Section A

192 candidates attempted this section. The Exam Specifications provided clear guidelines that three (3) short answers were compulsory. Whilst most candidates complied with this, a small number wrote extensive answers for ONE question which reduced their rating for Criterion 3 substantially. It is waste of valuable time to write the full question at the top of the answer; it suffices to simply write the number, particularly if you address questions out of order. There needs to be a reasonable degree of accuracy with spelling, punctuation and grammar; a degree of clarity with written expression. Misspelling country names that candidates have studied all year is careless and annoying: (Thialand, Papua New Guniea, Veitnam) If candidates have poor hand writing under exam conditions they should practise to improve legibility; if parts of sentences are indecipherable this slows the marking process and causes confusion and uncertainty for the marker. Candidates should answer the question: all examples, details, statements, statistics should be relevant; padding of answers is immediately obvious to the marker. This section deals with Geography, therefore candidates should use direction (north, south, west, east for example) to describe the relative position of features to one another. ’Down the bottom’, ‘next to’ and ‘up the top of’ sound juvenile and have no place in a 3C exam response. Finally, time recommendations are crucial. Some candidates wrote extensive answers and it appeared they would have gone over the 45 minutes suggested. This may have compromised their remaining answers.

Question 1

This question required candidates to demonstrate their knowledge of the ’extremely variable’ climatic conditions for ONE Pacific country. Popular countries discussed were Vanuatu, Fiji, Kirabati, Papua New Guinea, and the Cook Islands. Well prepared students were able to outline and discuss a range of climatic features particular to ONE Pacific country. These included:

- How latitudinal position dictated the climatic zone – equatorial, tropical monsoon – and the features of rainfall, temperature, tropical cyclones, humidity, dry and wet monsoons, and seasonality of these across a calendar year;
- How continental landmasses and the moderating effect of the Pacific Ocean influence variability or consistency in temperatures (Kirabati was used as an effect example for the latter);
- The role altitude plays in variability in rainfall and temperature on the high islands of the Pacific (Papua New Guinea, Fiji, and the Solomon Islands). The hilly interior of Viti Levu (Fiji) was cited as a geographical feature causing a rain shadow resulting in more rain falling on the windward side, and less on the leeward side. Temperature cools approximately 1 degree centigrade for every increase of 100 metres above sea level (asl). Candidates aware of this were able to distinguish cooler mountain environments; and
- Providing very specific supporting evidence and details. This included yearly rainfall volumes, temperature ranges, the months in which the wet season and the dry season prevail, percentages of humidity all year round or during the wet season, latitude and longitude position, South East Trade Winds, the average number of cyclones experienced in a calendar year... Such details provide authority to answers.

The phrase ‘extremely variable’ climatic conditions proved problematic for some students who wrote a generalised discussion of the variation amongst Pacific countries. This at the expense of focussing on ONE Pacific country. The best candidates were able to adapt their pre-learnt answers in two ways:

1. A discussion of the variation of climate within ONE Pacific country and why this is so;
2. How El Nino events including the current phenomenon and human-induced climate change have impacted historical patterns of climate for the chosen country. These weather phenomenon were not expected, but candidates who incorporated them into their answers were rewarded.
Issues

- Nauru and Tuvalu are not listed as nations in the AAP course (Appendix 1, page 23). Candidates who provided climatic information on one of these countries received no credit as the answer did not follow the exam question;
- Australia is not a Pacific country;
- Whilst New Zealand is located in the Pacific Ocean, it is listed as a country of Australasia in Appendix 1. This is an important distinction;
- Typhoons occur in the northern hemisphere; cyclones or tropical cyclones in the southern hemisphere;
- Monsoons are not the same weather events as cyclones; and
- Tectonic activity does not cause storms.

Question 2

This was a generous question enabling students to demonstrate detailed knowledge of the major landforms and other geographical features of ONE Asian country. Popular countries identified and described were China, India, Japan, South Korea, Myanmar, Indonesia, Malaysia, Mongolia, and Singapore. Successful candidates were able to:

- Provide an overview of major landforms including where relevant, proximity to seas, bays, and ocean; areas of high elevation such as mountain ranges and mountains, highlands and plateaux; the presence of such high features resulting in drainage systems (rivers, river deltas, basins); peninsulas; deserts; coastal low-lands; how tectonic activity has created mountain ranges and dormant and active volcanoes. Names of these features were provided along with their geographical position. Such details provide authority to answers.

The second part of the question enabled students to identify and describe ‘other geographical features’: the open-ended nature of this was seized on by the best candidates who provided a range of human and physical geography features for their selected country. These included:

- Vegetation, including where relevant rainforests, savannah grasslands, broadleaf deciduous forest, mangroves;
- Fertility of soil resulting from rivers transporting alluvium from mountains or from volcanic activity leading to high density agriculture;
- Climatic features; and
- Tectonic activity leading to earthquakes, tsunamis, volcanoes.

Issues

- Weaker candidates relied on generalisations rather than specificity, made inaccurate statements, were too brief, and often omitted major landforms. Mount Kosciusko is not the highest mountain in Japan.

Question 3

This question enabled students to compare one issue created by the size and density of the populations of two countries in the region of Australia, Asia and the Pacific. This provided candidates with scope for a wide range of approaches – and this proved the case. Candidates dealt with an issue or issues resulting from particular demographic challenges caused by Total Population growth or decline, or how population density makes it problematic for governments to meet all needs of all citizens (often a focus was the rural-urban divide or the economic divide) as well as the strain placed on the natural environment, or an issue or issues caused by urbanisation. Successful approaches included but were not exclusive to:

- Comparing the youthful and expanding populations of Timor Leste and Cambodia with a focus on the issues of increased pressure on the natural environment and the provision of services such as health, employment and education;
- Comparing the population density issues of Bangladesh and Singapore with a focus on the issues of inadequate housing and the presence of slums in Dhaka, and the solutions of the Singaporean government that reflect the capacity of a developed country;
- Comparing the sparse population densities of Japan and Vanuatu with a focus on the issue of unequal access to the economic benefits of living in towns and cities; at the same time pressure of rural-urban migration leading to urban sprawl was compared;
- Comparing the pressure on capital cities caused by urbanisation in Myanmar and the Solomon Islands. Issues discussed were inadequate waste disposal, inadequate housing, unequal access to food;
- Comparing the effects of urbanisation in Jakarta with those in Dhaka or Mumbai;
• Comparing the opposing demographic challenges experienced by youthful and expanding countries and ageing and contracting countries. Couplings used for this purpose included Timor Leste and Japan, Taiwan and Cambodia, Pakistan and Australia.

Issues
• Some candidates did not compare ONE issue for both countries and their rating was reduced accordingly for Criterion 3;
• Some candidates only discussed ONE country;
• There were some wildly inaccurate statistics given by a few candidates. For example, ‘Japan has about 150 million people.’ Actually, it’s approximately 127 million as outlined on the World Population Data Sheet; and
• Any discussion of ethnicity as an issue did not address the question.

Section B

Question 4
119 candidates attempted this question. It was generally answered very well and was clearly the popular choice for Section B. Some candidates did not answer the question at all, and others did not write enough to constitute a C rating.

The essays were generally structured in a clear manner, with many candidates receiving a B rating for Criterion 2. Similarly, spelling was quite good in most papers. Candidates adhered to the essay format for the most part. A few candidates mistakenly used a report format. One candidate answered both parts of Question 4 and 5 in Section B.

Stronger essays clearly introduced the two countries to be discussed in the introduction and were also able to briefly introduce the evaluation of Australian aid projects.

Some candidates wrote a general essay on aid and ignored the details of the question. A number of candidates wrote brief essays on emergency aid and aid arising from natural and human disasters, borrowing content from Section D. These answers tended to be short and inadequate.

Good answers were able to connect geographical issues with aid needs and problems with aid distribution (e.g. climate, mountains). Candidates who wrote on Timor-Leste and Papua New Guinea tended to write thorough responses with focuses on specific educational aid projects. Often these answers explained the complex historical relationship between these countries and Australia.

Candidates did not always name the aid projects or provide a brief outline of how the aid in the examples are distributed. Many did not name the NGOs connected to the specific aid project.

Some (but not enough) candidates linked the Australian aid project to the Millennium Development Goals.

Problems with aid were connected with governmental conflict and the effects of the unequal distribution of aid. Candidates who wrote on Timor-Leste provided interesting discussions on the problems with the AFP. Candidates who wrote on aid in the Solomon Islands were able to examine the issues around RAMSI. Details around legislations and agreements were present in a few answers, e.g. the Alotau Accord 2012 (PNG).

Discussing the problems with aid was frequently present in the essays, but very few candidates actually took on the language of the last part of the question, which was whether or not Australia should maintain or change its commitment to the two aid projects.

Question 5
73 candidates attempted this question. Too many students wrote this essay in report format- some as result of not enough time so jotted down dot points, but others were not using correct essay (sentences and paragraphs, introduction→body →conclusion) format. Paragraphs should not be 1 ½ pages in length!
It was clear that many students were not able to write a complete essay because of time restraints, so many essays were incomplete—either did not describe their case study immigration group, only cursorily discussed the impact of these changes or only briefly discussed the legislative changes. Few students were able, given this, to write a complete essay.

- Try to avoid the essay becoming a simple narrative of what happened. Analyse and assess the reasons for changes as you discuss them.
- Do not use first person ‘I’ in an essay.
- Clearly not enough time to write a well-argued essay. Anything less than 3 pages in 45 minutes is not really going to produce an in depth analysis.
- Some interesting word usage—Abolition is preferred to the word abolishment.
- Be careful about making sweeping general statements, i.e. ‘Most Indians do not have the money to support themselves.’
- In the Australian Labor Party note the spelling of Labor.
- In an essay, no need to identify part a) and part b). Paragraphs need to be clearly distinguished—either indented or leave a line!
- Common spelling errors—Arthur Calwell, not Caldwell. Irritating use of American spelling conventions—travelled, not traveled; centre, not center
- Need to use capital letters for names, such as British, Asian, Prime Minister, Chinese, Geneva, Europeans
- Do not write things like ‘This essay will...’ This is redundant phrasing as you, the candidate, are writing the essay, we know that, we are marking your effort!
- Immigration means IN, Emigration means OUT.
- Avoid pejorative comments, such as ‘9/10 claims from refugees at Detention Centres are accepted’ or ‘corrupt immigration officials’—need to be explained or proof offered.

Specific:
- Need to describe the sequential legislative changes to Australia’s immigration policy over time, not just the White Australia Policy (WAP). Probably not effective to write a detailed description of how the WAP came about. WAP was NOT just used to keep Indians out of Australia. Correct historical dates and information about the legislation is required.
- The treatment of Asylum Seekers differed between the groups who arrived in the 1970s to the way the current group is treated—needs to specify the difference.
- Must use case study nation in discussion to exemplify changes over time.

Section C

Question 6
192 candidates attempted this question. This section of the exam required the response to be in essay format. Most candidates complied with this; however, a small number failed to use formal essay format such as an introduction, paragraphs and a conclusion. Spelling, punctuation and grammar, at times, was not of a high standard. Poor handwriting often causes confusion and uncertainty for the marker. Misspelling country names (Vuanatu, Seim Reap) is not acceptable, as is referring to Bali and Phuket as countries. Time allocation is an important exam technique and candidates need to ensure they maximise the full 45 minutes allocated to this section. Many answers were less than two pages which meant that candidates did not address all elements of the question or provide evaluation and analysis.

It was appropriate to provide a brief general overview of tourism in the destinations discussed, as long as the patterns / trends / geographical information were then linked to the environmental impacts of tourism. Too many candidates spend too long discussing trends and patterns to the detriment of what the question was asking.

Note: For future reference, the correct terminology when describing levels of development is ‘developed’ and ‘developing countries’ as opposed to more developed and less developed countries.

Criterion 2:
- This section of the examination required formal essay format with an introduction and conclusion.
• Better introductions addressed all parts of the question.
• In stronger responses candidates explained what sustainable tourism is and related the concept of eco-
tourism and its general principles to some of the examples discussed.
• It was advantageous if students could name some official policies and practices which have been put in
place.
• It was disappointing that candidates did not use a wide range of terms to explain their ideas and concepts
relating to the environmental impacts on chosen destinations.
• Too many candidates used the term ‘amount of tourists’ instead of ‘number of tourists’. This has appeared
in most Assessment Reports so candidates should be aware of the correct wording.
• Several candidates used headings which is not acceptable when essay format is required.

Criterion 5:
• It was disappointing to note that many candidates did not discuss positive environmental impacts on two
destinations. Some of the examples of positive impacts used by the candidates included the establishments
of national parks and World Heritage areas, ecotourism ventures, preserving nearly extinct wildlife, the
restoration of old buildings, improvement of infrastructure of particular areas, the protection and
preservation of flora and fauna, increased awareness and improved environmental management.
• The negative impacts were many and varied. The better answers were able to give specific examples,
including the mining of coral, tourists removing coral for souvenirs ad walking on coral at low tide, tourist
boats dislodge coral with their anchors, sewerage from hotels is sometimes pumped close to shore, killing
marine life and coral, insecticides and fertilisers used to keep golf courses green may seep into lakes killing
aquatic life. Whilst litter is a negative environmental impact in many tourist areas, it was disappointing if this
was the only example used.
• When discussing the policies and practices many candidates were not able to name them. Managements
practices such as codes of conduct, ethics and laws along with rubbish removal and recycling, training of
staff, ecotourism practices and building restrictions (e.g. build only as high as palm trees ) were discussed.
• Many candidates did not address the final part of the question which asked to what extent will the policies
and practices lead to more sustainable tourism in the future. This was an important component for analysing
and evaluating the long- term effectiveness of the policies and practices addressing the negative impacts.
Candidates who did this were rewarded.

Section D

Clearly answers would have been more expansive and covered all elements of the question had the students
been allowed more time to answer. Further, being instructed to write on both sides of an examination booklet
that contained only 4 pages could have influenced whether students decided to ask for an extra booklet, maybe
jeopardising quality of responses.

18 candidates attempted question 7 and 167 attempted question 8.

Generally competently attempted and written effectively in report format. The best answers used sub-headings
and sub-sub headings with numbered dot points. No need to write out the question. Better answers actually
played the role the question asked- a report by a member of an International Observation Team!
• The data of the blurb needs to be used. It both indicates to the marker that the candidate has taken on
board the profile of the country and also is able to use the data to construct a credible report.
• Always a good idea to personalise your country- give it a name, identify and use place names (towns, cities,
rivers, mountains etc).
• Must effectively describe the cause of whatever crisis using- how it was caused, where exactly it impacted
(personalise the country helps)
• While concentrate on negative impacts, mention of positive impacts (there are always some) is
recommended.
• Solution to crisis of buying land in foreign countries and migrating out is not logical, especially for a
developing country such as this- some ‘richer’ citizens may be able to do so, but certainly not a mass
decision or a priority government decision.
The identified crisis must be something significant/unexpected with major impacts, not a series of everyday events that have gradually built up- the end point of this may constitute a crisis, but it is a long process.

Use of Mafia influence- creative sure but not really logical- Triad maybe.

Careful about having a disaster site 88% rebuilt after a major earthquake in an implied short time span is not credible.

Use of ‘Adaption vs Mitigation’ as an approach to crisis responses is an excellent framework, but must directly incorporate National and International responses to make these personal for Country A.

**Question 7**

Choosing a man-made crisis was the more challenging of the questions, but some candidates concentrated on the natural event without referring to a man-made crisis. The regular use of the tsunami as the crisis, apart from being natural, was not credible in this geographic location. Obviously the understanding of the Geography core is needed here.

- A rise in sea levels does not normally cause a tsunami. It is a gradual change anyway.
- Civil war requires 2 opposing sides, so description of this as a crisis needs to include these features- creative crisis idea very good, though.
- Not sure whether deforestation on its own is a crisis- it can certainly lead to one, but that needs to be described and detailed.
- Options used that were relevant
  - Climate Change leading to Sea Level Rise
  - Civil War
  - Oil Spill from ship- oil entering drinking water reticulation implies poor initial response time, so not really logical
  - Nuclear meltdown

**Question 8**

While there were some good responses to this question, many answers demonstrated a general knowledge and understanding of Country A and its crisis. Many candidates chose to write about a tsunami as the natural national crisis. However, a tsunami is not logical- it cannot develop in shallow water. An earthquake, from which a tsunami develops, though, is logical for this location. Others selected typhoons, flooding, earthquakes and volcanic eruptions. Some students chose to address sea level rises relating to CO2 emissions but this should have addressed Q7.

The question requires candidates to use report format. The report format is outlined on page 10 of the AAP315115 course document and should be followed closely. Some candidates did not write in report format and instead chose to write a narrative or a TV news report about the crisis. Simply retelling the story of a specific crisis is not sufficient. 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 international 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 candidates were able to identify Country A as a developing country.

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 neighboring countries and surrounding seas (sometimes incorrectly) and then describing the event that has occurred to cause the crisis.

Many candidates would discuss the event causing the crisis as impacting the entire country. Rare responses gave specific locations of the event having the greatest impact. Often, volcanic eruptions, flooding and earthquakes were devastating to the entire island country. Whilst a country would share the 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 candidates had approached this question with a ‘one size fits all approach’. Many responses were clearly prepared and candidates 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.

(a) 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 typhoon or earthquake.) Many responses correctly identified the shifting of tectonic plates or fault lines as a cause of earthquakes. Candidates who correctly identified adjacent tectonic plates to Country A were few and far between. Historically, tsunamis have not been prevalent in the South China Sea region.

Better responses discussed environmental, economic and 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 million in a single disaster. One cited 10 million, which is most unlikely. 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.

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) National and international response
Responses here were mixed. As Section D was the final section for the exam, it was clear that some candidates began to run out of time and this aspect of the question was completed in a hurry without the necessary detail to address the question

Often, the former colonial power was the driver of the international response, followed by neighboring MDC and developing countries and other western economies. In addition to this, UNDAC, the Asian Development Bank, the World Bank and an array of NGOs were of assistance to Country A’s crisis.

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 aid agencies ranging from technical assistance and rebuilding efforts to food and water provisions to search and rescue. Some answers provided political differences for some neighboring countries not assisting or providing minimal help.

Innovative candidates discussed marketing campaigns to get tourists back to Country A as soon as possible in order to begin an economic recovery.

The assessment of the effectiveness was the most disappointing part of responses. Responses often provided a position of being effective without justifying why it was so. Some candidates suggested reasons why the national and international response was poor and included what aspects were handled badly and why. 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 clearly run out of time.