

ASSESSMENT REPORT 2020

AAP315116 – AUSTRALIA IN ASIA AND THE PACIFIC

SECTION A - CRITERIA 2, 3 AND 4

Criterion 2: Responses in this section of the exam required an essay format. Credit was given for writing using standard conventions, starting with an introduction and finishing with a conclusion. Correct spelling and use of grammatical conventions as well as answers that were factual, used appropriate terminology and were relevant to the question being asked were rewarded. Candidates should, however, avoid comments that are too general, factually incorrect and which lapse into a historical narrative. Protocols such as initially writing an acronym in full and refraining from making biased value judgements are also important. Writing out the question is unnecessary and a waste of time.

Question 1- Partnerships

Criteria 3 and 4: Candidates in this question focused on Partnerships either between Australia and Indonesia or with China. No candidates attempted the question based on aid, although aid was occasionally mentioned when discussing trade. Very few candidates approached the other part of the trade topic, security, and this unfortunately meant they were less successful. Strong, comprehensive answers for Criterion 4 were structured, provided a historical context and current overview of trade and security agreements, and focused on changes under different Indonesian and Australian leadership (Suharto, Sukarno, Howard and Widodo). The Free Trade Agreement with China and the Indonesian and Australian Comprehensive Economic Partnership Agreement (IA-CEPA) were just two of the policies presented during the discussion about the factors leading to a bilateral partnership between the two nations and how this has developed over time.

For Criterion 3, both the human and environmental influences required addressing to attain an 'A' rating. Suitable answers that were used to assess Criterion 3 may have included the following:

- size of the population of the trading partner
- globalisation of markets and trade
- the location and proximity of Australia in terms of the other country, especially Indonesia being our nearest neighbour
- impact of disease, for example, COVID-19 on trade
- the advantage of raising Indonesia's level of development for further economic opportunities for Australia
- in terms of security, the strategic position and advantage of Indonesian islands to provide potential bases for Australian troops in case of conflict with countries in the region
- trade relations mentioning treaties and products exchanged, including resources exported and imported between the two nations and recognising that Indonesia was not one of Australia's top ten trading partners. Resources traded - including livestock - although detail about animal rights abuses was unnecessary

- trade, exports and imports often generated by a lack of a geographical resource in one nation compared with the other, with examples given
- aid given by Australia in response to natural disasters often being tied, boomerang aid, benefiting future trade and economic returns for Australia and the affect of aid being temporarily withdrawn after the Bali 6.

It was surprising that most candidates missed the opportunity to discuss trade links due to tourism when considering the human influences and environmental influences. Likewise it would have been appropriate to also discuss International students, particularly Chinese and Indonesian, as an export product for Australia.

Several answers referred to and touched on security issues caused by the tumultuous ongoing relationship between Australia and both of the above-mentioned nations and the affect of this on trade. Looking towards the future of trade and security between Australia and one of these nations was often given scant attention by many candidates, for instance very little was said about the ongoing boycotting of Australian products by China. Ignoring or not giving Part C considerably more attention affected Criterion 4 for some candidates.

Question 2 - Immigration

Overall, students made a reasonable attempt at addressing all parts of the question, although not all were treated equally. Strong answers that contributed towards Criterion 4 benefited from reference to policies such as the White Australia Policy, Colombo Plan, Immigration Restriction Act and Racial Discrimination Act and the effect of these polices on the history of either Chinese or Vietnamese migration to Australia. Current political tensions and societal changes in China were also noted but needed to be objective and not biased.

Some candidates were very skilful at linking the human and environmental influences to the migration of an ethnic group such as the Chinese or Vietnamese and received a high rating for Criterion 3. Acceptable answers referred to pull factors to Australia that included both past and present economic reasons - such as the Gold Rush in the 1850's attracting Chinese miners, and job opportunities today due to skilled labour shortages as a result of an ageing population and low birth rate in Australia. Human and environmental pull factors mentioned were a higher standard of living, better education opportunities especially Tertiary education and access to quality health care.

Push factors influencing migration included: overcrowded cities and traffic congestion as well as poor air quality in China, the war in Vietnam resulting in refugees and human rights abuses in both China (Tiananmen Square) and Vietnam (by the Viet Cong) with people fleeing for fear of persecution. Visas provided by the Australian Government for Chinese students assisted their migration. In the aftermath of the Vietnam War the environment had been destroyed by bombing and toxic substances like Agent Orange, rendering the land infertile and unproductive. This, together with a loss of a livelihood and often homelessness, pushed Vietnamese into becoming refugees.

There was still a tendency for a number of candidates to narrate the history of immigration rather than apply relevant points to the question being answered. Some candidates deviated towards the impact of immigration, gaining them very little credit. Students needed to read the question carefully to avoid inaccurate answers, for instance, discussing immigration in general with no focus on a particular ethnic group resulted in an award less than an 'A' rating for Criterion 4.

The last section of the essay was not always given the same amount of attention as the rest, lowering the overall rating for Criterion 4. Suitable answers that gave reasons as to why immigration from these nations would continue in the

future included the fact that higher living conditions in Australia with better access to health care and education would continue to attract immigrants. Rural areas of Australia will still aim to attract a skilled, younger aged cohort for sustained economic growth in the future and these youth and young families are unlikely to be supplied from within Australia given the low birth rate. The Australian Government Migration Regional Initiatives incentive to attract migrants of any background including Chinese and Vietnamese will enhance a flow of migrants from these countries. Family Stream migration will also make migration from China and Vietnam more accessible allowing for reunification of family members. Some answers also predicted that parts of Vietnam may be affected in the future by climate change, especially the coast and the Mekong delta, the food basket of Vietnam, due to sea level rise, potentially giving rise to environmental refugees.

SECTION B - CRITERIA 2, 3 AND 5

Tourism in the Australia, Asia and Pacific region

This section required candidates to answer in extended essay format with the appropriate conventions and layout. While this was generally done well some essays were poorly constructed, lacked the structure required that was offered by the layout of the question itself. Most gained satisfactory levels in Criterion 2 reflecting an improvement from past years. There was a good general knowledge of tourism practices and their impact so that awards for Criterion 5 were generally sound. Criterion 3 calls for knowledge of the physical and human geography and must be more specially addressed despite not being directly required by the question. In an essay such as this this should not be difficult and could be achieved by addressing a number of topics such as climate (with specific statistics), natural attractions such as coral reefs, volcanoes and rainforests.

A perfect introductory paragraph was offered by the question structure. Successful responses that did answer the set question included discussion, often backed with statistics. Economic factors such as increasing wealth in the region and the rising numbers of those in the middle class especially in China and India and demographic factors such as the increase of a wealthy ageing population were commented on, as was the rise of independent traveller numbers including young backpackers. Social factors including the rise of interconnectedness of potential tourists through social media, medical tourism, travel advertising and campaigns and the use of instant information over the internet giving tourists the ability to plan and execute a holiday from the comfort of their home, and the increasing numbers of those travelling to visit absent family and friends.

Better responses named specific reasons for travel such as ecotourism, cultural tourism and adventure tourism citing specific examples within the region. Poorer answers failed to note that the answer was region generic and linked their answer exclusively to the two chosen destinations.

When asked to select two destinations from the matrix the most popular were Bali, Phuket, Fiji, and Uluru. Best answers then proceeded to mention increase, until 2020, and the specific reasons for this. The question then asked how these changes have affected the environment and society of the chosen destinations. Although there was no mention of economic impacts it is difficult to envisage a discussion without mentioning these. Successful answers cleverly used economic factors as a significant input into both social and environmental change, for example, the improvement in educational opportunities in Bali due to society having greater infrastructure through the spending of tourism dollars. Social and environmental factors tended for the most part to be negative focusing on such phenomena as litter, such as found in Bali, declining water supplies such as being experienced in Fiji due to use of irrigation of golf

courses, or degradation of the environment due to people climbing Uluru (until October 2019). Better answers described positive factors such as the preservation of culture (albeit modified) such as that found in the Uluru area with the Anangu culture or the establishment of National Parks and conservation areas such as those found in the area. There was a distinct confusion of society and culture and although they can be intertwined credit was given when the two were recognised as distinct, for example, the recognition that tribal elders can not only educate tourists in Central Australia but can also preserve culture for the future.

It seemed that few candidates were well prepared to discuss management policies. There were lengthy discussions on banning climbing at Uluru but little consideration of how the growth of tourism on the environment can be managed relating to the sacred areas around the foot of the monolith or the increase in hotels and camping facilities which put a strain on infrastructure such as roads and water supply. Weaker answers discussed general solutions such as building more roads in Bali to address the traffic problem or reducing the number of golf courses in Fiji so that no more water is used thus denying it to farmers in the region. Not one answer addressed current problems faced by tourism operators and those involved in the industry in Fiji, Phuket or Bali or speculated on the long-term effects. Candidates must be mindful that value judgements such as "Phuket has everything for everybody" are not helpful in answering this question. The best answers were articulate, well-structured and used supporting material such as statistics and examples.

SECTION C - CRITERIA: 2, 3 AND 6

Question 4

Three candidates attempted this question. All candidates chose to discuss the impacts of climate change. The standard of the answers to this question were generally good. It was clear that most candidates had studied and prepared for this section by using information from the case studies from the course outline. However, suggestions for further improvement are provided below.

Report format should be used. This means headings, subheadings, dot points and/or a numbering system. Some candidates did not use any of these features. The report format is outlined on page 8 of the AAP315116 course document and should be followed closely.

Candidates must refer to the relevant information from the given blurb about Country A in their answers. A short introduction is recommended, but this should not be so long that it detracts from the discussion of the chosen crisis. Successful respondents described the correct location of Country A as being in the Pacific Ocean and mentioning neighbouring countries, latitude and longitude as well as surrounding bodies of water, located close to a tectonic boundary and therefore vulnerable to natural disasters - this assisted with addressing Criterion 3.

It is recommended that candidates refer to the outline of the crisis that they have provided in the first dot point in addition to the description of human and environmental (physical) impacts of the crisis. Answers did include the discussion of a Non Government Organisation's (NGOs) response. Country A's response provided must be relevant and likely given Country A's location and data (which indicated that it is a less developed nation). Better answers were able to relate Country A's low GNI PPP and the high percentage of people in the primary sector, many most likely subsistence farmers, to its inability to fix most of the issues themselves without the assistance of foreign aid and NGO assistance. Candidates must be specific about the impacts of their crisis.

Candidates wrote a generic report about the causes of climate change with reference to Country A's response. When writing about the responses to the crisis candidates need to be specific. Candidates focused too much on re-educating the population to enable them to live in other countries without looking at more immediate strategies such as moving villages to higher ground, building sea walls and combatting increasing salinity of the water supply. Better answers considered a range of immediate and long-term environmental and social impacts and solutions and were able to effectively evaluate the advantages and disadvantages of each.

In addition to the causes of climate change, many students discussed the consequences of climate change with a discussion around the impact of sea level rise. Responses discussed the country becoming inundated and the need to relocate thousands of residents who will be impacted by loss of habitable land. Some of these responses read as though they were for low lying countries such as Kiribati and the Maldives, however, Country A would physically be very different to these countries. In one response Country A was referred to as an atoll with low altitudes that would allow the entire country to become inundated. This is not plausible given that Country A's landmass is represented on the map as being relatively larger than the aforementioned countries.

Candidates should use data to enhance their descriptions of the impacts of the crisis on Country A, and in their evaluations of the various responses; e.g. the % of the land which is now inundated during storms, the height, length and location of sea walls being constructed, the number of wells which have been destroyed by increasing salinity, the number of people who will need to be relocated etc.

Question 5

The majority of candidates completed this question. While there were some good responses to this question, many answers demonstrated a general knowledge and understanding of Country A and its crisis. Most candidates chose to write about flooding, cyclones, an earthquake and a subsequent tsunami as well as the odd volcanic eruption as the natural national crisis.

The question requires students to use report format. The report format is outlined on page 8 of the AAP315116 course document and should be followed closely. Strongly written reports included the use of dot points, tables and maps to list and highlight the effects on the social (human) and environmental (physical) impacts of the natural crisis. Another point of note was the change in timing of the crisis. Candidates often had the event and subsequent crisis occurring long enough in the past to give themselves opportunities to write about the short and long term effects of the crisis while some candidates had the event recently occurring and subsequently adopted a 'too early to tell' position assessing the effectiveness of the national and NGO responses.

Using nearly a full page to regurgitate the entire blurb is a waste of time. This information should be used to make inferences about the level of development and associated response. Most students were able to identify Country A as a Less Developed Country. Some students gave Country A an appropriate name while some used already existing place names such as Cook Island – this is discouraged.

The introduction should set the scene for the reader and candidates generally did this by including a name of Country A, describing its location and proximity to neighbouring countries and surrounding seas (sometimes incorrectly) and then describing the event that has occurred to cause the crisis.

Often candidates would discuss the event causing the crisis as impacting the entire country. Strong responses gave specific locations of the event having the greatest impact. Often, tsunamis, flooding and earthquakes were devastating to the entire island country. Whilst a country could share the economic and emotional pain of such an event, such events occur in specific regions and locations of countries with particular areas more directly impacted than others. It was also clear that some students had approached this question with a 'one size fits all approach'. Many responses were clearly prepared and students were going to use them wherever Country A was located. Responses like this did not take into account the data that was presented in the blurb and on the map of page 7 of the exam paper.

Cause and effect

When writing about the cause and effect of a natural national crisis on Country A, candidates are advised to discuss a specific crisis that has taken place, following some discussion of why Country A has experienced such a crisis (commonly the effects of a cyclone, earthquake or tsunami). Many responses correctly identified the shifting of tectonic plates or fault lines as a cause of earthquakes and subsequent tsunamis (if applicable) or the role of the latitude of Country A playing in cyclones and flooding (assisting addressing Criterion 3) impacting Country A. Students who correctly identified adjacent tectonic plates to Country A were few and far between.

Human and environmental impacts

Better responses discussed environmental (physical) and human (social) effects and impacts on Country A where realistic data was included to support examples. In contrast, several candidates provided death tolls as over a half the population of Country A in a single disaster. Discerning candidates identified a higher death toll with reasons such as a night time event, urbanized locations and use of poor quality building materials. Lower death tolls and injuries were put down to the crisis being focused on rural and remote locations and/or preparedness of Country A. Economic impacts were discussed, as a destruction of resources, be it in primary, secondary or tertiary sectors. Stronger answers discussed a decline in tourist numbers and associated flow on effect. Secondary impacts were also present in better responses. Examples included the outbreak of disease and lack of access to fresh water and food shortages. Some candidates referred to the NGO playing its part in the secondary impacts.

It is important that candidates read the questions carefully to ensure that they provide the information required by the specific question. Unfortunately some candidates did not attempt the analysis of the effectiveness at all.

NGO & Country A response

Responses here were mixed. Because an NGO was specifically mentioned it narrowed the student focus of discussion. Responses that included the Department of Foreign Affairs and Trade (DFAT) as the author of the report did not read the question correctly. Discussion that included neighbouring countries in the region (Indonesia and China) and other developed countries (including Japan and Singapore) in addition to an Australian response showed good understanding of the nature of an international response and showed understanding of the political discourse in the region. In addition to this, the Asian Development Bank, the World Bank and an array of NGOs, including the Red Cross were of assistance to Country A's crisis. Some candidates found time to list a table with donors (both national and NGO) and their amounts to Country A.

Strong answers detailed specific roles of Country A's response teams, with the defence forces coordinating the immediate response within 24 hours of the event and with extra assistance (depending on the size of the event) coming in the first 7 days, and then longer term relief efforts over the following months and years. Candidates also had specific roles for assisting countries and NGOs ranging from technical assistance and rebuilding efforts to food and water

provisions to search and rescue. Some answers provided political differences for some neighbouring countries not assisting or providing minimal help.

Analysis of the effectiveness of the response

The analysis of the effectiveness was the most disappointing part of responses. Responses often provided a position of being effective without scrutinizing why it was so. Some candidates suggested reasons why the national and NGO response was poor and concluded that some aspects were handled badly and why. But overall, again, there was a general lack of scrutiny. Lack of coordination and communication were common themes for ineffective responses to the crisis. This part of the question was often overlooked as candidates had perhaps run out of time.