

2022 ASSESSMENT REPORT

GGY315120 – GEOGRAPHY

GENERAL COMMENTS

There were 150 students enrolled in Geography 3 in 2022. Criteria 3, 4, 5 and 6 were assessed twice on different questions. Students needed to perform consistently in all four sections of the examination and satisfy the requirements of the criteria in each question to achieve the best possible overall award.

Students need to ensure that they read the instructions carefully so that they answer all the required questions. There were four sections in the examination with eight questions in total to be answered.

It is highly recommended that students keep to the suggested time allocations on the examination paper and that each question is answered to the best of the student's ability.

Students need to number the questions clearly and accurately on both the front cover of the answer booklet and where a section has multiple questions in one booklet clearly identify inside the booklet which question is being answered. Each section is to be written in a separate booklet. However, Section A requires students to answer each question in a separate booklet.

It is imperative that students read the questions carefully and respond accordingly. In some cases, students had pre-prepared their responses which did not adequately address the question.

Some common errors throughout the exam included students not incorporating geographic terminology in their responses, incorrectly referring to continents or cities as countries and not always using capital letters for place names.

SECTION A

QUESTION 1

This question assessed Criterion 4

This question was compulsory and was therefore attempted by every student.

It is important to use the preparation time, particularly in this question, to analyse the given data, in this case The World Distribution of GNI PPP in 2020. Using the Data Sheet, various groupings could have been assessed and, while the map was unavailable for recording analysis, the rough notes sheet could have been utilised to record observations, examples of countries and statistics. This time to **plan** answers should be used to the full.

Analysing what the questions are asking is critical. Part a) asked that the map be described. The majority of students described some but also explained. This was not necessary, it wasted time and often duplicated what should have been in part b).

Labelling answers is important. Too many students failed to distinguish between the two parts and because reasons were often given in a) it was sometimes difficult to work out where a) finished and b) started. It is also necessary to ensure that all parts of the questions are attempted. Credit cannot be given for an answer which is not there.

Many students used a lot of words to say very little. A definition of GNIPPP could be important if it were made to be. Description of the mechanics of the map does not add to a response e.g., “Australia is shaded in blue” what this means is the key. Terms such as “You can see” or “We can see that” are not required nor is the repetition of the words used in the question e.g. “part b) asked for two countries to be identified, one with a high GNIPPP and one with a low GNIPPP...” Constructive use of time is one way to success and as such statements such as “The pattern of Global National Income purchasing power parity is fairly straightforward” contribute little to an answer.

Grammar and spelling are also important. Verb tenses must be appropriate and consistent. Adjectives such as ‘poor’, ‘rich’, ‘old’ etc. should have figures to justify and put the answer into context. Spelling of commonly used words such as countries (countrys) or sustainable (sustenable) should be reviewed and the correct spelling consolidated during the year.

QUESTION 1 – PART A

This part of the question required students to describe the pattern of GNIPPP as shown on the World map. The best answers gave an overall description of the pattern shown on the map of GNIPPP,2020 categorising into groups often described as being More Developed, Less developed and a middle group. Country names, continent and areas such as Western Europe were all used to describe locations. The best answers pointed out anomalies such as the Middle East. No explanation was necessary. Some explained what was meant by the term development and this avoided evaluations such as ‘The Pacific Rim is low in development’ and meant that the word development was not used as an explanation in itself. Sometimes some reasoning became circular i.e., high income countries are more developed therefore they have more income. A significant number of students used the question to show evidence that they knew what the Demographic Transition Model is going as far as to draw the diagram. This is inappropriate in this answer. Applying the concept can be helpful providing that the correct stage is used as evidence. For example, there are no countries in Stage 1/2 of the Model. The question was not problematical provided the students did what was asked i.e., describe the pattern. Better answers were able to correctly locate specific areas using the key to evaluate level of GNIPPP.

QUESTION 1 - PART B

This part of the question required students to use the data sheet to identify one country with a GNIPPP and one country with a low GNIPPP and then select two other indicators from the data sheet to support the level of development. The challenge in this part was twofold: first to select appropriate countries. Many did this and chose countries from Middle and West Africa as LDCs with European, some North American, some in Oceania and Japan as MDC's. Countries such as Singapore, Macau, Lesotho or UAE should probably have been avoided as they require specialist knowledge. Madagascar as an LDC was a popular choice while Australia was the most favoured as an MDC. Second, choice of the two other indicators was critical to the quality of the responses. Indicators such as Infant Mortality Rate, Life Expectancy, Total Fertility Rate or Natural Increase were good choices and the best answers used them to support the level of economic development of each country. One of the most commonly used indicators was percentage urban. This was commonly used to assert that the higher the urban population, the more developed a country is which is, to an extent, the case. However, the reasoning in a lot of answers was flawed in that there seemed to be a lack of understanding of the nature of Less Developed Economies. Most did not choose China or India which was wise. There was a widespread assertion that all urban jobs are well paid, that workforce participation is higher in cities as women, especially in LDCs, have to take time to look after babies due to large family sizes and children U15 don't work in LDCs in cities or anywhere else for that matter. Indicators which, without specialised knowledge, did not support the level of development of a country were the Net Migration Rate and Population per km² of Arable Land.

Whatever indicators were chosen it is **essential** to use the units e.g., GNIPPP **US\$**, LE **years**, IMR **% of babies dying per 1000 born in their first year etc.** One mentioning for each is sufficient to show that the student is aware of what the indicator actually means.

QUESTION 2

This question assessed Criterion 6

There were three parts to this question and students needed to ensure they clearly addressed each part. The question required a description of **two** urban challenges in Australia. Students had to choose one of these challenges to provide a solution or program to address the challenge. The third part of the question required an assessment of the outcome of the solution over time.

QUESTION 2 - PART A

Many students were able to correctly identify urban challenges, however some students seemed to confuse 'regional city' with 'rural area'. This is not the case, there are many regional cities in Australia that face similar challenges as they do in larger metropolitan areas, they are just on a smaller scale. It was therefore not appropriate to suggest that the population of

urban areas was in decline and that there were limited education and employment opportunities in these areas.

The most common challenges identified were transport and urban sprawl. Other well thought out responses included lack of power supply, social inequality and food source. Responses should have given equal amount of detail to each challenge. Some students wrote an extensive amount on one challenge and then provided a one or two sentence summary of their second challenge. The question required students to describe the challenges, so simply writing 'traffic congestion' is not sufficient. Students need to explain why traffic congestion is a challenge and why this specifically relates to urban areas.

There should have been a focus on why the suggested challenge was indeed a challenge for urban areas. Better responses were able to link it with the growth of the population of cities and the implications this had on the particular challenge.

In the current climate, people living in urban areas are not likely to find it difficult to find employment. Students who discussed the lack of employment opportunities in urban areas show a deficit in current news and events. Likewise, referring to drought and water scarcity are not currently challenges that are facing urban areas in Australia. This shows a lack of understanding of recent events in Australia in 2022 and the impact these have on urban areas.

QUESTION 2 - PART B

A solution was only required to be written on one of the challenges. Students that discussed solutions for both challenges, wasted time and did not receive any extra credit for doing so.

A solution should be specific and provide detail. It is not enough to suggest that increasing public transport would be a good solution. This should go into further detail by explaining how this would be implemented and what form of public transport would be beneficial in reducing traffic congestion. Common responses also referred to the project currently underway in Victoria. Ensure when discussing Daniel Andrews, he is referred to as the Premier of Victoria rather than the Prime Minister of Victoria, which was mentioned in several different scripts.

Better responses provided a specific example of an existing challenge in a city and used a clear solution that is already being adopted. Having said this, in some cases some students were successful in demonstrating how an approach being used in another city could be used in the Australian example being discussed.

QUESTION 2 - PART C

This part of question 2 required students to evaluate their solutions they had posed in part b). Better responses clearly made the distinction between parts b) and c). The evaluation should offer reasons why the suggested solution would be effective in responding to the challenge.

Many students did not address this part of the question, or only in a limited way.

SECTION B

This section assessed Criteria 4 and 5

Overall, the standard in Section B was not as strong as in previous years. Spelling was particularly poor, with many students incorrectly spelling key terminology such as *anthropogenic*, *industrial revolution*, *emissions*, *forest*, *deforestation* and *temperature*. Capitalisation of country names was also commonly overlooked. Many students unnecessarily offered solutions to the problem of anthropogenic climate change and (occasionally) direct human action causing land cover change. While these were often good examples, this was not a part of the question and demonstrated a lack of engagement with the question. Students would be better off adding detail to a more focused response rather than including information that does not directly respond to the question.

QUESTION 3

Many students did not engage with the first part of the question, in which they were required to explain the nature, extent and impacts of the process of anthropogenic climate change (ACC). Responses needed to include an explanation of the causes of ACC, including the enhanced greenhouse effect, and explain some of the key causes of this process (industrialisation, burning of fossil fuels, increased greenhouse gas emissions). Stronger answers identified the key gases involved in the process and were able to discuss the difference between historic CO₂ levels and current levels, as well as commenting on the total increase in temperature and timeline in which this has occurred. The second part of Question 3 was more effectively answered, with most students able to give an MDC and LDC example of a form of land cover change caused by ACC. It is important to note that the unit focus is on land cover change and therefore the examples used should have addressed one of the five required areas of study. Some students gave examples of increasing severity of weather events, which, while clearly an impact of climate change, are not (directly) a form of land cover change. The most common examples used to respond to the question were glacier and ice sheet retraction, rising sea levels and coral reef degradation.

QUESTION 4

This was generally answered more effectively than question 3, with the overwhelming majority of responses focusing on deforestation in Brazil. Stronger answers accurately explained the key drivers of the land cover change process as well as the range of social and environmental consequences, supporting their responses with data. Weaker answers did not use specific data or used incorrect data to support their response. Social consequences were less effectively examined – some stronger answers explained the impact of deforestation on Indigenous populations and loss of employment opportunities leading to increased poverty

levels. Other topics addressed included mining and the intensification and expansion of agriculture. Most students were able provide a sound example from an LDC or MDC. Stronger responses were able to provide specific examples of consequences and explain their impact on the country. Some students noted the increased and disproportionate impact on LDCs due to international leakage and the concentration of activities in countries where lower levels of regulation exist.

SECTION C

OVERALL COMMENTS

- There were three questions in this section and all questions were compulsory.
- It was recommended that students spend 45 minutes on this section.
- This section assessed Criteria 3 and 5.
- Stronger responses allocated time equally between questions and were able to address all aspects of the questions.
- When responding to the questions in this section, it is advisable that students ensure they address each question and the criteria.
- Many responses failed to address the questions in this section and were unable to adequately satisfy the higher ranges of the criteria as a result.
- Students should be aware of the spelling for their chosen examples, including capitalisation.

QUESTION 5

Weaker responses focussed on historical developments of technology and transport that have been superseded instead of ‘enhanced /new technology’ as required by the question.

Stronger responses explained the ways that their chosen technology and transport have influenced the process of globalisation, not just what it is and its qualities. This required using language that explained the process of globalisation. For example, it is not enough to explain that transport is a great way to move people around. The ways that transport influences globalisation is essential to answering the question.

Many students used examples of MNCs or TNCs to discuss their use of technology and transport in the globalisation of their brand or product. This was a good way to explain the extent to which technology/transport have influenced the process of globalisation through diffusion and dissemination of the physical product or the awareness of the brand amongst a global population.

Strong responses noted the unevenness of the process of globalisation and highlighted the role of technology and transport networks in this unevenness, with those connected by technology and transport able to communicate and move more freely than those outside of these global networks and hindered by socio-economic barriers.

Some students appropriately highlighted some negative impacts of the process of globalisation through technological enhancements, with the influence on elections, social media and hacking of large organisations and data from outside 'international players' used as examples.

Weaker responses focussed on aspects of social media beyond the scope of the question, including mental health of users, rather than discussing the role of the technology in processes of globalisation.

QUESTION 6

Many students were able to identify and name two world cities and discuss their economic or cultural importance. However, it was less common for students to be able to explain how their chosen cities are contributing to the process of globalisation.

Weaker responses tended to list significant landmarks and infrastructure of their chosen cities without discussing how these contributed to their economic or cultural importance.

Strong responses highlighted the qualities of a city that contribute to the process of globalisation including the interconnectedness of the world city example with other cities via communication and transport infrastructure networks as well as the proximity, diversity and density of people and business and the resulting innovation and influence on economic growth and culture.

Some weaker responses focussed on specific examples of a company or business within a city, highlighting details about their products, and as a result were unable to explain the role of the city in contributing to the process of globalisation.

Some weaker responses focussed on providing a historical context of their chosen cities, missing the opportunity to address the question in any depth or satisfy the criteria.

Some students discussed the diffusion of a country's culture in general, missing the need to highlight the role of cities in relation to the process of globalisation as required by the question.

QUESTION 7

Most students were able to identify the recent shift in global economic power from U.S.A and Europe to China and India often using annual GDP increases and as a measure for economic power. Stronger responses went on to discuss the political and geopolitical influence of these economic shifts. Some students discussed this shift between these countries in relation to their membership of the G7 and E7 groups.

Strong responses outlined the persistence of US and European culture globally through dominance of media networks and MNCs.

Weak responses discussed the history of a country with political developments and details about their leaders, missing the opportunity to discuss the 'recent shift in global economic power and cultural influence'.

Some weaker responses discussed some historical shifts in 'hard power' with details about military developments, however these often missed the opportunity to discuss the 'recent shift in global economic power and cultural influence' as required by the question.

Some weaker responses discussed small-scale regional economic change specific to a country without relating this to the 'shift in global economic power and cultural influence' as required by the question.

SECTION D

Students had a choice of question in this section. The length of time allocated to this section was 45 minutes. They only needed to write on one of their depth studies completed through the year. This should have been written in essay format. Criteria 3 and 6 were assessed in this section.

QUESTION 8

69 students chose this question.

It was clear that many of the students had prepared well to answer this question, with clear intent shown in meeting the expected essay structure, providing relevant challenges, with a concerted effort to explain the associated causes and consequences of these challenges. The better responses included clear and coherent structure with attention to detail in the provision of an introductory section providing logical overview of key ideas, the inclusion of well-developed body paragraphs, and a conclusion that showed reasonable summation of those ideas without repeating what was written in the introduction. Sophistication of language was also a marked feature of the best answers. Generally, spelling was good across the responses, but a number of students had difficulty with capitalisation of place names with many choosing to spell cities and countries without them (e.g., 'london', 'brazil', 'dhaka', etc.).

For the most part, students did well to proffer two challenges to their chosen megacities with popular selections being waste management, housing/ad hoc development issues; air/water pollution, energy and water provision, transport difficulties, and the prevalence of crime. Better answers utilised statistical data to support explanations of the scope and scale of the challenges which deepened the analysis significantly and provided useful context overall. Poorer responses lacked detail in the description and explanation of challenges and

consequences with some choosing to write about them in a more general way without necessarily referring to a specific geographical location.

In relation to the evaluative aspect of this question, there were several students that did this very well. Whilst most responses attempted to make an evaluation of the effectiveness of strategies, very few were able to make a credible judgment on the likelihood of success. For many it was a 'best guess' assessment which lacked appropriate depth and reasoning. The best answers were able to provide relevant context for their evaluations and utilised knowledge of their chosen city's characteristics building it carefully in that part of the response.

QUESTION 9

36 students chose this question.

In general, the responses to this question were sufficiently answered with most demonstrating a clear essay structure, i.e., introduction, body and conclusion. It was evident that students had prepared well for this question, as many were able to adequately explain the causes and consequences of anthropogenic climate change and could confidently demonstrate evident knowledge and understanding of one of the listed issues provided in the question. The question specifically asked students to explain the relationship between anthropogenic climate change and the environmental issue selected and whilst the majority were able to describe and explain both, only some were able to clearly explain the correlation between them.

The most popular issues chosen were glacier and ice sheet retraction and coral reef loss and/or degradation. To a lesser extent a number of the answers addressed rising sea levels with only a few responses focusing on cropland/pasture loss and/or degradation or desertification.

Evaluation of the initiatives could have been addressed better generally as there were only a few who were able to provide a reasonable assessment of the effectiveness of local and international schemes. Students that did this well were able to provide relevant data which showed changes over time in specific locations and anecdotal evidence of success in comparable regions of the world.

Some observations from the various responses:

I. Glacier and ice sheet retraction

- a. Many who chose this were able to provide correct locations, e.g. Greenland, Antarctica, Canada, Peru, Himalayan region, etc.
- b. Better responses were those that could present a clear explanation of the impacts with many looking at the disruption to natural and human ecosystems.
- c. Some initiatives discussed were smaller in scale such as glacier regeneration, but many chose to focus primarily on large scale initiatives such as limiting carbon emissions to redress the negative impact of climate change.

2. Rising sea levels leading to land cover loss
 - a. Many students who chose this issue were able to adequately explain the association with glacier and ice-sheet loss and explained how albedo and atmospheric feedback loops contributed to the climate processes involved in rising sea levels.
 - b. Useful examples were provided with many of these including flood prone locations such as Dhaka, Jakarta, The Netherlands, Egypt and many Pacific Island nations.
 - c. Initiatives included hard engineering systems used, in most instances, by more developed countries but many responses, like in 1c. above, also referred to the larger scale initiatives/aspirations that focused on carbon emission reduction schemes.
3. Cropland/pasture loss and/or degradation or desertification
 - a. Most students tended to focus on desertification rather than cropland and pasture loss with a smaller number referring to the processes interchangeably and without distinction
 - b. There were numerous regional and national examples provided with an equally significant number of initiatives discussed (e.g., Africa's Great Green Wall, Australia's Working on Country Indigenous Ranger Programme)
4. Coral reef loss and/or degradation
 - a. About half of the responses in this section addressed this issue with almost all providing relevant examples, e.g., Great Barrier Reef, Maldives, Apo Reef (Philippines) and Bonaire Reef (Caribbean)
 - b. In a significant number of cases, responses didn't make appropriate correlations with climate change with a number failing to mention oceanic thermal expansion, impact of increased regularity of storm events, increasing oceanic acidity due to higher CO₂ concentrations in the atmosphere.
 - c. Once again, many initiatives focused on aspirational reduction of carbon emissions on a global level with a good number focusing on the smaller scale initiatives such as physical reef restoration.

QUESTION 10

13 students chose this question.

The first half of this question was answered very well and students who had prepared well for it were able to discuss their chosen form of human induced land cover change with confidence,

clarity and appropriate breadth. Answers focused only on deforestation and mining and relevant locational examples were provided. Some difficulty was observed in how the students responded to the second part of the question which centred on programs being implemented to reduce the impacts of the human activity being discussed. Many chose to make vague reference to government initiatives without providing any significant detail on the nature of those initiatives and associated data.

QUESTION 11

2 students chose this question.

Students were required to write using essay format about the changing distribution of production and consumption of one commodity, good or service. Specific examples greatly assisted student responses. An important part of this question was to refer to specific examples, analyse the social, economic, and geopolitical implications of these changes currently and into the future. Whilst the students provided appropriate examples, and wrote in the correct format (essay), the analysis of the social, economic and geopolitical implications of these changes fell a little short of the mark with no clear explanation of future developments.

QUESTION 12

6 students chose this question.

There was a range of quality in the responses for this question although most chose the correct format and provided significant detail for each of the selected cultural elements with a couple of excellent answers to the question. In particular, the better responses were able to provide appropriate historical overviews for their selected element, being careful not to dwell on that aspect for too long. Attention to enhanced/new technologies was also well addressed and the prompt in the question provide a clear time-frame for the students to work within. As a result, modern examples were consistently included in most responses. Additionally, the best answers were able to demonstrate a clear understanding of how the selected cultural element would develop in the future taking into consideration the social, economic and geopolitical factors currently in play globally which may have short-, medium- and long-term effects.