

GEOGRAPHY (GGY 315115)

FEEDBACK FOR STUDENTS AND TEACHERS

GENERAL COMMENTS

There were 202 candidates. Criteria 3, 4, 5 and 6 were assessed twice, on different questions. Candidates need to perform consistently in all four sections of the examination and satisfy the requirements of the criteria in each question to achieve the best possible overall award.

It is important that candidates read the instructions carefully so that they answer all of the required questions. There were four sections in the examination with eight questions in total to be answered. Three candidates answered more than the one essay question required in Section D which impacted on them negatively.

It is also recommended that candidates keep to the suggested time allocations on the examination paper and that each question is answered to the best of the candidate's ability.

Where there are a number of parts to a question, recommended times are given.

Candidates need to number the questions clearly and accurately on both the outside and inside of their answer booklets to avoid confusion in the marking process. Candidates must answer each question in a separate booklet. Candidates should also ensure that their handwriting is legible so that they can be given full credit for everything that they write.

SECTION A

Students were asked to use a separate answer booklet for each question. All questions in this section were compulsory. It was recommended candidates spend 45 minutes on this section.

QUESTION 1

CRITERIA 4

It was recommended candidates spend 25 minutes on this question.

Candidates were instructed to refer to the Information Sheet and the Data Sheet World Population (2017) (for current and projected statistics) when answering the question.

(a) Candidates were asked to describe the pattern of world population growth from 1900 and projected to 2150 as shown on the “World Population Growth, 1750 – 2150” graph and explain the reasons for the difference in growth between more and less developed countries. Strong answers accurately described the pattern of world population growth from 1900 to the present and projected growth to 2150. Most candidates described the disparity in growth between more developed and less developed country especially from around 1950, and the predicted slowing down of growth in less developed countries after 2050. Only the more astute candidates observed the slight decline in population growth of more developed countries post-2050. Many candidates were able to use their knowledge of the Demographic Transition Model to explain the differences in population growth in more and less developed countries. Other candidates used indicators sourced from the Data Sheet to explain this disparity.

Relevant indicators included: Crude Birth & Death Rates, Natural Rates of Increase, Total Fertility Rates, Percentage of Population under 15 and over 65, Life Expectancies and the Availability of Modern Contraception Methods. The better answers included a number of reasons why there is such a marked difference between more and less developed countries. LDCs still have relatively high birth rates and death rates have fallen substantially with advancement in medical science. Women’s access to education, and family planning and modern contraception is more limited in LDCs. There are also societal, religious and economic reasons why fertility rates still remain high in LDCs. Reasons given for steady or declining population growth rates in MDCs included greater access for women to education and modern contraception, greater empowerment of women,

increased participation of women in the workforce, marrying later if at all and choosing to have children later in life. Another reason was the economic cost of raising children in MDCs and the impact this has on lifestyle choices.

(b) Candidates were asked to use the Data Sheet to select **one** country with a growing population and **one** country with a contracting population. They were also asked to explain why the population of each chosen country is either expanding or contracting and justify their responses using relevant indicators and statistics. The majority of candidates were able to successfully identify one country with an expanding population and one country with a declining population by sourcing relevant indicators in the Data Sheet World Population (2017). Relevant indicators to justify their choice of country included: Crude Birth & Death Rates, Natural Rates of Increase, Total Fertility Rates, Current Populations, Projected Populations for 2030 & 2050, Net Migration Rates, GNI PPPs, Life Expectancies, Percentages of Population under 15 and over 65. The country with an expanding population chosen most often was Nigeria. Other African countries chosen with expanding populations were Ethiopia, Niger, Sudan, Chad, Algeria, Democratic Republic of Congo, South Africa Egypt, Rwanda, Ghana, Mali, Kenya and Sierra Leone. There were also some Asian countries chosen with expanding populations. These included countries such as India, Bangladesh, Philippines and Indonesia. The country with a declining population chosen most often was Japan. Other countries chosen with declining populations were mainly Southern, Eastern or Northern European countries. These included countries such as Germany, Bulgaria, Italy, Romania, Lithuania, Armenia, Estonia, Greece, Georgia, Ukraine and Hungary.

QUESTION 2

CRITERIA 6

It was recommended that candidates spend 20 minutes on this question.

(a) Required candidates to identify and explain (ensure that the answer makes it clear how this challenge has come about) **one** challenge relating to **urban** areas and **one** challenge found in **rural** areas in Australia. The key to answering this exact question was to relate it to population as stated by the question; that is how changes in size, distribution, structure, ethnicity, to name a few, have largely contributed to the challenge becoming evident. This meant that some challenges needed

little to make them demographically explicable but others had to be made relevant; for example, ageing in rural areas is relatively easily explained but traffic problems in urban centres need to be related to urban sprawl, rural/urban migration, the journey to work and the low density of Australian cities related to the Australian Dream of the quarter acre block. Others may have needed a little more; for example, when the challenge is identified as crime in a rural or regional setting. A simple sentence would often have been enough to make this link but was often not included. In many cases answers familiar to the candidate could have been made directly relevant. To answer the set question, it must be carefully read and analysed. Nevertheless, most students identified challenges related to both urban and rural Australia and were able to discuss the problems caused. Some of the most common were: in urban areas- urban sprawl, traffic, crime and air pollution: in rural areas- decreases in services and infrastructure, unemployment, ageing and loss of community. It was difficult to understand why ageing in urban areas was a good choice and often led to a general discussion on ageing societies. Challenges relating to Indigenous communities should have been answered carefully to make them directly relevant.

(b) Required candidates to propose a solution to address the challenge outlined in their response to part a. Some candidates answered this part poorly. To answer part (b) of this question successfully examples need to be provided to explain how communities have dealt with problems they have faced. Some case studies were used in an efficient and relevant fashion, for example Nhill, Townsville, rural education and health incentives, including the NBN, and introduction of new economic opportunities such as viticulture or tourism. It was great to see students relating this to the Tasmanian environment. It was suggested that urban problems could be approached by mass transport systems, tolls, restrictions on private car use and changes to the configuration of roads, rail and, relating to Hobart, ferry transport. Many answers related only vaguely to Melbourne and/or Sydney. Interestingly there were some long explanations of how to use the Melbourne Metro MYKI system which is not recommended as the time allocation for this question is short.

(c) Required an evaluation of the solutions proposed in Part (b). Many scripts did not do this, others were negative with little evidence to support their discussion. The best answers used examples from not only Australia, but around the world to evaluate. Only a few looked to the future despite the requirement that the success had to be looked at over time. Considering that

this question, in its various forms, was somewhat predictable, answers generally demonstrated a lack of preparation. Statistics and examples were not used as often as they should have been.

Organisation was the key to answering this question successfully. The best answers divided the answers into (a), (b) and (c) either combining rural and urban into different paragraphs but even more efficiently looking at them separately. Answers with the best outcomes worked from the general e.g. the problem and illustrated it with the specific i.e. an example.

It should be noted that as this question does not assess Criteria 3 dot points not prose style could have been used, so long as each point was explained adequately.

SECTION B

CRITERIA 4 AND 5

Students were asked to use a separate answer booklet for each question. All questions in this section were compulsory. It was recommended candidates spend 45 minutes on this section.

QUESTION 3

The first component of this question required candidates to explain the *nature* and *extent* of anthropogenic climate change (ACC). Most candidates were able to explain that anthropogenic climate change was human induced and whilst 'human induced' was the term many candidates used, others used phrases such as 'human activities' or 'human activity'. Many referred to the increased production of CO² but only some made reference to the production of other greenhouse gases such as water vapour, methane and nitrous oxide. Candidates that responded well, were able to distinguish between the natural causes of climate change and the human induced causes of climate change. These responses also referred to specific human activities that are key contributors to climate change, which includes the emissions from fossil fuel combustion, cement manufacture and deforestation. Better candidates were also able to make the link between the increase in CO₂ emissions and industrialisation with the increase in global temperature. There were a few candidates that were able to explain coherently the effect of increased greenhouse gases and how it contributed to glacial melt and oceanic thermal expansion.

The component of the question that required candidates to explain the **extent** of anthropogenic climate change was poorly answered in general. Only a few candidates referred to the threat to low lying areas, or the fact that this was an issue that was global in nature but unevenly distributed. Some made reference to polar landmasses and the effect on larger continental areas. The better answers explained the extent to a fair degree whilst many chose not to write anything, mostly using the last component of the question (consequences in MDCs and LDCs) to satisfy aspects that needed to deal with the 'extent' of (ACC).

The second part of the question required **consequences** of anthropogenic climate change for people and environments with reference to an MDC and an LDC. Some candidates were able to describe one environmental consequence but then could not identify the impact on humans. Some responses were knowledgeable in the human and environmental impacts but did not give specific reference to an MDC or LDC. Better responses were able to give several consequences including environmental and social with specific reference to LDCs and MDCs. The most common consequences identified were rising sea levels in Bangladesh, Kiribati and Eastern USA and the impact this would have on these countries' populations. Another popular response was coral reef loss and degradation, the Great Barrier Reef was generally given as the example for this. It is important that candidates can relate to how climate change has caused the damage to the particular environmental degradation they are referring to. This was particularly evident when discussing the Great Barrier Reef. Over-fishing and an increase in tourist numbers are causes of reef degradation but do not relate to anthropogenic climate change and were not suitable responses. There seemed to be an overwhelming number of responses that looked at one effect (e.g. coral bleaching) and used an MDC and LDC to support this. Whilst this was allowable within the nature of the question, it did not show variety and it appeared that the better answers used two different examples and explained the various consequences on an environmental and economic basis. A high number of answers focused on environmental aspects but did not pay particular emphasis on the social and economic trickle down. Other consequences which could be discussed include social dislocation and migration; loss of income/livelihood; loss of tourism and the economic impact especially in poorer countries; loss of natural habitats, ecosystems and endangered species, extreme weather events and changes in agricultural patterns.

QUESTION 4

In answering this question candidates needed to show an understanding of how their chosen human activity specifically affects the bio-physical environment (soil, water, flora, fauna etc. and the process that leads to land cover change. Reference should have been made to one MDC and one LDC.

By far the most common forms of direct human activity discussed was deforestation (approximately 90% of respondents). A few discussed mining and some looked at urban expansion.

Generally, the responses to this question were quite limited and only a few were able to comprehensively address the question. Better responses used relevant statistics to good effect and most were able to identify an MDC and LDC example to support their explanations. The examples provided were Indonesia, Australia and Brazil. It was really important that candidates explained why the specific action was occurring, better responses referred to deforestation due to palm oil plantation, increased need for fuel and agricultural practices. Many used the response to extend their explanation of anthropogenic climate change. Very few focused on the environmental aspects such as increased soil erosion, silting of waterways, severe flooding and loss of soil fertility. Often the environmental impacts of the selected human activity were given the least attention overall. A number mentioned loss of habitat and biodiversity but only a select few were able to go into any detail with many only focusing on how the demand for palm oil has a major impact on habitat loss for orang-utans. There were only a couple of responses that incorrectly identified MDCs and LDCs (e.g. one candidate suggested Brazil as an MDC and another referred to Greenland as an LDC).

It was also important that there was reference made to the changes in the land cover as this was essential to the question.

SECTION C

CRITERIA 3 AND 5

All questions in this section were compulsory. It was recommended candidates spend 45 minutes (in total) on this section.

QUESTION 5

It was recommended candidates spend 15 minutes on this question.

The question required candidates to describe two consequences of globalisation with reference to enhanced technology and transport. Most candidates provided a definition of, or explained the process of, globalisation before directly addressing the question. Whilst not required by the question, stronger responses used this explanation to provide context before elaborating with references to their chosen consequences, whereas weaker responses left these separate with no links or explanations. Some candidates repeated a definition of globalisation across all three questions. One definition for the first question is enough, this time could be better spent providing further evaluation or explanation.

Some responses focused on consequences not caused by enhanced technology and transport, or did not adequately explain how technology and transport caused their chosen consequences and were not able to address the question adequately as a result.

Many candidates seemed to be confused by the term 'consequences' which can be positive, negative or neutral, but many students seemed to try and put a 'negative' slant on their responses to accommodate for this term. Whilst many were able to clearly articulate the consequence, some candidates struggled to justify their chosen consequences as 'negative' when they could have more easily presented it as a positive or neutral consequence.

Some of the consequences discussed by candidates included; the efficiency of global transport networks causing reduction in travel times and increase in trade capacity; increased number of trans-national organisations; impacts of energy use and consumption; increased transnational consumption through online shopping; diminishing diversity of media ownership and increase of common content; outsourcing of manufacturing; and the use of the internet increasing

connectivity. Some candidates attempted to address more than two consequences. This meant these candidates were limited in the depth of their discussion or in their description and explanation of their examples.

QUESTION 6

It was recommended candidates spend 15 minutes on this question.

This question was generally answered poorly. The question required candidates to refer to two major cities in their discussion of how the growth of cities is contributing to the process of globalisation. Stronger responses explained how cities enhance the process of globalisation using their two cities as examples. Weaker responses may have mentioned how their chosen cities benefit from globalisation, but not how the cities enhance the process. It was common for candidates to highlight instances of innovation in their chosen city and that the idea had been adopted in other regions. However, candidates often failed to explain 'how' the diffusion occurred and what enabled this to occur. These statements often neglected to include reference to the question asking about the growth of cities contributing to the process of globalisation. Just because a multinational corporation has headquarters in a city, it does not mean that the city itself is contributing to the process of globalisation. It needs to be explained how the city is facilitating the transnational/multinational organisation in global interactions (e.g. provision of infrastructure and density of MNCs that interact).

Some candidates attempted to use more than two cities as examples for Question 6. This limited the depth of the responses required to address the question adequately.

Stronger responses used examples to explain globalisation processes rather than explaining details about the examples themselves, i.e. rather than detailing information about what the internet is, a stronger response would explain how the internet has enhanced the flow of information and ideas across the world, but also include limitations on how some areas/regions have limited access to this trans-planetary telecommunication system.

QUESTION 7

It was recommended candidates spend 15 minutes on this question.

Candidates were required to refer to specific countries and/or regions of the world to describe changes that are occurring in the areas of economic and cultural power and influence. Some of the changes included: the growing economic power and influence of China and India; rising living standards, the growth of the middle class and increased affluence particularly in Asia; trends in world trade including protectionism (USA); economic power blocs (EU); the spread of western culture around the globe and the economic and cultural issues arising from Brexit.

Overall in this section, stronger responses addressed the question in short-answer form, whereas some weaker responses used an essay structure and tended to repeat phrases in the introduction, body and conclusion resulting in insufficient information being communicated in the allotted 15 minutes for each question. It was important for candidates to use capital letters for names of places, including cities, countries and continents. It is also important for students to understand the differences between these, as some candidates selected countries instead of cities for Question 6, or identified continents instead of countries (e.g. Africa is a continent, not a country). When using a city or country as examples, it is expected that candidates will know the correct spelling of these places.

SECTION D

It was recommended that candidates spend 45 minutes (in total) on this section. Only **one** essay question should be answered.

Three candidates incorrectly attempted all essays. This highlighted the need for students to be aware of the requirements of the examination. Moreover, it reinforces the need for students to read and process the instructions specified. Understandably those who attempted three essays provided short responses with little structure. The first answer tended to be the most comprehensive and this was the one which was assessed. All three candidates demonstrated an understanding of the course.

QUESTION 8

CRITERIA 3 AND 6

102 candidates chose this question.

Overall, the standard of the essays for this question was good. With a choice of five essays, in this section, Question 8 was chosen by over fifty percent of candidates. It was obvious many candidates had been prepared for this question and presented well-structured essays with relevant information to support their arguments.

A large variety of megacities were chosen to explain the challenges and possible solutions facing large urban areas in developing countries. Mumbai, Rio de Janeiro, Dhaka, Lagos, Jakarta and Mexico City were the most popular. Other megacities used as examples were Sao Paulo, Shanghai, Manila, New Delhi and Karachi. Major challenges facing these megacities ranged from rapidly expanding populations, inadequate housing, ad hoc development, lack of essential services, poor sanitation, disease and poor health services, water security, traffic congestion, public transport issues, air and water pollution, waste management, energy generation security, lack of social and cultural cohesion, lack of educational and employment opportunities, climate change and economic inequality.

The better answers defined a megacity and included a brief description of the developing country in which their chosen city was located. Most candidates adequately explained the causes of urbanisation – the better answers related the causes to the particular megacity they had chosen. The specific challenges facing the megacity were clearly outlined with supporting evidence and data. Examples of strategies used to address these challenges were explained in terms of sustainability and again, the better answers used supporting evidence to assess the success or otherwise of these measures.

Although many candidates presented well-structured essays, others were not as coherent or logical in developing their argument. Weaker responses contained little concrete detail to back up vague generalisations and opinions regarding the challenges facing megacities in the developing world and strategies that could lead to longer-term sustainability.

QUESTION 9

CRITERIA 3 AND 6

48 candidates chose this question.

Overall, the standard of the essays was very good. With coral reef loss/degradation and rising sea levels being overwhelmingly, the most popular topics. Candidates were required to explain how anthropogenic climate change is contributing to one chosen environmental issue (from the list provided). They were also asked to describe impacts of this process and to discuss and evaluate local and/or international initiatives that have been implemented to address these impacts.

The best responses were clearly written, logically structured and contained numerous specific local, national and global examples and accurate, detailed data. The best responses also directly addressed all components of the question.

In terms of communication (Criteria 3), while most students did format their response in essay format, many were poorly structured, with several lacking a clear introduction of the topic and the intentions of the essay. Many students also wrote extensively in first person and included diagrams, headings and dot-points despite clear instructions for the response to be in essay format. Poor spelling was again an issue with common errors including the miss-spelling of *'temperature'*, *'gases'* and *'Philippines'*. Students should also be encouraged to use metric measurements (e.g. centimetres and metres) and avoid imperial measurements (e.g. feet and inches). Students were rewarded for incorporating specific geographic terminology throughout their work.

Many candidates used a large portion of their response to describe, in detail, the activities causing anthropogenic climate change and the mechanisms of the enhanced greenhouse effect. Whilst a brief description of these elements was important in providing adequate background to the topic, lengthy explanations, often accompanied by complex diagrams, were not necessary and resulted in many only have a very limited response to the question itself.

The best answers clearly discussed how anthropogenic climate change is directly and indirectly contributing to their chosen environmental issue (e.g. rising sea-surface temperatures leading to coral bleaching) and used specific geographical locations and data to support their assertions.

Impacts of coral reef loss/degradation included: coral bleaching and ocean acidification leading to the disruption of the zone of habitation for coral, loss of biodiversity and impacts to fishing and tourism industries. Strategies to address these impacts included: policies aimed at the reduction of global greenhouse gas emissions (mitigation of anthropogenic threats), genetic modification of coral to withstand warmer and more acidic conditions, the pumping of deep ocean water to provide temporary cooling and the diversification of food and employment sources for local communities. Some examples of places impacted by coral reef loss and/or degradation included: Australia (The Great Barrier Reef), Fiji and the Philippines.

Impacts of rising sea levels included: loss of arable land due to flooding and salinisation, displacement of entire communities and countries (climate refugees); greater impact from storm surges and high tides; and loss of coastal infrastructure, including port and tourism facilities. Strategies for this included: the use of physical barriers to prevent storm surges such as flood gates; land reclamation; relocation to unaffected regions; reduction of greenhouse gas emissions through policies such as the carbon tax or trading systems; the transition from a greenhouse-intensive-intensive carnivorous diet to a vegetarian or vegan diet and renewable energy targets to replace burning of fossil fuels. Some of the examples of places impacted by rising sea levels included: the Netherlands, Bangladesh, Tuvalu, Venice (Italy), New York (USA) London (England) and Florida (USA) – although some thought Florida was a country, while others incorrectly referred to it as a city.

Students were asked to discuss local and/or international initiatives that have been implemented to address the impacts described in their response (not proposed initiatives). The best responses referred to specific strategies for both mitigating the impacts and adapting to them and carefully evaluated these initiatives from social, environmental and economic perspectives.

QUESTION 10

CRITERIA 3 AND 6

21 candidates chose this question.

Approximately half of the candidates chose deforestation and the other half chose the expansion/intensification of agriculture. One candidate chose desertification as the human activity impacting on land cover change.

The programs mentioned by those candidates who chose deforestation were Redd+, Certified Sustainable Palm Oil Organisation, Eden Reforestation Program, World Wildlife Fund and Brazilian Space Agency Satellite Program. All the candidates who chose the expansion/intensification of agriculture wrote about Greening Australia's Tasmanian Midlands Restoration Project. The candidate who chose desertification wrote about the Great Green Wall Program.

The majority of candidates responded with clearly structured essays and used terminology appropriate to their chosen topic. There were a number of excellent essays describing the impact of expansion/intensification of agriculture and the Tasmanian Midlands Restoration Project. It was evident from the detailed knowledge displayed that these candidates had first-hand experience with Greening Australia's Island Ark Project. One of the deforestation essays which highlighted the environmental impact of clearing forests for palm oil production was particularly well written in a novel and passionate way.

Strong responses outlined multiple negative environmental impacts and explained with specific examples how their chosen program addressed these impacts before evaluating the success of the program.

QUESTION 11

CRITERIA 3 AND 6

Four candidates chose this question.

Candidates were required to write an essay considering the changing distribution and consumption of a chosen economic activity as specified by the syllabus and the question. Analysis of the social, economic and political implication of these changes required discussion for both now

and in the future. Examples were key to supporting the stance taken in the structured essay. No candidate addressed all aspects of the question. One told the story of one enterprise; another discussed oil but failed to name it and touched on, but did not specify in any detail, the effect of renewables in the future due to carbon emissions; another looked at sugar but did not distinguish between More and Less Developed countries. No answer adequately considered both production and consumption.

QUESTION 12

CRITERIA 3 AND 6

21 candidates chose this question.

This question was generally answered very well. Stronger responses explained the processes of globalisation using their examples, whereas weaker responses tended to 're-tell' historical changes in transport and technology that enhanced the globalisation of their chosen topic without explicitly stating the links with the processes of globalisation. There were a variety of cultural elements including, language, soccer, pride rallies, architecture, political movements, fashion and media. Better responses described how the particular element had evolved. These candidates were also able to effectively comment on how the element had been embraced in other countries and how technology had influenced this spread. Stronger responses identified limitations to the processes of globalisation with their topics, explaining the 'globalisation' of some cultural elements tend to remain within countries and regions with developed economies, as telecommunication infrastructure increases flows of information within and between countries with access to these technologies, thus bypassing less developed countries and regions without adequate infrastructure. Candidates were rewarded for including how the element is expected to be embraced by countries in the future, this was an important component of Criterion 6.