

# GEOGRAPHY

In 1995 10 083 candidates sat for the examinations in Geography compared with 11 496 in 1994. Of the total candidature, 6758 sat exclusively for the 2/3 Unit paper, while 3325 sat for the 3 Unit Additional paper, a decrease of 670 from the candidature in 1994. Only 6% of candidates in the 2/3 Unit Common paper elected to answer questions from the Australia's Neighbours Lobe.

## General Comments

The 1995 examinations allowed candidates to be ranked very effectively regardless of the pathway taken through each paper. This is very important in a paper with alternate lobes, options in Part C of each section and a choice of questions throughout Parts B and C. The candidates responded well to the papers, with the better responses showing a very high ability to relate stimulus materials to the candidates' own knowledge based on work in class.

Both the 2/3 Unit Common and 3 Unit Additional papers were divided between Section II (Global Environments) and Section III (Australia's Neighbours). Candidates must not select questions from both Sections II and III. This now seems to be widely understood, however, since the proportion of candidates penalising themselves by failing to answer from within a single lobe was insignificant in 1995.

Section I (compulsory and common to both lobes) involved 20 short questions based on interpreting stimulus material in a Broadsheet. In the Global Environments Lobe (Section II) of the 2/3 Unit Common paper, Part A required four short answers based on stimulus material included in the question papers. In 1995 Part A referred to the Core Topic **Settlement and Livelihood**. Part B required one extended response based on the **Use and Misuse of Natural Resources** and structured questions were set in this part. Part C required one extended response based on the 2 Unit Options **Food and Agriculture** or **Manufacturing and Technological Change**. The questions in Part C were unstructured.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

In the Australia's Neighbours Lobe (Section III) of the 2/3 Unit Common paper, Part A required **four** short answers based on stimulus material included in the question papers. In 1995 Part A referred to the Core Topics **Natural Resource Management** and **Australia's Relations with its Neighbours**. Part B required **one** extended response based on **Cultural Diversity and Culture Contact** and structured questions were set in this part. Part C required **one** extended response based on **one** of the 2 Unit Options **Food and Rural Areas** and **Urbanization**.

### 2/3 UNIT COMMON PAPER

#### Section I (Compulsory)

##### Questions 1 - 20

The twenty questions, worth one mark each, focused on a range of practical skills based on materials on the Broadsheet which featured a range of maps, graphs and statistics. The two topographic maps featured were of part of Papua New Guinea and part of the United Kingdom.

The comments below show, for each question, the percentage of the candidature which gave the correct answers (projected from a 10% sample of scripts). The range of accepted responses is also shown, as well as brief comments on the skills and/or the answers as appropriate. In general the candidates performed very well in exacting basic data from world maps, pie graphs, sector graphs, population pyramids and cumulative graphs. As a whole they showed good skills in estimating measurements from the topographic maps. The better candidates were accurate in their calculations, using correct units of measurement to express their answers. Many candidates, however, penalised themselves by failing to express the correct units of measurement in their answers.

Weaker candidates encountered difficulties in relation to drawing the cross-section accurately, making exact calculations from graph scales and calculating gradient and vertical exaggeration. Calculation involves the reading of scales, contours, graphs or symbols, candidates are therefore reminded to take into the examination the equipment necessary for answering Section I. This includes an approved calculator, an accurate ruler, a protractor and sharp pencils.

Candidates are advised to refer to the directives above each group of questions in the Answer Booklet which indicate clearly where the information is to be found on the Broadsheet.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

Question	Percentage Correct	Answer
1	91	200 - 400
2	83	B
3	73	A
4	95	USA
5	76	A
6	82	Nipa
7	60	coconut
8	46	234 - 238 degrees
9	57	4.9 - 5.5 kms
10	55	Latitude: 7 degrees 50 minutes S Longitude: 147 degrees 40 minutes E
11	80	D
12	72	B
13	26	Cross-section
14	22	12.5
15	30	1:14 - 1:15
16	70	3.1 - 3.3
17	46	117.78 - 119.54M
18	55	3300 - 3500 million
19	29	1500 - 1650 million
20	19	500 - 700%

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

### Section II : Global Environments Lobe

#### **Part A (Short Answers) : Settlement and Livelihood**

Questions 21 - 24 required short responses based on interpretation of stimulus material printed on the examination paper and on candidates' understanding of the geographical concepts or knowledge appropriate to that stimulus material. The instructions to candidates, Section II Part A, encouraged them to refer to their own work on this part of the Syllabus in addition to the stimulus material and to spend approximately 45 minutes on Part A. One question specifically asked for the candidates' own sample study. The majority were able to do this effectively and to allocate time efficiently between the four questions.

In general, the best responses to Part A did more than simply describe the stimulus material; they wrote about the underlying processes or used their own knowledge to show that they had understood the point of that material. They wrote concise, well argued answers and employed appropriate concepts.

Average responses efficiently described the stimulus material in ways appropriate to the questions asked, but did not draw out processes, concepts or generalisations.

Candidates scoring badly did not show observational skills, their understanding was minimal, or they missed the point of the stimulus material. In some cases such material was ignored and a prepared answer was written on a related aspect of the Core Topic area.

#### **Question 21**

*Describe and account for the pattern of urbanisation in the map given.*

This question was based on a map showing the percentage of total population living in towns and cities in 1990. In the better responses candidates described and identified the global pattern of urbanisation from the map. They also gave a clear analysis of the pattern, using additional evidence from the map and their own knowledge. Weaker responses made only a limited attempt to account for the pattern of urbanisation, while urban processes were often discussed in basic or general terms, e.g. push-pull factors, counter urbanisation.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

### Question 22

*What does the extract given suggest about the role of cities as financial nodes and centres of corporate and political decision-making?*

This question was based on an extract from the Gaia Atlas of Cities which discussed the role of global cities. The better responses explained, with examples, the role of cities as financial nodes and centres of corporate and political decision-making. Often the role of technology, e.g. as in communications, was also mentioned. The influence of cities on other places was also recognised. Weaker responses showed a lack of understanding of both the question and the extract. Examples of roles and cities were used only infrequently.

### Question 23

*Study the graph given.*

*Describe and account for the differences in the amount of rubbish produced by cities in developed countries compared with cities in developing countries.*

This question was based on a column graph showing population and municipal rubbish in selected world cities. The better responses were able to describe and account for the differences in the amount of rubbish produced by cities in developed countries compared with those in developing countries. Here candidates recognised that developed countries produce more garbage per head of population than developing countries and presented a detailed analysis of the graph. They accounted for the differences by using a variety of examples. Weaker candidates often gave an analysis of the graph but failed to account for the differences. These responses were often brief, with little attempt to account for the differences and, frequently, an inaccurate or incorrect interpretation of the graph being given.

### Question 24

*Describe the problems of maintaining environmental quality in the sample city you have studied.*

The better candidates identified a range of problems involved in maintaining environmental quality in their specific sample city. Many commented on the effectiveness of solutions to these problems.

In weaker responses candidates made limited reference to efforts to maintain environmental quality and merely listed problems faced in their sample city. Sometimes there was no reference to a specific city or there was simply a discussion of cities in general.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

### Part B (One Extended Response)

#### The Use and Misuse of Natural Resources

##### Question 25

*There is a need for responsible management of natural resources for both maintenance of environmental quality and economic production.*

*Discuss this statement.*

*In your answer:*

- *define what is meant by responsible management of natural resources;*
- *discuss the need for maintenance of environmental quality;*
- *explain how responsible management can maintain both environmental quality and economic production.*

The better candidates presented balanced answers tackling all leaves of the structured question in order to produce a comprehensive discussion of the statement. They showed a sound understanding of the relationship between management, environmental quality and economic production, using appropriate examples based on types of either resources or of locations and showed an understanding of maintenance strategies. They also outlined the ways in which these strategies have been implemented.

Weaker responses lacked a balance between coverage of environmental quality and economic production. Many candidates in this category referred to economic production but made poorly developed linkages to economic production. Such responses often showed a poor understanding of natural resources.

##### Question 26

*The management of energy and water resources is vital to human activity.*

*Discuss management issues associated with EITHER water OR energy.*

*In your answer:*

- *identify your major study - EITHER water OR energy;*
- *outline human activities dependent on water or energy resources;*
- *describe how water or energy resources are managed;*
- *evaluate the effectiveness of these management strategies.*

The better responses showed a balanced understanding of management issues related to either water or energy. They incorporated an informed discussion of human activities with illustrative support and also gave an assessment of the effectiveness of management strategies.

Weaker responses consisted of a generalised discussion of water/energy use and misuse, with only superficial reference to management strategies and their effectiveness.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

### **Part C (One Extended Response)**

Part C involved unstructured questions, candidates being required to answer ONE from the option they had studied.

### **Food and Agriculture**

#### **Question 27**

*Discuss the impacts of biophysical and social factors on the world pattern of food production and consumption.*

In the better responses candidates addressed the biophysical factors such as climate, landform and soils, and the social factors such as human inputs, inheritance, war, religion, urbanisation and TNCs, and showed the impact of these factors on production and consumption of food on a global scale. They showed clear linkages and drew examples and statistics from case studies.

Weaker responses were clearly inadequate in showing impacts of the factors on food production. They frequently failed to address several of the requirements, i.e. biophysical and social factors, impacts, world food production and consumption. In these responses examples were used only infrequently, and there was no recognition of linkages.

#### **Question 28**

*Discuss the impacts of a farm or food-production unit on the biophysical environment.*

In the better responses candidates identified a farm or a food production unit and explained either the positive or negative impacts in a detailed and scholarly presentation.

Weaker responses were often very short, contained little relevant material and merely gave a description of a farm or a food production unit, making little reference to impacts on the biophysical environment.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

### Manufacturing and Technological Change

#### Question 29

*Manufacturing change has impacts on biophysical, social and economic aspects of the environment.  
Discuss this statement.*

The better responses explained changes in manufacturing and suggested linkages between changes and impacts. Each impact was discussed in turn and examples given.

The weaker responses gave a limited description of either manufacturing change or of impacts. Many often consisted of a prepared answer on an industrial area which failed to address the question.

#### Question 30

*The impacts of manufacturing growth and decline on employment at the regional and local scale are significant.  
Discuss this statement with reference to a manufacturing area you have studied.*

Here the better responses included statistical data to support discussion and emphasised the impacts of manufacturing growth and decline on employment. Clear reasoning and explicit discussion characterised these responses.

In weaker responses candidates made little attempt to address the impacts of manufacturing growth and decline on employment at the regional and local scales. Often there was no reference to a specific area and limited use of factual data.



## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

### Section III : Australia's Neighbours Lobe

#### Part A (Short Answers)

#### **Natural Resource Management/Australia's Relations with its Neighbours**

Questions 31 - 34 required short responses based both on interpretation of stimulus material printed on the examination paper and also on the candidates' understanding of the geographical concepts or knowledge appropriate to the stimulus material.

#### Question 31

*Study the map given.*

*Discuss the importance of Australia as a tourist destination for people from Australia's neighbouring nations.*

The better responses had a clear focus on the factors which have attracted Asian tourists to Australia. These responses made detailed reference to the map and figures. Many referred to economic development and the rise of an Asian middle class.

Weaker responses covered only a few of the features which attract people to Australia and made some reference to the map. Other links, e.g. aid, were often discussed superficially.

#### Question 32

*Study the table given.*

*What does the table show about the use of a natural resource among Australia's neighbouring nations?*

The better responses referred to the fact that the catch of Asian nations represents a substantial proportion of the world's fish catch. They also noted the dominance of Japan and China in the table, and acknowledged that fish are a renewable resource that requires sustainable management.

They concluded, too, that there was a relationship between level of development and size of catch. In these responses students also commented on the big increases made by some countries as shown in the table and suggested reasons for this change.

Weaker responses often misinterpreted the data shown on the table and made little reference to fish as a renewable resource.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

### Question 33

*Study the extract given.*

*Identify the major groups described in the extract and show how their interests are in conflict.*

The better responses correctly identified not only the groups mentioned in the newspaper extract but also their interests in the region. They explained, too, the conflict existing between the two groups.

In poorer responses candidates used little factual data from the newspaper extract. They barely mentioned the groups involved and made no reference to the interests of the groups or resultant conflicts.

### Question 34

*Outline the conflicts that have arisen in one of Australia's neighbouring nations from the competing uses of a natural resource.*

The better responses included an appropriate case study from within Australia's neighbouring nations, e.g. forests in East Malaysia, Thailand, PNG and Indonesia; mining in PNG and Nauru; fishing in the Pacific and water in India and Sri Lanka. These responses also outlined conflicts resulting from competition over resource use.

Weaker responses used either inappropriate examples of conflict or examples taken from outside Australia's region.

## **Part B (One Extended Response)**

### **Cultural Diversity and Culture Contact**

Part B involved structured questions of which candidates were required to answer **one** only.

### Question 35

*With reference to one of Australia's neighbours, outline the economic, social, political and biophysical changes brought about by culture contact.*

*In your answer:*

- *identify the nature of the culture contact;*
- *describe the economic, social, political and biophysical changes;*
- *discuss the impact of these changes brought about by culture contact.*

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

The better candidates showed their understanding of the two main elements of the question as they described in detail the four groups of changes and then discussed the impact that these changes brought about by culture contact. In many cases, candidates clearly explained the nature of the culture contact, using examples such as Nauru, PNG, New Caledonia, Sri Lanka, India, Vanuatu and, overwhelmingly, Fiji. The better candidates showed sound knowledge of all changes, while the ability of each to analyse the four groups of changes, using in-depth examples, was clearly apparent.

Candidates writing weaker responses, although seeming to understand the requirements of the question, failed to demonstrate their knowledge of the subject. Weaknesses included limited information about the geography of a nation or group and superficial treatment of the four groups of changes. In many cases these responses did not discuss the impact of such changes.

The weakest responses often concentrated on describing events in an historical sequence as in a prepared answer. In a few cases examples taken from outside Australia's neighbours were used.

### Question 36

*The urban or village way of life has undergone change as a result of culture contact and/or conflicts. Discuss this statement with reference to a community within one of Australia's neighbouring nations.*

*In your answer:*

- *name a local community you have studied;*
- *describe the nature of the culture contact and/or conflicts;*
- *discuss the impact of change on the urban or village way of life.*

The better candidates described in depth the nature of the culture contact or conflict. They analysed the impact of the change on either the urban or village way of life.

Weaker responses treated superficially the nature of the change, with only a limited acknowledgment of impacts. Generally only a brief description of the culture of the community was given.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

### Part C (One Extended Response)

#### **Food and Rural Areas**

##### Question 37

*Discuss the impacts of biophysical and social factors on the pattern of food production and consumption within Australia's neighbouring nations.*

See comment for Questions 27 and 28 in Global Environments Lobe.

##### Question 38

*Discuss the impacts of food and agricultural production on the biophysical environment in a local community within one of Australia's neighbouring nations.*

See comment for Questions 27 and 28 in Global Environments Lobe.

##### Question 39

*The international and regional linkages of cities have undergone change.  
Discuss this statement with reference to cities within Australia's neighbouring nations.*

The better candidates understood and could explain how international and regional links have changed over time. They referred to a number of cities within Australia's neighbouring nations, recognising and explaining links such as rural/urban links, trade, aid and finance.

Weaker responses often included a good description of causes and impacts but made only passing reference to change. These responses were often merely a description of living conditions in urban areas.

##### Question 40

*Discuss how urbanisation has had significant impacts on a rural community in one of Australia's neighbours.*

The better candidates described and understood the processes of urbanisation and referred to a specific community. They also discussed in detail the impacts on this rural community.

Weaker candidates mainly discussed the causes of urbanisation without reference to impacts, and sometimes failed to mention a rural community.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

### 3 UNIT ADDITIONAL PAPER

#### Section I : Global Environments Lobe

It was clear from the better responses to the 3 Unit paper that use of precise geographical terminology, choice of good case studies or specific examples with up-to-date factual evidence, and reference to appropriate maps and diagrams, were the key to good answers. Prepared, descriptive essays that were not specifically tied to the set questions were not awarded high marks.

#### World Economic Development

##### Question 1

- (a) *Evaluate the methods used to measure economic development. In your answer, refer to specific nations you have studied.*

The better responses showed a good understanding of economic development, described a variety of indicators, and used examples from at least two nations to support their arguments.

Weaker responses showed only some understanding of economic development and outlined a number of indicators superficially. These responses were often descriptive, gave no evaluation of indicators and, in many, indicators were confused with forces and/or rates of development.

- (b) *Account for the uneven impact of economic development within a nation you have studied.*

The better candidates clearly identified and accounted for the uneven nature/impact of development within a nation they had studied, using several factors and indicators, and also making good use of examples and statistics.

Weaker candidates referred to the uneven nature of development and merely gave a general description of the level or path of economic development. Their responses merely gave a general description of factors or listed internal/external forces.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

### The Fragile Planet

#### Question 2

- (a) *'Philosophies of resource management range from preservation of natural environments to exploitation of natural resources'.  
Evaluate the case for each of the extreme management positions outlined in this statement.*

The better students recognised a range of philosophies of management from preservation to exploitation. They used either a series of examples to illustrate their arguments or case studies to show extremes of management.

Weaker responses were generally descriptive, with very little attempt being made at evaluation. Often these responses discussed management issues but included little use of sample studies.

- (b) *'Some environments have little capacity to cope with human-induced disturbance'.  
Evaluate this statement.*

In the better responses students made a clear link between human-induced change and the capacity of environments to cope. Even if only one environment were used, many examples of human-induced changes were given and capacity to cope was related to the examples.

Weaker responses were often prepared case-studies with few links to the question.

### World Power in a Nuclear Age

#### Question 3

- (a) *'The factors that give power blocs cohesion are complex and vary from region to region over time'.  
Analyse this statement, making specific reference to recent changes in the nature and distribution of world power.*

This question asked students to analyse a given statement with reference to world power.

The better candidates analysed the factors responsible for cohesion within power blocs, making specific reference to recent changes in both the nature and distribution of world power. Several regions were used as examples and changes over time were also discussed, including both recent changes and the factors involved.

Weaker responses were often good, descriptive historical accounts with only little reference to emerging powers in relation to the factors of cohesion.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

- (b) *Analyse the effectiveness of international agencies in containing conflict and maintaining world peace.*

The better responses outlined a number of international agencies and addressed conflict as well as peace in respect of these agencies. Many outlined social and economic programs offered by agencies, made extensive use of data and examples, and evaluated the effectiveness of various international peace agencies. In these responses candidates were able to distinguish between containing conflict and maintaining world peace.

The weaker responses were mainly descriptive accounts of one organisation or conflict, with no evaluation of their effectiveness. Some were prepared answers on nuclear impacts or nuclear non-proliferation agreements, while others were narratives of conflicts, with little time being spent on conflict resolution.

### Section II : Australia's Neighbours Lobe

#### Economic Development

##### Question 4

- (a) *Evaluate the methods used to measure economic development. In your answer, refer to specific examples from Australia's neighbouring nations.*

The better candidates were able to evaluate the effectiveness of a variety of indicators to measure economic development, i.e. they could discuss the advantages and disadvantages of different methods. They also tended to use examples from more than one nation to support their evaluation.

In the weaker responses candidates gave only a general discussion of economic development with minimal or no reference to nations. Some showed no understanding of economic development.

- (b) *Account for the uneven impact of economic development within one of Australia's neighbouring nations.*

In the better responses the candidates showed a clear understanding of economic development. Using a broad range of forces, they gave a clear account of the reasons for the uneven impact of economic development.

The weaker responses were general essays dealing with the level of economic development or the path of economic development. There was little or no reference to uneven impacts, although some gave a brief description of the forces of economic development.

## 1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

### Fragile Environments

#### Question 5

- (a)  
and See comments for Questions 2(a) and 2(b), Global Environments Lobe.  
(b)

### Political Tension

#### Question 6

- (a) *With reference to one of Australia's neighbouring nations, identify sources of political tension and analyse the impacts of this tension on the biophysical environment and the way of life of the people.*

The better responses incorporated an excellent discussion of both sources of political tension and their impacts, and referred to a number of examples.

Weaker responses were very brief and were largely descriptive responses with only a casual reference to the question.

- (b) *Analyse the causes of political tension that exist between two of Australia's neighbouring nations.*

The better responses recognised the diversity of causes of political tension and gave a detailed account of the causes of such tension between two of Australia's neighbours. They used examples which clearly highlighted the political tension that occurs.

Weaker responses discussed the conflict rather than the causes of political tension between two neighbours. Often they merely listed events which had occurred as the result of such tension.