Australia in Asia and the Pacific

Course Code: AAP315110

2014 Assessment Report

Question 1

Most candidates who attempted this question wrote on the two themes, natural hazards and population size and density, with a very small number writing on environmental degradation. Some candidates had clearly prepared well for this section but others demonstrated a significant lack of understanding of the region and its geographical issues.

• All essays should have an introduction which outlines the countries and the two themes to be discussed. From the information given, it was not always clear to the marker which themes were under discussion.
• Paragraphing is essential.
• Essays should not be in first person.
• Colloquial terms such as ‘kids’ should not be used.
• Some candidates wrote on only one theme, either human or physical. Others were unbalanced in their approach with only a paragraph on one of the themes.
• When writing about the theme of natural hazards, candidates should identify why a country is prone to a particular hazard, before discussing a specific disaster.
• When discussing a country’s responses to its natural hazards, it is important to examine and analyse both short term, immediate and long term responses. Candidates should do more than simply retell the story of a disaster.
• Candidates must provide relevant, accurate, current data when discussing why a country is young and expanding or ageing and contracting. Data selected must be accurate. Many candidates failed to provide any data at all. Data that would be useful in demonstrating population growth and decline should include the CBR, the TFR, CDR, projected population figures (2025, 2050) NIR and the % under 15 and over 65.
• It is recommended that candidates spend some time discussing why a young and expanding, or an ageing and contracting population would be an issue for a country. This is important for Criterion 4.
• For both sections of the essay it is important to analyse (Criterion 4) how a country’s level of development has influenced its response to the various issues created by the two themes. Level of development was, however, not mentioned at all by many candidates, yet clearly, it will have a significant impact on how well a country can prepare for and respond to a natural hazard/disaster, environmental degradation or an expanding or declining population. When discussing population growth, candidates should also examine the impact that level of development has on why children are considered an economic asset in subsistence based economies and an economic burden in more developed countries.
• Disappointingly, factual inaccuracies marred many essays. A tropical climate does not cause earthquakes, New Zealand does not have an equatorial climate and Sumatra and Victoria are not cities. The unhygienic disposal of waste is not a physical geography theme and Banda Aceh is not a major tourist destination in Indonesia. Some candidates appeared to be making it up as they went along, writing essays riddled with inaccuracies and which demonstrated a very limited understanding of the region with no evidence of any accurate or relevant research into their chosen themes.
Question 2

Most candidates were able to discuss Australia’s role in the AAP region from the viewpoint of securing new alliances in order to secure the safety and prosperity of its people. It was very encouraging to note that candidates referred to the Fall of Singapore as the turning point for Australia seeking out new ‘friends’ in the region. The better answers not only looked at defence issues but also discussed Australia’s role in developing diplomatic, cultural and economic links within the region.

The ‘A’ answers were those which saw trade as the most important factor in driving Australia’s increasing role with countries within the AAP region. Many were also able to write about the free trade agreements with Thailand/Singapore/New Zealand and the latest one with China. However it is important that figures are given to show that Britain, which was our most important trading partner before the Second World War, is now overtaken by China and Japan.

The second part of the question which related to the analysis and evaluation of the changing relationships that Australia has had with at least one country was very poorly done. In some cases candidates did not answer it and many that did only gave very superficial answers.

Question 3

Almost 100 candidates attempted this question. Many wrote a competent essay, but it was obvious some candidates had not studied and just included anything that came into their heads. Some candidates wrote comprehensive, fluent analyses of the tourism patterns of the AAP region and they were a pleasure to read and demonstrated an understanding of the elements that makes tourism a rapidly growing global industry.

Some candidates demonstrated confusion with the use of the word ‘trends’ in the question, so focussed exclusively on that element rather than lead into it with an understanding of growth elements that guide those trends.

Some specific other issues observed;

Structural:

• **DO NOT** use in **ANY** essay, something like ‘The following essay will….’ Surely the fact that a candidate is actually writing an essay answer to a given question demonstrates that the essay will be about …
• Legibility of writing still an issue - if a marker has difficulty reading an answer, then understanding may be an issue.
• It is an essay NOT a report, so NO sub-headings.
• Avoid including irrelevant, even though interesting, information if it results in an incomplete essay. A complete essay addressing all key elements is much more preferable than one that is unfinished!
• Not necessary to problem solve in this essay. The question does NOT require it, so it is redundant to include, given that Section B and C require such an approach.
• The balance of the essay should include equal discussion of trends/patterns and impacts. Also the sequential structure is important- trends/patterns first (logically leads to issues) before impacts,
otherwise the essay can be criticised as not being fluent, thus detracts from demonstrating understanding!

Content:

- Trends which must/should be included, notwithstanding any others, are the increase in Chinese (India to lesser extent) tourists- the growth of their middle classes, Budget/Low Cost Airlines-affordability of travel, Advancement of Technology- Smart Phones/APPs, Internet- able to book and pay online without use of third parties, Eco-tourism etc. Inclusion of ‘Dark’ Tourism, Medical Tourism, Adventure Tourism etc. is fine, but these are niche trends; not, proportionally, accounting for major numbers of tourists. The essay and unit expects candidates to have an overall view of the tourism patterns/trends in the region, not just a specific understanding of particular case studies.

- Really enjoyed some individual creativity, i.e. ‘Internet Killed the Travel Agent’ (Play on the hit single Video Killed the Radio Star).

- Using specific, narrow case studies as examples of real world situations in the AAP region does not prove an overall understanding of the tourist facilities etc.

- Do NOT include countries from outside the AAP region.

- Need to avoid excess descriptions of general patterns- reduces the analysis of the impact tourism is having on the region.

- Whatever monetary currency is used, make sure the nationality is indicated, i.e. $US or $AU etc.

Question 4

The two answers were of a very good standard with the Indigenous Australians being analysed along with the Ainu and Maori first peoples.

Question 5

A solid answer was presented on Aboriginal Spirituality and Islam.

Question 6

No one answered this question.

Question 7

No one answered this question.

Question 8

While there were some good responses to this question, many answers demonstrated a limited knowledge and understanding of the region and its issues. Most candidates chose to write on natural
hazards and population size and density. Small numbers selected environmental degradation and migration.

- Several candidates seemed to be very unsure about the themes they had studied. Several candidates made up their own human themes such as the tropical climate, life expectancy, the ‘spread out’ population, having a lack of room, gender imbalance, male dominance, most people living in the centre of the country, oil spills damaging the tourism industry, unhealthy medical practices, water shortages, over fishing, selling women for sex, and ‘getting kids an education’! It is essential that candidates indicate clearly which two themes they are about to discuss in their answer as this was not at all evident in many responses. It is also essential that candidates confine themselves to a discussion of a physical and human theme as indicated in the course.
- Candidates should clearly indicate part (a) and (b).
- Using nearly a full page to regurgitate the entire blurb and/or to describe tourist attractions is a waste of time.

(a) Physical geography theme

- When writing about the impacts of natural hazards on Country A, candidates are advised to discuss a specific disaster, following some discussion of why Country A experiences regular cyclones, earthquakes or tsunamis. The question asked for a discussion of the impact that natural hazards have had on Country A, so simply retelling the story of a specific disaster is not sufficient. Environmental, economic and social impacts on Country A. needed to be discussed in some detail.
- Several candidates chose to problem solve in (a) even though it was not required on this occasion. 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 (b) at all.

(b) Human Geography theme

- Candidates must read the ‘blurb’ carefully and apply the information that it contains to their answers.
- The small population for Country A created some issues for some candidates. However better candidates were able to successfully argue that although 500,000 is not a large population, Country A is small in size, therefore a high CBR and a young and expanding population would certainly create both current and future issues for the country.
- Using appropriate and relevant data to demonstrate the issue under discussion is essential. Use what is in the blurb and add other likely data. Country A is clearly an LDC and this should be mentioned. To demonstrate a young and expanding population use CBR, CDR, NIR, projected population, (2025, 2050), % under 15, IMR and % using contraception.
- The impacts of a young and expanding population on Country A were not well addressed, or ignored altogether, by many candidates.
- It is important that the problem solving is not just a few lines at the end of the answer. Complete focus on a one child policy and a variety of punitive measures is not recommended as it is unlikely in this country, given its location and democratic government. Better responses focused on a package of policies which addressed the high birth rates and/or the impacts of high population density on a variety of resources and living conditions. Moving the entire rural population to urban areas, as suggested by several candidates, is not an
acceptable solution to the issues created by a young and expanding population. Neither is sending children overseas for adoption.

• Evaluations in (b) were often non-existent or disappointingly weak. Too many candidates did not provide any data to show improvements or otherwise.
• It would be very helpful to the marker if candidates indicated parts (a) and (b) and indicated specifically in their introduction which 2 themes they are going to be writing about.
• Spelling and expression were often unacceptable. Candidates must write in complete sentences. Colloquial terms such as ‘kids’ and ‘pretty much’ should not be used.

Question 9

This question was very well done by the majority of candidates.

(a) It is encouraging to see that the majority of candidates are using a timeline to outline the history of Country A. Unfortunately some candidates only used one sentence to describe various events that took place within Country A. Some of the events that were described in detail included - changes in government, civil wars, government reforms, natural disasters and membership of various organisations. Many candidates did not realise that Country A was a Pacific nation and as such could not be a member of ASEAN. The obvious organisation would be the South Pacific Forum.

(b) was extremely well handled by the majority of candidates. The format of using headings such as:
- Issues/problems with other countries
- How the government dealt with the issues/problems?
- How successful has the government been?

has enabled candidates to write in detail about issues such as - illegal fishing/trade/drugs/illegal guns and weapons along with the misuse of Aid. Several candidates misread the question and discussed the issues/problems which Country A itself had experienced and not the issues/problems that Country A had with other countries. In some instances the problem solving was not done and several candidates ran out of time.

It is extremely disappointing that so many words are misspelt. The major one was BOARDERs for BORDERS. This should not be happening at this level of study.

Question 10

This question was generally disappointingly handled by most candidates demonstrating a base understanding of the topic. Those who used the data and applied their knowledge of tourism to their hypothetical country and made it come alive did better than those who talked generally about Country A. A balance between reasons for the changes in international tourist numbers and the impacts was expected. Some candidates disadvantaged themselves by spending too much time on one section at the expense of the other. Many candidates discussed the reasons for the growth of tourism in a general nature and made small efforts to discuss Country A and why tourism has specifically grown there. Many answers were similar in the sense of having seemingly prepared responses and used these without
applying it to Country A’s situation. One disappointing element to responses was a severe lack of evaluation on the success of government policies and decisions. Many candidates were comfortable in explaining what the government has done to minimize negative impacts but this was not followed up with an evaluation.

(a) Factors such as low cost of travel, technology, better infrastructure, stable government, role of the media, historical factors, tourists wanting to experience a different and unique culture and niche markets were just some of the reasons given by the very good answers when discussing the reasons behind the growth up to 2013. Other candidates responded to the question from the point of view as to what Country A had to offer and why this had increased tourism numbers. These included such things as culture, scenery, bush walking and eco-tourism ventures. What was disappointing with this approach was that these things were mostly discussed in a general nature rather than locating them in Country A, naming them, and saying what made them special and so why tourists would want to come.

(b) Candidates showed a good knowledge of impacts; however, the major disappointment was the lack of positive impacts. Candidates were able to write at length on the negative and forgot the positive. Major positives for economics included discussion around job creation, multiplier effect, stimulation in other areas of the economy and the lifting of GNI. Negative impacts included leakage, rising land prices and the steering away of spending from more needy areas of the economy were included as part of strong responses.

The major positives for environment were related to setting up of national parks, eco-tourism ventures, and improvement of the infrastructure of particular areas, more employment and higher paid jobs. Negative impacts building of resorts causing destruction of local environment – forest, beach and farmland, pollution, litter and waste. Some of the management practices mentioned were more eco-tourist ventures to be established, recycling of waste and introducing a carrying capacity for some ventures and the predictable ‘hire locals to pick up the rubbish’ response. Deforestation was an impact that was regularly used by candidates. Resort development on coastlines and inland for eco-resorts to cope with rapidly increasing tourist demand were part of many responses. Again, these scenarios showed a lack of understanding of the small tourism arrival numbers for Country A.

One repeated impact was that of sex tourism and the associated crime and apparent degradation of society it brings. This showed a lack of understanding of data presented in the international tourism arrivals table. This indicated that candidates had prepared their response to this question. Terms describing sex tourism as ‘rampant’ and ‘out of control’ within Country A are misguided and have not considered the data presented.

Some of the positives relating to social/cultural impacts were improvement in the infrastructure – roads and telecommunications that would improve conditions for the locals, more employment and higher paid jobs, and preservation of the culture. The negative impacts were increase in crime, prostitution and drugs, rise in the cost of living, changes in the life style meaning that some, if not all, of the old ways were no longer obvious. The major management practice for social/cultural impact was the establishment of a Code of Conduct and education of the tourists. Some suggested that videos should be shown on the inbound flight and the assumption is that tourists would understand the do’s and don’ts.
The main positive cultural impacts included preservation of the culture, cultural awareness (both of Country A and visiting cultures), new perspectives on certain moral conduct such as treatment of women and improved access to infrastructure. Negative impacts included the Westernisation and commodification of Country A’s culture (through introduction of McDonald’s, alcohol etc), lack of respect and understanding, sex tourism, ignoring dress codes and codes of conduct in general, taking photos without permission and staged authenticity, the latter typically discussed in relation to a shortened dance routine.

Question 11

The short answer in this unit proved far more popular than the essay because the candidates only had to focus on the cultural and social processes and challenges of the indigenous people of Country A. Some answers were stories and had no part (a) or (b) while the better answers had sound knowledge and great problem solving skills.

Question 12

Two answers selected Christianity and two Islam as one of the religions in Country A and both religions were acceptable given the location of Country A. Candidates must develop greater depth of information on the religious beliefs, practices and conflict to improve their ratings.

Question 13

No candidates attempted this question.

Question 14

No candidates attempted this question.

Question 15

(a)

• It is important that candidates read the question carefully and provide what is required. This varies from year to year. Few candidates discussed the benefits of the various aid projects as required this year.
• These projects should be likely ones for the level of development of Country A and descriptions should be detailed and specific.
• Providing emergency aid following a natural disaster is a good project, but some candidates focused solely on this topic. There should be some discussion of other programs targeting issues like health, education, economic development etc, especially given that Country A is a poor LDC with a low GNIppp, a high birth rate and a high % rural population.
(b) 

- Again, candidates must adapt their knowledge to answer the specific question asked; i.e.; what are the problems that have occurred with these Aid programs? In what ways have these programs been managed? (the solutions) and evaluate how successfully these have been managed? Several candidates referred to the problems of the country here rather than problems faced by the programs.
- These problems and solutions must relate to the projects already referred to in (a).
- Problems and solutions need to be feasible. Many ideas suggested were very inappropriate and uninformed... men getting women pregnant to get mosquito nets, fixing walking tracks for the benefit of tourists, the whole population not knowing how to farm, how to fish, how to deliver babies or how to use fresh water.
- Evaluation was often missed altogether or, exceedingly general in nature. Data should be provided to show improvements (or otherwise)
- Data used must be reflective of what is contained in the blurb. Several candidates suggested that the CBR or LE had improved significantly from the data provided. This is not possible as these figures are current. The data provided must be an improvement on data from the past...eg;...”The success of this project is seen in the improvement of the CBR from 32/000 in 2005 to its current 27/000 in 2014.’
- A conclusion to the report is recommended.

General comments
- must label (a) and (b)
- Just indicating part a) and b) does not constitute a report.
- Report format must be used and it needs to be more than just a few dot points.

Candidates are advised to use the question as a guide for appropriate headings for the report. Many used headings which had little relevance to the question and were obviously taken directly from class notes or another assignment.

- Reports should not be written in first person and the language used should be formal in nature.
- Dot points are ok, but candidates who use them should be careful not to be too brief in their descriptions.
- Definitions of ‘Aid’ terminology and lists of all the millennium goals are not required
- An introduction and conclusion are required but long introductions detailing the climate, natural hazards and tourism attractions of Country A are not necessary.
- A high number of candidates mixed up parts a) and b) by discussing the problem solving following the description of each specific aid program. This is not recommended. Follow the question as written.
- The report must refer to locations, places in Country A. Make the country sound real. Most Aid does not concentrate on the whole country.
- Budgets when given were often completely unrealistic. Candidates need to familiarise themselves with other budgets such as New Zealand, Japan and Singapore to name just a few.
Question 16

These two answers centred on fishing, mining, forestry and tourism activities of multinational companies in this less developed country. Both answers discussed the features and problems very adequately.

Question 17

Overall the answers to the question were disappointing because there was no mention of Country A and concentration upon general women’s rights in two responses. The better answers discussed women, children and indigenous rights and related them to Country A along with specific issues relevant to the society of this country.
### Award Distribution

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<td>19 %</td>
<td>39 %</td>
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### Student Distribution (SA or better)

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