

**2006 HSC Notes from
the Marking Centre
Geography**

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2006 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 regarding responses to the 2006 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.

This document should be read along with the relevant syllabus, the 2006 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 2006, 4525 candidates attempted the Geography examination.

The high standard of candidates' written responses in previous years was maintained. Extended responses continue to demonstrate high levels of literacy and geographic knowledge. Nevertheless, it is evident that teachers still need to emphasise the importance of the differences between directive terms and continually revisit and practise these throughout the Stage 6 course.

This year there was a significant improvement in the responses to the skills /short answer questions with considerably fewer non-attempts. Teachers need to continue to ensure that all skills are practised throughout the course. Pages 16 and 17 of the syllabus outline the geographical skills and tools which must be covered over the Stage 6 course, including fieldwork skills.

Candidates need to be reminded that they should address the rubric as well as the set question when attempting extended response questions. Candidates need to remember that the Stimulus Booklet may provide useful information and/or illustrative material for use in a variety of their responses. Each section of the examination paper includes suggested times and candidates should be encouraged to remain within these time limits so as to maximise their potential marks in all sections.

All questions in the Geography examination are compulsory.

Section I – Multiple Choice

Question	Correct Response
1	D
2	C
3	D
4	D
5	C
6	C
7	B
8	A
9	C
10	A
11	B
12	D
13	C
14	A
15	B

Section II – Short-answer Responses

General Comments

As the examination paper suggests, about 45 minutes should be allocated to this section. Writing in excess of the allocated space is not only unnecessary to achieve full marks but can detract from time needed to adequately answer subsequent questions. The need for quality and not quantity still needs to be reinforced.

Question 16

- (a) In the better responses, candidates were able to orient the diagrams/ transect bands to Sources E and F with accuracy and identify two different features which had changed after correctly interpreting the keys. The better responses clearly stated the direction/ trend of the change in each case. Some candidates accurately and clearly stated the location of the change, eg using grid or area references, providing a much more explicit response.

Weaker responses demonstrated a poor understanding of geographic terms, eg perennial and intermittent. It was apparent in some weaker responses that candidates did not recognise the differences in the keys of the two sources and consequently incorrectly identified features and changes. Clearly candidates need to ensure they utilise all the information provided in the source material in the Stimulus Booklet and recognise that when using keys with topographic maps, they may present different symbols and information.

- (b) In the better responses, candidates provided a detailed and in-depth judgement of all criteria (ie usefulness/ non-usefulness; validity/ invalidity and reliability/ unreliability) for using the Southern Oscillation Index as a tool for predicting drought in Australia. They recognised the correlations between information presented in Sources G and H and were able to present elements of this information in support of their judgements. Some candidates did not

understand or differentiate between the three criteria. A number of responses merely compared the two sources and did not extrapolate from the information to make judgements.

Question 17

- (a) Better responses interpreted the semi-logarithmic graph correctly and stated the projected population of the West African mega-city as 16 million.

In the weaker responses, candidates did not interpret the graphs correctly or omitted 'million' from their answer.

- (b) Better responses interpreted the semi-logarithmic graph correctly and stated the time period with the greatest rate of increase, indicated by the slope of the curve, was 1953–1963.

In the weaker responses, it was apparent that candidates were confused by the vertical scale of the semi-logarithmic graph and its significance in showing the rate of change of the population of the West African city.

- (c) In better responses, candidates clearly demonstrated an understanding of the term 'mega city' and gave two correct reasons, such as push and/ or pull factors or access to education, that explain why the number of mega cities has increased between 1950 and 2000. These responses used concise terminology and explanation/ description as required, often linked to indicators, eg data, and specific examples from mega cities.

In the weaker responses, some candidates confused 'mega cities' and 'world cities' or were not able to provide two reasons for the number of mega cities increasing between 1950 and 2000.

- (d) In better responses, candidates clearly demonstrated an understanding of the term 'mega city'. These responses named and stated characteristics and features of two challenges experienced in mega cities, such as underemployment/ unemployment, housing shortages, overcrowding, environmental degradation. These responses used concise terminology and explanation/ description as required, often using examples and data from specific mega cities.

In the weaker responses, some candidates confused 'mega cities' and 'world cities' or were not able to correctly identify and describe two challenges currently experienced in mega cities.

Question 18

- (a) Better responses correctly named an economic enterprise.

In the weaker responses, a number of candidates named an economic activity.

- (b) In the better responses, candidates provided characteristics and features of two different internal linkages of the economic enterprise identified in part (a). These responses clearly demonstrated an understanding of the concept of 'internal linkage' within an enterprise and described how specific linkages were used by the enterprise.

Weaker responses often confused internal and external linkages within the economic enterprise or described linkages within an economic activity. A small number of candidates described linkages depicted in the diagram without referring to a specific economic enterprise.

- (c) Better responses named and indicated the main features of two effects of global changes on the economic enterprise identified in part (a). They understood the meaning of the directive terms ‘identify’ and ‘outline’. Many better responses used data/ statistical information to support the outline of the effect of the global changes on the economic activity. Geographic terminology was appropriately and correctly used. It was apparent that many candidates utilised information derived from fieldwork.

In the weaker responses, some candidates mentioned global changes but were unable to outline the effect of the changes on the enterprise. Some candidates were unable to identify and outline two effects of global change on the economic enterprise.

Section III – Extended Responses

General Comments

Candidates presented geographical information, ideas and issues in their responses and the better responses demonstrated a deep knowledge of the scope of the syllabus content areas as well as a sound level of literacy.

Question 19

Better responses demonstrated sound understanding of the concepts of ‘traditional’ and ‘contemporary’ ecosystem management and ‘ecological sustainability’. They provided a judgement, well supported by evidence, which clearly determined the effectiveness of traditional and contemporary ecosystem management strategies in terms of ecological sustainability. A clear understanding of the criteria for measuring ecological sustainability was demonstrated. Appropriate case studies and/ or examples of ecosystems detailed the impact of a variety of specific management strategies upon ecosystem functioning, identifying the strengths and weaknesses of the different strategies. Illustrative examples were well chosen, specifically supported the arguments and demonstrated related concepts such as inertia, recovery and dynamic equilibrium. Candidates had a clear understanding of the directive term ‘evaluate’. A high order of geographical writing and knowledge of the syllabus was demonstrated. Responses were lengthy with candidates able to articulate a sustained, logical and well-structured answer.

In the weaker responses, many candidates failed to fully understand the differences between ‘traditional’ and ‘contemporary’ and focused on the reasons for or principles of management of ecosystems without stating specific strategies and evaluating them. A number of responses concentrated on reasons for protection of ecosystems, the vulnerability and resilience of food chains etc rather than the strategies to manage ecosystems. There was limited use of case studies or illustrative examples to support an argument. Irrelevant material, diagrams and maps were used as supportive evidence.

Question 20

The better responses demonstrated a clear knowledge of the difference between world cities and mega cities. These candidates showed a deep understanding of the differences between the nature, character and distribution of world cities and those of mega cities, including recognition of the hierarchy of world cities and the relationship of dominance and dependence. These responses

provided a comprehensive range of illustrative examples from world cities and mega cities and were well structured, flowed logically and used appropriate geographical terminology.

In the weaker responses, many candidates lacked specificity, providing information on urban places in general, or upon world cities or mega cities without contrasting the differences. Illustrative examples were either ill-chosen or not employed in responses. There was limited use of geographic terminology.

Question 21

Better responses clearly identified an appropriate global economic activity that could be used to illustrate the changing nature, spatial patterns and ecological dimensions therein. These responses tended to provide a similar depth of analysis for all three elements contained in the question. The strongest responses used detailed illustrative examples both from a global scale and individual case studies. These candidates also incorporated current statistics to justify and support the analysis. Responses presented a sustained, logical and well-structured answer using geographic terminology.

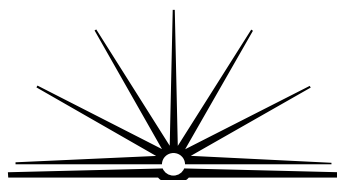
The weaker responses tended to be descriptive. Many candidates did not answer the section on ecological dimensions as well as spatial patterns and the changing nature. Ecological dimensions were sometimes seen as synonymous with biophysical constraints. The weaker responses often focused on an economic enterprise rather than the global economic activity. There was limited use of illustrative examples and supporting data in the weaker responses.

Geography

2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
1	1	Ecosystems at risk	H1
2	1	Geographical tools and skills	H10
3	1	Geographical tools and skills	H10
4	1	Geographical tools and skills	H6, H7, H10, H11
5	1	Geographical tools and skills	H10
6	1	Geographical tools and skills	H10
7	1	Geographical tools and skills	H10
8	1	Geographical tools and skills	H10
9	1	Geographical tools and skills	H10, H11
10	1	Urban places	H10
11	1	Geographical tools and skills	H10
12	1	Geographical tools and skills	H10
13	1	Geographical tools and skills	H11, H12
14	1	Geographical tools and skills	H10
15	1	Geographical tools and skills	H10, H12
Section II			
16 (a)	2	Ecosystems at risk Geographical tools and skills	H1, H10
16 (b)	6	Ecosystems at risk Geographical tools and skills	H9, H10
17 (a)	1	Urban places Geographical tools and skills	H10, H11
17 (b)	1	Urban places Geographical tools and skills	H10, H11
17 (c)	2	Urban places Geographical tools and skills	H1, H10, H12
17 (d)	4	Urban places Geographical tools and skills	H1, H12
18 (a)	1	People and economic activity	H12

Question	Marks	Content	Syllabus outcomes
		Geographical tools and skills	
18 (b)	4	People and economic activity Geographical tools and skills	H12
18 (c)	4	People and economic activity Geographical tools and skills	H1, H4
Section III			
19	20	Ecosystems at risk	H1, H5, H12, H13
20	20	Urban places	H1, H12, H13
21	20	People and economic activity	H1, H4, H12, H13



B O A R D O F S T U D I E S
NEW SOUTH WALES

2006 HSC Geography Marking Guidelines

Section II

Question 16 (a)

Outcomes assessed: H1, H10

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies TWO changes	2
• Correctly identifies ONE change	1

Question 16 (b)*Outcomes assessed: H9, H10***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed and in-depth judgement of ALL criteria: usefulness/non-usefulness; validity/invalidity and reliability/unreliability of the SOI as a tool for predicting drought in Australia	6
<ul style="list-style-type: none">Provides a clear judgement of ALL criteria, with emphasis on at least TWO criteria	5
<ul style="list-style-type: none">Provides a detailed judgement of TWO criteria OR <ul style="list-style-type: none">Provides a detailed judgement of ONE criterion and an outline of the remaining TWO criteria	4
<ul style="list-style-type: none">Provides a judgement of ONE criterion and outlines ONE other criterion OR <ul style="list-style-type: none">Provides an outline of ALL three criteria	3
<ul style="list-style-type: none">Provides a judgement of ONE criterion only OR <ul style="list-style-type: none">Outlines TWO criteria	2
<ul style="list-style-type: none">Outlines ONE criterion only	1

Question 17 (a)*Outcomes assessed: H10, H11***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">16 million	1

Question 17 (b)*Outcomes assessed: H10, H11***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">1953–1963	1

Question 17 (c)*Outcomes assessed: H1, H10, H12***MARKING GUIDELINES**

Criteria	Marks
• Correctly states TWO reasons	2
• Correctly states ONE reason	1

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

Criteria	Marks
• Names and provides characteristics and features of TWO challenges	4
• Names TWO challenges and provides characteristics and features of ONE challenge	3
• Names and provides characteristics of ONE challenge OR	2
• Names TWO challenges	
• Names ONE challenge	1

Question 18 (a)*Outcomes assessed: H12***MARKING GUIDELINES**

Criteria	Marks
• Correctly names an economic enterprise	1

Question 18 (b)*Outcomes assessed: H12***MARKING GUIDELINES**

Criteria	Marks
• Provides characteristics and features of TWO different internal linkages of an economic enterprise identified in part (a)	4
• Provides characteristics and features of ONE internal linkage and identifies ONE internal linkage of the economic enterprise identified in part (a)	3
• Provides characteristics and features of ONE internal linkage OR • Identifies TWO different internal linkages	2
• Identifies ONE internal linkage	1

Question 18 (c)*Outcomes assessed: H1, H4***MARKING GUIDELINES**

Criteria	Marks
• Names and indicates the main features of TWO effects of global change on the economic enterprise identified in part (a)	4
• Names and indicates the main features of ONE effect of global changes on the economic enterprise identified in part (a)	3
• Names and indicates the main features of ONE effect of global changes OR • Names TWO global changes	2
• Names ONE global change	1

Section III

Question 19

Outcomes assessed: H1, H5, H12, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides a judgement, well-supported by evidence, that clearly determines the effectiveness of traditional and contemporary ecosystem management strategies in terms of ecological sustainabilityRefers to appropriate case study/ies and/or illustrative examplesPresents a sustained, logical and well-structured answer using appropriate geographical information, ideas and issues	17–20
<ul style="list-style-type: none">Provides a judgement that determines the effectiveness of traditional and contemporary ecosystem management strategies in terms of ecological sustainabilityRefers to appropriate case study/ies and/or illustrative example/sPresents a logical and well-structured answer using geographical information, ideas and issues	13–16
<ul style="list-style-type: none">Provides limited judgement of the effectiveness of traditional and contemporary ecosystem management strategies in terms of ecological sustainability <p>OR</p> <ul style="list-style-type: none">Provides a description of traditional and contemporary ecosystem management strategiesPresents a structured answer using some geographical information	9–12
<ul style="list-style-type: none">Identifies and/or provides a limited description of some traditional and contemporary ecosystem management strategiesRefers to traditional or contemporary management strategiesUses limited geographical information	5–8
<ul style="list-style-type: none">Demonstrates limited knowledge of ecosystemsLittle or no reference to geographical information	1–4

Question 20*Outcomes assessed: H1, H12, H13***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Shows a deep understanding of the differences between the nature, character and spatial distribution of world cities and those of mega cities• Provides a comprehensive range of illustrative examples from world cities and mega cities• Presents a sustained, logical and well-structured answer using appropriate geographical information, ideas and issues	17–20
<ul style="list-style-type: none">• Shows an understanding of the differences between the nature, character and spatial distribution of world cities and those of mega cities• Provides illustrative examples of world cities and mega cities• Presents a logical and well-structured answer using geographical information, ideas and issues	13–16
<ul style="list-style-type: none">• Provides some differences between the nature, character and spatial distribution of world cities and those of mega cities• Refers to appropriate examples of world cities and mega cities• Presents a structured answer using some geographical information	9–12
<ul style="list-style-type: none">• Identifies and/or provides a limited description of some features of world cities and/or mega cities• Limited reference to examples of world cities and mega cities• Limited use of geographical information	5–8
<ul style="list-style-type: none">• Demonstrates limited knowledge of mega cities/world cities• Little or no reference to geographical information	1–4

Question 21

Outcomes assessed: H1, H4, H12, H13

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed inquiry into the changing nature, spatial patterns and ecological dimensions of one global economic activity • Refers to a range of appropriate illustrative example/s and or case study/ies • Presents a sustained, logical and well-structured answer using appropriate geographical information, ideas and issues 	17–20
<ul style="list-style-type: none"> • Provides an inquiry into the changing nature, spatial patterns and ecological dimensions of one global economic activity • Refers to appropriate illustrative example/s and/or case study/ies • Presents a logical and well-structured answer using geographical information, ideas and issues 	13–16
<ul style="list-style-type: none"> • Describes the changing nature, spatial patterns and ecological dimensions of one global economic activity <p>OR</p> <ul style="list-style-type: none"> • Provides an inquiry into at least TWO of the changing nature, spatial patterns and ecological dimensions of one global economic activity • Refers to some illustrative example and/or case study/ies • Presents a clear answer using some geographical information 	9–12
<ul style="list-style-type: none"> • Outlines an economic activity in a global context <p>OR</p> <ul style="list-style-type: none"> • Provides an inquiry into an economic enterprise • Refers to limited illustrative example/s and/or case study/ies • Refers to limited geographical information 	5–8
<ul style="list-style-type: none"> • Demonstrates limited knowledge of an economic activity <p>OR</p> <ul style="list-style-type: none"> • Outlines an economic enterprise • Little or no reference to geographical information 	1–4