



Victorian Certificate of Education

2004

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Figures

Words

Letter

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GEOGRAPHY

Written examination

Thursday 11 November 2004

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
7	7	60

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 11 pages.
- A data book.

Instructions

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

At the end of the examination

- You may keep the data book.

Students are NOT permitted to bring mobile phones and/or any other electronic communication devices into the examination room.

Instructions

Answer **all** questions in the spaces provided in this book. Refer to the data book as indicated. The marks allotted to each question are indicated at the end of each question. Suggested times for each question are indicated at the end of each question.

Question 1

Use Figure 1 on pages 2 and 3 of the data book when responding to Question 1.

- a. **Place** the letter **C** in one of the circles on the outline map on page 3 to indicate one communication resource.
- b. **Place** the letter **R** in one of the circles on the outline map on page 3 to indicate one recreation resource.
- c. **Name** resource **C** and **justify** your decision why it is a communication resource.

Resource C _____

Justification _____

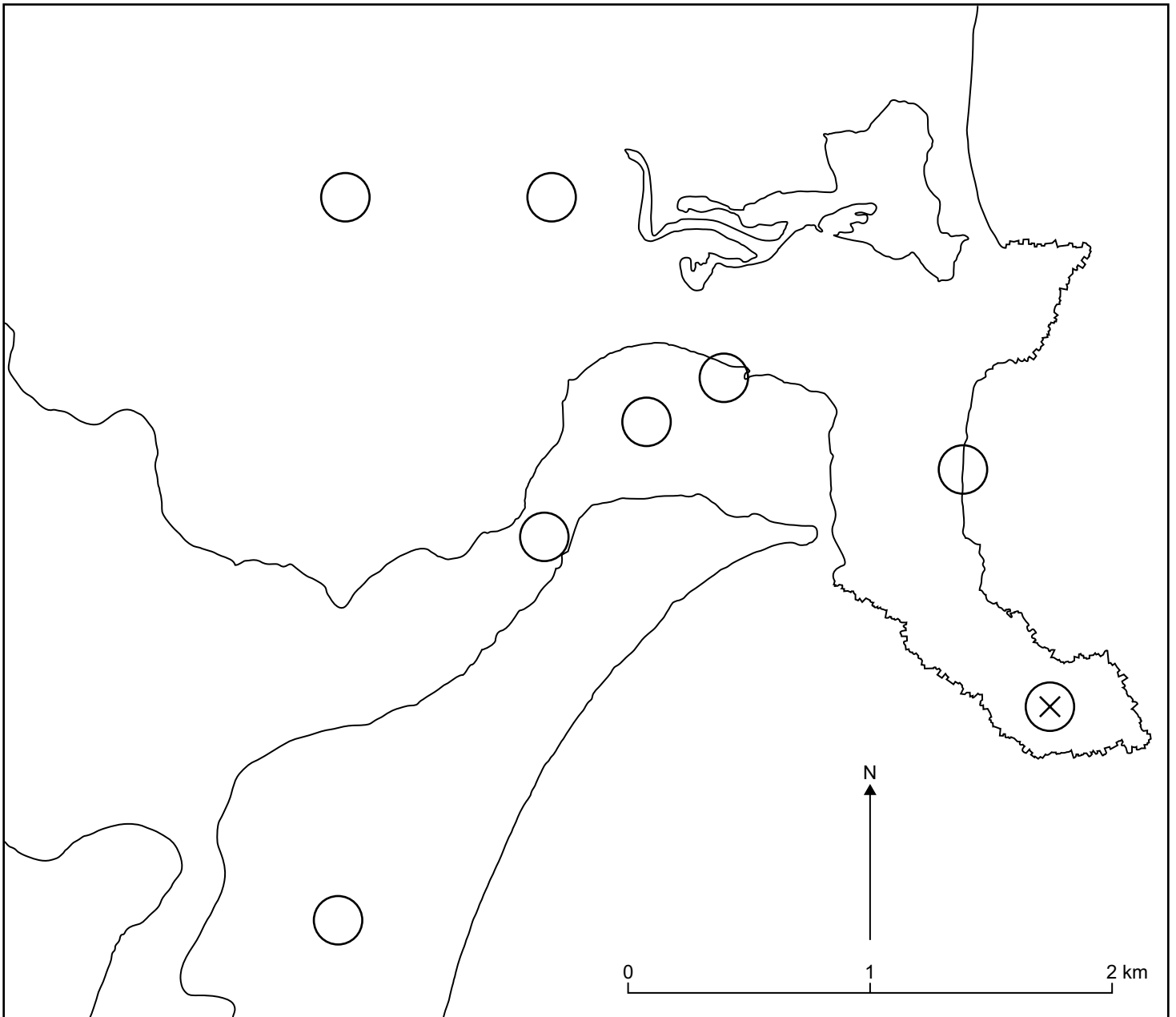
- d. **Name** resource **R** and **justify** your decision why it is a recreation resource.

Resource R _____

Justification _____

- e. **Explain** why the resource at Place X on the outline map on page 3 is a ‘sustainable resource’.

- f. **Place** the letters **SI** in one of the circles on the outline map on page 3 to indicate where spatial interaction may occur. **Describe** the spatial interaction that could occur at this location.



1 + 1 + 1 + 1 + 1 + 2 = 7 marks

(suggested time: 14 minutes)

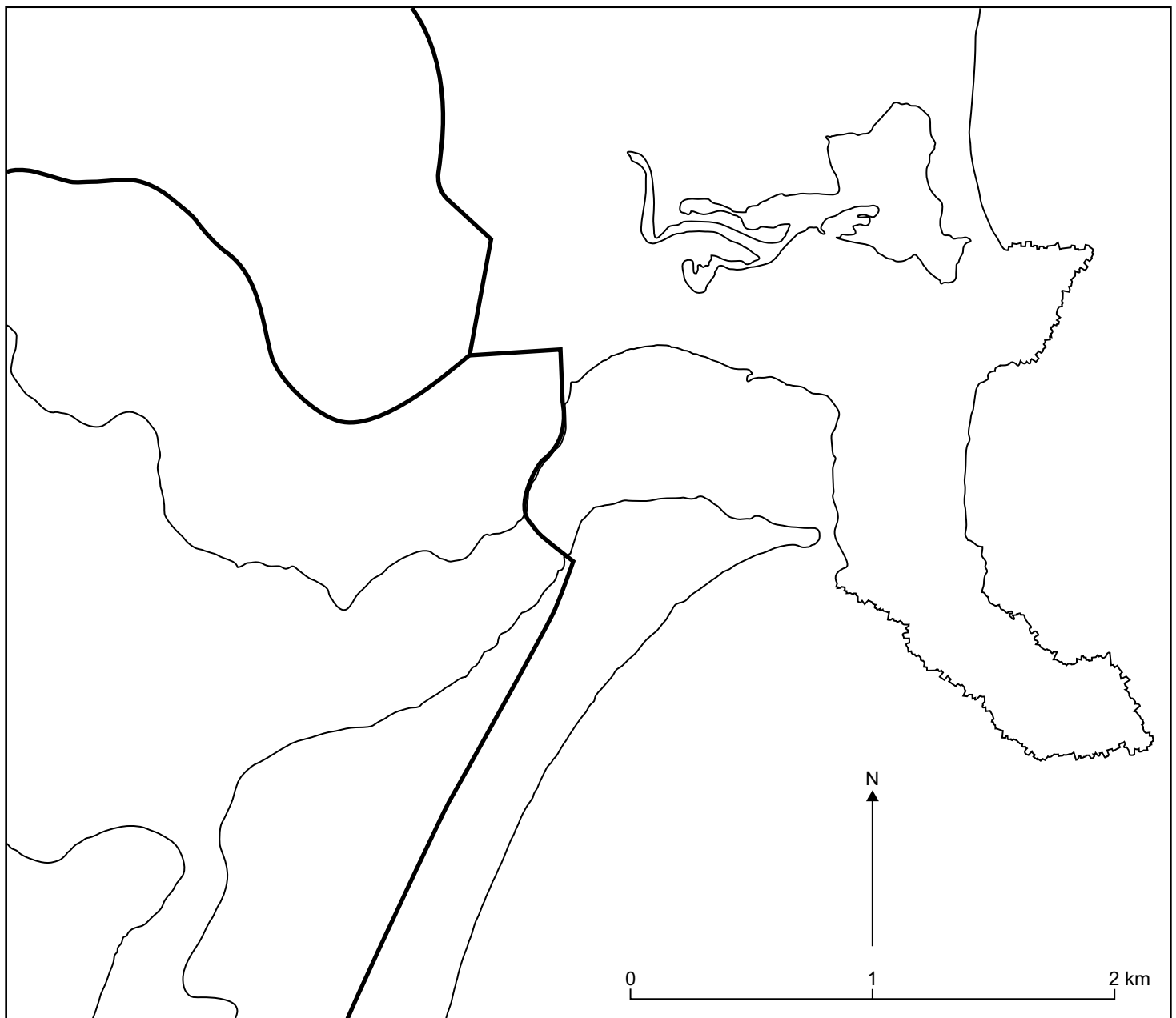
TURN OVER

Question 2

Use Figure 1 on pages 2 and 3 of the data book when responding to Question 2.

The Merimbula region has undergone significant spatial changes since 1966 when Figure 1(c) was produced. In particular, the residential resource regions shown as 'built-up areas' on the maps, have expanded.

- a. On the outline map below, **mark in and shade**
 - i. the built-up areas as shown on the 1966 map, Figure 1(c)
 - ii. the additional built-up areas that have developed since 1966 and are shown on the 2000 map, Figure 1(a).
- b. Complete the outline map with an appropriate title and key.



— main road

(2 + 2) + 1 = 5 marks

(suggested time: 10 minutes)

Question 3

Use Figure 2 on page 4 and Figure 3b on page 5 of the data book when responding to Question 3.

- a. Explain** how one physical or one environmental factor could have affected the development of the resource in Figure 2.

- b. Explain** how one economic factor could have affected the development of the resource in Figure 2.

2 + 2 = 4 marks
(suggested time: 8 minutes)

Question 4

Use Figure 3 on page 5 of the data book when responding to Question 4.

- a. **List** the countries to which Australia exports fresh cut flowers.

- b. **Describe** the movement of fresh cut flowers into Japan.

- c. **Explain** how one political factor could affect the pattern of trade in fresh cut flowers in the Asian region in the future.

1 + 4 + 2 = 7 marks
(suggested time: 14 minutes)

Question 5

- a. Name a resource you have studied this year. **Describe** a policy that has been designed to manage the effects of the development and use of this resource. You must not include the data of Figures 1, 2, 3 or 4 in the data book in your answer.

- b. **Explain** two reasons for the development of this policy.

- c. **Evaluate** the success of this policy in dealing with the effects of the development and use of your selected resource.

1 + 4 + 2 = 7 marks
(suggested time: 14 minutes)

TURN OVER

Question 6

Use Figure 4 on pages 6 and 7 of the data book when responding to Question 6.

- a. Describe** the global distribution of feature film production in 2000.

‘The population size of a country is a better indicator of the distribution of feature film production than Gross Domestic Product per capita.’

- b. Discuss** the above statement using specific examples from the data provided.

- c. Outline a policy that an African government could implement to promote feature film production in their country.

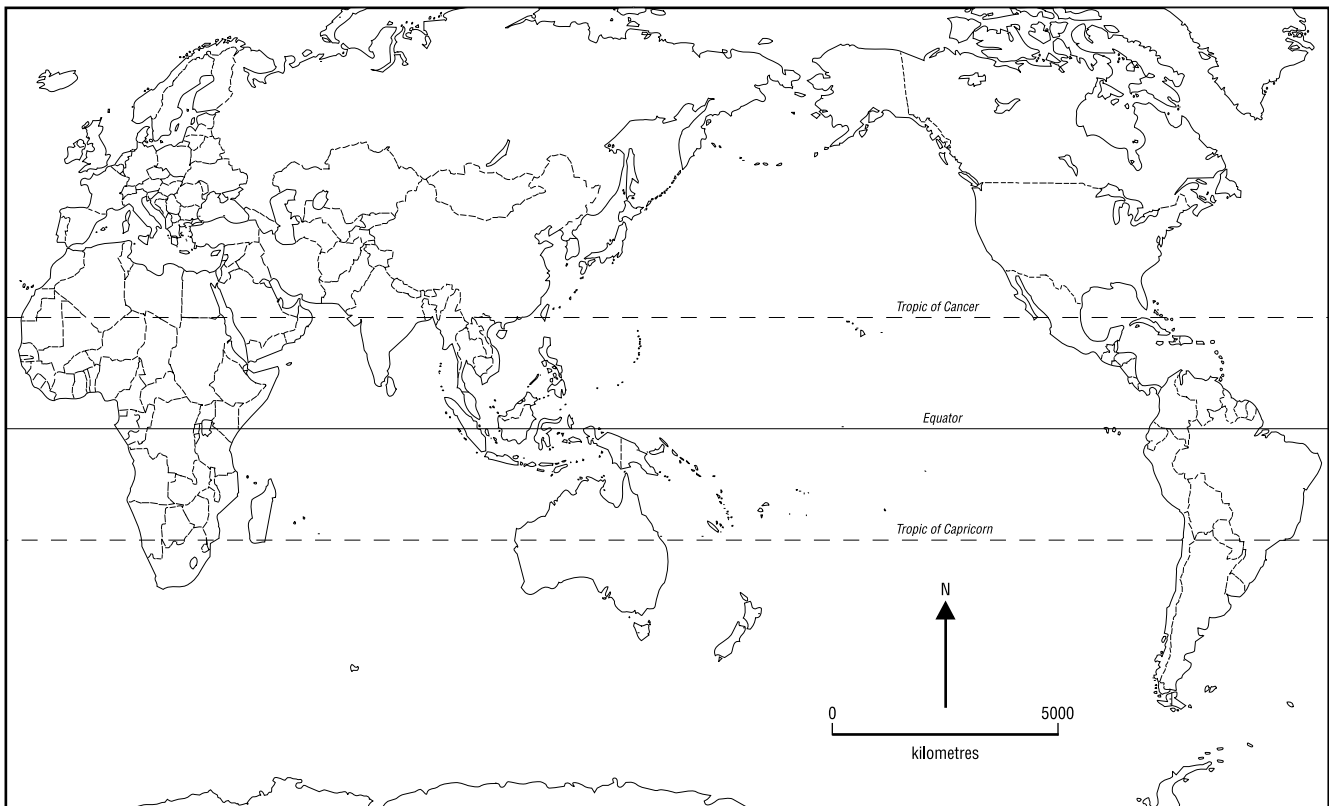
4 + 8 + 2 = 14 marks

(suggested time: 28 minutes)

TURN OVER

Question 7

- a. Use the world outline map provided below to **map the distribution** of a global phenomenon you have studied. You must not use the data included in Figure 4 of the data book in your answer.



- b. On the outline map, clearly **name** one location relevant to your phenomenon at a local scale and **name** one location at a regional or national scale.

- c. With reference to the named and mapped locations at different scales, **discuss** the impact of your global phenomenon on either people or places.

- i. impact at a local scale

- ii. impact at a regional or national scale

- d. **Evaluate** the policies designed to manage the impact of your global phenomenon at one of the locations mentioned above.

3 + 2 + (3 + 3) + 5 = 16 marks

(suggested time: 32 minutes)



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DATA BOOK

Directions to students

- A question and answer book is provided with this data book.
- Refer to the data in this book for each question as indicated in the question and answer book.
- The data contained in this book is drawn from current real world case studies.

Students are NOT permitted to bring mobile phones and/or any other electronic communication devices into the examination room.

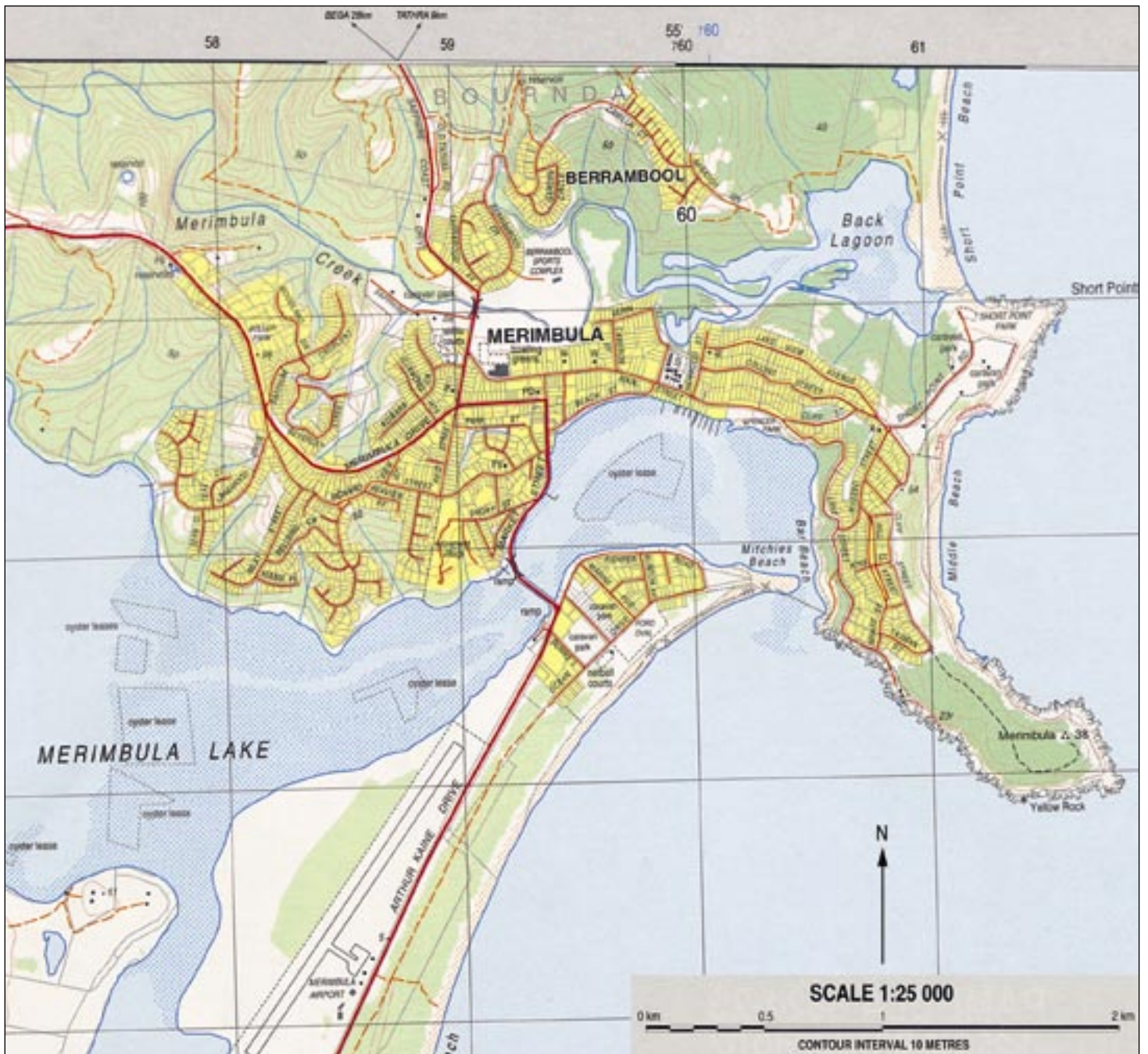


Figure 1 (a): Merimbula, New South Wales, 2000

Source: Land and Property Information NSW, 2000

© Department of Lands
 Panorama Avenue, Bathurst 2795
www.lands.nsw.gov.au (Hypertext linkage)

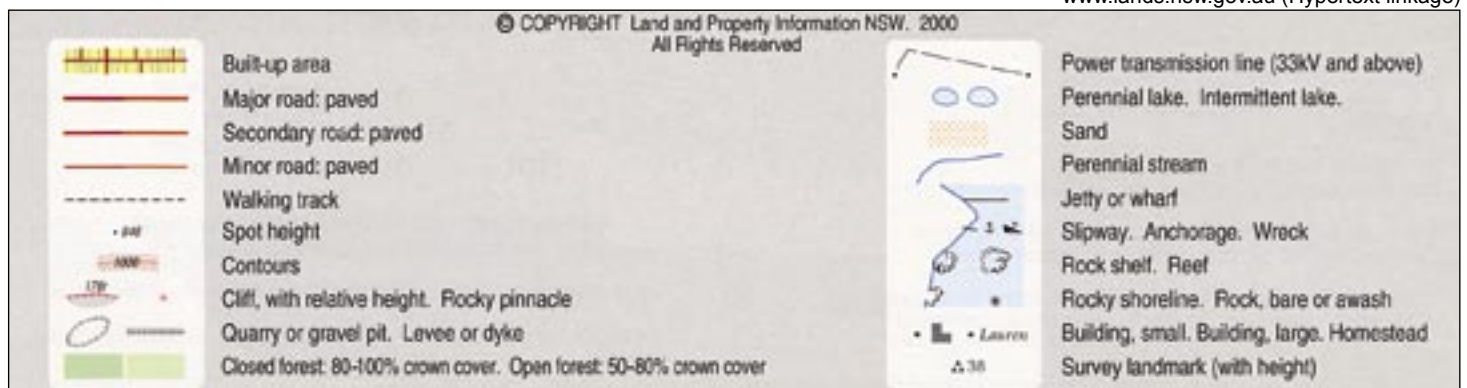


Figure 1 (b): Key to Figure 1 (a)

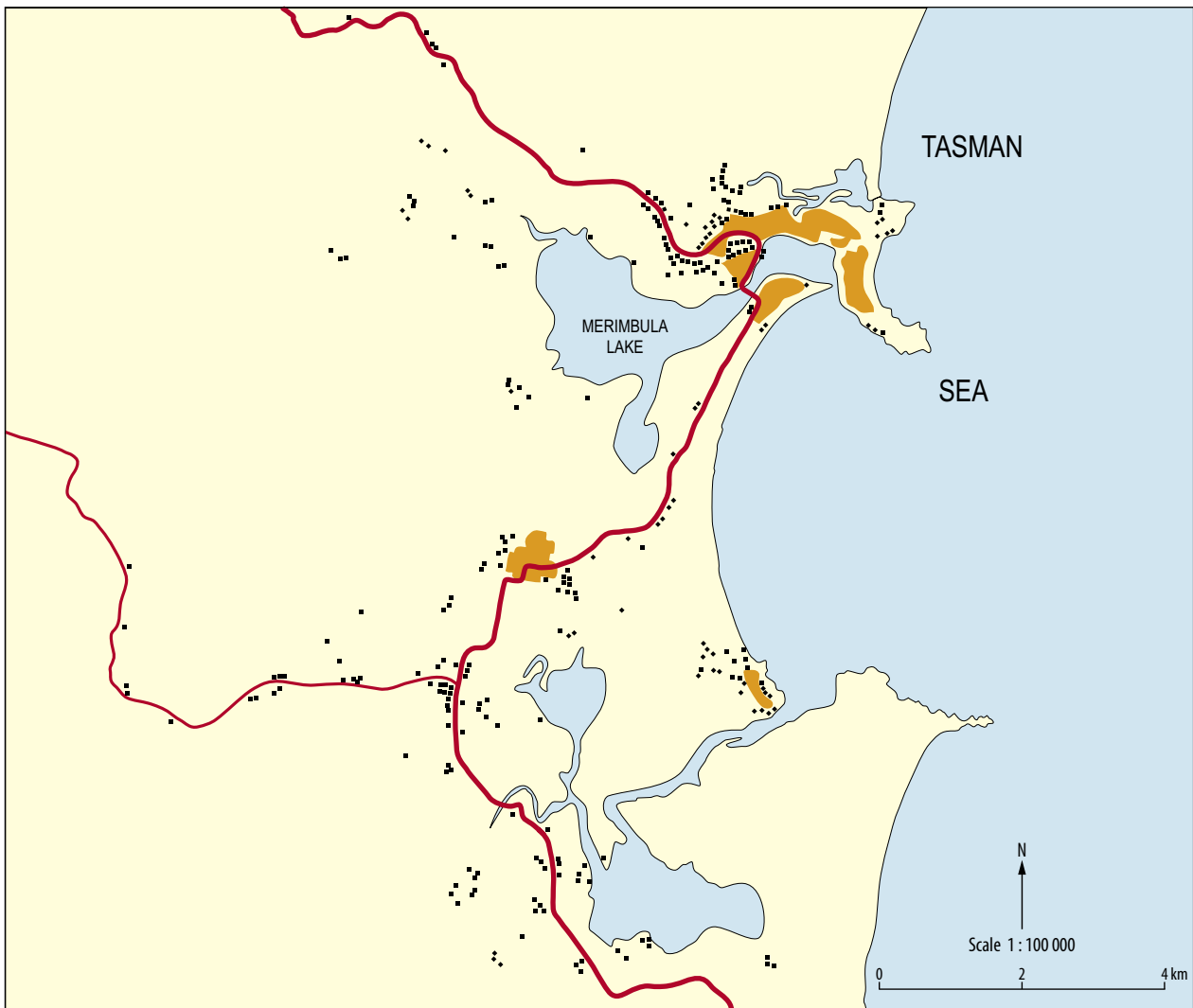


Figure 1 (c): Merimbula, New South Wales, 1966

Source: Division of National Mapping

Note: The current spelling of Merimbula has been used in Question 1.

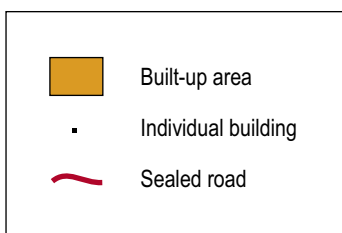


Figure 1 (d): Key to Figure 1 (c)

Figure 1 (e):

Background information

Merimbula is a coastal town in southeast New South Wales, approximately 500 kilometres south of Sydney and approximately 600 kilometres northeast of Melbourne.



Figure 2 (a): Large scale cut flower production on the southeastern fringe of Melbourne

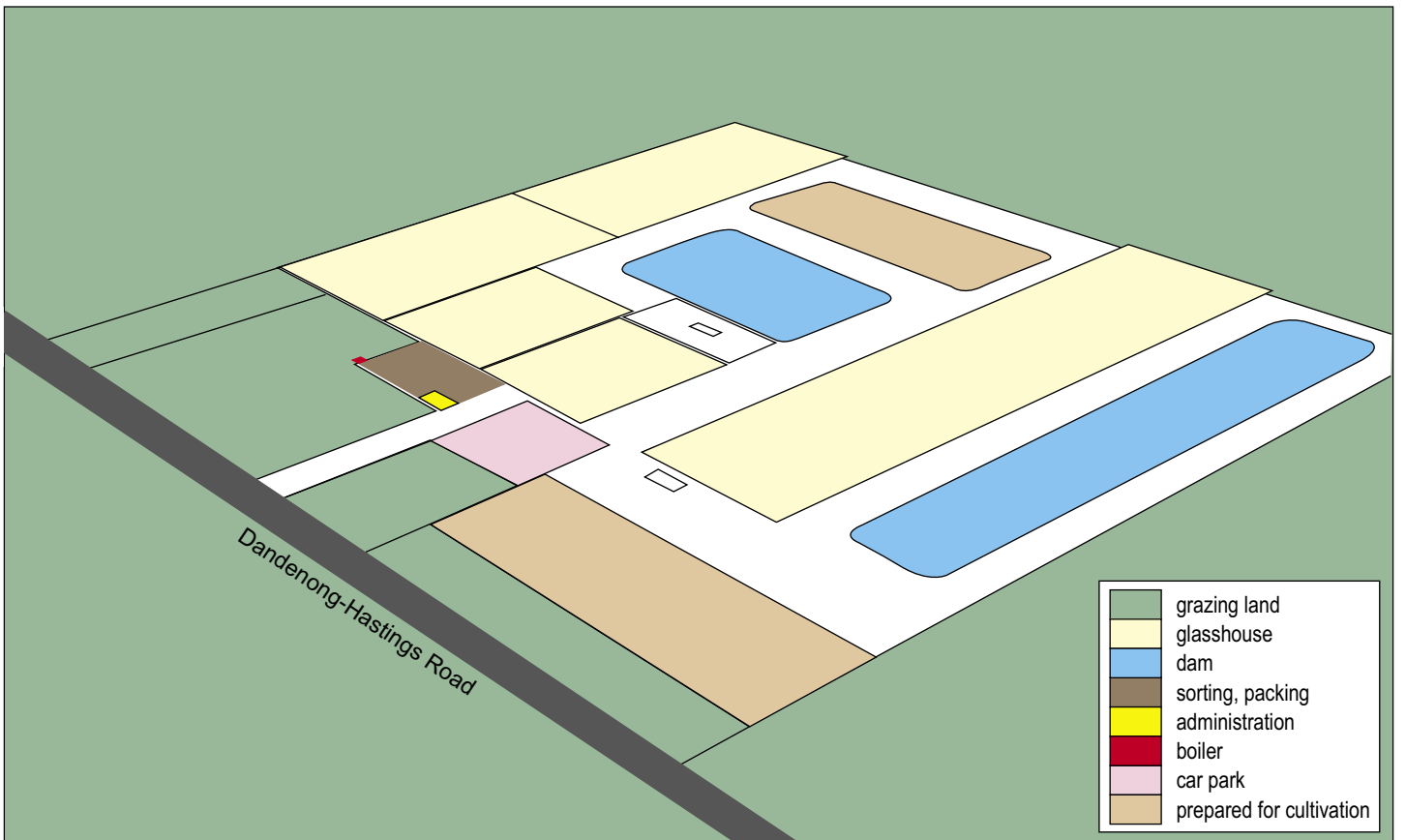


Figure 2 (b): Main features of Figure 2 (a)

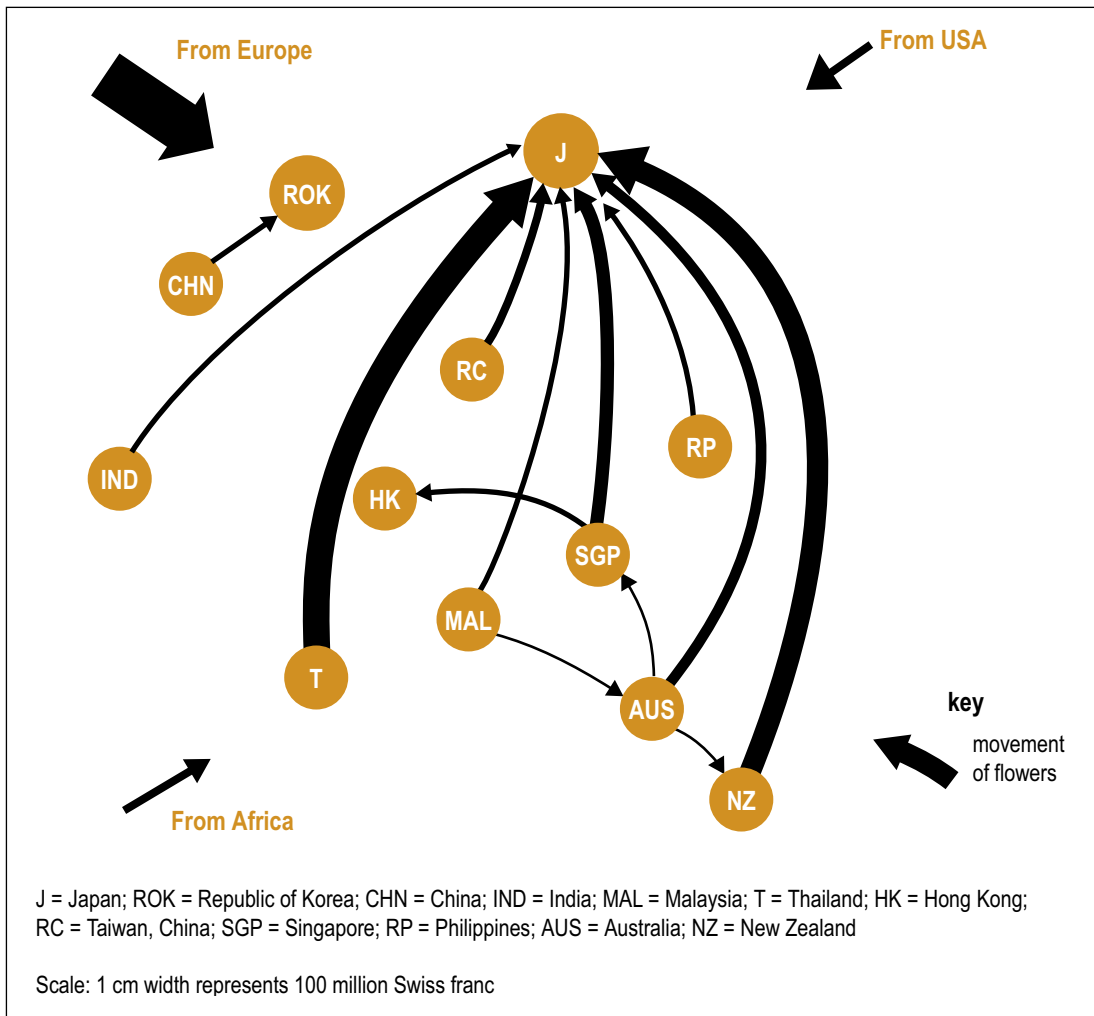


Figure 3 (a): Fresh cut flower trade in the Asian region, 2000

Source: FAO, Rome

Figure 3 (b):

Background information

Flowers are grown as a commercial resource in many regions of the world. Fresh cut flowers are either sold locally or exported to regions where local production does not satisfy demand.

On Melbourne’s southeastern urban fringe cut flowers and plants – mostly roses – are grown in climate-controlled glasshouses on a number of farms, including the one in Figure 2 (a). Local resources of land and water together with trained labour are used. The technology is generally imported, particularly from the Netherlands – the world’s major flower exporter.

In Victoria, flower production is mainly for the Melbourne market although some interstate sales occur. Australian export sales are limited, with most flowers sent to Japan.



Figure 3 (c): Flower sorting

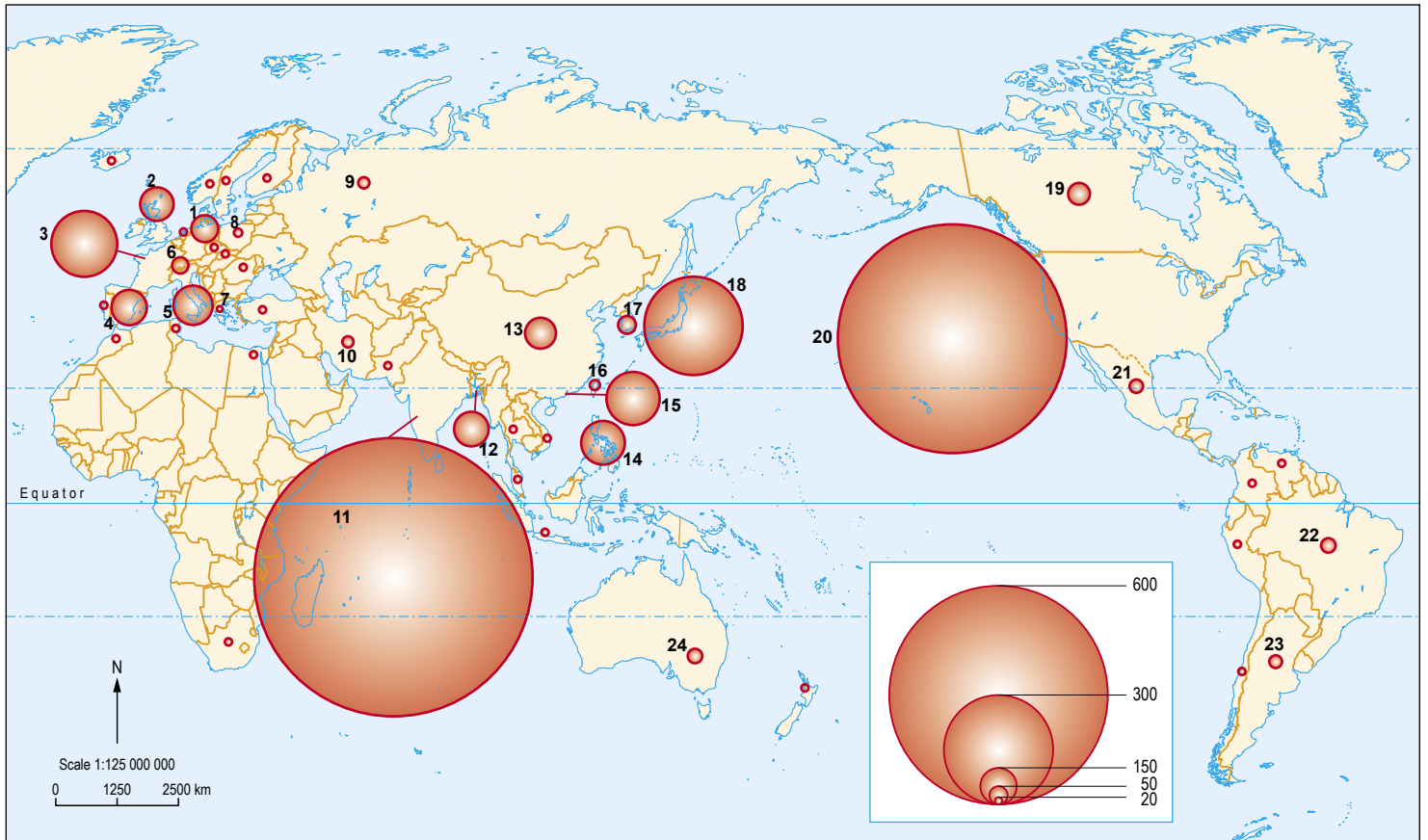


Figure 4 (a): The world's major feature film producers, 2000

Source: Motion Pictures Survey

Figure 4 (b): Key to Figure 4 (a)

Map number	Country name	Number of feature films produced. 1999–2000
1	Germany	74
2	United Kingdom	92
3	France	181
4	Spain	97
5	Italy	108
6	Switzerland	45
7	Greece	16
8	Poland	23
9	Russia	31
10	Iran	65
11	India	764
12	Bangladesh	95
13	China	85
14	Philippines	120
15	Hong Kong	146
16	Taiwan	28
17	South Korea	49
18	Japan	270
19	Canada	60
20	United States	628
21	Mexico	37
22	Brazil	40
23	Argentina	35
24	Australia	40

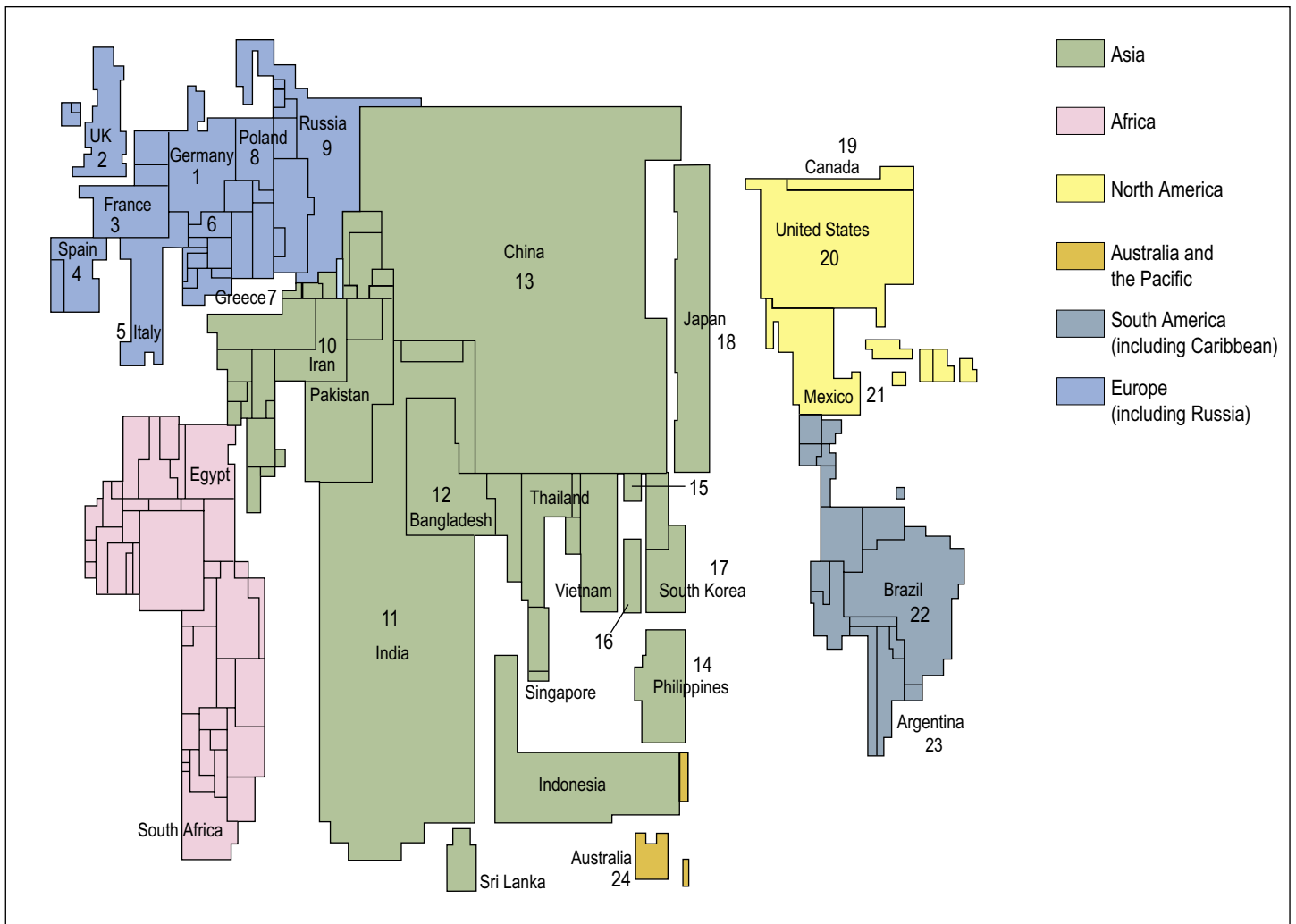


Figure 4 (c): Countries drawn according to the size of their population

Figure 4 (d): Key to Figure 4 (c)

Map number	Country name	Population, (millions) 2000	GDP per capita (US\$) 2000
1	Germany	82.1	22 753
2	United Kingdom	59.2	24 058
3	France	59.1	21 848
4	Spain	39.2	14 054
5	Italy	56.7	18 653
6	Switzerland	7.3	33 394
7	Greece	10.7	10 680
8	Poland	38.6	4 082
9	Russia	145.9	1 726
10	Iran	65.8	4 690
11	India	1 017.6	476
12	Bangladesh	129.1	362
13	China	1 256.2	866
14	Philippines	80.9	988
15	Hong Kong	6.3	6 000
16	Taiwan	22.3	13 400
17	South Korea	47.3	9 782
18	Japan	126.4	37 494
19	Canada	31.3	22 778
20	United States	274.9	34 637
21	Mexico	102.0	5 805
22	Brazil	173.4	3 484
23	Argentina	37.2	7 678
24	Australia	18.9	20 298

GDP per capita can be defined as the total value of goods and services produced in a country in a year. It excludes earnings from overseas and is measured in United States dollars.