



BOARD OF STUDIES
NEW SOUTH WALES

1999 HSC

Geography

Notes from the Examination Centre

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1999 Higher School Certificate Geography Notes from the Examination Centre

Introduction

This examination report seeks to provide teachers of 2 Unit and 3 Unit Geography with extensive comments about the 1999 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.

In 1999, 8785 candidates presented for the Geography 2/3 Unit examination paper. This represents an increase of 164 candidates over the 1998 candidature. 2038 candidates sat for the 3 Unit (Additional) paper, representing 272 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

Broadsheet

The 1999 Broadsheet was an integrated Broadsheet that again tested candidates across a variety of skills areas and provided significant information that could have been used by them in answering extended responses. It was thematic in structure and presented the candidates with stimulus material that was readily identifiable and of practical use in answering the extended responses.

The 2/3 Unit paper and the 3 Unit (Additional) papers were well received for the quality of the questions, allowing candidates the opportunity to show their command of the discipline. The performance of candidates in these papers was generally sound, indicating that the majority of candidates were again well prepared for this examination. It was encouraging that, unlike previous years' examinations, candidates numbered questions more accurately and the number of re-directions were far fewer.

Candidates need to be encouraged continually to practise indicating clearly, both on the examination booklet cover and on the first page of their answer, the correct number of the question they are answering.

The following points need to be emphasised:

- 1 The Generalised Marking Guide used in 1999 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 responded to such a question irrespective of what was asked in the examination.
- 5 Again, a number of 3 Unit scripts were outstanding and a tribute to both the candidates and their preparation. There were also a number of exceptional 2 Unit scripts which deserve mention.

Selection of Markers

Markers are selected according to a set of criteria laid down by the Board of Studies. Included in this criteria are:

- recent experience in teaching the Syllabus to Year 12
- years of experience in teaching Geography
- academic qualifications
- previous marking experience.

In 1999 Geography was marked during the evenings on weeknights and on Saturday morning at the HSC Marking Centre. The new Marking Centre provides a significantly enhanced marking operation in that more subjects are located on the one site for marking with ready access to vital Board Of Studies facilities such as Board personnel and the Marker Reliability Operation. This provided for valuable feedback in a variety of forms throughout the marking operation.

Again, the number of people who were available for marking in 1999 was fewer than the expected number of teachers applying for Geography marking in the past. Whilst sufficient markers were able to be employed for the marking operation, it is hoped that a significantly greater number of teachers will be able to apply for the marking operation in 2000.

In addition to markers, there are Senior Markers whose priorities are:

- to lead and co-ordinate a group of markers
- to organise the briefing sessions
- to set criteria in consultation with the markers and maintain reliability of marking
- to maintain a close watch on discrepancies and act promptly to resolve them.

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 judgment; 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 final 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. In most cases it will be the average of the three marks that is awarded twice.

Generalised Marking Guide

All ranking of scripts by both markers is in accordance with the criteria laid down in the Generalised Marking Guide established for Section I Part B, and Section II (Extended Response to Options) by Senior Markers and Markers who have participated in a significant pilot marking operation at the beginning of the marking operation.

Table 1: Generalised Marking Guide

Rank	Mark	Guidelines
A	20	Excellent
	19	Clear reasoning, explicit.
	18	Scholarly argument
	17	Evidence of a variety of data sources. Illustrative examples to support argument.
B	16	Above Average
	15	Consistent. Explanatory.
	14	Factually correct.
	13	Attempt to justify generalisations.
C	12	Average
	11	Somewhat descriptive but relevant to the question.
	10	Some use of factual data.
	9	Conclusion consistent with argument presented.
	8	
D	7	Below Average
	6	Little use of factual data to support generalisations
	5	Conclusions inconsistent with data or argument or no conclusions given.
	4	
E	3	Poor
	2	Absence of factual data. Much irrelevant material.
	1	Incoherent or incomprehensible.
	0	Check with Senior Marker and Examination Committee.

This Generalised Marking Guide with criteria established for each question is developed by Senior Markers and Markers after the reading of candidates' responses, the former having been briefed, prior to development of the specific marking criteria, by members of the Examination Committee on the Syllabus Outcomes and Content examined in each of the questions. While a different Generalised Marking Guide is 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 at the end of each examination question and comment throughout these notes for both 2 and 3 Unit examinations. It must be reiterated that the marking criteria established and used at the Marking Centre and used throughout the marking process is not necessarily what the teacher might come up with or demand at the classroom level - rather, the criteria are framed in response to the cohort's HSC responses to each particular question and consistently reviewed throughout the pilot marking phase to ensure that under the norm-referenced marking procedure the marking of scripts will give the necessary normal distribution of marks.

Table 2 provides the final mean out of 25 and standard deviation of each of the extended response questions in 2/3 Unit (Common), Section II, and shows the comparability of questions between Options and within Options.

Marker Reliability and Comparability

In allocating marks, markers place the performance of each candidate in its true relationship to that of other candidates. There is no predetermined pass standard. Markers try to mark to a mean of 10/20 for the extended responses (these marks are later scaled to a mark out of 25) and spread marks over the whole range in accordance with the Generalised Marking Guide (a standard deviation of 4). The Marker Reliability Operation at the Marking Centre has two important roles:

- 1 It assists Supervisors of Marking (SOMs) and the Senior Markers (SMs) to establish an appropriate Generalised Marking Guide for each question during the Pilot Marking Operation. After a Generalised Marking Guide has been developed, as a result of discussions and reading of sample scripts, the markers begin pilot marking. During this time the initial Generalised Marking Guide is applied and the marks awarded are recorded on tally cards. Statistical reports are produced from this operation and these assist the SOM and SMs to ascertain whether the Generalised Marking Guide is providing an acceptable distribution of marks and mean for each question. Once the Generalised Marking Guide is finalised and the actual marking operation begins, the statistical reports enable the SOM and SMs to check that the distribution of marks and the mean established during the Pilot Marking operation are being maintained.
- 2 In order to ensure that the marking scale for each question is being applied consistently by each marker, it is essential that feedback is provided to the SOM and SMs on the marking patterns of their markers. It is very difficult for markers to maintain constant marking standards throughout the whole operation, despite a conscientious effort to do so. An atypical centre can distort a marker's judgment about what constitutes a good or a poor response. Through its ability to monitor the marking patterns of individual markers, SM groups and the entire Marking Centre, the Marker Reliability Operation can provide information to assist in the development of appropriate Generalised Marking Guides and their accurate and consistent application.
- 3 Evaluation
Prior to the end of the marking operation, Senior Markers and Markers are asked to comment on the degree of competence with which candidates handled specific questions. Comments are also sought which could assist teachers in the preparation of candidates for future examinations. These comments are for the Notes from the Examination Centre. Constructive criticism of individual questions and the paper generally is also requested for the attention of the Examination Committee.

Table 2: Comparability of Questions within and between Options

Question Number	Number of candidates	Mean (out of 25 marks)	Standard Deviation
18	3794	12.92	4.83
19	23.22	13.26	4.81
20	2287	12.69	4.94
21	5205	13.41	4.72
22	3266	12.99	4.89
23	2035	12.80	4.75
24	2312	13.23	4.70
25	3372	13.45	4.74

The 1999 Examination Committee

Each year the Board invites expressions of interest for membership of the Geography Examination Committee. The Board, after consultation with the Chair of the Syllabus Advisory Committee, selects applicants for membership of the Examination Committee which, in 1999, consisted of six members, three of whom were practising teachers who were not currently teaching Year 12, and three academics.

Twelve days of meetings took place between January and July to develop the examination papers and the associated Broadsheet. All papers and Broadsheet stimulus material underwent several drafts and editorial changes prior to the production of a final version. Questions were developed in accordance with the following criteria:

- (i) Syllabus Outcomes must be examined together with geographic skills, fieldwork and contemporary issues.
- (ii) Language must be clear, precise and unambiguous.
- (iii) Questions must be able to be answered within the time-frame and under examination conditions.

It must be emphasised, however, that examination technique is a significant part of the examination and candidates must ensure, when answering each part of the paper, that they keep to a designated time regime to allow them to spend sufficient time in answering the extended responses. Where time permits, candidates should then return to any unattempted questions from Section 1 of the examination.

Other responsibilities of the Examination Committee:

- Nomination of Assessors for each of the papers from the expressions of interest forwarded by experienced teachers not teaching Year 12 in the specific year.
- Briefing of Senior Markers concerning the examination questions, sections of the Syllabus from which they were drawn and the Syllabus Outcomes examined.
- Assist the Supervisor of Marking to review all Generalised Marking Guides to be used in the marking operation. These are finalised in consultation with Senior Markers, the Supervisor of Marking, the Co-ordinator of Senior Markers and members of the Examination Committee (when available).
- Committee members assisted the Supervisor of Marking in the collection and collation of feedback from Senior Markers for inclusion in this report by the Chairperson and for the information of the 2000 Examination Committee.
- Meeting of the Supervisor of Marking, Co-ordinator of Senior Markers and the Chairperson with the Board of Studies Consultative Committee to determine the final distribution of marks in Geography.

2/3 Unit (Common)

Section I

Part A (Q 1–15)

For each question in Part A, reference was made to the Syllabus Objective(s) and Outcome(s), the referred stimulus material and the question rationale (skills tested).

Common Part A Questions	Syllabus Objective and page reference	Outcome	Subject Matter	Rationale
1	P27 Ability to investigate	1(d) make quantitative analysis of statistical information presented in a variety of forms including equations and formulae	National Statistics	Test quantitative statistical interpretation skills
2	P27 Ability to investigate	1(c) make quantitative analysis of graphs including bar graphs and pie chart formulas	Bar graph & Pie graph	Test quantitative statistical and graph interpretation skills
3	P27 Ability to investigate	1(c) make quantitative analysis of graphs including bar graphs and pie chart formulas	Bar graph	Test quantitative statistical and graph interpretation skills
4	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial) including topographic maps	Dublin City topographic map	Calculate area using key, location and scale
5	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial) including topographic maps	Dublin City topographic map	Test topographic map interpretation skills – point co-ordinates, contour interpretation and gradient
6	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial) including topographic maps	Dublin City topographic map	Test topographic map interpretation skills – latitude and longitude
7	P27 Ability to investigate	1(e) Directional analysis using a topographic map	Dublin City topographic map	Test map interpretation skills – point co-ordinates, key and estimate bearing
8	P27 Ability to investigate	1(b) Read, interpret and analyse topographic maps	Dublin City topographic map	Using point co-ordinates, estimating direction and contour line interpretation. Aspect
9	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial) including topographic maps	Dublin City topographic map	Using point co-ordinates, and contour line interpretation in the form of a cross section

Common Part A Questions	Syllabus Objective and page reference	Outcome	Subject Matter	Rationale
10	P27 Ability to investigate	1(b) Read, interpret and analyse maps (metric and imperial) including topographic maps	Dublin City topographic map	Read, interpret and analyse map – combined with calculating distance and direction, contour line interpretation and using grids
11	P27 Ability to investigate	1(b) Read, interpret and analyse an aerial photograph	Dublin City topographic map & CBD oblique aerial photograph	Test topographic map skills - map orientation and photo interpretation
12	P27 Ability to investigate	(b) Read, interpret and analyse an aerial photograph	CBD Aerial photograph	Time the photograph was taken
13	P27 Ability to investigate	(b) Read, interpret and analyse a weather map	Synoptic chart – British Isles	Weather map interpretation skills - wind direction
14	P27 Ability to investigate	1(b) Read, interpret and analyse special feature maps (metric and imperial) including topographic and isoline maps	Landform maps and isohyet maps	Test ability to read and interpret maps
15	P27 Ability to investigate	Analysing data and describing patterns and drawing conclusions	Climatic data on the maps of the British Isles	Test ability to read and interpret maps – isotherms as well as location

A table showing candidates performance across all questions is provided. Markers were asked to work through the multiple-choice questions at the beginning of the marking period in much the same way as the candidates do, in order to have 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.

Table 4: Candidate performance in Section I Part A (Questions 1 to 15 multiple choice)

Question	Answer	Correct %
1	B	71.09
2	D	62.93
3	D	53.41
4	B	51.12
5	B	50.52
6	C	48.09
7	C	69.69
8	D	68.66
9	A	46.02
10	C	52.62
11	B	73.33
12	D	46.25
13	A	19.19
14	D	28.35
15	C	71.09

The mean was 8.12 and the standard deviation 3.0

General Comments

The mean of 8.12 out of 15 is closer to the expected mean of 7.5 than in previous examinations, given the mean of 10/20 required for the extended response component of the examination. The standard deviation of 3.0 indicates a good distribution of scores relative to the standard deviation ideal of 4 for the extended essay component.

Part B (Q 16 – 17)

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

Table 5

Part B Question number	Syllabus Objective/s and Page Reference	Outcome/s	Subject Matter	Rationale
16	P27 Ability to investigate	1(d) make quantitative and qualitative analysis of statistical information presented in a variety of forms including equations and formulas	Cross Section of Dublin topographic map	Calculate vertical scale, vertical exaggeration, identify land-use
17	P27 Ability to investigate P28 Ability to communicate P29 Attitudes and values 1. demonstrate an 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 issue	Test ability to: 1. identify a contemporary geographic issue 2. identify variables about which information needs to be gathered to investigate the contemporary geographic issue, and 3. identify a method of data collection.

Question 16

General Comments

- There is a need to practise cross sections.
- Candidates need a better understanding of the concepts of vertical exaggeration and vertical scale and how to calculate them.
- Mapping skills such as grid references, the key and scale need to be reinforced.
- There is a need for a better understanding of key concepts and directive words such as ‘land-use’, ‘topography’ and ‘identify and describe’.
- Candidates need practice in using topographic map sheets to analyse problems/issues and to ‘picture’ the images indicated by the map.

Better Responses

- This question required accurate reading of the topographic map and the key in order to determine land-use as well as an understanding of cross sections.
- Better responses demonstrated a clear understanding of the concept of scale and were able to apply formulae accurately to the calculation of vertical scale and vertical exaggeration.
- The better responses showed an ability to progress from simple map reading to map interpretation through the examination of related possible geographic problems associated with the land-use identified.

Weaker Responses

- For many, basic map reading skills, including the use of grid references, the key and cross sections, were weak.
- Such things as accurately using grid references, the key and cross sections, how to express a ratio in the conventional geographic form, how to calculate vertical scale and vertical exaggeration and when to use units of measurements, were common problems.
- The weaker responses also showed a lack of map interpretation skills, with little detail being obtained from the map or given in descriptions.

Question 17

General Comments

- Candidates must read the questions carefully and make sure that they answer the questions asked.
- Directive terms need to be understood.
- Primary vs secondary research needs to be understood as well as the nature and purpose of a focus question in fieldwork.
- Candidates need to understand better the logical process of fieldwork development.

Better Responses

- A clear understanding of the process of fieldwork development was demonstrated.
- A valid geographic issue from the map was narrowed to a more manageable scale by a focus question which would provide a useful starting point for fieldwork investigation.
- The nature of primary research was identified by the selection of two appropriate and different methods relating to the issue identified in Stage 1.
- The targeted group in part (d) had a clear and direct connection with the identified issue as demonstrated by the specific purpose/s described in the last question.
- These responses were able to show the logical development needed for fieldwork planning.

Weaker Responses

- Many of these were prepared answers based on Senior Geography Projects or school fieldwork and did not refer to the mapsheet.
- Geographic issues were vague or spurious and little understanding of fieldwork investigation was evident.
- Primary data was confused with secondary data and many candidates stated types of data rather than methods of collection of data as required by the question.
- The target group identified in (d) often had no connection with the issue in Stage 1 and no specific purpose was described.
- The weaker responses failed to show an understanding of the logical development needed for fieldwork planning.

Marking Guidelines – Questions 16 and 17

	Question 16		Question 17
			<ul style="list-style-type: none"> – Read ALL of Q 17 (a) - (e) FIRST. Must be a specific reference to Dublin map for marks in Stage 1 – (c) (d) and (e) MUST relate to Stage 1.
(a)	<ul style="list-style-type: none"> – 1 : 5000 – 1/5000 – correct = cm:cm; m:m, etc 	(a)	<ul style="list-style-type: none"> – Must at least imply a point of contention – May identify a process affected by people – Naming/locating a feature eg. dam = 0 – If no issue = 0.
(b)	<ul style="list-style-type: none"> – 10, 10 times, 10 x – 50000/answer for A – No units (ie units = o) 	(b)	<ul style="list-style-type: none"> – If no issue in (a) ie 0, then 0 for focus question – Must be a question or implied question – Attempts to narrow scope of issue (a) – Repeat of (a) = 0
(c)	<ul style="list-style-type: none"> – May be an activity – Can include - pine forest, recreation, coniferous forest, coniferous plantation (if linked with silvaculture), bushwalking, logging, tourism, ecotourism, track, walking track, club, Hellfire Club, forest, tomb. 	(c)	<ul style="list-style-type: none"> – Must have 2 different methods – Must be primary – Must be a possible source of relevant information relating to (a) [even if Stage 1 = 0, or has not related to map].
(d)	<ul style="list-style-type: none"> – Must relate to (c) – Must be the direct result of land-use in (c) – A list (no description) = max 1 mark – If no relation to (c) = 0 – If (c) = 0, marks can be awarded for (d) if consistent – Does not have to relate to topography 	(d)	<ul style="list-style-type: none"> – Group must have some connection with issue (a) and (b) – Must not be too general eg. government, the public, etc. unless connected with (c).
		(e)	<ul style="list-style-type: none"> – Must be a specific purpose (eg. gain information = not acceptable) – Must be within range of the group in (d) – If (d) and (e) both correct award (d) = 0 and (c) = 1

Section II

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

Table 6: Frequency of Option and Question Selection

Options	Question No.	% of Total Responses
1. Large Cities	* 18	43.6
	19	43.8
2. Fragile Ecosystems	* 20	26.3
	21	59.8
3. Natural Resources	* 22	37.6
	23	23.4
4. Productive Activity	* 24	26.6
	25	38.8

* Indicates structured question

Significantly, as in 1998, there was a definite preference for the unstructured rather than the structured questions.

As in previous examination reports, two points need to be made concerning the structured questions within each of the Options:

1. The structured questions in the 1999 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 questions is accounted for in the marking operation, as can be seen by reference to Table 2. Candidates are not advantaged/disadvantaged in choosing to answer either a structured or unstructured extended response question.

It was encouraging to see that teachers and candidates took heed of comments in the 1998 Examination Report about the lack of explanatory maps, diagrams, tables, figures, etc. in essays. There was an increased focus on the use of these and candidates should continue to be encouraged to practise 'good Geography' and to make appropriate use of illustrative material in their essays.

OPTION 1: LARGE CITIES

Question 18

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

The roles of large cities.

In your response:

- (a) name and locate your major study of ONE large city of at least two million people;
- (b) describe the roles of the city of Dublin;
- (c) compare and contrast the roles of the large city you have studied with the roles of the city of Dublin.

Relationship to the Syllabus Document pp 34–35

1. Statement/s examined:
 - A major study of a large city of at least two million people
 - It examines the ways in which external relationships of large cities influence the internal patterns and interactions within them.
2. Topic Outcome/s examined:
 - Explain how large cities reflect differences in population, economy, culture and society.
3. Subject matter examined:
 - Photographs, topographic map, written statements pertaining to large cities presented on the Broadsheet
 - The roles of the large city
 - Explain how these roles are reflected in the city's morphology.
4. Directive terms used:
 - Name and locate, describe, compare, contrast.

General Comments

- Candidates need to be guided in the use of stimulus material to ensure only relevant information is included in answers.
- Candidates need to be 'skilled up' in the use of geographic techniques in referring to specific features, particularly those on topographic maps.
- There needs to be an overall balance in the major city study chosen by candidates.
- A significant distinction needs to be made between roles and processes.

Better Responses

- These responses were able to identify clearly and describe (rather than list) a range of roles for Dublin, using evidence from the stimulus material.
- Candidates were able to generalise about the roles of Dublin, using their knowledge of the roles of large cities.
- Candidates used their understanding of their major city study to provide comparisons and contrasts with Dublin, often using a variety of statistical evidence to assist their answers.

Weaker Responses

- In many of these, candidates confused or misused the Dublin and Ireland information provided in the stimulus material.
- Many candidates showed little understanding of the roles of large cities and were unable to describe the roles of Dublin, nor were they able to compare the roles of their major study to Dublin.
- A great number of these responses provided a simple overview of their major study, often confusing urban processes and change with roles of large cities.

Marking Guidelines – Question 18

Rank	Mark	Criteria
A	20	<ul style="list-style-type: none"> – Describes in detail a range of valid roles of Dublin – Uses specific supporting evidence from the stimulus material – Substantial comparisons and contrasts of roles between major study and Dublin.
	19	
	18	
	17	
B	16	<ul style="list-style-type: none"> – Describes a range of valid roles of Dublin – Some use of stimulus material – Less detailed comparisons and contrasts of roles between major study and Dublin.
	15	
	14	
	13	
C	12	<ul style="list-style-type: none"> – Limited description or listing of valid roles of Dublin – Limited reference to the stimulus material – Describes the roles of the major study with little comparison to or contrast with Dublin. –
	11	
	10	
	9	
	8	
D	7	<ul style="list-style-type: none"> – Little understanding of the roles of large cities and in particular, Dublin – No comparison of, or contrast between, the roles of the major study and Dublin.
	6	
	5	
	4	
E	3	<ul style="list-style-type: none"> – No understanding of the roles of large cities.
	2	
	1	
	0	– CHECK WITH SM/SOM

Question 19

With reference to a large city of at least two million people you have studied, examine the changes in urban processes which have occurred over time and space and explain the role of government in these processes.

Relationship to the Syllabus Document pp 34–35

1. Statement/s examined:
 - A major study of a large city of at least two million people.
2. Topic Outcome/s examined:
 - Describe changes in urban processes over time and space.
 - Identify management issues and explain the role of governments in large cities.
3. Subject matter examined:
 - How the cities' morphology reflects periods of growth and decline.
 - How the geography reflects differences in consumption, culture, religion, gender, sexuality, age, family structure, socio-economic status, and government.
 - Current management issues in this city and plans for its future.
4. Directive terms used:
 - Name and locate, examine and explain.

General Comments

- Candidates need to ensure that they have a clear understanding of what urban processes are, that is, urbanisation, suburbanisation, counter-urbanisation, urban blight, urban renewal, urban consolidation, etc.
- Concepts of time and space also need to be clearly understood.

Better Responses

- There was a clear understanding of a variety of urban processes in the city being studied.
- Responses linked government actions to ensuing processes (or government responses to urban processes) in the city being studied.
- Identified and explained how these processes (and government actions) have changed over time in the city being studied.
- Referred to specific locations within the city that have experienced each of these processes.
- Made specific reference to planning policies/legislation/etc being used to influence/direct urban processes.
- Mentioned various levels of government involved (local, state and national).

Weaker Responses

- The concept of ‘urban processes’ was misunderstood.
- There was a lack of reference to government in urban processes.
- There was a lack of reference to the concept of ‘time’, that is, there was no chronological or historical perspective.
- These responses did not have enough specific detail about the city being studied. There was a failure to give examples of suburbs, sectors of the city, etc. or of experiencing or having experienced the urban process being discussed (missed the spatial perspective).
- These responses examined the ‘roles’ of the city or talked of the role of government in maintaining environmental quality and social well-being rather than the government’s role in urban processes.
- Economic development/processes in the city were discussed rather than urban processes.
- These responses, on the whole, were a descriptive account of a city and were often a ‘prepared answer’.

Marking Guidelines – Question 19

Rank	Mark	Criteria
A	20 19 18 17	<ul style="list-style-type: none"> – Detailed explanation of urban processes in a large city of at least 2 million people. – Clearly explains/links urban processes to changes in time and space. – Clearly identifies and explains the interactions between the role of government and urban processes.
B	16 15 14 13	<ul style="list-style-type: none"> – Explains urban processes in a large city of at least 2 million people. – Explains the linkages between the urban processes and time and space. – Identifies the linkages between urban processes and the role of government.
C	12 11 10 9 8	<ul style="list-style-type: none"> – General discussion of urban processes and/or time and space and/or government. – Limited reference to a large city of at least 2 million people.
D	7 6 5 4	<ul style="list-style-type: none"> – Limited understanding of urban processes. – Processes not related to time and space and government. – General urban discussion not related to a large city of at least 2 million people or only some superficial reference.
E	3 2 1	<ul style="list-style-type: none"> – Incorrect interpretation of the question. – No understanding of urban processes.
	0	– CHECK WITH SM/SOM

OPTION 2: FRAGILE ECOSYSTEMS

Question 20

Using the stimulus material on the Broadsheet and your knowledge of fragile ecosystems, write an extended response on:

Ecosystem vulnerability and protection.

In your response:

- (a) identify *THREE* examples of human-induced ecosystem change;
- (b) for the *THREE* examples identified in part (a), explain the possible causes of their vulnerability;
- (c) using material from the Broadsheet and sample studies, discuss the rationale for the protection of ecosystems.

Relationship to the Syllabus Document

1. Statement/s examined: Pages 32–33:
 - ...investigate[s] ecosystems which may be classified as vulnerable to human-induced change.
 - The study of fragile ecosystems requires sample studies.
2. Topic Outcome/s examined:
 - Explains why some ecosystems are vulnerable to human-induced change.
 - Discusses the rationale for the protection of ecosystems.
3. Subject matter examined:

Ecosystems and their functioning:

 - Causes of ecosystem vulnerability including location, extent, biodiversity and linkages.
 - The ways and the extent to which people are able to control or disturb ecosystems.

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

- Candidates need to ensure that they are aware of and are able to use terminology found in the Syllabus.
- Structured questions need to be answered in the order presented on the question paper.
- When responding to a question requiring the use of the Broadsheet, candidates must refer to it appropriately throughout their responses.

Better Responses

- Here candidates clearly answered the three parts of the question.
- The best responses identified accurate examples of human-induced ecosystem change, which they linked to part (b) of the question.
- There was a clear explanation of the causes of vulnerability and not just a description of changes to ecosystems.
- Candidates identified the fact that vulnerability of the ecosystems nominated was due to a variety of reasons, for example, location, extent, biodiversity and linkages.
- In part [c] candidates referred to the Broadsheet and sample studies in order to discuss the rationale for ecosystem protection, that is, intrinsic value, genetic diversity, utility value and the need for unimpeded natural change.

Weaker Responses

- Candidates did not clearly answer the three parts of the question. The responses were generalised descriptions of various ecosystems, with human-induced change not being identified.
- There was little or no mention of why the ecosystems were vulnerable, but instead, a simple description of how ecosystems are modified.
- In part [c] there was little or no reference to the Broadsheet and many discussed the ‘theory’ or rationale for protection without sample studies to support their answers. Many candidates discussed management strategies.
- A number of candidates plagiarised the text from the Broadsheet to answer the question.

Marking Guideline – Question 20

Rank	Mark	Criteria
A	20 19 18 17	<ul style="list-style-type: none"> – Strong reference to the Broadsheet. – Links sample studies to the Broadsheet. – Clearly identifies 3 examples of human-induced change. – Clearly explains possible causes of ecosystem vulnerability. – Discusses in depth the rationale for ecosystem protection. – Uses geographic terminology/concepts.
B	16 15 14 13	<ul style="list-style-type: none"> – Reference to the Broadsheet. – Identifies 3 examples of human-induced change. – Refers to at least 2 sample studies. – Explains possible causes of ecosystem vulnerability. – Explains the rationale for ecosystem protection.
C	12 11 10 9 8	<ul style="list-style-type: none"> – Little or no reference to the Broadsheet. – Generalised description of causes/rationale for protection. – Refers to 2 ecosystems only. – No sample studies.
D	7 6 5 4	<ul style="list-style-type: none"> – Refers to one ecosystem only. – Superficial response on fragile ecosystems. – Very superficial/limited.
E	3 2 1	<ul style="list-style-type: none"> – Little/no attempt to answer the question. – Absence of factual data.
	0	– CHECK WITH SM/SOM

Question 21

With reference to sample studies, examine why some ecosystems are vulnerable to human-induced change and explain the consequences of stress on these ecosystems.

Relationship to the Syllabus Document

1. Statement/s examined:
 - The topic investigates ecosystems that may be classified as vulnerable to human-induced change and explains the consequences of stress on these ecosystems.
 - requires sample *studies*.
2. Topic Outcome/s examined:
 - identify the nature and extent of stress on ecosystems caused by human-induced change.
3. Subject matter examined:

Ecosystems and their functioning:

 - Causes of ecosystem vulnerability including location, extent, biodiversity and linkages.
 - The ways and the extent to which people are able to control or disturb ecosystems.
 - The magnitude and rate of human-induced ecosystem change causing stress on the ecosystems. Consequences of stress.
 - Sample studies should be used.

4. Directive Terms :
- Examine and explain.

General Comments

- Candidates need to be able to address each Syllabus Outcome with reference to at least two sample studies.
- Answers should come from a factual/academic perspective rather than an emotional one.
- The use of local sample studies severely hampered candidates in making the best response to this question.
- Diagrams and maps used must be relevant.
- Candidates need to be provided with qualitative and quantitative measures of human disturbance and consequences.

Better Responses

- Here candidates gave a clear explanation of the causes of vulnerability which they linked to sample studies.
- These responses clearly linked vulnerability to human-induced change and consequences of stress on the sample studies.
- These responses identified specific incidences of human disturbances that were linked to consequences.
- At least two sample studies were identified.
- Diagrams and maps that were included in these responses were accurate, relevant and clearly labelled.

Weaker Responses

- Candidates did not give reasons for vulnerability.
- These responses often focussed on disturbance within ecosystems and did not link them to consequences.
- Disturbances were often too general and not supported or linked specifically to the sample studies.
- Many candidates focussed on management issues as being the only consequence of human disturbances.
- There was a tendency for some candidates to refer to ecosystems and not relate the discussion to the question.

Marking Guideline – Question 21

Rank	Mark	Criteria
A	20 19 18 17	<ul style="list-style-type: none"> – Clear understanding and explanation of the causes of vulnerability, human-induced disturbance and specific consequences of stress. – Clearly establishes linkages between vulnerability, human disturbances and consequences. – At least two (2) sample studies identified.
B	16 15 14 13	<ul style="list-style-type: none"> – Understanding of causes of vulnerability, human disturbance and specific consequences of stress. – Establishes some linkages between vulnerability, human disturbance and consequences. – Reference to two (2) sample studies or excellent coverage of one (1) sample study only (top B).
C	12 11 10 9 8	<ul style="list-style-type: none"> – Generalised description of vulnerability, human disturbance and consequences. – Limited understanding of linkages between vulnerability, human disturbance and consequences. – Refers to at least one (1) sample study – Human disturbance only (top C)
D	7 6 5 4	<ul style="list-style-type: none"> – Generalised description of ecosystems and human impacts - little or no reference to vulnerability and/or consequences – Little or no use of sample studies – Emotive rather than factual
E	3 2 1	<ul style="list-style-type: none"> – Little or no geographical information
	0	– CHECK WITH SM/SOM

OPTION 3: NATURAL RESOURCES

Question 22

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

Issues related to the use of natural resources

In your response:

- (a) identify ONE renewable, ONE recyclable and ONE exhaustible resource from the Broadsheet;*
- (b) using information from the Broadsheet, describe how the use of one of the resources identified in part (a) has changed over time;*
- (c) using material from the Broadsheet and sample studies, analyse environmental, social, political, economic and technological issues related to the use of natural resources.*

Relationship to the Syllabus Document pp 36–37

1. Statement/s examined:
 - It examines environmental, social, political, economic, and technological issues arising from resource utilisation.
 - The topic explores natural resource management strategies.
2. Topic Outcome/s examined:
 - Demonstrate an understanding of resources including their renewable, recyclable or exhaustible nature, and their use within particular contexts.
 - Analyse environmental, social, political, economic and technological issues related to the use of natural resources.
3. Subject matter examined:
 - The nature of natural resources.
 - Issues related to the use of natural resources.
 - Strategies of resource management.
4. Directive terms:
 - Identify, describe, analyse.

General Comments

- Candidates need to be drilled in skills associated with interpreting and analysing information presented on Broadsheets.
- Candidates should ensure that they have a variety of sample studies from which to answer the question.
- Candidates need to be made aware of the problems associated with drawing gross over-generalisations based on limited knowledge of sample studies.

Better Responses

- Candidates answered all parts of the question with reference to the stimulus material on the Broadsheet.
- Candidates used the suggested marking scheme to advantage in spending less time on parts (a) and (b) and concentrated their main arguments and most of their time on (c).
- These responses used the Broadsheet and the statistical data from it with in-depth material from their sample studies in part (c).
- Candidates were able to discuss and describe effectively and in detail, changes over time.

Weaker Responses

- Candidates were able to only identify some resources from the Broadsheet.
- There was only general discussion of the changes in a resource over time.

- There was little or no reference to sample studies, with only superficial reference being made to the Broadsheet, if any.
- Little or no factual data was used in these responses.

Marking Guidelines – Question 22

Rank	Mark	Criteria
A	20 19 18 17	<ul style="list-style-type: none"> - Clearly identifies the 3 resources from the Broadsheet - Describes changes in one resource over time, using statistical and qualitative evidence from the Broadsheet or a detailed description of a Broadsheet example and its changes over time. - Analyses all issues using the Broadsheet and sample studies or one sample study analysing all issues. - Must refer to the Broadsheet in (a), (b) and (c) - can be a brief reference.
B	16 15 14 13	<ul style="list-style-type: none"> - Identifies resources from the Broadsheet. - More limited description of changes in the use of a resource. - Analysis and detailed description with reference to most issues.
C	12 11 10 9 8	<ul style="list-style-type: none"> - Generally identifies resources from the Broadsheet. - General description of changes in the use of a resource. - Limited analysis of issues. - Refers to sample studies. - Some reference to the Broadsheet.
D	7 6 5 4	<ul style="list-style-type: none"> - May identify resources from the Broadsheet. - Some reference to change of resource. - Little use of sample studies. - Superficial reference to the issues.
E	3 2 1	<ul style="list-style-type: none"> - Absence of factual data. - Little/no attempt to answer the question.
	0	- CHECK WITH SM/SOM

Question 23

With reference to sample studies, examine the uneven distribution of natural resources over time and space and explain the management strategies used to overcome the problems resulting from this uneven distribution .

Relationship to the Syllabus Document pp 36–37

1. Statement/s examined:

- ...investigates the implications of the uneven distribution of natural resources, explores natural resource management strategies

- the study emphasises the spatial patterns and consequences of the distribution of natural resources
 - the study requires sample studies.
2. Topic Outcome/s examined:
- recognise that resources are distributed over time and space
 - identify the spatial implications of the production and consumption of natural resources
 - demonstrate an understanding of different strategies for resource management sample studies.
3. Subject matter examined:
- patterns of natural resources
 - uneven distribution of natural resources
 - management strategies
 - issues related to the use of natural resources.
4. Directive Terms:
- Examine and evaluate.

General Comments

- When choosing sample studies, it is important to look for a variety of studies rather than concentrating on one or two.
- Distinction should be made for sample studies relating to natural resources and fragile ecosystems.
- Outcomes of the course rather than course content should be emphasised, particularly those of time, space, production and consumption.

Better Responses

- These responses displayed an excellent use of geographical terminology and concepts relevant to the topic of natural resources.
- All aspects of the question were well covered, especially the more difficult concept of change over time and space.
- These responses were able to examine the uneven distribution pattern of natural resources within the context of change over time. Links were demonstrated, using sample studies, between the uneven distribution of natural resources, problems and the implementation of management strategies.
- Better candidates used a variety of sample studies to cover all aspects of the question.

Weaker Responses

- Candidates displayed a general lack of understanding in relation to the intent of the question, particularly with reference to the time and space component.

- Responses tended to concentrate on either resource distribution, production and consumption or management strategies.
- Little attempt was made in these responses to provide a link between distribution and management strategies.
- Many responses made limited reference to relevant sample studies, while a number used a case study approach dealing with one type of resource on a global level, treating distribution only.

Marking Guidelines – Question 23

Rank	Mark	Criteria
A	20	<ul style="list-style-type: none"> – Clear reference to sample studies for both distribution and management strategies. – Examines patterns of natural resource distribution linking with problems/management strategies. – Mentions change over time in the use of natural resources eg. political, environmental, cultural and economic.
	19	
	18	
	17	
B	16	<ul style="list-style-type: none"> – General use of sample studies for distribution and management strategies. – Mentions patterns of natural resource distribution - limited link with distribution and management strategies. – Implied reference to change over time. – Concentrates on describing patterns of consumption (High B maximum)
	15	
	14	
	13	
C	12	<ul style="list-style-type: none"> – Sample studies not related to distribution/management strategies – Descriptive response using a single case study, little or no reference to distribution/problems/management strategies
	11	
	10	
	9	
	8	
D	7	<ul style="list-style-type: none"> – Little or no reference to sample studies – Concentrates on defining natural resources – Limited reference to the question
	6	
	5	
	4	
E	3	<ul style="list-style-type: none"> – No relevance to the question – Brief response
	2	
	1	
	0	– CHECK WITH SM/SOM

OPTION 4: PRODUCTIVE ACTIVITY

Question 24

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

the factors affecting the nature and distribution of a productive activity.

In your response:

- (a) *identify a productive activity you have studied;*
- (b) *compare the factors affecting the productive activity identified in part (a) with those affecting productive activity in Ireland;*
- (c) *discuss how these factors affect the nature and distribution of the productive activity you have studied.*

Relationship to the Syllabus Document pp 38–39

1. Statement/s 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 Outcome/s examined:
 - describe interactions between this activity and biophysical, technological, social, cultural and political factors.
3. Subject matter examined:
 - 1 The Productive Activity
 - the global pattern of this productive activity
 - the relationship between production and consumption for this activity.
 - changes in ownership, decision-making and control.
4. Directive terms :
 - Name, describe, compare.

General Comments

- Candidates need to ensure that they have a good understanding of the difference between a productive unit and a productive activity. Every year there are a more than significant number of candidates who are not familiar with the differences between the two.
- The key directive terms of ‘compare’ and ‘discuss’ need to be drilled thoroughly and more significant use of the Broadsheet needs to be made.

Better Responses

- There was evidence of a clear understanding of the term ‘compare’, showing similarities and differences.
- Suitable productive activities were chosen for the better responses, including wheat, car manufacturing, tourism, etc.
- Detailed comparisons with Ireland were made, using the Broadsheet and a variety of factors.
- A wide variety of facts and figures were used to support arguments.

Weaker Responses

- Candidates confused a productive activity with a productive unit.
- Candidates failed to compare activity/unit with Ireland.
- A number of candidates used inappropriate parts of the Broadsheet.

Marking Guidelines – Question 24

Rank	Mark	Criteria
A	20	- Refers to the Broadsheet - shows understanding of factors
	19	- Explicit comparison with Ireland - a range of factors
	18	- Relationship between factors
	17	- Deals with nature and distribution well
		- Factual detail
B	16	- Less reference to Broadsheet
	15	- Less detailed comparison of a number of factors
	14	- Factors implied
	13	- Could start with productive unit - but must be good
C	12	- Little or no reference to the Broadsheet
	11	- Limited comparison or none
	10	- Weak nature and distribution
	9	- One part only - well done
	8	- Productive unit only - must be very good. Few facts
D	7	- No reference to Broadsheet or merely repeats facts
	6	- No comparison
	5	- Weak generalisations
	4	- Productive unit only
		- Parts are missing
		- Basic
E	3	- Little or no reference to the question
	2	- Irrelevant, brief, weak
	1	
	0	- CHECK WITH SM/SOM

Question 25

With reference to ONE production unit (such as a farm, factory or service provider) you have studied, examine the interactions between this production unit and its biophysical and human environments and explain how this interaction has impacted on the nature of production.

Relationship to the Syllabus Document pp 38–39

1. Statement/s examined:
 - A major study of a production unit.
2. Topic Outcome/s examined:

- Identify and discuss issues arising from the interaction of this activity and the biophysical and human environment - relate these issues to a major study of a production unit in its real context.
3. Subject matter examined:
- The Production Unit.
4. Directive terms:
- Name, examine, explain.

General Comments

- Candidates need to take great care in recognising the difference between a ‘production unit’ and a ‘productive activity’.
- A production unit needs to be chosen that has a good balance of both biophysical and human interactions.

Better Responses

- Candidates were able to name and locate a productive *unit*.
- There was a good attempt to analyse and examine the human and biophysical interactions in a detailed manner and using geographic terminology.
- All components of the question were addressed in a balanced manner.
- The best candidates were distinguished by their clear understanding of the impact of the interactions on the nature of their production unit.
- Responses were supported with detailed examples.

Weaker Responses

- Candidates tended to use a productive activity rather than a productive unit.
- Reference was made to human or biophysical environments but not to both and often indicated a prepared response.
- There was poor explanation of the impact of the interaction on the nature of the production unit. The term ‘impact’ and ‘nature’ were frequently ignored.
- Candidates relied heavily on description, and good essay structure was often lacking which made for a very disjointed essay.

Marking Guidelines – Question 25

Rank	Mark	Criteria
A	20 19 18 17	<ul style="list-style-type: none"> – Clearly locates and identifies a production unit – Examines in detail a wide variety of interactions of both biophysical and human environments – Explanation of the impact on production – Use of appropriate terminology and scholarly argument
B	16 15 14 13	<ul style="list-style-type: none"> – Locates and identifies a production unit – Refers to both biophysical and human environments – Examines both biophysical and human interactions – Mention/explanation of impact
C	12 11 10 9 8	<ul style="list-style-type: none"> – Identifies a production unit – Describes the activities of a production unit with limited reference to the biophysical or human interactions – Good examination of a productive activity – Little or no reference to impacts
D	7 6 5 4	<ul style="list-style-type: none"> – Identifies a production unit/productive activity – Superficial description of the production unit – Describes a productive activity
E	3 2 1	<ul style="list-style-type: none"> – Misses the point of the question – Little or no reference to biophysical or human environment – Lack of factual material or incorrect information
	0	– CHECK WITH SM/SOM

3 Unit (Additional)

OPTION 1 BIOPHYSICAL STUDIES

Question 1

Choose ONE of the four components of the biophysical environment and evaluate its sensitivity to change.

Relationship to the Syllabus Document pp 48–49

1. Statement/s examined:
 - This topic investigates the processes operating in ONE of the four components of the biophysical environment (atmosphere , hydrosphere, lithosphere, biosphere).
2. Topic Outcome/s examined:
 - Evaluate its sensitivity to change.
3. Subject matter examined:
 - Functioning of the selected component of the biophysical environment in a natural state.
 - The ability of the selected component to recover from disturbances.
4. Directive terms used:
 - Evaluate.

General Comments

- Candidates should be able to define and discuss concepts such as ‘change’ and ‘sensitivity’ without confusion. A careful examination of the syllabus document and the way in which these are expressed needs to be made.
- Sample studies/case studies should be a significant part of candidates’ study. Contemporary issues associated with these studies are vital in illustrating and providing evidence for arguments made in responses.

Better Responses

- The better responses clearly understood the question and were able to identify correctly one component of the biophysical environment, discussing both human and natural forces of change.
- A variety of sample studies and issues were used to illustrate change and sensitivity to change.
- The better responses were able to evaluate sensitivity to change through linkages within the chosen sphere, for example, the Biosphere through food chains or nutrient cycles; the Hydrosphere through processes which, in turn, affect other processes and water distribution in general.
- These responses developed a scholarly argument with correct use of geographical terminology, often supported by explanatory diagrams, etc.

Weaker Responses

- Many candidates discussed the interaction of the four spheres without choosing one component, often writing generally about ecosystems in descriptive terms without evaluation.
- These responses also tended to use few, if any, case studies/sample studies to support and illustrate their arguments.
- Many candidates did not seem to understand the meaning of sensitivity, equating it with change.
- These responses often included diagrams without making them relevant to the question by annotation, etc.
- The use of geographic terminology was often confused or inaccurate.

Marking Guidelines – Question 1

Rank	Mark	Criteria
A	20 19 18 17	<ul style="list-style-type: none"> – Clearly identifies component – Explains forces of change - natural and human – Uses a variety of sample studies to illustrate change/case study(ies) in detail – Recognises magnitude of change and the sphere's ability to adapt – Evaluates the sphere's sensitivity to change, giving reasons.
B	16 15 14 13	<ul style="list-style-type: none"> – Clearly identifies component – Recognises forces of change – Refers to a variety of sample studies/one study in detail – Some evaluation of sensitivity.
C	12 11 10 9 8	<ul style="list-style-type: none"> – Identifies component – Describes forces of change – Makes some use of sample studies – Little evaluation.
D	7 6 5 4	<ul style="list-style-type: none"> – Superficial description of the operation of the sphere (ie. processes) – Outlines forces of change/factors affecting the sphere – Little use of sample studies – No evaluation.
E	3 2 1	<ul style="list-style-type: none"> – Poor identification of the sphere – Absence of factual data – Little/no attempt to answer the question.
	0	– CHECK WITH SM/SOM

Question 2

With reference to One environmental issue, identify the forces causing change and explain how those forces influence the rate of change over time and space.

Relationship to the Syllabus Document pp 48–49

1. Statement/s examined:
 - A major study of an environmental issue emphasises the importance of an understanding of processes and the scale of effective management of a large city of at least two million people.
2. Topic Outcome/s examined:
 - Explain rates of change over time and space.
 - Identify forces causing change and evaluate the sensitivity to disturbance.
3. Subject matter examined:
 - A major study of ONE environmental issue.
 - The significance of the scale of operation of the key processes affected by human disturbances.
 - The nature of the disturbances and the sensitivity to change within the component.
 - Implications of the human-induced disturbances.
4. Directive terms used:
 - Identify and explain.

General Comments

- The difference between an environmental issue and a biophysical component must be clearly stated.
- A wide range of sample studies relevant to the environmental issue was necessary.
- Terms used in the syllabus such as ‘rate of change’, ‘time’ and ‘space’ which are central to any geographic understanding must be clearly understood by candidates.

Better Responses

- These clearly identified and stated an environmental issue and answered all parts of the question in a logical manner.
- Forces were clearly identified and details given as to the nature of the force.
- Linkages between the force and the changes derived from each force were explained in detail.
- Both specific and relevant examples were provided to illustrate how the forces influenced the changes within this environmental issue.
- The concept of the rate of change was clearly understood and explained in detail. This concept was clearly linked to the concepts of time and space.

- Essays were well planned and structured and demonstrated correct use of geographic terms, providing definitions and using a variety of well chosen sample studies.

Weaker Responses

- The environmental issue was either not clearly stated or not stated at all. In many cases it was confused with a component of the biophysical environment.
- Forces were not clearly identified and confusion was evident between those that cause change and the effects that are derived from change.
- The concept of the rate of change was either ignored or poorly understood.
- The reference to the aspects of time and space was poorly understood and often totally ignored or only one aspect was addressed.
- Sample studies used were limited and often not relevant to the environmental issue.
- Essays did not follow a logical, sequential development of thought.
- Geographic terms were often used incorrectly or not defined.

Marking Guidelines – Question 2

Rank	Mark	Criteria
A	20 19 18 17	<ul style="list-style-type: none"> – Clear reference to an environmental issue – Detailed identification of natural and/or human forces causing change – Detailed explanation of how the forces influence the rate of change over time and space – Illustrated with example(s) of a specific environmental issue,
B	16 15 14 13	<ul style="list-style-type: none"> – Refers to an environmental issue – Identifies forces causing change – Explains the forces influencing the rate of change over time and/or space – reference to example(s) related to environmental issue,
C	12 11 10 9 8	<ul style="list-style-type: none"> – General description of an environmental issue – Limited identification of forces causing change – Limited reference to the linkages between the forces and time and/or space – Broad, very basic use of example(s),
D	7 6 5 4	<ul style="list-style-type: none"> – Limited reference to environmental issue – broad generalisations referring to forces causing change and/or time and/or space,
E	3 2 1	<ul style="list-style-type: none"> – Incorrect interpretation of the question – Absence of factual data relating to the environmental issue chosen,
	0	– CHECK WITH SM/SOM

OPTION 2. DEVELOPMENT GEOGRAPHY

Question 3

Explain how the patterns, rates and impacts of development reflect the interaction of the forces arising from within and outside a nation.

Relationship to the Syllabus Document pp 50 - 51

1. Statement/s examined:
 - This topic investigates patterns, rates and impacts of development.
 - It analyses the economic, technological, social, cultural, political and biophysical forces that contribute to different levels and rates of development.
2. Topic Outcome/s examined:
 - Explains how development reflects the interaction of forces arising from within and outside a nation.
 - Explains different levels and rates of development resulting from a range of economic, technological, social, cultural, political and biophysical factors.
3. Subject matter examined:
 - Patterns of development at a global scale
 - Rates of development
 - The impacts of development.
4. Directive Terms:
 - Explain.

General Comments

There is a need to ensure that candidates are able to integrate various parts of the subject matter into a more holistic understanding of the influence and impact of the rates, patterns and forces within and outside nations.

Better Responses

- Comprehensively covered the forces arising from within and outside a nation and clearly tied these in with the different rates and patterns which were well supported by sample studies.
- Repeatedly emphasised the connection between forces and different rates, patterns and impacts.
- Many of the better responses started with an explanation/description of the patterns, rates and impacts and then used the various forces (either external/internal or economic, political, social, etc) to reinforce their statements.
- Links between these were clear and an understanding of where nations stood in terms of the broad definition of development was shown.

Weaker Responses

- These responses often confused internal and/or external forces and failed to make the connection between these forces and the patterns and rates of development.
- There was either a limited use of case studies or ineffective use of case studies.
- These responses were frequently an historical description of a nation’s development, without reference to the question.

Marking Guidelines – Question 3

Rank	Mark	Criteria
A	20 19 18 17	<ul style="list-style-type: none"> – Clearly explains an understanding of patterns, rates and impacts AND shows how these reflect the interaction of the forces – Able to illustrate explanation of internal and external forces with sample studies to show differences of patterns/rates/impacts – Refers to one nation or a number of nations – Illustrates with statistics or factually correct data.
B	16 15 14 13	<ul style="list-style-type: none"> – Explains at least 2 of the above aspects of development and shows a link to the interaction of external and internal forces – Relates to sample studies – Attempts to explain interactions – Statistics and/or examples used but with less clear links with argument.
C	12 11 10 9 8	<ul style="list-style-type: none"> – Concentrates on internal and external forces individually with little or no reference to pattern, rates or impacts <u>or</u> vice versa – Limited reference to sample studies – Generalised description; lack of depth.
D	7 6 5 4	<ul style="list-style-type: none"> – Superficial description and not closely related to the question – Historical description of the development of a country – Little or no reference to sample studies/nations – Brief or limited treatment of internal and/or external forces.
E	3 2 1	<ul style="list-style-type: none"> – Misses the point of the question.
	0	– CHECK WITH SM/SOM

Question 4

Using sample studies, analyse a variety of contemporary geographic issues related to the uneven impacts of development at a variety of scales.

1. Statement/s examined: Pages 50-51 Syllabus:
 - Investigates contemporary geographical issues arising from development.
 - Requires sample studies.
2. Topic Outcome/s examined:
 - Evaluate the uneven impacts of development on a variety of scales.
 - Use active enquiry methods and sample studies to illustrate knowledge and skills learned.
3. Subject matter examined:
 - Development issues.
 - Sample studies should be used.
4. Directive Terms:
 - Analyse.

General Comments

- Candidates need to ensure that they are aware of the meaning of key words such as ‘analysis’ and how to apply them to a question.
- Candidates need also to ensure that appropriate sample studies from a variety of scales have been studied.

Better Responses

- These responses had a clear introduction that showed a knowledge of the question and analysed it appropriately.
- Candidates covered not only a variety of geographic issues but also showed strong links between the issues and uneven impacts.
- A variety of scales were covered with detailed sample studies and specific data.
- The best responses clearly analysed a wide variety of issues over a variety of scales with good analysis.
- Responses were well written and expressed in geographical terminology supported with excellent arguments.
- A variety of sample studies were used and answers were effectively linked to scales.

Weaker Responses

- These responses tended to isolate one part of the question on which they concentrated rather than looking at the entire question, eg. one issue or one scale or one sample study or a variety of isolated examples to support general information.
- ‘Rote learned’ essays were common and tended to state everything that candidates knew about the concept of development.
- There was some use of sample studies, but little or no linkage to scale.

Marking Guidelines – Question 4

Rank	Mark	Criteria
A	20 19 18 17	<ul style="list-style-type: none"> - Analyses of at least two (2) geographic issues showing strong links between issues and uneven impact of development - Examines issues at a variety of scales - may be within or outside a nation - Uses detailed sample studies with a variety of specific data and scholarly arguments to support it.
B	16 15 14 13	<ul style="list-style-type: none"> - Detailed discussion of at least two (2) geographic issues showing some linkages to uneven impact of development - Scales may be implied - Uses less detailed sample studies.
C	12 11 10 9 8	<ul style="list-style-type: none"> - Description of a contemporary issue with little reference to linkages - Tends to look at one scale only - Generalised description of sample studies or only one in more depth.
D	7 6 5 4	<ul style="list-style-type: none"> - Very basic/superficial treatment of an issue and its level of development - Generalised - may look at one sample study very generally or just gives isolated examples - Information not directly related to the question.
E	3 2 1	<ul style="list-style-type: none"> - Misses the point of the question completely.
	0	- CHECK WITH SM/SOM

OPTION 3. POLITICAL GEOGRAPHY

Question 5

Explain the geographical impacts of political tensions and conflicts for communities, regions and nations

Relationship to the Syllabus Document pp 52–53

1. Statement/s examined:
 - It examines geographic consequences of political tensions and conflicts for communities, regions and nations.
 - The topic investigates political tensions and conflicts and the implications for people and environments.
2. Topic Outcome/s examined:
 - Describe the nature and distribution of political tensions and conflicts .
 - Explain geographical impacts of political tensions and conflicts.
3. Subject matter examined:
 - The nature and distribution of political tensions and conflicts at a variety of scales.
 - Geographical impacts of political tensions and conflicts.
4. Directive terms :
 - Explain.

General Comments

- Candidates need to have a repertoire of a variety of illustrative examples/case studies to support their arguments and to provide evidence.
- The concept of scale needs to be more fully understood.

Better Responses

- In these, candidates were able to recognise and explain a variety of impacts of political tensions occurring at a number of levels - communities, regions and nations.
- Detailed case/sample studies were used by the better candidates to illustrate the impacts identified.
- Some candidates used two conflicts to illustrate in detail the effects of political tensions within and between nations.
- Logical and well structured arguments were well supported by appropriate use of geographical terminology.

Weaker Responses

- These responses were merely descriptive in nature and identified a limited number of impacts of political tensions and often only implied the impact of these tensions at different scales.
- Weaker responses relied upon generalisations and were unable to support arguments with detailed, illustrative sample/case studies.

Marking Guidelines – Question 5

Rank	Mark	Criteria
A	20 19 18 17	– Clearly explains the various impacts and recognises that these impacts occur at local, regional and national scales – Detailed sample studies used to illustrate the various impacts.
B	16 15 14 13	– Gives some explanation of the various impacts and recognises that these occur at the local, regional and national scale – Fewer sample studies and in less depth.
C	12 11 10 9 8	– Describes impacts with implied reference to scale – Generalised response with limited reference to sample studies.
D	7 6 5 4	– Superficial description of conflicts and tensions – Little mention of impacts and limited or no use of scale.
E	3 2 1	– Little or no relevant material.
	0	– CHECK WITH SM/SOM

Question 6

Using sample studies, explain how the nature and distribution of political tensions and conflicts influence the paths taken towards conflict resolution.

Relationship to the Syllabus Document pp 36–37

1. Statement/s examined:
 - It investigates means by which tensions and conflicts are resolved.
 - They study ... requires sample studies.
2. Topic Outcome/s examined:
 - Describe the nature and distribution of political tensions and conflicts.
 - Analyse the paths taken towards conflict resolution and the resulting outcomes.
 - Sample studies.
3. Subject matter examined:

Political tensions and conflicts.

- The nature and distribution of political tensions and conflicts at a variety of scales.
- Resolution of political conflicts.

4. Directive Terms:

- Explain.

General Comments

- Candidates should concentrate on regional and global scale conflicts as they offer greater scope for the use of geographic knowledge.
- Candidates need to be aware of contemporary geographic/political issues at a number of scales and over a period of time.

Better Responses

- These responses clearly explained the nature and distribution of tension and conflict and were able to link these elements to a resolution path.
- The scale of the tension/conflict was recognised by the better candidate as being significant in determining the nature of the path to resolution. This was supported by sample studies from a variety of scales; the better responses, however, tended to focus upon the regional and global levels.
- Detailed and up-to-date statistical/factual evidence from a variety of source materials was used.
- Better candidates evaluated the success of the conflict resolution paths taken.

Weaker Responses

- These responses tended to list and describe various resolution paths.
- Generalisations were unsupported by detailed, illustrative samples/case studies.
- These responses tended to describe only the nature of the conflict (often in a superficial way).

Marking Guidelines – Question 6

Rank	Mark	Criteria
A	20 19 18 17	<ul style="list-style-type: none"> – Clearly explains the nature and distribution of tension and conflict and links each clearly to the various paths taken towards conflict resolution – Clearly explains the various paths taken towards conflict resolution – Uses a variety of sample studies to illustrate.
B	16 15 14 13	<ul style="list-style-type: none"> – Some explanation of the linkages between the nature and distribution of conflict and tension and the paths taken – Fewer sample studies and in less depth.
C	12 11 10 9 8	<ul style="list-style-type: none"> – Describes the resolution paths without linkages to nature and distribution of conflict and tension – Generalised response with limited reference to sample studies.
D	7 6 5 4	<ul style="list-style-type: none"> – Superficial description of conflicts and their causes – Limited mention of paths taken toward conflict resolution.
E	3 2 1	<ul style="list-style-type: none"> – Little or no relevant material.
	0	– CHECK WITH SM/SOM