Question 1

This question was divided into three parts. It was recommended that 40 minutes be allocated to complete Question 1. Parts (a) and (b) assess criterion 6 and part (c) assesses criterion 9.

Candidates were required to access information from the 2011 World Population Data Sheet and the Information Sheet provided.

(a) Most candidates understood the question and accessed the relevant information on CBRs and % urban for Africa and Europe. There were a small number of candidates who misread CDR for CBR so they were unable to adequately answer the question. A common error was for candidates to refer to Africa and Europe as countries. The better answers correctly identified Africa and Europe as continents made up of LDCs and MDCs. The majority of candidates were able to identify the connection between CBRs and the % urban but only a few candidates were able to describe this connection as a ‘negative’ or an ‘inverse’ relationship. In a negative or inverse relationship, one factor increases as the other decreases; in this case, as the % urban increases, the CBR decreases.

Many candidates were able to adequately explain the reasons for the differences in CBRs for Africa and Europe. Better answers explained the level of development/industrialisation and the stages of demographic and economic transition of both continents as major determining factors in the CBRs. More specific reasons highlighted factors such as the access to contraception, the level of educational opportunities for rural and urban communities – especially the lack of educational opportunities for African women, religious and cultural differences between Africa and Europe, the differences in IMRs and the need for African rural families to have ‘insurance’ babies.

(b) The majority of candidates demonstrated a reasonable knowledge of population structures and interpreting population pyramids. Many candidates used information from the 2011 Population Data Sheet as well as Figure 1: Germany, 2009 to assist them in sketching a projected pyramid for Germany in 2050. However, there was some confusion over the use of the answer sheet provided, a number of candidates chose not to use the answer sheet and sketched the pyramid in the answer booklet. Other candidates did the sketch on the answer sheet then gave a description of how they constructed the sketch in the answer booklet. Clearly many candidates misunderstood what was meant by annotate. But there were some excellent sketches that were well annotated. These answers were labelled with captions highlighting the fact Germany is predicted to have an ageing population, a slight bulge in the 75 to 89 age group because of the bulge in the 35 to 49 age group in the 2009 pyramid and an acknowledgement that life expectancy is expected to rise, highlighting the fact that females have slightly higher life expectancies than males. The fact the answer sheet provided had five year age groups to 100+ and Figure 1: Germany, 2009 had five year age groups to over 74
confused some candidates and led to some predicting Germany will have many centenarians in 2050. Advances in medical science may just prove they will not be that far off the mark.

(c) Most candidates used the data from Figure 2: Niger 2009 and the 2011 Population Data Sheet to establish that Niger has a very young, rapidly growing population with a CBR of 48 and a TFR of 7. There were only a small number of candidates who confused Niger with Nigeria.

The majority of candidates were able to describe some useful methods to reduce high birth rates in African countries. However there were quite a few candidates who used a disproportional amount of time describing China’s One Child Policy. The better candidates were able to demonstrate a knowledge of solutions that were more pertinent in an African context. Better answers describe a range of solutions to reduce high birth rates in African countries like Niger. Some of these solutions were:

- Better targeted foreign aid for sustainable change
- Reduction in debt for African countries
- Boost to economic growth – greater and fairer access to world markets
- Investments in public health, measures like safe water, sanitation and vaccinations
- Increased access to education – especially for girls
- Increased employment opportunities for women
- General improvement in the status of women
- Family planning and better access to contraception
- Improved medical facilities to reduce IMRs and the need for ‘insurance’ babies
- Changes to religious and cultural attitudes – breakdown of patriarchal structures

Question 2

The question required candidates to explain the pattern of densely populated and sparsely populated areas. As there was only 20 minutes allocated to the question candidates had to be succinct in order to adequately cover all aspects of the question. Candidates should take some time over the allocated 20 minutes to study and annotate all of the figures which should be visible at all times. Many candidates discussed moderately populated areas which was not the best use of time. Many answered the question as if they had been asked to describe and then explain which was unnecessary. Some wrote as if the question was asking them to write in essay form including an introduction and a conclusion. Others wrote about distribution and density in theoretical terms and there was little reference to the African continent. The better answers explained the distribution according to the density of population. To do this they needed to use the population density key on figure 5 to decide which areas were densely populated and which were sparsely populated. The best choice for densely populated areas would have been those areas with over 20 people per square kilometre and sparsely populated areas, those with less than 1 person per square kilometre.

Better answers began with an overall observation about the population, such as ‘Population is distributed unevenly in Africa’. The best answers were well organised and sequentially
explained the densely populated areas using geographic conventions (such as referring to areas by using the points of the compass) and followed through with named examples. Explanations included climatic factors, topographic factors, access to fresh water, proximity to the coast and agriculture. Only a few noted that, without exception, all areas of high density were important for their minerals and energy production. Weaker answers only explained densities of a few named countries not the entire continent while others discussed only the distribution of large cities and went on to explain their distribution through push and pull factors. Only a very few noted that in the area of the Great African Rift Valley, the mountains effect on the climate was a positive and not a negative being so close to the Equator. Better answers clearly understood how each of the factors can result in an area supporting large numbers of people. Some answers failed to acknowledge the presence of the Nile River as a contributing factor in the concentration in North East Africa. When explaining the least populated areas better answers noted that reasons for these voids were for the most part physical; for example lack of rainfall which led to extensive agriculture and few cities. The best answers used named examples from both the maps and the Data Sheet.

Candidates need to use correct geographic terminology and credit was given for the correct use of such terms as void or ecumene. Better candidates were able to structure their answers in a logical sequence following through with reasons and using examples. Some, however, made points which were supported by little geographic explanation; for example there were statements such as ‘the climate is not good’ and ‘tourism in Africa needs a lot of people to work’. Others seemed to have little idea of world geography; for example several sited the Himalayas in Africa. Candidates need to ensure that they spell simple geographic terms correctly; for example, plain not plane or countries not countrys. Use of capital letter for all place names is essential. It was pleasing to note that the majority of candidates were able to use compass points correctly and no one used terms such as the top of the map.

**Question 3**

The Eildon map extract, at first glance, did not seem rich in detail. However there was sufficient variation in the landscape for candidates to analyse. The one deficiency in the map extract was in reproduction, the colour definition was inadequate and this created confusion in interpretation of vegetation with about 25% of candidates. Tolerance was shown. Unfortunately, due to a transcribing error, the numbers on the northings decreased rather than increased and the numbers on the northing map margins did not match those in the centre, resulting in some slight inaccuracies in area references; again, tolerance was shown.

Relief was well covered with better candidates describing steep gradients (NE quadrant) and undulating (NW quadrant). Some calculated local relief.

Treatment of drainage patterns was less well done. Most described the broad Goulburn River Valley, few described meanders and oxbows and tributaries. There was noticeable confusion about Lake Eildon, some described it as an estuary, describing the coast rather than shores of the lake/reservoir. A significant number described the Goulburn River as running west to east into the lake. This is contradictory.
Settlements were covered well, with better candidates describing different functions and site characteristics of Alexandra, Eildon, Thornton and Taylor Bay. Few candidates picked up on isolated farm houses and farm dams along rural roads.

Transport was well done, almost all identified road, rail and air and location factors for each.

In general, those who answered sections (a) and (b) in list, table or dot point form, relied on extended writing in section (c) to score well on criterion 6. Those who answered in full text included more analysis in (a) and (b) and were more thorough in their coverage overall; the latter would be the more preferable method to answer this question.

Section (c), analysis of how the natural environment has influenced development, was variable. Some very capable candidates identified the characteristics of the dam site and the effect of the dam on settlement: Eildon and Taylor Bay. Some also identified alluvial soils and flats as having potential for farming, and the dangers of flooding for urban developments. The areas that are white on the map (more than half of it) have been cleared of their natural vegetation and would be used mostly for farming. Some candidates identified forested areas as having potential for forestry. A few mentioned the National Park. Most stated the limitations of gradient and flooding and the placement of bridges on transport routes.

More general comments: more care is required with handwriting and presentation, and inclusion of geographical terms (for example, undulating, meander, ox bow, dispersed, nuclear, grid, linear, shore).

**Question 4**

The majority of candidates had prepared their topic well and were able to use their knowledge and understanding to respond to the requirements of the question. Most were able to use some technical terminology to explain the causes of their chosen natural hazard. The inclusion of a map and diagrams for this answer was optional with a number of candidates using these to support their answer. However, when they are used they should be clearly labelled. It is pleasing to note the use of recent events in responding to Criterion 8 and the most popular choices were Haiti, Sendai (Japan), Sichuan (China), Christchurch (New Zealand), Kashmir (Pakistan), the Boxing Day tsunami and recent volcanic eruptions in Iceland and Chile together with the Philippines and Mount St. Helens. Candidates need to use capital letters for the names of places.

Some candidates chose to write about a few examples in detail, while others used several examples and wrote more briefly. Both approaches were acceptable provided the MDC/LDC factor was covered. Better answers made some comparisons in terms of the impacts and responses and linked these to the level of development.

Where candidates failed to achieve at least a ‘C’ rating it was because their answers were too brief and therefore lacking sufficient information to adequately address the question or because they did not include specific examples.
Questions 5 and 9

Twelve Candidates answered Question 5 and sixteen Candidates answered Question 9. Once again the majority of candidates discussed the enhanced greenhouse effect with only a few responding to acid rain, ozone depletion and El Nino/La Nina.

Overall, candidates answered both questions very well. For Question 5, the better answers were well written, had a logical structure and demonstrated a thorough understanding of the causes, impacts and responses to climatic change in both MDC’s and LDC’s.

Criterion 2 requires effective communication of ideas and information. Using geographical terms appropriately enhances this communication.

Criterion 8 requires selection and justification of relevant geographical examples and all candidates used examples of causes, impacts and responses to climatic change from a range of MDCs and LDCs which was most pleasing.

Criterion 10 (for Question 5) requires the ability to demonstrate knowledge and understanding of geographical concepts and processes. The candidate’s discussion of the causes, impacts and responses to climate change demonstrated their knowledge and understanding of this issue.

Criterion 9 (for Question 9) asks candidates to apply problem solving skills. Candidates discussed the impacts and the responses to these impacts. Question 9 also asked candidates to evaluate the level of success of their proposed responses but some forgot to do this and their rating on criterion 9 suffered as a result.

The best answers demonstrated a clear understanding of the principles of enhanced greenhouse effect, ozone depletion, acid rain or El Nino/La Nina including what constitutes ‘greenhouse emissions’, reasons for ozone depletion, acid rain and El Nino/La Nina. (Causes).

Candidates need to be accurate when describing the so called ‘hole in the ozone layer’. Once again a reminder that ozone depletion is a thinning of the layer of gases that make up the ozone layer rather than an actual hole appearing in the ozone layer.

Various aspects of climate change were discussed to explain (impacts) including:
- Sea level rise
- Increased melting of sea and land ice
- Coral bleaching
- More frequent extreme weather events
- Increased average temperatures
- Increased bushfires
- Increased drought
- Increased desertification
- Loss of stock and crops
- Increased soil erosion
- Species extinction or endangerment
- Spread of insect borne and other diseases
- Acid damage to the built and natural environment
- Greater risk of cancer for animals and humans

Some better answers also mentioned economic, social and political impacts such as increased insurance burden, forced migration, shortages of land and water and the potential for civil unrest and international conflict.

Responses to the impacts included:
- personal responses (such as recycling, walking, using public transport)
- reduction in emissions of pollutants that result in acid rain
- reduction in emissions of pollutants that result in ozone depletion
- greater use of alternative cleaner energy sources (such as wind and solar)
- national/regional responses (such as carbon offsets, taxes and rebates for using solar energy)
- international responses (such as the Kyoto Protocol, the Montreal Protocol and the international climate discussions in Copenhagen and the United Nations)

**Question 6**

Thirty candidates answered this question, preferring river basins, coasts and mountains in that order. The question assessed criteria 2, 8 and 10. The question was not generally well answered, as many responses were too brief overall. Although most candidates provided an adequate description of relevant erosion and deposition processes, many did not follow the instruction to describe the formation of two landforms, instead describing several landforms that they had prepared. Many responses provided only a limited description of impacts of and responses to human activity in the selected environment.

Better responses were well prepared with traditional essay format, although some responses that included diagrams were also fine. Many candidates unadvisedly included diagrams without explaining them adequately or referring to them in the text.

Candidates who selected river basins included meanders, ox-bow lakes, waterfalls and deltas. Many of the river basin candidates were not aware of the definitions of the terms ‘aquatic’ and ‘marine’, and used them erroneously. Coast candidates included headlands, sea caves, stacks, arches, beaches and dunes. Mountain candidates most often discussed pyramidal peaks (horns), arêtes, glacial troughs, cirques and moraines, and generally did so well.

The stronger responses were well prepared with detailed description of a range of human impacts on their selected environment, and used a broad range of examples from More Developed Countries (MDCs) and Less Developed Countries (LDCs).
Candidates who choose to use only one example from each category of nation can be expected to do so at a deeper level than candidates who choose to discuss a greater number of examples and problems (criterion 8). Either approach is acceptable; however a substantial amount of detailed discussion is expected to be delivered in the time available.

**Question 7**

Ninety-seven candidates answered this question, which asked them to describe the causes, impacts and responses to urbanisation in both More and Less Developed Countries. This question was well answered by the majority of candidates.

For criterion 8 it was desirable for candidates to discuss the impacts on a variety of cities, and the responses to those impacts. The better answers indicated that although there are some issues common to cities in both MDCs and LDCs, some are more particular to one or the other. For example, traffic congestion and urban sprawl are problems for all fast growing cities, but especially in MDCs where car ownership is high, and especially in countries like Australia where there is a culture of the single story house on a block, rather than apartment blocks. Similarly, the present speed of growth of LDC cities, coupled with the extreme poverty of the inhabitants, leads to the development of informal housing which lacks security of tenure as well as the essential services necessary for healthy living. Some candidates struggled to use examples from more than one or two cities, with over 1/3 using a disproportionate amount of examples from either an MDC or LDC, but not from both. Weaker candidates also confused countries with specific cities when trying to give examples. Candidates outlined responses to impacts using a range of cities that were mentioned in the impacts section of their essay. Better answers often offered a wide range of responses that have been used over the last 50 years or so, to show which have been highly effective, somewhat effective or non-effective. For example, Singapore successfully responded to the development of slums in the 1960s by beginning a program of apartment building, whereas Cairo has, less successfully, responded to the same issue by building satellite cities which were, in most cases, too far from the employment available in the city centre.

Criterion 10 was assessed on the candidates’ knowledge of the causes of urbanisation, as well as the responses and impacts, and here some candidates spent a lot of valuable time giving too much detail about the long-term history of urbanisation, which didn’t leave enough time for the impacts and responses. Better answers showed an understanding of a wide range of factors which can push people to move from their rural environments, or that can pull people towards the city, in current and earlier times. Again some candidates pointed out that these factors could be common for MDCs and LDCs, but that they can also have some differences, particularly in relation to political instability for LDCs and limited employment, culture and entertainment for MDCs. There was an impressive knowledge of some of the plans adopted by authorities in their attempts to combat the problems caused by rapid urbanisation. Although the success or otherwise of responses was not asked for, candidates who did comment on that aspect were rewarded for demonstrating that knowledge and understanding. Better answers did mention both positive and negative impacts and the desirability of sustainable urban planning, with evidence provided primarily from the examples of Curitiba and Glasgow.
Criterion 2 was assessed on the extent to which essays were well organised, clearly written, and showed a clear and comprehensive understanding of the question asked. Candidates need to also stay away from words that they are unsure of. Over 20 candidates mentioned ‘traffic digestion’ instead of ‘congestion’, ‘bus instructors’ instead of ‘conductors’ etc. It would seem that a safer option in this case would be to use only words that the candidates are certain of. The use of dot points in some essays was also noted. As this is an essay task, the recommendation of the assessors is to stay with using a full sentence structure and to avoid dot points unless completely out of time.

**Question 8**

(a) Many candidates insisted on describing the causes of their chosen hazard rather than the distribution of the hazard as required by the question. Some even provided elaborate diagrams to illustrate the causes which took valuable time but added nothing to their answer. The standard of maps was mixed with some having difficulty showing the Pacific Ring of Fire, instead outlining the Indian or Atlantic Oceans. Maps showing a few pencil lines, crosses and shading, but without any naming or labelling are of little use.

(b) Candidates performed better on this part of the question where they were required to discuss the impacts of their chosen natural hazard with reference to events in both More and Less Developed Countries. Some wrote in terms of primary and secondary impacts which showed a good level of understanding. See the report on Question 4 for the most popular examples.

(c) In this part of the question, most candidates were able to discuss some responses to the natural hazard again with reference to their examples. However, the better answers were those that addressed the evaluation aspect of the question and in doing so, drew some comparisons between More and Less Developed Countries.

**Question 10**

Seventy-six candidates answered this question, choosing an even distribution of choice of river basins, coasts and mountains. The question assessed criteria 2, 8 and 9. In general criteria 2 and 8 were well handled, however many candidates demonstrated only limited understanding of geographical problems and their solution (criterion 9).

(a) Better answers demonstrated a strong understanding of the erosional and depositional processes that produce their two described landforms, and incorporated well prepared diagrams of the processes and formations concerned. Landforms described included deltas, meanders, waterfalls, headlands, tombolos, beaches and dunes, pyramidal peaks (horns), arêtes, glacial troughs, moraines and associated glacial features.

(b) Many candidates were able to identify relevant specific examples of the impact of human activities in their selected environment; however an alarming number were not
able to accurately locate their examples on the world map provided. Impacts discussed included dune and beach damage, canal estates and coastal settlement (coasts), agricultural impacts, settlement, damming, diversion, weed infestation and pollution (river basins), and mining, forestry, agriculture and grazing, anthropogenic climate change, tourism and recreation (mountains). As in question 6, candidates who choose to use only one example from each category of nation can be expected to do so at a deeper level than candidates who choose to discuss a greater number of examples and problems (criterion 8). Either approach is acceptable; however a reasonable amount of detailed discussion is expected to be delivered in the time available. A surprising number of candidates made no mention of specific examples of landforms or impacts of human activity in Tasmania, although this state contains numerous valuable cases of each category. The Ganges and Yangtze Rivers, and the coasts of the Netherlands and Japan were often mentioned, but many candidates were unable to discuss their problems in any detail.

(c) Many candidates did not handle part (c) as well as parts (a) and (b). Better answers included discussion of specific real places and issues, and were able to provide evaluation of historical solutions and potential solutions for current and future problems. In summary, a limited number of candidates had prepared well for this part of the question, and it is an area upon which future candidates would do well to focus their Section D studies.

Question 11

The majority of responses were well written. Candidates must remember to refer to cities not countries in their examples. A wide range of case studies were used both for MDC cities, including Sydney, Melbourne, London, Glasgow, Paris, Tokyo, Seoul, Singapore, Malmö, Copenhagen, New York and Los Angeles and for LDC cities, including Lima, Curitiba, Loja, Rio de Janeiro, Sao Paulo, Jakarta, Bangkok, Dhaka, Mumbai, Beijing, Shanghai, Cairo and Lagos. Using a number of examples for both MDCs and LDCs ensured a better rating for criterion 8.

The question asked candidates to describe the causes, impacts and responses to urbanisation. The ability to do this fluently using appropriate geographic terminology determined the rating given for criterion 2.

Some introductions began with a definition of urbanisation. Most candidates were able to give a range of reasons for urban growth. Many described rural-urban drift and a range of push and pull factors for the growth of cities. Once again a few responses included the SHEEP factors (social, historical, environmental, economic and political) explanations for settlement, but these were not relevant in this question.

The impacts and responses to urbanisation that were discussed were varied and included:

- high levels of poverty
- the formation of slums
- housing shortages
overcrowding
transport problems
traffic congestion, problems and solutions
pollution (including water, sewerage, air and rubbish)
lack of clean water supplies
lack of medical resources
lack of educational opportunities
lack of employment opportunities
satellite cities (Osaka)
green belts
urban planning
regentrification
some good evidence of positive responses in both LDCs and MDCs such as the urban planning successes in Curitiba, Singapore, Tokyo, Loja, Malmö and Glasgow

Criterion 9 asks candidates to apply problem solving skills and this was assessed on their discussion of the impacts and responses to urbanisation in their examples. Candidates were also asked to discuss the likelihood of success and better answers were able to do this. Those candidates who mentioned both positive and negative impacts and concluded with a discussion on sustainable urban planning were rewarded.
### GEOGRAPHY (GGY315110) – 2012

**Criterion 2 – communicate ideas and information**

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<td>consider, select and competently use methods and styles to communicate ideas and information clearly, accurately, responsibly, precisely, and comprehensively</td>
<td>consider, select and appropriately use methods and styles to communicate ideas and information clearly, accurately, responsibly and precisely</td>
<td>consider, select and use methods and styles to communicate ideas and information clearly, accurately, responsibly and precisely</td>
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<td>identify changed conditions and adapt communication to respond constructively, and fully to major changes</td>
<td>identify changed conditions and adapt communication to respond constructively and creatively to major changes</td>
<td>identify changed conditions and adapt communication to respond constructively to major changes</td>
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<td>evaluate effectiveness and appropriateness of selected and adapted communication in specific contexts</td>
<td>evaluate effectiveness and appropriateness of selected and adapted communication in specific contexts</td>
<td>evaluate effectiveness and appropriateness of selected and adapted communication in specific contexts</td>
<td>evaluate effectiveness and appropriateness of selected and adapted communication in only limited contexts</td>
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<td>demonstrate command of communication in all aspects identified for attention in previous evaluations</td>
<td>demonstrate improvement in communication in all aspects identified for attention in previous evaluations</td>
<td>demonstrate improvement in communication in most aspects identified for attention in previous evaluations</td>
<td>Not applicable</td>
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<td>where appropriate, facilitate the processes enabling others to communicate effectively.</td>
<td>where appropriate, guide others to communicate effectively.</td>
<td>where appropriate, respond to requests for advice to assist others to communicate effectively.</td>
<td>Not applicable.</td>
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### Criterion 6 – analyse and evaluate issues and information

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<td>explain relevant information in a logical way, provide sound justification for its selection and thoroughly assess its worth</td>
<td>explain relevant information in a logical way, clearly justify its selection and assess its worth</td>
<td>explain relevant information in a logical way, clearly justify its selection and attempt to assess its worth</td>
<td>explain information in only a limited way and only poorly justify its selection and assess its worth</td>
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<td>demonstrate thorough understanding of a broad range of issues, examine differing viewpoints and exhibit comprehensive understanding of the implications</td>
<td>demonstrate thorough understanding of a range of issues, discuss differing viewpoints and exhibit sound understanding of the implications</td>
<td>demonstrate sound understanding of a range of issues, discuss differing viewpoints and exhibit some understanding of the implications</td>
<td>demonstrate only a limited understanding of some of the issues, discuss only a few viewpoints and exhibit little understanding of the implications</td>
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<td>classify, categorise and organise detailed information from a wide range of diverse sources into logical patterns or points of view</td>
<td>classify and organise detailed information from different sources into logical patterns or points of view</td>
<td>classify and organise some detailed information from a range of sources into logical patterns or points of view</td>
<td>classify and organise some information from a few sources into only limited patterns or points of view</td>
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<td>interpret complex and subtle information relevant to an issue and attribute appropriate weight to it in opposing or affirming evidence.</td>
<td>interpret information as opposing or affirming evidence.</td>
<td>cite and clarify information as opposing or affirming evidence in discussing an issue.</td>
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### Geography – Written Paper Marking Tool

#### Criterion 8 - select and justify relevant geographical examples

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<td>describe in detail why particular examples are selected</td>
<td>describe why particular examples are selected</td>
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<td>select a wide range of examples to support geographical ideas and principles</td>
<td>select a range of examples to support geographical ideas and principles</td>
<td>select some relevant examples to support geographical ideas and principles</td>
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<td>evaluate in detail selected examples according to relevance and comment on their significance.</td>
<td>evaluate selected examples according to relevance and comment on their significance.</td>
<td>evaluate selected examples according to relevance.</td>
<td>evaluate selected examples in only a very limited way.</td>
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#### Criterion 9 - apply problem solving skills

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<td>recognise a wide range of existing and potential geographical problems</td>
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<tr>
<td>suggest a wide range of innovative and effective methods to solve geographical problems</td>
<td>suggest a range of effective methods to solve geographical problems</td>
<td>suggest some appropriate methods to solve geographical problems</td>
<td>suggest only limited methods to solve geographical problems</td>
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<tr>
<td>evaluate solutions comprehensively and recommend an effective range of improvements.</td>
<td>evaluate solutions in detail and recommend effective improvements.</td>
<td>evaluate solutions and recommend improvements.</td>
<td>evaluate solutions and recommend improvements in only a very limited way.</td>
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</table>

#### Criterion 10 - demonstrate knowledge and understanding of geographical concepts and processes

<table>
<thead>
<tr>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate extensive knowledge and comprehensive understanding of geographic concepts and processes</td>
<td>demonstrate detailed knowledge and clear understanding of geographical concepts and processes</td>
<td>demonstrate sound knowledge and clear understanding of geographical concepts and processes</td>
<td>demonstrate only limited knowledge and understanding of geographical concepts and processes</td>
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<tr>
<td>use relevant recalled information to comprehensively support arguments linked to an issue</td>
<td>use relevant recalled information to clearly support arguments linked to an issue</td>
<td>use relevant recalled information to support arguments linked to an issue</td>
<td>use only limited recalled information to support arguments linked to an issue</td>
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<tr>
<td>apply detailed knowledge and understanding of geographical concepts and processes to local, regional and global examples</td>
<td>apply sound knowledge and understanding of geographical concepts and processes to local, regional and global examples</td>
<td>apply sound knowledge and understanding of geographical concepts and processes to local, regional and global examples</td>
<td>apply only limited knowledge and understanding of geographical concepts and processes to local, regional and global examples</td>
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<tr>
<td>demonstrate comprehensive knowledge and understanding of how geographic concepts and processes change over space and time.</td>
<td>demonstrate detailed knowledge and understanding of how geographic concepts and processes change over space and time.</td>
<td>demonstrate sound knowledge and understanding of how geographic concepts and processes change over space and time.</td>
<td>demonstrate only limited knowledge and understanding of how geographic concepts and processes change over space and time.</td>
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**AWARD DISTRIBUTION**

<table>
<thead>
<tr>
<th></th>
<th>EA</th>
<th>HA</th>
<th>CA</th>
<th>SA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>This year</td>
<td>7%</td>
<td>16%</td>
<td>47%</td>
<td>31%</td>
<td>190</td>
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<tr>
<td>Last year</td>
<td>7%</td>
<td>15%</td>
<td>46%</td>
<td>32%</td>
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</tr>
<tr>
<td>Last year (all examined subjects)</td>
<td>11%</td>
<td>19%</td>
<td>39%</td>
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<td>30%</td>
</tr>
<tr>
<td>Previous 5 years</td>
<td>6%</td>
<td>17%</td>
<td>48%</td>
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<td>28%</td>
</tr>
<tr>
<td>Previous 5 years (all examined subjects)</td>
<td>11%</td>
<td>19%</td>
<td>40%</td>
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<td>30%</td>
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</tbody>
</table>

**STUDENT DISTRIBUTION (SA or better)**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td>This year</td>
<td>43%</td>
<td>57%</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Last year</td>
<td>44%</td>
<td>56%</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Previous 5 years</td>
<td>42%</td>
<td>58%</td>
<td>16%</td>
<td>84%</td>
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</table>