and then write slabs of information.

#### **Better Responses**

In better responses, candidates:

- outlined reasons for impacts well;
- emphasised a variety of scales;
- used many case studies/sample studies to clearly illustrate scales/impacts;
- considered historical causes;
- used a variety of scales as their framework or structure on which to answer the question.

#### **Weaker Responses**

In weaker responses, candidates:

- were unable to identify reasons for impacts;
- indicated only indicators of development/measurements, eg external, internal, quantitative, qualitative;
- provided descriptive responses on rates;
- prepared answers on topic of development which addressed the question slightly;
- memorised slabs of texts and used it to attempt to answer question;
- made little use of, or inappropriate/incorrect use of examples to show a variety of scales.

### **3 Unit Question 3**

#### **Marking Criteria**

Rank Mark Criteria for specific question

- |   |    |  |
|---|----|--|
| A |    | Uses a variety of scales, eg global, national, rural/urban, racial divisions, etc. |
|   | 20 | Specifies what the uneven impact is — may list indicators.                         |
|   | 19 | Provides reasons for uneven impacts at different scales.                           |
|   | 18 | Uses or recognises a range of examples/sample studies to illustrate scales.        |
|   | 17 |  |
| B | 16 | May use one impact in depth on development at a variety of scales.                 |
|   | 15 | Detailed description of quantitative and qualitative indicators.                   |
|   | 14 | Detailed description of the forces that lead to development (rates)                |
|   | 13 | Implies or infers reasons that account for uneven impacts at a variety of scales.  |

- C    12   Describes uneven development at a variety of scales with little or no  
11   reference to reasons.  
10   Describes the forces that lead to development.  
9    Uses a variety of sample studies that may refer to a variety of scales.  
8
- D    7    Superficial description of levels of development without justification or evidence.  
6    Limited use of scale and/or sample studies, eg north-south.  
5  
4
- E    3    Simplistic, factually incorrect, inconsistent.  
2    Irrelevant samples.  
1    Misses the point of the question.  
0    Check with Senior Marker.

### **Option 4: Development Geography**

*Using sample studies, analyse relationships between the path of development experienced by nations and the quality of life of their people.*

#### **General Comments**

There was a large gap between what was delivered by the ‘best’ and ‘poor’ responses. Some candidates appear to try to be preparing an answer which encompasses the entire topic and therefore are providing far too much information which is not relevant. Analysis was the key to providing the ‘best’ answer, rather than very general, descriptive answers. Good sample studies were needed to support answers. There was time wasted in candidates drawing location maps of countries without any reference to them at all thinking that they would achieve better marks.

#### **Better Responses**

In better responses, candidates:

- analysed the paths of development and their links/relationships to the quality of life, using theory and/or levels of development achievement;
- discussed decreases in quality of life as well as increases;
- used a variety of development indicators along with at least two (preferably more) sample studies showing various paths;
- used correct geographical terms with demonstrated knowledge of their studies.

#### **Weaker Responses**

In weaker responses, candidates:

- provided superficial treatment of the paths of development and quality of life, often simply discussing development in very general terms;
- described developing and developed countries but took it no further;
- used either one sample study or simply used a variety of isolated examples.

### **3 Unit Question 4**

#### **Marking Criteria**

Rank Mark Criteria for specific question

A		Explains the paths of development and analyses its relationship to the quality of life.
	20	
	19	Discusses a variety of indicators of development, eg literacy rates (may be negative).
	18	
	17	Uses at least two sample studies of different development paths. Scholarly argument/correct use of terminology.
B		Detailed description of paths of development and impacts on quality of life relationship — less links, uses limited indicators.
	16	
	15	
	14	Perception of the quality of life more simplistic.
	13	Uses two sample studies, but with less detail.

- C    12 Describes paths of development with linkages and quality of life implied  
11 or vague.  
10 Superficial treatment of indicators.  
9 Tends to use examples rather than sample studies or only one sample study  
8 in some depth.
- D    7 Superficial treatment of paths of development or quality of life.  
6 Very general — may look at only one sample study generally or examples.  
5 Incorrectly interprets the question, eg rates of development only, etc.  
4
- E    3 Short — lack of factual information.  
2 No mention of specifics.  
1 Misses the point of the question.  
0 Check with Senior Marker.

### **Option 5: Political Geography**

*Analyse the causes of political tensions and conflicts at a variety of scales.*

#### **General Comments**

Candidates demonstrated the knowledge of a large variety of sample studies and many of these had been studied in great depth. More emphasis should be given to the real cause of these conflicts. Candidates should be able to relate the role played by the geography of a place with political conflicts experienced and have a clearer perception of how each influences the other.

#### **Better Responses**

In better responses, candidates:

- provided accurate background to political tensions and conflicts at global and national and local levels;
- analysed the causes of conflicts and demonstrated a wider range of issues associated with these conflicts;
- used good sample studies and a bigger variety of relevant examples.

#### **Weaker Responses**

In weaker responses, candidates:

- provided descriptive answers with a poor analyses of the causes of political tensions and conflicts;
- made inadequate use of sample studies to justify the depth required by the question;
- did not understand the main requirement (analyse) of the question.

### **3 Unit Question 5**

#### **Marking Criteria**

Rank Mark Criteria for specific question

A	20	Recognises that individual tensions/conflicts at a variety of scales have more than one cause.
	19	May identify or show that one cause is more significant.
	18	Relates scale to the cause(s) of the tension/conflict.
	17	Provides some relevant background to the conflict/tension to assist analysis.
B	16	May identify or show that one cause is more significant.
	15	Some attempt at linking causes and scales.
	14	Explains a range of causes through sample studies or examples at a
	13	variety of scales.
C	12	Describes a range of causes.
	11	Provides examples/sample studies.
	10	Demonstrates some understanding at a variety of scales.
	9	
	8	

- D
  - 7 Lists causes with little detail or application to sample studies/examples.
  - 6 Little or no understanding of a variety of scales.
  - 5 Superficial information about tensions/conflicts.
  - 4
- E
  - 3 Irrelevant information relating to examples of tensions/conflicts.
  - 2 Misses the point of the question.
  - 1 Emotive.
  - 0 Check with Senior Marker.

## **Option 6: Political Geography**

*Using sample studies, account for the geographical impacts of political tensions and conflicts.*

### **General Comments**

Most candidates were able to engage in a description or discussion of the geographic impacts but failed to 'account for'. Candidates are to be encouraged to follow sample study approach to the study of political tension and conflict as this was an important discriminator in the criteria. The range of specific data provided by candidates was mostly appropriate and only varied in depth not suitability.

### **Better Responses**

In better responses, candidates:

- demonstrated in depth knowledge of a wide range of geographical impacts of political tension and conflict;
- made accurate and well planned use of sample studies;
- provided a clear understanding of the reasons for political tension and conflict and how these reasons are linked to geographic impacts;
- used a good range of accurate data and statistics to justify their arguments.

### **Weaker Responses**

In weaker responses, candidates:

- discussed few impacts and did so in a very limited way;
- made very little use of examples or specific data;
- did not attempt to account for geographical impacts;
- used emotive/sensational language and often focussed on describing tension/conflict.

## **3 Unit Question 6**

### **Marking Criteria**

Rank Mark Criteria for specific question

A		Demonstrates a clear understanding of a wide range of geographical impacts
	20	of political tensions and conflicts.
	19	Provides a detailed account of reasons for these geographical impacts.
	18	Accurate use of sample studies.
	17	Supports arguments using detailed data.
B	16	Demonstrates an understanding of a range of geographical impacts of
	15	political tensions and conflicts.
	14	Explains reasons for geographical impacts.
	13	Attempts to justify explanations using sample studies.
		Uses data but in less depth.

- C            Accurately describes a range of geographical impacts of political tensions  
12            and conflicts.  
11            Provides limited reasons for geographical impacts.  
10            Uses examples to illustrate impacts.  
9             Some use of factual data.  
8
- D            7            Limited description of geographical impacts of political tensions and conflicts.  
6            No attempts to account for geographical impacts.  
5            Little or no use of examples/sample studies of factual data.  
4            May be dominated by a description of data.
- E            3            No understanding of geographical impacts of political tensions and conflict.  
2            Emotive.  
1            Misses the point of the question.  
0            Check with Senior Marker.

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