

2025 ASSESSMENT REPORT

AAP315116 AUSTRALIA IN ASIA AND THE PACIFIC

General Comments

The 2025 AAP exam demonstrated a resounding success of student engagement with the course, particularly in Section B of the exam, which looked at partnerships. High-achieving students successfully addressed the criteria and the expected 'A' standard elements stated in the External Assessment Specifications (EAS) document. Weaker responses tended to be more general in nature, without demonstration of correct terminology or understanding of the requirements of what the question was asking of the candidates.

The exam, across all sections, allowed students to demonstrate their understanding of the course aims and the learning outcomes. The questions provided ample opportunity for students to achieve their highest potential without difficulty.

General improvement is encouraged in expression and correct terminology—geographic terminology is encouraged and expected by the end of a full year of study. For example, when discussing locations of nations or destinations within nations, students should use compass points to describe said location rather than using, for example, 'Japan is next to South Korea'. A more accurate statement would be 'Japan, which is east of South Korea, among others...'

Section A

Question 1 – Physical Geography

This question asked candidates to describe (to recount, tell of/about, chronicle, comment on, give an account of characteristics or features) the diversity of physical geography of one Asian nation in the AAP region, considering the concept of diversity and make a judgment(s) about the diversity within the chosen country.

In considering physical geography, all aspects related to the environment could have been discussed. This includes, but is not exclusive to, location (longitude and latitude), size, topography (for example: shape of land, mountains, rivers, plains, etc), climate and characteristics, vegetation, soils and degradation of the environments—preferably in that order so that each topic can build on the explanation for the next. For example, if the country is a north/south archipelago in the Northern Hemisphere, such as Japan, the range of climates and vegetation will reflect this, or, conversely, if the country is landlocked with most being 1000 metres above sea level (such as Nepal), this will also satisfy the need to analyse the degree of diversity. Candidates chose a range of nations, all relevant to the Asian region. Among the most represented were Japan, Indonesia, China, India and Nepal. Best answers looked at a range of physical features and supported their descriptions with named examples, such as rivers, mountains, and statistics relating to them, citing height, as well as temperatures and rainfall for the climate(s) and brought these back to forming an opinion on whether there is diversity in the physical geography of their chosen country or not.

Many answers were very general; comments such as ‘climate is very diverse’ or ‘the country is very flat or mountainous’ do not add much depth to the answer. Many answers repeated these general statements throughout. A significant number of responses omitted simple facts, such as the heights, lengths, etc., mentioned above. Candidates must be very clear about what aspects are relevant to physical geography, as some included population characteristics, urban areas or agriculture, which are categorised as human geography. This question is one which, when related to the course content, could have been anticipated and thus prepared for in detail; unfortunately, only the best answers appeared to have done this preparation.

Very strong responses discussed latitude, altitude, distance from the sea and aspect, and its links to climate to discuss variations of such in different locations. For example, Japan was described as having diverse climates on the islands of Okinawa and Hokkaido, one being closer to the equator and the other being much further north.

Question 2 – Human Geography

This question required candidates to describe the diversity of human geography within a chosen Pacific nation from the AAP course and to make a judgement about the extent of that diversity. Stronger responses demonstrated a clear understanding of the concept of diversity and supported their opinions—ranging from ‘not very diverse’ to ‘highly diverse’—with detailed evidence, explanation and examples. Human geography diversity could be explored through population characteristics, ethnic composition, cultural practices, religious groups, settlement patterns, and changes over time.

Overall, the question was not answered as thoroughly as expected. Some responses focused almost exclusively on religion, which limited their analysis. While religion is an appropriate component of human geography, it must be addressed alongside other characteristics of diversity. Ethnicity and religion were also sometimes treated as interchangeable, despite ethnicity relating to ancestry and cultural heritage, and religion representing belief systems and practices. The course document clearly identifies relevant human-geographical characteristics as including population size and density, urbanisation, and ethnic structure, and responses needed to engage with this broader range.

A wide variety of Pacific nations were chosen, with Fiji, Papua New Guinea (PNG) and Vanuatu being the most common. A small number of students wrote about New Zealand, which is not listed as a Pacific nation in the AAP course document, and these responses were penalised. Many students who selected PNG correctly identified it as highly diverse but did not move beyond stating that it contains many tribes or language groups. Stronger responses explained the nature of this diversity, its spatial distribution, and the historical and social factors contributing to it.

Weaker answers tended to describe only one aspect of diversity—usually ethnic structure—without addressing population characteristics, urban–rural contrasts, or cultural and religious variation. Stronger answers integrated demographic data such as total population, crude birth rate, life expectancy, dependency ratios, levels of development, urbanisation rates and industry-sector composition. These responses often included comparison over time, demonstrating change and continuity in population and cultural structures.

Descriptions of ethnic and religious diversity were more effective when supported by specific examples, such as major and minor ethnic groups, the distribution of different religions across regions, and explanations for these patterns. Students who discussed religious diversity in more depth, including denominations and their spatial concentrations, produced higher-quality responses.

High-standard answers recognised that diversity can also reflect differences in age structure, gender distribution, and settlement patterns. Some strong responses incorporated discussion of urbanisation and its impacts, using examples such as Port Moresby (PNG), Suva and Nadi (Fiji). The best responses connected these patterns to wider reasons for diversity, including historical migration, colonial legacies, and the influence of domestic and international policies.

Overall, successful answers provided a clear judgement supported by accurate examples, demographic evidence and explanation across multiple elements of human geography.

Criterion 2 – Communicate ideas and information

To excel in Criterion 2, candidates must communicate clearly, accurately and in a style suited to a short answer response. Begin with a clear introduction that states the student’s judgment and identifies the nation the student is discussing. Organise paragraphs logically—for example, from location to climate or from population structure to settlement patterns—so that each idea builds on the last. Use correct geographical terminology such as latitude, population density, temperate climate, ethnic composition, spatial distribution, and urbanisation. Explain ideas concisely and avoid vague statements like “very diverse” unless supported by examples. Use accurate spelling, punctuation and sentence structure to ensure the explanation is easy to follow. Incorporate named places, statistics and evidence taken from reputable sources, and make sure that any fact, idea or

quotation that is not the student's own is clearly acknowledged. Conclude with a summary reinforcing the student's final supported judgement.

Criterion 3 – Describe and assess physical and human geography of the AAP region

Criterion 3 requires candidates to accurately describe key characteristics of the chosen nation and then assess the extent of diversity using analysis and evidence. Begin by identifying relevant aspects of physical or human geography—such as climate zones, landforms, vegetation, population patterns, ethnic groups, or settlement distribution. Provide specific examples: named rivers, mountain ranges, temperature ranges, population totals, or demographic percentages. To assess diversity, compare regions within the country (e.g., north vs south, highland vs coastal, rural vs urban) and explain why differences occur using concepts such as latitude, altitude, migration, history or development. Avoid generalisations; always support claims with examples or data. The assessment should lead to a clear judgment about the 'extent' of diversity, using terms like low, moderate, or high, and justifying this with evidence. Strong responses show cause-and-effect reasoning, spatial understanding, and an ability to draw valid conclusions from the information presented.

Section B

Question 3 – Partnerships

Most respondents answered this question, selecting to discuss either trade, security, aid or a combination of all three. While all approaches were acceptable, responses that focused on one topic were able to provide greater depth of analysis. Responses to this question demonstrated a very strong awareness of and engagement with course content, using a wide range of accurate facts as evidence of their conceptual understanding.

Part a) of the question allowed candidates a broad choice in how they respond. However, stronger answers explored what the requirement was, 'Critically examine...' means in the question and refer to it directly in large measure throughout the response. In this case, candidates considered cause and effect, change and continuity, etc., displaying a relevant discussion of the changes and developments in the partnership over time. Students had the license to set their starting point for this essay, and more judicious responses did not attempt to cover inordinate amounts of time.

Part b) addresses the 'what if aspect of the specifications. Here, students were asked to consider ways in which the partnership outlined in Part a) could improve or deteriorate; for example, changing diplomatic ties, the role of nations outside the partnership, the role of changing attitudes and involvement in the region as a whole. Students should have a wealth of current material to apply here.

Indonesia was by far the most popular nation discussed in this section, followed by China. Fiji, Kiribati and Singapore.

Criterion 2 – Communicate ideas and information

To meet Criterion 2 effectively in Question 3, students must present a clear, coherent, and well-structured analytical essay. Begin with an introduction that identifies a chosen nation, the type of partnership(s) to be examined, trade, security and/or aid, and an overall judgement about how the relationship has changed over time. Organise the body paragraphs chronologically or thematically, ensuring each paragraph has a topic sentence and connects logically to the next. Students should use accurate and precise terminology such as bilateral relations, diplomatic engagement, regional stability, development assistance, free-trade agreements, strategic alignment, etc. Students should integrate specific evidence, including dates, agreements, policy shifts and named initiatives, to support claims. Ensuring spelling, punctuation and grammar helped rather than hindered clarity assisted with the assessment of this criterion. When presenting ideas from sources, students should distinguish them clearly from the analysis. Students should end with a concise conclusion that synthesises their findings and leads naturally into forward-looking predictions for Part b).

Criterion 4 – Describe and assess Australia’s changing relations with nations in the Asia–Pacific region in the areas of partnerships or immigration

Criterion 4 requires students to explain how and why Australia’s partnership with their chosen Asian or Pacific nation has changed over time, and to evaluate the significance of those changes. Students should begin by accurately outlining the nature of the partnership (trade, security, or aid) at an earlier point in history, using specific evidence such as agreements, key events, aid programs or military cooperation. Students should then analyse how and why the relationship developed, considering influences such as geographical shifts, domestic policy changes, natural disasters, regional competition, economic integration or shared security concerns. Candidate responses must assess the relative significance of these drivers, not simply list them to obtain higher marks. For Part b), students should use their understanding of past patterns to make logical, evidence-based predictions about how the relationship could strengthen or deteriorate. Consider future factors such as regional power dynamics, climate impacts, technological change, defence cooperation, or evolving trade priorities in this instance.

To meet Criterion 4 at a high level when discussing both Indonesia or China, students must show how Australia’s partnerships with each nation have changed over time, explain why these changes occurred, and evaluate the significance of the key drivers. Begin by outlining earlier stages of the relationships: with Indonesia, this includes post-independence engagement, development assistance, and periods of tension such as East Timor. For China, early ties include diplomatic recognition in 1972, growing trade through the 1980s–2000s, and the rapid expansion of resource exports.

Next, explain major turning points. For Indonesia, discuss the Lombok Treaty (2006) for example, cooperation on counterterrorism, maritime security, IA-CEPA, and disaster-response collaboration. For China, highlight examples such as ChAFTA (2015), economic interdependence, concerns over foreign interference, and the trade and diplomatic tensions from 2020–22. High-level responses analyse the significance of these shifts, considering factors such as regional stability, great-power competition, economic complementarities, strategic geography, and Australia’s alignment with partners like the US.

Finally, provide logical, evidence-based predictions. For Indonesia, consider climate partnerships, deepening defence interoperability, and growth in two-way trade. For China, consider gradual trade normalisation, continued security caution, cooperation on climate and education, or renewed tensions linked to Indo-Pacific strategic dynamics. This evaluative, comparative approach demonstrates strong Criterion 4 performance.

Question 4 – Immigration

Only five students elected to respond to the Immigration question in the 2025 examination. All candidates selected Vietnam as their case study, demonstrating a generally strong understanding of the historical context of Vietnamese migration to Australia and the processes surrounding refugee resettlement. The distinguishing feature between higher- and lower-scoring responses was the degree of evidence and detail used to support explanations. Students who incorporated specific examples – such as policy changes or settlement experiences – produced more coherent and insightful analyses. Those who were able to make informed and plausible predictions, grounded in contemporary bilateral relations and emerging regional considerations, engaged more effectively with the second part of the question, and demonstrated a more sophisticated understanding of Australia’s evolving immigration landscape.

Criterion 2 – Communicate ideas and information

Stronger responses used clear structure, precise terminology, and relevant evidence to explain Vietnamese migration and settlement. Effective communication included logical sequencing and concise application of data. Weaker responses lacked detail or relied on broad generalisations, reducing clarity, and limiting engagement with both historical context and the predictive components of the question.

Criterion 4 – Describe and assess Australia’s changing relations with nations in the Asia-Pacific region in the areas of partnerships or immigration

Higher-scoring responses demonstrated understanding of Australia–Vietnam relations by making plausible predictions grounded in contemporary developments such as the 2023 Comprehensive Strategic Partnership, expanding education and skills exchanges, and growing defence and maritime cooperation. Weaker responses offered generic forecasts lacking evidence. Stronger answers linked historical migration patterns to emerging regional and bilateral priorities.

Section C – Tourism

Question 5

Part a) of Question 5 asked students to compare the reasons for growth in tourism between two destinations selected from different groups in Table 1. A strong response required a genuine comparison of factors rather than two separate descriptions. Relevant comparative factors included changing travel tastes, rising disposable incomes, environmental conditions influencing destination choice, the growth of adventure or charity tourism, and security considerations.

Part b) required students to analyse the environmental impacts on one of their chosen destinations. Effective analysis considered both causes and effects, such as how overuse, fragile ecosystems, population pressures, or pollution shape environmental change and how these changes influence tourist behaviour. Strong answers also recognised that some impacts may be positive when tourism revenue enables improved environmental management.

Part c) asked students to propose ways to reduce or avoid negative environmental impacts. Successful responses provided detailed and justified strategies such as codes of conduct, zoning regulations, visitor caps, strengthened enforcement, improved tourist education, or science-based restoration initiatives. Students were expected to explain how and why these strategies would work rather than providing a simple list.

Criterion 2 – Communicate ideas and information

Most students demonstrated familiarity with essay structure, using extended written responses with clear topic sentences. Stronger answers compared destinations within the same paragraph, allowing for direct contrast. Essays that presented two separate destination summaries struggled to meet the comparative requirement. High-achieving students used appropriate geographical and tourism terminology such as overtourism, revenue, livelihoods, mitigation, and carrying capacity. Acronyms were used correctly, with full names provided at first use. Some responses contained descriptive travel commentary or unrelated details (e.g., food, attractions), which limited analytical depth. Popular destinations discussed were Bali, Phuket, Fiji, Uluru and the Great Barrier Reef.

Criterion 5 – Describe and assess tourism and its impact in the AAP region

Stronger responses supported their discussion of tourism trends with referenced statistics, such as annual visitor numbers, market share, or seasonal variations. Many students correctly identified post-COVID recovery as a temporary fluctuation and used the 5 A's—attractions, accommodation, amenities, affordability, accessibility—to structure explanations of tourism growth.

For Part b), high-performing responses provided specific, place-based environmental impacts (e.g., coral bleaching at the Great Barrier Reef, coastal erosion in Phuket, water pollution in Bali) and explained how tourism contributes to these pressures. Weaker responses listed impacts without analysing cause–effect relationships.

For Part c), the strongest essays proposed realistic, policy-based strategies such as protected-area zoning, stricter development controls, environmental levies, tourist-education campaigns, and sustainable transport initiatives. These responses explained how each strategy would reduce impacts, demonstrating evaluative thinking. Less successful responses suggested superficial actions or business-level changes without broader environmental justification.

Overall, performance in Section C was solid, with noticeable improvement in the use of data and destination-specific examples. Future candidates should ensure equal attention to all three parts of the question and provide justification for proposed management strategies.

Section D – National Responses to Crises

Question 6 – Man-made national crisis

There were four candidates who attempted this question on the exam. Question 6 required students to construct a report describing a man-made crisis in Country A, applying the demographic and geographic profile provided. Most students selected realistic crises such as political instability, communal violence, mining accidents, or cross-border militia activity, though some responses chose scenarios inconsistent with the country's context. Stronger answers grounded their crisis in the features of Country A, clearly distinguished direct and indirect causes, and linked impacts to its social and economic vulnerabilities. Weaker responses relied on memorised real-world examples and omitted required elements such as NGO involvement or evaluation of response effectiveness.

Criterion 2 – Communicate ideas and information

Stronger responses demonstrated clear adherence to the required report format, using headings, concise paragraphs and logically ordered information. High-performing students wrote with precision and avoided narrative retellings of real-world crises. Effective communication involved accurate terminology, clear explanation of roles and responses, and purposeful use of the data provided in the Country A profile. Less successful responses lacked structure, used lengthy descriptions of unrelated events, or failed to connect ideas coherently. Some responses confused the requirements of a report with an essay format. Overall, clear organisation, accuracy and consistent focus on the hypothetical scenario were key indicators of strong Criterion 2 performance.

Criterion 6 – Describe cause and effect of national crises in the AAP region and assess effectiveness of responses

Successful responses clearly identified realistic man-made crises relevant to Country A's demographic and geographic profile, explaining both direct and indirect causes. Some man-made crises that were discussed included domestic terrorism using explosives (this is highly unlikely and demonstrates a lack of understanding of the hypothetical country) a coup, a pipeline disaster, an industrial spill and an invasion. High-performing students analysed the crisis' effects on people, infrastructure, and governance before evaluating the roles of Government and NGOs. Strong evaluation considered limitations such as resource shortages, political instability, or coordination issues. Weaker responses applied generic crises without reference to Country A's context or focused solely on describing events without assessing response effectiveness. The strongest papers demonstrated applied understanding, used the data from Country A effectively, and provided balanced judgements about the adequacy of crisis responses. Best responses included discussion of man-made crises of corruption, health crises and tribal conflict.

Question 7 – Natural national crisis

Question 7 required students to write a report-style response on a natural crisis affecting Country A, using the hypothetical data and geographic context provided in the exam. Many students selected realistic natural events such as earthquakes, tsunamis, flooding, and landslides, which align with the tectonic and climatic conditions of Country A's location near Papua New Guinea and Indonesian West Papua. However, a notable number incorrectly selected cyclones, which are not plausible given the country's geographical placement outside the cyclone belt.

Responses varied in the clarity of their structure and their ability to apply the Country A profile. While many students outlined both direct and indirect causes, fewer addressed the full range of social, environmental and economic impacts expected in a high-level response. Additionally, several responses omitted NGO involvement entirely, despite the question explicitly requiring this. Some answers also included inappropriate forms of aid, such as NGOs trying to 'restart tourism,' which does not match Country A's low-income, highly rural context. The best responses integrated ideas from Disaster Risk Reduction (DRR) and the Sendai Framework, demonstrating an understanding of both short-term response and long-term resilience.

Criterion 2 – Communicate ideas and information

Stronger responses adhered closely to the required report format, using headings, subheadings, and logically ordered sections. High-achieving students wrote concisely, avoided narrative retellings, and structured their work around the three required components: causes, organisational responses, and effectiveness. Several responses drifted into essay style, reducing clarity and making it difficult for markers to identify essential information.

Precision of language was a marker of success; students who used specialised terminology – seismic activity, displacement, infrastructure failure, environmental degradation, humanitarian coordination – were able to communicate ideas more effectively. A recurring weakness was the lack of clear separation between Government and NGO roles. Some students omitted NGOs completely, which limited their communication of the full range of required information. Others incorrectly referenced inappropriate aid actions, such as NGOs attempting to revive tourism, demonstrating limited engagement with the scenario.

High-quality responses used the Country A data meaningfully, integrating demographic details and geographic context into each section. Clear linking sentences and well-organised paragraphs supported coherence. Weaker responses displayed structural inconsistencies, lacked headings, or contained long descriptive passages that did not advance the required analysis. Overall, strong Criterion 2 performance reflected clarity, structure, precision, and adherence to report conventions.

Criterion 6 – Describe cause and effect of national crises in the AAP region and assess effectiveness of responses

Strong responses demonstrated accurate identification of realistic natural crises relevant to Country A's location, such as earthquakes, landslides, tsunamis, and flooding. These responses clearly distinguished direct causes (tectonic movement, ground shaking, slope instability) from indirect causes (soil saturation, infrastructure weakness, deforestation). High-performing students outlined the social impacts (loss of life, displacement, trauma), environmental impacts (erosion, contamination, habitat loss), and economic impacts (crop failure, damaged transport links, loss of productivity) in a structured and analytical manner.

A common weakness was the selection of implausible hazards—most notably cyclones—which undermined the validity of the cause–effect analysis. Some responses also failed to address NGO involvement, focusing only on government actions, and therefore limiting the evaluation of crisis response. In several cases, students described inappropriate aid activities that did not match the demographic or economic profile of Country A.

The strongest evaluations considered both the effectiveness and limitations of responses, referencing challenges such as remoteness, resource scarcity, political capacity, and coordination difficulties. Some students effectively incorporated Disaster Risk Reduction principles and elements of the Sendai Framework, recognising the importance of preparedness, early warning systems, reconstruction planning, and long-term resilience. These elements distinguished the highest-level Criterion 6 responses.

Marking Tool

Australia in Asia and the Pacific

Examination Paper 2025

Introduction: This marking tool is designed as a guide for markers; it is neither complete nor prescriptive but rather could be of use as a starting point for markers to aid their marking. Suggested examples are just that and markers will have a far greater wealth of evidence to draw from.

Section A- Diversity of the Physical and Human Geography in the AAP Region

Question 1

To what extent can the Physical Geography of **one (1) Asian Nation** within the AAP region be described as diverse? Use specific examples to support your argument.

Comments: This question is asking students to consider the concept of diversity and make a judgment(s) about the diversity within the chosen country. Answers should demonstrate an attempt (at least) to provide an opinion based on examples. Opinions will probably vary from: 'not very diverse' to 'extremely diverse', but only the better answers will provide detailed evidence and reasons for this opinion. Diversity could be considered under the headings of culture, population, ethnicity, religion and so on. Some better answers may even consider changes in diversity over time.

Question 2

To what extent can the Human Geography of **one (1) Pacific Nation** within the AAP region be described as diverse? Use specific examples to support your argument.

Comments: This question is asking students to consider the concept of diversity and make a judgment(s) about the diversity within the chosen country. Answers should demonstrate an attempt (at least) to provide an opinion based on examples. Opinions will probably vary from: 'not very diverse' to 'extremely diverse', but only the better answers will provide detailed evidence and reasons for this opinion. Diversity could be considered under the headings of climate, landform and so on. Some better answers may even consider changes in diversity over time.

Criterion 2 – Communicate ideas and information Q1 & 2	A+ A A-	B+ B B-	C+ C C-	D+ D D- fort)
	communicates using methods, formats and styles appropriate to task and audience	communicates using methods, formats and styles appropriate to task	communicates using methods, formats and styles appropriate to task	unable to adequately communicate using methods, formats and styles appropriate to task
	composes clearly structured, coherent and cohesive analytical essays and reports	composes structured and coherent analytical essays and reports	composes structured analytical essays and reports	unable to compose structured analytical essays and reports
	accurately uses complex grammatical conventions, and spelling and punctuation in written responses	accurately uses grammatical conventions, spelling and punctuation in written responses	uses grammatical conventions spelling and punctuation to achieve clarity in written responses	unable to use grammatical conventions spelling and punctuation to achieve clarity in written responses
	uses a wide range of appropriate terms to explain ideas and concepts, and to clearly communicate meaning	uses a range of appropriate terms to explain ideas and concepts and to clearly communicate meaning.	uses a limited range of appropriate terms ^o to support discussion and communicate meaning.	unable to use a limited range of appropriate termsrn to support discussion, which confuses meaning
	clearly identifies information, images, ideas and words of others used in the learner's work	clearly identifies information, images, ideas and words of others used in the learner's work	differentiates information, images, ideas and words of others from the learner's own words.	does not identify the information, images, ideas and words of others used in the learner's work

Q1&2	A+ A A-	B+ B B-	C+ C C-	D+ D D- (or t)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Criterion 3 – describe and assess physical and human geography of the Australia, Asia and Pacific region</p>	correctly explains the characteristics of physical geography in one nation in the Pacific	correctly explains characteristics of physical geography in one nation in the Pacific	correctly explains major characteristics of physical geography in one nation in the Pacific	unable to adequately correctly explain major characteristics of physical geography in one nation in the Pacific
	analyses and evaluates the degree of diversity in physical geography in a Pacific Country	analyses the degree of diversity in physical geography in a Pacific Country	assesses the degree of diversity in physical geography in a Pacific Country	unable to adequately analyse and evaluate the degree of diversity in physical geography in a Pacific Country
	presents clear, logical and detailed analytical interpretations and arguments to account for similarities and differences between physical and human geography in the Australia, Asia and Pacific region	presents clear, logical, coherent and evidence-based interpretations and arguments to account for similarities and differences between physical and human geography in the Australia, Asia and Pacific region	presents clear and logical interpretations and arguments to account for similarities and differences between physical and human geography in the Australia, Asia and Pacific region	unable to adequately presents clear and logical interpretations and arguments to account for similarities and differences between physical and human geography in the Australia, Asia and Pacific region
	uses generalisations based on own knowledge of human and physical geography in the Australia, Asia and Pacific region to make logical, reasoned predictions and reach valid, reasoned conclusions about human and physical geography in real and hypothetical contexts	uses generalisations based on own knowledge of human and physical geography in the Australia, Asia and Pacific region to make logical predictions and reach valid conclusions about human and physical geography in real and hypothetical contexts	uses generalisations based on own knowledge of human and physical geography in the Australia, Asia and Pacific region to make predictions and reach some valid conclusions about human and physical geography in real and hypothetical contexts	unable to use generalisations based on own knowledge of human and physical geography in the Australia, Asia and Pacific region nor to reach any valid conclusions about human and physical geography in real and hypothetical contexts

Section B -Australia's Changing Roles in the Region

Question 3 - Partnerships

- a) Critically examine how the partnership between Australia and either one (1) Pacific Nation or one (1) Asian nation has changed and developed over time. In your answer consider one (1) or more of the following partnerships: Trade, Security and/or Aid.
- b) Predict a range of ways this partnership could either improve or deteriorate in the future.

Comments:

Part (a) of the question allows students a broad choice in how they respond. However, better answers will explore what the requirement, 'Critically examine...' means in the question and refer to it directly in large measure throughout the response. In this case students may consider cause and effect, change and continuity, etc., displaying a relevant discussion of the changes and developments in the partnership over time. Students have license to set their starting point for this essay, but more judicious responses will probably not attempt to cover inordinate amounts of time.

Part (b) addresses the 'what if' aspect of the specifications. Here students are asked to consider ways in which the partnership outlined in part (a) could improve or deteriorate, for example, changing diplomatic ties, the role of nations outside the partnership, the role of changing attitudes and involvement in the region as a whole. Students should have a wealth of current material to apply here.

Question 4 - Immigration

- a) Critically examine one (1) national OR ethnic group's experience of resettlement in Australia. The selected group must be from the Asia-Pacific region.
- b) Predict future changes in migration to Australia for this national or ethnic group.

Comments: Part (a) of the question asks students to accurately identify a national or ethnic group that has been part of the experience of migration to Australia and to 'critically examine' that experience in terms of resettlement in Australia. Answers will explore what the requirement, 'critically examine...' means in the question and refer to it directly in large measure throughout the response. In this instance students may explore the quality of the experience, the policies and attitudes of the country of origin and Australia, changes in the experience over time, and so on.

Part (b) addresses the 'what if' aspect of the specifications. Here students are open to explore the kinds of changes that may impact the migration to Australia for the national or ethnic group in the future. Issues such as changing Australian policy, a changing political and social landscape, attitudes towards Australia from within the country of origin, and so on.

Q3&4 Criterion 2 – Communicate ideas and information	A+ A A-	B+ B B-	C+ C C-	D+ D D- fort)
	communicates using methods, formats and styles appropriate to task and audience	communicates using methods, formats and styles appropriate to task	communicates using methods, formats and styles appropriate to task	unable to adequately communicate using methods, formats and styles appropriate to task
	composes clearly structured, coherent and cohesive analytical essays and reports	composes structured and coherent analytical essays and reports	composes structured analytical essays and reports	unable to compose structured analytical essays and reports
	accurately uses complex grammatical conventions, and spelling and punctuation in written responses	accurately uses grammatical conventions, spelling and punctuation in written responses	uses grammatical conventions spelling and punctuation to achieve clarity in written responses	unable to use grammatical conventions spelling and punctuation to achieve clarity in written responses
	uses a wide range of appropriate terms to explain ideas and concepts, and to clearly communicate meaning	uses a range of appropriate terms to explain ideas and concepts and to clearly communicate meaning.	uses a limited range of appropriate terms ⁰ to support discussion and communicate meaning.	unable to use a limited range of appropriate terms ⁰ to support discussion, which confuses meaning
clearly identifies information, images, ideas and words of others used in the learner's work	clearly identifies information, images, ideas and words of others used in the learner's work	differentiates information, images, ideas and words of others from the learner's own words.	does not identify the information, images, ideas and words of others used in the learner's work	

Q3&4 Criterion 4 – describe and assess Australia's changing relations with nations in the Asia Pacific region in the areas of partnerships or migration	A-	B+ B B-	C+ C C-	D+ D D- for t1
correctly explains and analyses describe ⁰ major historical changes in Australia's relations with areas of migration partnerships or migration	correctly explains historical changes in Australia's relations with nations in the Asia-Pacific region in the areas of partnerships or migration	correctly explains major historical changes in Australia's relations with nations in the Asia-Pacific region in the areas of partnerships or migration	correctly describes ⁰ major historical Australia's relations with nations in the Asia-Pacific region in the areas of partnerships or migration	unable to correctly changes in Australia's Asia-Pacific region in the Pacific region in the areas of the areas of partnerships or
presents clear, logical and detailed present clear and analytical interpretations and for historical historical changes	presents clear, logical, coherent and logical interpretations and arguments to account for historical changes in Australia's relations with nations in the Asia-Pacific region, and relative evaluates relative significance of significance of drivers in change process	presents clear and logical interpretations evidence-based interpretations and arguments to account for historical changes in Australia's relations with nations in the Asia-Pacific region, making valid observations about relative significance of drivers in change process	presents clear and logical interpretations evidence-based interpretations and arguments to account for historical changes in Australia's relations with valid observations about observations about relative drivers in change process	unable to adequately and arguments to account arguments to account for Australia's relations with valid observations about observations about relative drivers in change process

	uses generalisations based on own knowledge of Australia's changing role in the Asia-Pacific region to make logical, reasoned predictions about Australia's future role in the region	uses generalisations based on own knowledge of Australia's changing role in the Asia-Pacific region to make logical predictions about Australia's future role in the region	uses generalisations based on own knowledge of Australia's changing role in the Asia-Pacific region to make some predictions about Australia's future role in the region	unable to adequately use generalisations based on own knowledge of Australia's changing role in the Asia-Pacific region to make some predictions about Australia's future role in the region
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Section C- Tourism in the Australia, Asia and Pacific Region

Question 5

- Compare the reasons for the growth in tourism in **two (2)** destinations. (The destinations chosen must be from **two (2)** different groups in the Table 1.)
- Analyse how the environment of **one (1)** of these destinations has been affected by tourism.
- Suggest ways that negative environmental impacts of tourism on this destination could be avoided.

Comments: Part (a) of this question asks students to compare the reasons for growth in tourism in two tourist destinations from the list in Table 1. The key here is for answers to show a genuine comparison of factors. Such factors could include changing trends in travel tastes, income changes of potential tourists, environmental impacts on the destinations, growth in adventure/charity tourism, security concerns, etc.

Part (b) asks for an analysis of environment impacts on one of the destinations chosen in part (a). An analysis may consider causes and effects of environmental changes, why such changes may have caused changes in tourist behaviour (avoidance of certain areas for preference elsewhere), issues concerning overuse of areas, growth of population, etc. Some answers may consider possible positive impacts for example, caused by greater income to a destination to address environmental concerns.

Part (c) asks students to suggest ways the negative environmental impacts on the destination could be reduced or avoided. There should be a host of suggestions here for example codes of conduct, better and more specific regulation of sites, imposition of sanctions, greater tourist education at home and at the destination, the role of science in combatting environmental impacts and cleaning up problem areas, etc. Students should include how (and possibly why) their various suggestions for improvement would work so their answers do not consist of a simple list. That is, include some justification for their ideas.'

Q5 Criterion 2 – Communicate ideas and information <	A+ A A-	B+ B B-	C+ C C-	D+ D D- fort)
	communicates using methods, formats and styles appropriate to task and audience	communicates using methods, formats and styles appropriate to task	communicates using methods, formats and styles appropriate to task	unable to adequately communicate using methods, formats and styles appropriate to task
	composes clearly structured, coherent and cohesive analytical essays and reports	composes structured and coherent analytical essays and reports	composes structured analytical essays and reports	unable to compose structured analytical essays and reports
	accurately uses complex grammatical conventions, and spelling and punctuation in written responses	accurately uses grammatical conventions, spelling and punctuation in written responses	uses grammatical conventions spelling and punctuation to achieve clarity in written responses	unable to use grammatical conventions spelling and punctuation to achieve clarity in written responses
	uses a wide range of appropriate terms to explain ideas and concepts, and to clearly communicate meaning	uses a range of appropriate terms to explain ideas and concepts and to clearly communicate meaning.	uses a limited range of appropriate terms ⁰ to support discussion and communicate meaning.	unable to use a limited range of appropriate terms to support discussion, which confuses meaning
	clearly identifies information, images, ideas and words of others used in the learner's work	clearly identifies information, images, ideas and words of others used in the learner's work	differentiates information, images, ideas and words of others from the learner's own words	does not identify the information, images, ideas and words of others used in the learner's work

Criterion 5 describe and assess tourism and its impact in the Australia, Asia and Pacific region	A+ A A-			B+ B B-			C+ C C-			D+ D D-(ort)		
	correctly explains and analyses changing trends in tourism within the Australia, Asia and Pacific region			correctly explainslzl changing trends in tourism within the Australia, Asia and Pacific region			correctly describeslzl changing trends in tourism within the Australia, Asia and Pacific region			unable to correctly describelzl changing trends in tourism within the Australia, Asia and Pacific region		
	presents clear, logical and detailed analytical interpretations and arguments to account for changing trends in tourism in the Australia, Asia and Pacific region, and evaluates relative significance of drivers in change process			presents clear, logical, coherent and evidence-based interpretations and arguments to account for changing trends in tourism in the Australia, Asia and Pacific region, and analyses relative significance of drivers in change process			presents clear and logical interpretations and arguments to account for changing trends in tourism in the Australia, Asia and Pacific region, making valid observations about relative significance of drivers in change process			unable to adequately present clear and logical interpretations and arguments to account for changing trends in tourism in the Australia, Asia and Pacific region, nor make valid observations about relative significance of drivers in change process		
g	analyses and evaluates environmental, social, cultural and economic impact of tourism on destinations in the Australia, Asia and Pacific region, and effectiveness of management practices in reducing/minimising negative impacts			analyses environmental, social, cultural and economic impact of tourism on destinations in the Australia, Asia and Pacific region, and effectiveness of management practices in reducing/minimising negative impacts			assesses environmental, social, cultural and economic impact of tourism on destinations in the Australia, Asia and Pacific region, and effectiveness of management practices in reducing/ minimising negative impacts			unable to adequately assess environmental, social, cultural and economic impact of tourism on destinations in the Australia, Asia and Pacific region, and effectiveness of management practices in reducing/ minimising negative impacts		
vu c	uses generalisations based on own knowledge of tourism in the Australia, Asia and Pacific region to make logical, reasoned predictions and reach valid, reasoned conclusions about environmental, cultural, social and economic impact of tourism in real and hypothetical contexts			uses generalisations based on own knowledge of tourism in the Australia, Asia and Pacific region to make logical predictions and reach valid conclusions about environmental, cultural, social and economic impact of tourism in real and hypothetical contexts			uses generalisations based on own knowledge of tourism in the Australia, Asia and Pacific region to make predictions and reach some valid conclusions about environmental, cultural, social and economic impact of tourism in real and hypothetical contexts			uses generalisations based on own knowledge of tourism in the Australia, Asia and Pacific region to make predictions and reach some valid conclusions about environmental, cultural, social and economic impact of tourism in real and hypothetical contexts		

Section D

Question 6 - Man-made National Crisis

You have been asked to write a report on the man-made crisis in Country A for the Minister for Foreign Affairs and Trade (DFAT). Your report will be based on your observations of Country A and the data provided in Table 2.

Your report **must** include the following:

- a) an outline of the crisis and its causes,
- b) a description of the role of the main Government and Non-Government Organisations (NGOs) that have responded to the crisis, and
- c) an assessment of the effectiveness of the response by these organisations to date.

Comments: Answers need to address all three parts of the question. The layout of the question allows students to set out their report easily if they follow the three parts. Better answers should do more than re-state the data in the table, or simply describe the geographical position of Country A. Part (a) of question allows students to describe the crisis itself: its nature, scale, problems faced in responding to the crisis (distance, remoteness, possible social and civil unrest, ethnic conflict) and so on. (Some of these will be assessed in part (c).) Answers should also indicate the major cause(s) of the event (climate change, pre-existing civil conflicts/unrest, economic issues, foreign intervention, etc.)

Part (b) asks students to identify the credible responders, outline the responses (both immediate and ongoing) that governments and NGOs have made to address the crisis. Such responses may take the form of aid packages, (food, medicines), supplying expert personnel, working with media to raise awareness, arguing for a role for the UN, and so on.

Finally in Part (c) students should make an assessment of the effectiveness of the various responses in Country A. This may include the timely-ness of the response, the appropriateness of the aid, etc., cultural and political sensibilities, issues which may be hampering the effectiveness of the response: terrain, transport issues, other international priorities, etc. Answers may also deal with the effectiveness or otherwise of coordinating a united response given the various organisations involved.

Question 7 - Natural National Crisis

You have been asked to write a report on the natural crisis in Country A for the Minister for Foreign Affairs and Trade (DFAT). Your report will be based on your observations of Country A and the data provided in Table 2.

Your report **must** include the following:

- a) an outline of the crisis and its causes,
- b) a description of the role of the main Government and Non-Government Organisations (NGOs) that have responded to the crisis, and
- c) an assessment of the effectiveness of the response by these organisations to date.

Comments: Answers need to address all three parts of the question. The layout of the question allows students to set out their report easily if they follow the three parts. Better answers should do more than re-state the data in the table, or simply describe the geographical position of Country A. Part (a) of question allows students to describe the crisis itself: its nature, scale, problems faced in responding to the crisis (distance, remoteness, possible social and civil unrest, ethnic conflict) and so on. (Some of these will be assessed in part (c).) Answers should also indicate the major cause(s) of the event (climate change, tectonic forces, extreme weather event, etc.)

Part (b) asks students to identify the credible responders, outline the responses (both immediate and ongoing) that governments and NGOs have made to address the crisis. Such responses may take the form of aid packages, (food, medicines), supplying expert personnel, working with media to raise awareness, engineering projects, and so on.

Finally in Part (c) students should make an assessment of the effectiveness of the various responses in Country A. This may include the timely-ness of the response, the appropriateness of the aid, etc., cultural and political sensibilities, issues which may be hampering the effectiveness of the response: terrain, transport issues international priorities, etc. Answers may also deal with the effectiveness or otherwise of coordinating a united response given the various organisations involved.

Q6&7	A+ A A-	B+ B B-	C+ C C-	D+ D D- fort)
Criterion 2 – Communicate ideas and information	communicates using methods, formats and styles appropriate to task and audience	communicates using methods, formats and styles appropriate to task	communicates using methods, formats and styles appropriate to task	unable to adequately communicate using methods, formats and styles appropriate to task
	composes clearly structured, coherent and cohesive analytical essays and reports	composes structured and coherent analytical essays and reports	composes structured analytical essays and reports	unable to compose structured analytical essays and reports
	accurately uses complex grammatical conventions, and spelling and punctuation in written responses	accurately uses grammatical conventions, spelling and punctuation in written responses	uses grammatical conventions spelling and punctuation to achieve clarity in written responses	unable to use grammatical conventions spelling and punctuation to achieve clarity in written responses
	uses a wide range of appropriate terms to explain ideas and concepts, and to clearly communicate meaning	uses a range of appropriate terms to explain ideas and concepts and to clearly communicate meaning.	uses a limited range of appropriate terms to support discussion and communicate meaning.	unable to use a limited range of appropriate terms to support discussion, which confuses meaning
	clearly identifies information, images, ideas and words of others used in the learner's work	clearly identifies information, images, ideas and words of others used in the learner's work	differentiates information, images, ideas and words of others from the learner's own words	does not identify the information, images, ideas and words of others used in the learner's work

Q6&7	A+ A A-	B+ B B-	C+ C C-	D+ D D- fort)
Criterion 6 – describe cause and effect of national crises in the Asia and Pacific region, and assess effectiveness of responses.	explains ⁰⁰ the causes and impact of crisis on an hypothetical Asia-Pacific nation	describes ^B the causes and impact of crisis on an hypothetical Asia-Pacific nation	correctly identifies ⁰ the causes and impact of crisis on an hypothetical Asia-Pacific nation	unable to correctly identify ⁰ the causes and impact of crisis on an hypothetical Asia-Pacific nation

	analyses and evaluates effectiveness of national and international responses to crisis in an hypothetical Asia-Pacific nation	analyses effectiveness of national and international responses to crisis in an hypothetical Asia-Pacific nation	assesses effectiveness of national and international responses to crisis in an hypothetical Asia-Pacific nation	unable to adequately assess effectiveness of national and international responses to crisis in an hypothetical Asia-Pacific
	uses generalisations based on own knowledge of cause, effect and responses to national crisis in the Asia-Pacific region to make logical, reasoned predictions and reach valid, reasoned conclusions about cause, effect and responses to national crisis in an hypothetical context	uses generalisations based on own knowledge of cause, effect and responses to national crisis in the Asia-Pacific region to make logical predictions and reach valid conclusions about cause, effect and responses to national crisis in an hypothetical context	uses generalisations based on own knowledge of cause, effect and responses to national crisis in the Asia-Pacific region to make predictions and reach some valid conclusions about cause, effect and responses to national crisis in an hypothetical context	unable to adequately use generalisations based on own knowledge of cause, effect and response to national crisis in the Asia-Pacific region to make predictions and reach some valid conclusions about cause, effect and response to national crisis in an hypothetical context