

**2002 HSC Notes from
the Marking Centre
Geography**

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2002 HSC NOTES FROM THE MARKING CENTRE

GEOGRAPHY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Geography. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Geography.

General Comments

In 2002, 6122 candidates attempted the Geography examination. This was a slight decrease of 158 candidates from the 2001 examination.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating the knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

Section I – Multiple Choice

General Comments

- questions were straightforward and easy to understand. They allowed access for all candidates.
- the Stimulus Booklet was clear and of good quality
- questions covered the range of topic areas in the syllabus

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

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

Section II – Short Answer Responses

General Comments

Overall, the candidates' responses were generally good, most indicating that they understood the questions and attempted to answer all parts of each question. Responses showed knowledge and understanding of the relevant sections from the syllabus topics.

Candidates should be guided by the marks allocated and the space provided for each response and should not be tempted to write responses in excess of the space provided since this may take unnecessary extra time which could then disadvantage their subsequent responses. The need for quality and not quantity needs to be reinforced.

Specific Comments

Question 16

Better responses:

- identified a specific challenge taken directly from the syllabus eg many of the better answers identified housing as the challenge and were able to provide strong responses
- described TWO responses related to the challenge named and were able to relate these responses to specific programs/projects operating in particular mega cities
- used specific examples and quoted detailed statistics with possible reference to the stimulus
- provided detailed descriptions with reference to specific examples
- used relevant terminology
- referred to a range of mega cities

Weaker responses:

- referred to generalised challenges
- provided too much detail about the challenge with insufficient emphasis on the responses to the challenge
- lacked detail and were very general
- failed to understand directive terms
- did not clearly differentiate between identifying and responding to the challenge
- described what could / should be done rather than actual responses
- failed to identify two responses to the challenge

Question 17(a)

Better responses

- calculated the correct percentage

Question 17(b)

Better responses:

- identified two features of the population pyramid that are typical of a mega city in the developing world and gave some additional details eg smaller proportion of older cohorts due to lower life expectancy arising from inadequate medical care

Weaker responses:

- identified one feature only
- failed to relate features to a mega city

Question 17(c)

Better responses:

- incorporated case studies and used statistics to illustrate responses
- distinguished between health and social issues
- health issues were generally treated better than social issues

Weaker responses:

- confused social and health issues or simply listed a range of issues rather than describing them
- found it difficult to incorporate references to the future
- described general issues related to the developing world and not specifically to mega cities
- wrote emotive responses rather than factual ones

Question 18(a)

Better responses:

- named and recognised an ecosystem at risk (using the sources)

Weaker responses:

- failed to understand the meaning of the term ‘identify’ and named an area / place without identifying the ecosystem

Question 18(b)

Better responses:

- referred to the ecosystem selected in part (a)
- indicated the main features of two impacts on the selected ecosystem
- made specific reference to geographic features affecting the ecosystem due to the impact
- answered the question concisely, using geographic terminology

Weaker responses:

- did not refer to the ecosystem identified in part (a)
- identified one impact only
- gave short responses such as pollution – without further features or information
- did not clearly relate the impact back to the ecosystem identified

Question 19(a)

Better responses:

- demonstrated that candidates could read a pie graph accurately and draw information from this source
- provided two or more of the characteristics and features of the spatial pattern of global oil production
- provided some quantitative description to support their generalisations about the pattern of global oil production
- understood the concept of spatial pattern

Weaker responses:

- failed to read the pie graph correctly
- provided only one characteristic or feature of the spatial pattern of global oil production
- frequently failed to use quantitative information

Question 19(b)

Better responses:

- clearly identified a global economic activity
- understood the difference between a global economic activity and an economic enterprise
- clearly identified two factors and explained how these influenced the future direction of the global economic activity identified

Weaker responses:

- failed to separate the factors currently affecting the economic activity and the factors that will impact on its future directions
- referred to an economic enterprise only
- identified only one factor
- did not identify a global economic activity

Section III – Extended Responses

General Comments

Teachers need to ensure that candidates are familiar with the range of directive terms which may be used in examination questions. They also need to familiarise candidates with the rubric at the beginning of the extended response questions.

Teachers should ensure that they have covered all points in the syllabus and that candidates are familiar with the syllabus for each topic area. Careful deconstruction of extended response questions is important so as to address each part of the question and therefore maximise marks.

Case studies and illustrative examples need to be chosen carefully so that candidates are able to utilise them to illustrate all aspects of the course. Case studies are not meant to stand alone – they are meant to illustrate geographic issues and concepts.

Diagrams, maps and graphs can support and / or illustrate written material. They must have purpose and candidates must refer to these in the text of their response. To be useful, maps and diagrams should be presented clearly and be well annotated. Candidates should be encouraged to utilise the material in the Stimulus Booklet to enhance their responses where relevant.

Many candidates are still writing much more for Question 20 than for Question 22. This suggests that they are not allocating balanced time to the three extended responses.

Specific Comments

Question 20

Better responses:

- used case studies well and fully understood biophysical elements, their interaction and their functioning
- gave sophisticated explanations of linkages and interactions in two ecosystems or in one ecosystem and a variety of illustrative examples
- demonstrated strong understanding of the concept of diversity
- used food chains / webs and carefully annotated maps
- addressed all components of the question
- used field study references where appropriate
- showed evidence of wide reading beyond the text books eg references to journals and articles
- presented sustained, logical and well structured responses supported by detailed, relevant information

Weaker responses:

- failed to address the set question
- gave too much description of case studies and not enough interactions
- misunderstood biophysical interactions and concentrated on human impacts
- wrote lengthy prepared responses on management, protection or human impacts in ecosystems rather than answering the set question

Question 21

Better responses:

- used good definitions of world cities
- comprehensively outlined the roles of world cities and linked roles to examples of world cities
- linked roles to global networks and explained how this situation has changed over time
- used relevant examples, data, annotated diagrams, to illustrate and explain geographical concepts
- utilised the Stimulus Booklet to assist their response
- presented a sustained and logical answer which considered a wide range of issues, supported by relevant information

Weaker responses:

- lacked understanding of the role of world cities and / or the operation of global networks
- failed to use examples to justify claims about world cities
- used prepared answers on mega cities or urban dynamics without referring to the set question
- made reference to local studies and / or regional centres instead of world cities

Question 22

Better responses:

- stated comprehensive reasons for the location of the economic enterprise selected
- demonstrated a clear understanding of ecological dimensions as a two-way relationship
- used clear maps showing location in relation to factors such as markets and transport routes and referred to these maps in their text
- used appropriate geographical terminology
- used current information and statistics related to their case study
- presented a sustained, logical and well-structured answer which considered a wide range of dimensions, supported by detailed, relevant information

Weaker responses:

- failed to address both location and ecological dimensions
- failed to demonstrate understanding of the term ‘ecological dimensions’
- failed to clearly identify an enterprise - some gave regions or cities
- drew poor maps which were of little use in answering the question
- described their enterprise with little or no reference to the set question
- used case studies with insufficient scope and depth to answer the question

Geography

2002 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1	1	Population pyramids	H11
2	1	Population pyramids	H11
3	1	Urban dynamics	H3, H10
4	1	Urban dynamics	H11
5	1	Challenges of housing in mega cities	H3, H10
6	1	Analysing maps	H11
7	1	Analysing maps	H11
8	1	Geography skills and tools	H8, H9
9	1	Ecosystems – human impacts/management	H2, H5, H6
10	1	Meteorological data	H9, H10
11	1	Ecosystems – biophysical interactions	H8, H11
12	1	Proportional circles	H11
13	1	Urban dynamics of change	H1, H3
14	1	Spatial patterns	H1, H4
15	1	Spatial distribution of world cities	H10
16	6	Challenges of living in mega cities	H9, H10, H12
17 (a)	1	Population pyramids	H11
17 (b)	2	Population pyramids	H10, H13
17 (c)	4	Mega cities – health and social issues	H1, H11, H12
18 (a)	1	Ecosystems and their management	H2, H10
18 (b)	4	Ecosystems and their management	H1, H6, H12
19 (a)	3	People and economic activity – spatial patterns	H10, H11
19 (b)	4	Economic activity – future direction	H1, H4, H12
20	20	Ecosystems and functioning	H1, H12, H13
21	20	World cities	H10, H11, H12, H13
22	20	Economic enterprise	H1, H4, H5, H6, H12, H13

2002 HSC Geography Marking Guidelines

Section II

Question 16

Outcomes assessed: H9, H10, H12

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies ONE challenge evident in the photographs Provides characteristics and features of TWO separate responses to the identified challenge 	5–6
<ul style="list-style-type: none"> Identifies ONE challenge evident in the photographs Provides characteristics and features of ONE response and identifies another response 	3–4
<ul style="list-style-type: none"> Identifies ONE challenge evident in the photographs Identifies ONE or TWO responses to the challenge <p>OR</p> <ul style="list-style-type: none"> Provides characteristics and features of ONE or TWO responses NOT evident on the photographs 	2
<ul style="list-style-type: none"> Identifies ONE challenge evident in the photographs 	1

Question 17 (a)

Outcomes assessed: H11

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Between and including 10.7% and 10.8% 	1

Question 17 (b)*Outcomes assessed: H10, H13***MARKING GUIDELINES**

Criteria	Marks
• Identifies TWO features of the population pyramid that are typical of a mega city in the developing world	2
• Identifies ONE feature of the population pyramid that is typical of a mega city in the developing world	1

Question 17 (c)*Outcomes assessed: H1, H11, H12***MARKING GUIDELINES**

Criteria	Marks
<i>Health issue</i> • Identifies and gives characteristics for ONE health issue that a mega city in the developing world could experience	2
• Identifies ONE health issue that a mega city in the developing is expected to experience	1

Question 17 (c)*Outcomes assessed: H1, H11, H12***MARKING GUIDELINES**

Criteria	Marks
<i>Social issue</i> • Identifies and gives characteristics for ONE social issue that a mega city in the developing world could experience	2
• Identifies ONE social issue that a mega city in the developing world is expected to experience	1

Question 18 (a)*Outcomes assessed: H2, H10***MARKING GUIDELINES**

Criteria	Marks
• Must identify ONE ecosystem at risk evident in AR 3593 or Source E or F	1

Question 18 (b)

Outcomes assessed: H1, H6, H12

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Must refer to ecosystem named in part (a) • Must indicate the main features of TWO impacts on the ecosystem 	4
<ul style="list-style-type: none"> • Must refer to ecosystem named in part (a) • Must indicate the main features of ONE impact on the ecosystem AND identifies another impact 	3
<ul style="list-style-type: none"> • Must refer to ecosystem named in part (a) • Must identify OR indicate the main features of ONE impact on the ecosystem OR <ul style="list-style-type: none"> • Identifies TWO impacts on the ecosystem not necessarily named in part (a) 	2
<ul style="list-style-type: none"> • Identifies ONE impact on an ecosystem, not necessarily named in part (a) 	1

Question 19 (a)

Outcomes assessed: H10, H11

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides characteristics and features of the spatial pattern of global oil production which must include more than one of: <ul style="list-style-type: none"> – Majority of production in the Middle East – Africa and Central South America next largest producers – Other regions shown are evenly spread – Small amount of production • Provides some quantitative description (uses proportions, percentages or numbers of barrels) 	3
<ul style="list-style-type: none"> • Provides characteristics and features of the spatial pattern of global oil production which must include more than one of: <ul style="list-style-type: none"> – Majority of production in the Middle East – Africa and Central South America next largest producers – Other regions shown are evenly spread – Small amount of production OR <ul style="list-style-type: none"> • Provides one of above and some quantitative description as above 	2
<ul style="list-style-type: none"> • Identifies one characteristic or feature of the spatial pattern of global oil production (words and/or figures) 	1

Question 19 (b)*Outcomes assessed: H1, H4, H12***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Must refer to a global economic activity studied• Must indicate the main features and characteristics of two factors influencing the future direction of a global economic activity studied	3–4
<ul style="list-style-type: none">• Must refer to a global economic activity studied• Must indicate the main features and characteristics of one factor influencing the future direction of a global economic activity studied AND <ul style="list-style-type: none">• Identifies another factor	
<ul style="list-style-type: none">• Must refer to a global economic activity studied• Identifies two factors	2
<ul style="list-style-type: none">• Must refer to a global economic activity studied• Identifies one factor	1

Section III

Question 20

Outcomes assessed: H1, H12, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a clear understanding of biophysical interactions and explains the relationships between these interactions and the functioning of ecosystems• Refers to the diversity of ecosystems• Uses at least one case study of an ecosystem• Presents a sustained, logical and well-structured answer that uses appropriate geographical ideas, supported by detailed, relevant information	17–20
<ul style="list-style-type: none">• Describes biophysical interactions and the links between these interactions and the functioning of ecosystems• Refers to at least one case study of an ecosystem• Presents a well-structured answer that uses appropriate geographical ideas supported by relevant information	13–16
<ul style="list-style-type: none">• Outlines the main features of biophysical interactions OR the functioning of ecosystems• Makes reference to at least one case study of an ecosystem• Presents a clear answer that uses some geographical ideas	9–12
<ul style="list-style-type: none">• Identifies some features of biophysical interactions OR the functioning of ecosystems• Makes limited reference to a case study OR examples• Presents some geographical ideas	5–8
<ul style="list-style-type: none">• Demonstrates superficial knowledge of biophysical interactions OR the functioning of ecosystems• Little reference to illustrative examples• Attempts to use some geographic ideas	1–4

Question 21

Outcomes assessed: H10, H11, H12, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed examination of the role of world cities • Provides a detailed examination of the operation of world cities within global networks • Uses a wide range of examples which could include those from the stimulus booklet • 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 	17–20
<ul style="list-style-type: none"> • Provides an examination of the role of world cities • Provides an examination of the operation of world cities within global networks • Uses a range of examples which could include those from the stimulus booklet • Presents a logical and well-structured answer that uses appropriate geographical ideas and considers a range of issues, supported by relevant information 	13–16
<ul style="list-style-type: none"> • Provides a detailed examination of the role of world cities OR the operation of global networks OR • Outlines the role of world cities and the operation of global networks • Uses a limited range of examples or those from the stimulus booklet • Presents a clear answer that uses some appropriate geographical ideas and considers some issues supported by relevant information 	9–12
<ul style="list-style-type: none"> • Refers to the role of world cities and/or the operation of global networks • Uses few examples • Uses some geographical ideas and addresses some issues 	5–8
<ul style="list-style-type: none"> • Demonstrates some general knowledge of world cities and/or the operation of global networks • Attempts to use some geographical ideas 	1–4

Question 22

Outcomes assessed: H1, H4, H5, H6, H12, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • States comprehensive reasons for the location of an economic enterprise studied at a local scale • Provides detailed characteristics of the ecological dimensions of this enterprise • Presents a sustained, logical and well-structured answer that uses appropriate geographical ideas and considers an extensive range of dimensions, supported by detailed, relevant information 	17–20
<ul style="list-style-type: none"> • States reasons for the location of an economic enterprise studied at a local scale • Provides characteristics of the ecological dimensions of this enterprise • Presents a logical and well-structured answer that uses appropriate geographical ideas and considers a range of dimensions, supported by relevant information 	13–16
<ul style="list-style-type: none"> • Refers to a limited number of reasons for the location of an economic enterprise studied at a local scale • Refers to the characteristics of the ecological dimensions of this enterprise • Either accounts for the location of an economic enterprise OR describes the ecological dimensions of this enterprise • Presents a clear answer that uses some appropriate geographical ideas and considers some dimensions supported by relevant information 	9–12
<ul style="list-style-type: none"> • Lists but does not explicitly state reasons for the location of an economic enterprise studied • Lists the characteristics of the ecological dimensions of this enterprise • Uses some geographical ideas and addresses some dimensions <p>OR</p> <ul style="list-style-type: none"> • Discusses the activity rather than the enterprise 	5–8
<ul style="list-style-type: none"> • Demonstrates some general knowledge of the economic enterprise or activity • Attempts to use some geographical ideas 	1–4