



HIGHER SCHOOL CERTIFICATE EXAMINATION

1995

GEOGRAPHY

3 UNIT (ADDITIONAL)

*Time allowed—One hour and a half
(Plus 5 minutes' reading time)*

DIRECTIONS TO CANDIDATES

- Attempt TWO questions from *EITHER* Section I (Global Environments) *OR* Section II (Australia's Neighbours).
- Write each answer in a *separate* Writing Booklet.
- Each booklet must show your Student Number, Centre Number, and the number of the question you have answered. Ask the Examination Supervisor for additional Writing Booklets if you need them.
- At the end of the examination, firmly tie all booklets together and hand them in as one bundle.

**IF YOU STUDIED
GLOBAL ENVIRONMENTS,
GO STRAIGHT TO SECTION I
ON PAGE 3.**

**IF YOU STUDIED
AUSTRALIA'S NEIGHBOURS,
GO STRAIGHT TO SECTION II
ON PAGE 6.**

SECTION I

(50 marks)

GLOBAL ENVIRONMENTS

- Attempt Section I ONLY if you have studied Global Environments.
- Answer TWO questions. Do NOT answer both alternatives within one question.
- Write each answer in a *separate* Writing Booklet.
- All questions are of equal marks.
- Where possible, illustrate your answers with sketch maps and diagrams. You could also refer to specific examples from your fieldwork.

Section I continues on page 4

SECTION I—GLOBAL ENVIRONMENTS (continued)**1. WORLD ECONOMIC DEVELOPMENT**

EITHER

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

OR

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

2. THE FRAGILE PLANET

EITHER

- (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.

OR

- (b) ‘Some environments have little capacity to cope with human-induced disturbance.’

Evaluate this statement.

SECTION I—GLOBAL ENVIRONMENTS (continued)

3. WORLD POWER IN A NUCLEAR AGE

EITHER

- (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.

OR

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

This is the end of Section I.

**There are no more questions for
Global Environments candidates.**

Section II begins on page 6

SECTION II

(50 marks)

AUSTRALIA'S NEIGHBOURS

- Attempt Section II ONLY if you have studied Australia's Neighbours.
- Answer TWO questions. Do NOT answer both alternatives within one question.
- Write each answer in a *separate* Writing Booklet.
- All questions are of equal marks.
- Where possible, illustrate your answers with sketch maps and diagrams. You could also refer to specific examples from your fieldwork.

SECTION II—AUSTRALIA’S NEIGHBOURS (continued)**4. ECONOMIC DEVELOPMENT***EITHER*

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

OR

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

5. FRAGILE ENVIRONMENTS*EITHER*

- (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.

OR

- (b) ‘Some environments have little capacity to cope with human-induced disturbance.’

Evaluate this statement.

SECTION II—AUSTRALIA’S NEIGHBOURS (continued)**6. POLITICAL TENSION***EITHER*

- (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.

OR

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

This is the end of Section II.
There are no more questions for
Australia’s Neighbours candidates.