

2001 HSC Notes from  
the Examination Centre  
Geography

© 2002 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

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

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

When you access the Material you agree:

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

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

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

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

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 1 74099 044 7

200252

## **Contents**

Section I – Multiple Choice.....	5
Section II – Short Answer Questions .....	6
Section III – Extended Response Questions.....	9



# 2001 HSC NOTES FROM THE EXAMINATION CENTRE GEOGRAPHY

## Introduction

The purpose of this report is to give feedback to teachers and candidates regarding the strengths and weaknesses of candidates' responses to this first examination of the new Geography syllabus.

It is important to read these notes in conjunction with the 2001 HSC Examination paper, the marking guidelines, and the new Geography syllabus. It is also vital that teachers and candidates understand the differences between the directive terms in the glossary published by the Board of Studies in the *Board Bulletin* in July 1999, since these terms must be adhered to in candidates' responses if maximum marks are to be attained.

## General Comments

In 2001, 6254 candidates presented for the Geography Examination.

The Geography examination consisted of:

Section I – 15 compulsory multiple choice questions

Section II – 3 compulsory short answer questions

Section III – 3 compulsory extended response questions

The Stimulus Booklet was thematic in its approach, and the information presented was based on New Zealand. A wide variety of stimulus material was used to examine candidates' knowledge and skills in Sections I and II. In Section III, the rubric also referred to the Stimulus Booklet as a possible source of information related to the extended responses.

## Section I – Multiple Choice

### General Comments

It was generally felt that a wide range of skills and levels of difficulty was tested. The questions were derived from the HSC course topics and required candidates to demonstrate their geographical knowledge and understanding, as well as skills.

Candidates should heed the recommended times at the beginning of each section of the paper in order to complete all of the paper in the given time.

Answers to the multiple choice questions are as follows:

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

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

## Section II – Short Answer Questions

### General Comments

Many candidates wrote beyond the allocated space in all short answer questions, therefore spending more time than was actually needed, and possibly limiting their time for extended responses. Blank pages or spaces after the end of a question were used by many candidates, with many writing two or three times the number of lines allocated. In the examination, the number of lines allocated equates to the mark value of the question. Teachers should encourage candidates to write concise answers that directly address the questions. Candidates should use geographic terminology and make sure they understand the directive term used in each question.

### Specific Comments

#### Question 16

This question required candidates to synthesise information from the three maps of New Zealand in the question, and the map on page 1 of the Stimulus Booklet. Candidates should be aware that maps might not always be oriented with North at the top – the map in the Stimulus Booklet clearly showed the North arrow.

(a) Better responses:

- listed at least two land uses along the transect
- recognised that urban land uses were apparent in Auckland and Wellington.

Weaker responses:

- had difficulty identifying the transect, and thus included mixed crop and livestock as an answer
- were not able to distinguish between the North and South Islands of New Zealand.

(b) Better responses:

- understood the directive term 'account for', and were able to explain the relationships between rainfall, elevation and all the land uses
- referred to all land uses, and accounted for their distribution in terms of rainfall and distribution
- used all four maps.

Weaker responses:

- only listed land use types
- did not give reasons for the distribution of land use.

### Question 17

This question asked candidates to demonstrate that they could read, construct and interpret a choropleth map. There was a huge variety in the quality and style of the maps presented by candidates.

Teachers need to ensure that they have covered all the geographic tools and skills as set out in the syllabus on pages 16–17.

(a) Better responses:

- used colour or a clearly discernable key and shaded the whole map
- simplified the map rather than just redrawing it
- distinguished the three grades of deprivation clearly.

Weaker responses:

- used an inappropriate key
- left sections of the map unshaded
- shaded the ocean and/or bay
- shaded only the place names
- failed to recognise the reduction in scale between the source material and the map to be completed.

(b) Better responses:

- named two locations within Christchurch which demonstrated different urban dynamics such as suburbanisation, exurbanisation, counter urbanisation and urban consolidation
- referred to a variety of sources from the Stimulus Booklet
- clearly and accurately linked the locations and the urban dynamics
- gave reasons for the differences in the urban dynamics operating in the identified locations.

Weaker responses:

- described the urban dynamics without naming them
- described deprivation patterns without answering the question
- failed to identify places from the maps
- did not give reasons for the differences in urban dynamics.

### Question 18

(a) Better responses:

- over 90% of candidates were able to recognise and name two human activities that may place the estuary at risk, such as fishing, power boats, water sports or the sewage treatment works
- elaborated on causal factors and the human activities, eg silting caused by increased runoff from residential subdivisions.

Weaker responses:

- used a lot of irrelevant material
- identified a natural activity without linking it to a human interference.

(b) Better responses:

- recognised and named one management strategy currently used in the Avon-Heathcote Estuary, such as the cessation of dredging, closing of noxious industries, sewage treatment works and refuse transfer station
- evaluated the likely success of the strategy, or gave strong justifications for success in terms of ecological sustainability
- used terms such as conserve, preserve, intergenerational equity.

Weaker responses:

- described rather than evaluated strategies
- discussed success without reference to ecological sustainability
- made false assumptions related to the stimulus material.

(c) This part was generally not answered well.

Better responses:

- stated a question and gave a qualifying statement
- stated a geographic question so as to demonstrate that they understood the concepts of validity and reliability of data.

Weaker Responses:

- did not ask geographic questions
- misinterpreted the question and related it to ecosystem stress
- did not address the concepts of validity and/or reliability.



## Section III: Extended Response Questions

### General Comments

It is vital that candidates understand the differences between the directive terms used in each question. The glossary on pp 44–46 of the *Geography Syllabus* is also helpful in providing definitions of terms commonly used in the course.

Candidates should take careful note of the rubric that applies to the three extended response questions, and must read it in conjunction with each question.

In order to maximise their marks, candidates need to interpret the question and develop the skill of applying the body of their knowledge to the question. Careful deconstruction of extended response questions is the key to success. Each part of a question must be addressed in order to achieve maximum marks.

Case studies need to be selected carefully so as to enable candidates to demonstrate all outcomes. They need to be supported by current data and statistics. Quality fieldwork gives candidates the advantage of detailed and applied knowledge. Better responses substantiate generalised statements, with specific examples from case studies, fieldwork or the Stimulus Booklet.

If candidates draw sketch maps, these maps need to be large enough to be read clearly, to show useful and relevant information, to be well annotated, to show place names and direction if relevant, and to be meaningful to the question. Similarly, clearly drawn diagrams, sketches and flow diagrams are valuable additions to extended responses if they are relevant and linked to the question.

Question 19, being the first of the three compulsory extended responses, tended to be much longer than responses to Questions 20 and 21. This suggests that candidates may not be allocating their time evenly over Section III, and therefore may disadvantage themselves by running short of time for their last question.

Because the Stimulus Booklet provides material to which candidates may refer in their extended responses, and questions such as Question 20 refer directly to the Stimulus Booklet, teachers should advise candidates to complete the multiple choice and short answer questions first. Candidates are then familiar with the material in the maps, diagrams, photographs etc, and find it easier to locate material relevant to extended responses quickly.

### Specific Comments

#### Question 19

Better responses:

- clearly understood the terms ‘nature’ and ‘rate of change’
- demonstrated sound knowledge of the nature and functioning of the chosen ecosystems, in order to explain why these ecosystems were at risk
- used excellent case studies from within their global ecosystem which enabled them to demonstrate features of the nature and rate of change of their chosen ecosystem
- discussed the vulnerability and resilience of ecosystems
- gave detailed analysis of the human impacts, and the changes which resulted from these impacts, as well as analysis of the rate at which these changes were occurring

- integrated sophisticated and detailed knowledge of case studies, statistical trends and theoretical perspectives into logical and well-written responses which addressed the rubric as well as the question.

Weaker responses:

- chose poor case studies/fieldwork sites, such as a national park or a country, without identifying the ecosystems within them
- described the nature of the ecosystem, but were unable to analyse the links between human impacts and the rate of ecosystem change
- ignored the rate of change
- presented prepared answers on the management of ecosystems, or the reasons for the protection of ecosystems, without applying their case studies to the question.

### **Question 20**

Better responses:

- defined two or more urban dynamics, and gave examples from their chosen large city and from Christchurch, eg suburbanisation, exurbanisation, counter-urbanisation
- clearly referred to the results of urban dynamics, and linked these to the urban dynamics eg changing social and/or spatial patterns, changes in the economic character of the land, changes in culture
- used a city large enough to demonstrate urban dynamics well
- used the Stimulus Booklet well, and gave map references, distances and specific place names to illustrate their examples related to Christchurch
- showed in what respects the results of urban dynamics in Christchurch were the same as, and different from, the results in their chosen large city
- used a large city from the developed world as the question stated. Sydney was very well done.

Weaker responses:

- referred to large cities in the developing world or country towns
- described similarities/differences in urban dynamics instead of concentrating on the comparison of the results of urban dynamics
- made only superficial reference to the Stimulus Booklet and Christchurch
- were superficial, generalised or emotive
- lacked balance between the treatment of their chosen large city and Christchurch
- were very short, indicating poor time allocation or inability to use the stimulus material effectively.

### **Question 21**

Better responses:

- discussed specific economic enterprises such a winery, a single hotel, or a farm, and clearly demonstrated the impact of numerous global changes on this economic enterprise
- clearly linked the effects of global changes in an economic activity, and the impacts on the local economic enterprise
- applied specific detailed and geographic knowledge and understanding to their case studies.

Weaker responses:

- chose poor case studies which did not allow links to be drawn between the global economic activity and the local economic enterprise. Some candidates presented a different global activity to that which related to their local enterprise, and therefore could not draw the relevant links between them
- did not understand what an economic enterprise is, eg used the Hunter Valley, Pymont
- wrote very short responses that were unable to address the question in the depth required
- presented prepared answers on the economic enterprise which did not address the question.

# Geography

## 2001 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1	1	People & Economic Activity	H11
2	1	People & Economic Activity	H11
3	1	Ecosystems at risk; people and economic activity; urban places	H2, H5, H6
4	1	Urban Places	H11
5	1	Ecosystems at risk; people and economic activity; urban places	H11
6	1	Urban Places	H10, H11
7	1	Urban places; ecosystems at risk, people and economic activity	H10
8	1	Ecosystems at risk; people and economic activity	H10
9	1	Ecosystems at risk; people and economic activity	H10, H12
10	1	Geographical investigation & communication	H9, H10
11	1	Urban places	H10, H12
12	1	Urban places	H1, H10, H12
13	1	Ecosystems at risk	H10, H11, H12
14	1	Ecosystems at risk, Urban places, people and economic activity	H1, H2, H5
15	1	Ecosystems at risk, people and economic activity; urban places; fieldwork	H10, H12, H13
16(a)	2	Urban places, people & economic activity	H1, H10, H12
16(b)	4	People and economic activity	H1, H6, H8, H10, H12
17(a)	3	Urban places	H1, H3, H10, H13
17(b)	6	Urban places	H3, H8, H10, H12, H13
18(a)	2	Ecosystems at risk	H1, H2, H10, H12
18(b)	4	Ecosystems at risk; urban places; people and economic activity	H1, H2, H5, H6, H10, H12
18(c)	4	Ecosystem at risk	H7, H8, H9
19	20	Ecosystems at risk	H1, H2, H5, H12, H13
20	20	Urban places	H1, H3, H10, H12, H13
21	20	Economic activity	H1, H4, H12, H13

## 2001 HSC Geography Marking Guidelines

### Question 16 (a) (2 marks)

*Outcomes assessed: H1, H10, H12*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Names or states more than one of the land uses found along the transect: urban, extensive livestock, dairying and little or limited use EXCLUDING mixed crops and livestock</li> </ul>	2
<ul style="list-style-type: none"> <li>Names or states one land use found along the transect: urban, extensive livestock, dairying and little or limited use excluding mixed crops and livestock</li> </ul>	1

### Question 16 (b) (4 marks)

*Outcomes assessed: H1, H6, H8, H10, H12*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly states credible reasons for the distribution of each agricultural land use in the South Island</li> <li>Examines all land uses present</li> <li>Uses all four maps</li> </ul>	4
<ul style="list-style-type: none"> <li>States reasons for the distribution of agricultural land use</li> <li>Gives reasons for the distribution – not necessarily linked to each land use</li> <li>Uses all four maps</li> </ul>	3
<ul style="list-style-type: none"> <li>Attempts to give reasons for the distribution of agricultural land uses in the South Island</li> <li>May only examine some land uses or makes a general statement about the overall landuse pattern</li> <li>May not use all four maps</li> </ul>	2
<ul style="list-style-type: none"> <li>Lists some agricultural land uses found in the South Island</li> </ul>	1

**Question 17 (a)** (3 marks)*Outcomes assessed: H1, H3, H10, H13***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>• Draws a choropleth map that accurately distinguishes the three degrees of deprivation from the source</li></ul>	3
<ul style="list-style-type: none"><li>• Draws a choropleth map that attempts to distinguish between the three degrees of deprivation</li></ul>	2
<ul style="list-style-type: none"><li>• Draws a map that attempts to distinguish between one or two degrees of deprivation</li></ul>	1

**Question 17 (b)** (6 marks)*Outcomes assessed: H3, H8, H10, H12, H13***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>• Names two locations within Christchurch that demonstrate different urban dynamics</li><li>• Clearly identifies two urban dynamics</li><li>• States reasons for the urban dynamics operating in the identified locations</li><li>• Uses source material</li></ul>	5–6
<ul style="list-style-type: none"><li>• Names two locations</li><li>• Identifies two urban dynamics</li><li>• Attempts to give reasons for urban dynamics operating</li><li>• Uses source material</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Names one location with Christchurch which demonstrates an urban dynamic</li><li>• Detailed examination of reasons for the urban dynamic operating</li><li>• Uses source material</li></ul>	3–4
<ul style="list-style-type: none"><li>• Generalised description of urban dynamic/s</li></ul>	1–2

**Question 18 (a)** (2 marks)*Outcomes assessed: H1, H2, H10, H12***MARKING GUIDELINES**

Criteria	Marks
• Recognises and names two human activities that may place A–H Estuary at risk	2
• Recognises and names one human activity that may place A–H Estuary at risk	1

**Question 18 (b)** (4 marks)*Outcomes assessed: H1, H2, H5, H6, H10, H12***MARKING GUIDELINES**

Criteria	Marks
• Recognises and names one management strategy currently used in A–H Estuary • Demonstrates a clear understanding of the concept of ecological sustainability • Makes a well reasoned judgement on the likely success of the management strategy identified	4
• Recognises and names one management strategy currently used in A–H Estuary • Demonstrates some understanding of the concept of ecological sustainability • Makes a judgement about the likely success of the management strategy	3
• Recognises and names one management strategy currently in use in A–H Estuary • Limited understanding of concept of ecological sustainability • Limited judgement of the likely success of a management strategy	2
• Generalised description of a management strategy and/or ecological sustainability	1

**Question 18 (c)** (4 marks)*Outcomes assessed: H7, H8, H9***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly states 2 geographic questions related to 'selected bird numbers' information</li><li>Questions relate to validity and reliability of data</li></ul>	4
<ul style="list-style-type: none"><li>Clearly states 2 geographic questions related to 'selected bird numbers' information</li><li>Attempts to relate questions to validity and reliability of data</li></ul>	3
<ul style="list-style-type: none"><li>2 geographic questions related to 'selected bird numbers' information with reference to either validity or reliability</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>One question done well (geographic and related to validity or reliability)</li></ul>	2
<ul style="list-style-type: none"><li>One geographic question referring to either validity or reliability or 'selected bird numbers' information</li></ul>	1



**Question 19** (20 marks)

*Outcomes assessed: H1, H2, H5, H12, H13*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Relates implications of the relationship between human impacts and the nature and rate of change in TWO ecosystems at risk</li> <li>• Applies specific and detailed geographic knowledge and understanding from two appropriate case studies of ecosystems at risk (may refer to the Stimulus Booklet)</li> <li>• Presents a sustained, logical and well-structured answer that uses appropriate geographical ideas and considers an extensive range of issues, supported by detailed, relevant information.</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Identifies the relationship between human impacts and the nature and rate of change in TWO ecosystems at risk</li> <li>• Applies detailed geographic knowledge and understanding from two appropriate case studies of ecosystems at risk (may refer to the Stimulus Booklet)</li> <li>• Presents a logical and well-structured answer that uses appropriate geographical ideas, and considers a range of issues supported by relevant information</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Describes links between human impacts and the nature and rate of change in TWO ecosystems at risk or one ecosystem in considerable detail</li> <li>• Applies geographic knowledge and understanding from two case studies of ecosystems at risk or one case study done well</li> <li>• Presents a clear answer that uses some appropriate geographical ideas and considers some issues supported by relevant information</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some links between human impacts and ecosystems</li> <li>• Applies some geographic knowledge and understanding from two case studies of ecosystems at risk OR one case study done well</li> <li>• Uses some geographical ideas and addresses some issues</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Demonstrates some general knowledge of ecosystems</li> <li>• Makes simple reference to a case study/studies</li> <li>• Attempts to use some geographic ideas</li> </ul>	1–4

**Question 20** (20 marks)

*Outcomes assessed: H1, H3, H10, H12, H13*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Applies specific geographic knowledge and understanding of the operation of urban dynamics to Christchurch and the large city identified</li> <li>• Shows in a comprehensive manner how the results of urban dynamics evident in Christchurch are the same as/different from those evident in the large city identified</li> <li>• Utilises a range of relevant sources from the Stimulus Booklet</li> <li>• Presents a sustained logical and well-structured answer that uses appropriate geographical ideas and considers a range of issues supported by detailed, relevant information</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Applies geographic knowledge and understanding of urban dynamics to Christchurch and the large city identified.</li> <li>• Shows how the results of urban dynamics evident in Christchurch are the same as/different from those evident in the large city identified.</li> <li>• Refers to a range of relevant sources from the Stimulus Booklet</li> <li>• Presents a logical and well-structured answer that uses appropriate geographical ideas, and considers a range of issues supported by relevant information</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Applies some geographic knowledge and understanding of urban dynamics to Christchurch and the large city identified.</li> <li>• Describes some similarities/differences in the urban dynamics in Christchurch and the large city identified</li> <li>• Limited use of some relevant sources from the Stimulus Booklet</li> <li>• Presents a clear answer that uses some appropriate geographical ideas and considers some issues supported by relevant information.</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• May only refer to a large city OR Christchurch, but done well</li> <li>• Makes limited reference to the operation of urban dynamic/dynamics in Christchurch and/or the large city identified</li> <li>• Describes some similarities and/or differences between Christchurch and the large city</li> <li>• Makes limited use of sources from the Stimulus Booklet</li> <li>• Uses some geographical ideas and addresses some issues</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes simple reference to a large city and/or Christchurch</li> <li>• Demonstrates some general knowledge of urban places</li> <li>• May list some issues related to urban places</li> <li>• Attempts to use some geographical ideas</li> </ul>	1–4

**Question 21** (20 marks)

*Outcomes assessed: H1, H4, H12, H13*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides a detailed examination of how the global changes in an economic activity have affected an enterprise at a local scale, and makes clear the relationships between them</li> <li>• Applies specific and detailed geographic knowledge and understanding using an appropriate case study with a range of clear illustrative examples</li> <li>• Presents a sustained and logical well-structured answer that uses appropriate geographical ideas and considers a range of issues supported by detailed, relevant information</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Provides an examination of how the global changes in an economic activity have affected an enterprise at a local scale, and describes some relationships between them</li> <li>• Applies relevant geographic knowledge and understanding using an appropriate case study with a some clear illustrative examples</li> <li>• Presents a logical well-structured answer that uses appropriate geographical ideas and considers a range of issues supported by relevant information</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Describes how global changes in an economic activity have affected an enterprise at a local scale, and outlines some relationships between them</li> <li>• Applies some geographic knowledge and understanding using a case study with some appropriate examples</li> <li>• Presents a clear answer that uses some appropriate geographical ideas and considers some issues supported by relevant information</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Provides a limited description of either global changes in an economic activity or of a local enterprise</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Provides a limited description of global changes in an economic activity and an enterprise at a local scale with little or no relationship evident</li> <li>• Applies limited geographic knowledge and/or understanding with few examples</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Provides an answer with some geographic knowledge about an economic activity and/or enterprise</li> <li>• Attempts to use some geographical ideas</li> </ul>	1–4