DRAFT SAMPLE EXAMINATION
MARKING KEY
Stage 2

2008/22246

Geography
Exam Marking Guide
Stage 2

SECTION ONE: Multiple-choice [20 marks]

Question	Answer
1.	A
2.	B
3.	B
4.	D
5.	A
6.	A
7.	D
8.	C
9.	B
10.	C
11.	C
12.	B
13.	B
14.	D
15.	A
16.	A
17.	C
18.	C
19.	C
20.	A

SECTION TWO: Short Answer [30 marks]

QUESTION 21

[2 marks]

Description	Marks
• 2 marks for providing the correct answer and working out. • 1 mark awarded only if the correct working is shown with an incorrect answer OR if correct answer is presented without working. *Working out:* *gradient = rise / run* *= (1900 – 1740)/2300* *= 160 / 2300* *= 1: 14*	2

QUESTION 22

[2 marks]

Description	Marks
• 1 mark for a correct description of the topography in each region. • COMPARISON (identify any similarities and / or differences) must be made to receive the full 2 marks. *Both the Perisher Valley and Thredbo settlements are built on the lower slopes of a river valley (i.e. Rock Creek and Thredbo River valleys). Both settlements are of a relatively high elevation, however the relief in Perisher Valley is 1760–1720 metres above sea level (a difference of 40 metres) while Thredbo's relief is 1440–1360 metres above sea level (a difference of 80 metres).*	2

QUESTION 23

[2 marks]

Description	Marks
• 1 mark for explaining the relationship • 1 mark for referring to specific examples from the maps. *The mountainous nature and relatively high relief in the region has limited settlement and therefore the amount of transport. The Alpine Way and Summit Road are the two principal roads in the region. Both are built along a relatively low gradient, for example the Alpine Way closely follows the contours on the slopes of the Thredbo River Valley. Four wheel drive tracks, for example between Charlotte's Pass and Mt. Twynam tend to have a slightly higher gradient.*	2

QUESTION 24

(a) [1 mark]

Description	Marks
• 1 mark for explaining the distribution. *Landslide occurrence is unevenly distributed throughout the continent. As indicated by Source 1, most landslides occur along the east coast of Australia, in particular the south-east (NSW, Victoria and Tasmania). Few landslides have also been recorded in central Queensland, South Australia and the Northern Territory as well as the south-west coast of WA.*	1

(b) [2 marks]

Description	Marks
• 1 mark for describing the relationship • 1 mark for referring to information obtained from the sources • Note: students to receive maximum 1 mark if they only briefly describe the relationship, but do not refer to information in the sources. *A positive relationship can be seen between the distribution of landslides and the topography of the continent when source 1 and 2 are overlaid. Most landslides tend to occur where heights exceed 600 metres above sea level or where relief is great such as in the Great Diving Range.*	2

QUESTION 25

(a) [2 marks]

Description	Marks
• 1 mark for each impact including an example • Note: students to receive maximum 1 mark if examples are not used. *One impact of landslides on human life is that people may lose their lives, for example 18 people were killed in the 1997 Thredbo Landslide.* *One impact of landslides on property is that buildings may be destroyed, for example more than 8000 homes were destroyed in the 1999 landslide in Vargas, Venezuela.*	2

QUESTION 26

Study Sources 3–5 on side 1 of the broadsheet and compare this data to similar information you have studied for ONE geomorphic hazard and ONE atmospheric hazard.

(a) [1 mark]

Description	Mark
• 1 mark for ranking three hazards from Sources 3–5 off the broadsheet. They must be ranked in order of the greatest impact on the human environment (i.e. in terms of life and property).	1

(b) [6 marks]

Description	Marks
• Up to 6 marks awarded for: Discussing the impact of the three hazards with regards to: - *human life* (3 marks) *a) loss of life* *b) disease* *c) crimes – various (violence, theft etc.)* *d) injury* *e) depression etc…* - *property* (3 marks) *a) damage to personal property—various scales* *b) damage to public property– various scales* *c) damage to infrastructure power water and the consequences from this etc.* d) *loss of personal resources etc.* Actual data and examples from Sources 3–5 for landslides must be compared. The application of case study information from their other two hazards must also be used to support their argument.	1– 6

QUESTION 27

[3 marks]

Description	Marks
• 1 mark for each correct definition (3 in total) accompanied by an example. *Resource exploitation is the utilisation of resources to satisfy needs and wants. However if resources are over-exploited then resource depletion occurs where there is a reduction in the quantity and the quality of a resource for future generations. For example some geologists predict that within the next decade the supply of oil will be unable to keep up with the demand for its use. In this case exploitation leads to depletion. Therefore there is a need for conservation which involves using, managing and protecting resources so they will be available for present and future generations. The use of alternative renewable energy such as wind and solar power could help to conserve non-renewable resources such as oil, coal and natural gas.*	3

QUESTION 28

(a) [1 mark]

Description	Mark
• 1 mark awarded to the identification of either one renewable resource activity or one non-renewable resource activity.	1

(b) [4 marks]

Description	Marks
• 1 mark for identifying two stakeholders. Then, up to 3 marks are awarded for describing **each** stakeholders' point of view(s) towards the sustainable management of the resource.	4

(c) [4 marks]

Description	Marks
• 2 marks for explaining how each factor has lead to the view of each stakeholder.	4

SECTION THREE: Extended answers [50 marks]

UNIT 2A—Natural hazards and impact minimisation
PART A: UNIT 2A—Geography of natural hazards and impact minimisation

Answer question 29 OR 30

QUESTION 29

(a) Must choose any two of the following plate boundaries: *[5 marks]*

Convergent boundary	Divergent boundary	Transform boundary	Marks
Processes: *Subduction occurs as plates move together. The heavier plate is generally pushed beneath the other e.g. South American Plate and Nazca Plate.*	*Plates generally pull away or move away from one another. As this occurs magma rises to form new crust. This process is responsible for the widening of the oceans e.g. the Mid-Atlantic Ridge.*	*At a transform boundary two plates slide horizontally past one another, for example along the San Andreas fault the Pacific Plate is moving in a NW direction and the North American Plate is moving SE.*	1 mark for each
Characteristics: *the most common features associated with this boundary type include oceanic trenches and volcanoes and fold mountain ranges on the land. Earthquakes are also characteristic of these zones.*	*The most common characteristics associated with this boundary type are mid-oceanic ridges e.g. Mid-Atlantic Ridge. Earthquakes and volcanoes are also characteristic of these zones.*	*These zones are characterised by shallow earthquakes.*	1 mark for each

- Up to 1 mark for the use of sketch maps and/or diagrams to aid responses.
- Must COMPARE each boundary type in discussion and not just talk about each type in isolation.

(b) Must choose one hazard from *earthquakes, volcanic eruptions* or *tsunamis:* *[8 marks]*

Relationship between hazard and tectonic plate boundaries (3 marks)	Relationship between hazard and other related geomorphic hazards (3 marks)	Marks
▪ Identify positive relationship and refer to frequency and intensity of hazard along plate boundaries. ▪ Explain any common processes which have lead to the correlation. ▪ Use of actual examples.	▪ Identify positive/negative relationships and refer to frequency and intensity of hazard in association with other related hazards. ▪ Explain any relevant processes which have lead to the correlation. ▪ Use of actual examples	6

- Up to 2 marks for using information from Sources 7 and 8 to aid discussion as well as sketch maps/diagrams.

(c) Must choose one hazard from *floods, droughts, storms* or *bushfires* to complete the following:
[12 marks]

Loss mitigation practice (2 marks each)	Positive impacts (2 marks each)	Negative impacts (2 marks each)	Marks 6

- For 12 marks, discuss two loss mitigation practices and their impacts in great detail. Alternatively, a discussion on three loss mitigation practises and their impacts in some detail could be done.
- There needs to be a balance between the impacts on both the natural and cultural environment.
- Information gained from case studies and sketch maps/diagrams must be referred to in aiding responses. Responses not supported with this type of material can only receive a maximum of 7/12 marks.

OR

QUESTION 30

(a) Students choose one hazard from *floods, droughts, storms* or *bushfires:* *[5 marks]*

Description	Marks
• Provide a clear definition of the selected hazard e.g. *storms are sudden and violent. movements of portions of the Earth's atmosphere* (1 mark). • Explain relevant processes which cause the hazard (3 marks). • Include the use of sketch maps or diagrams to aid the response (1 mark).	5

(b) Must choose one hazard from *floods, droughts, storms or bushfires:* *[8 marks]*

Relationship between hazard and climatic regions (3 marks)	Relationship between hazard and other related atmospheric hazards (3 marks)	Marks
▪ *Identify positive /negative relationship and refer to frequency and intensity of hazard in climatic regions.* ▪ *Explain any common processes which have lead to the correlation.* ▪ *Use of actual examples.*	▪ *Identify positive negative relationships and refer to frequency and intensity of hazard in association with other related atmospheric hazards.* ▪ *Explain any relevant processes which have lead to the correlation.* ▪ *Use of actual examples.*	6
• Award up to an additional 2 marks for using information from Sources 9 and 10 to aid response as well as their own sketch maps/diagrams.		

(c) Must choose one hazard from *earthquakes, volcanic eruptions* or *tsunamis*: *[12 marks]*

Description of mitigation practice (2 marks each)	Discussion of effectiveness (4 marks each)	Mark 6
• For 12 marks, discuss two mitigation practices and their effectiveness in great detail. Alternatively a discussion on three mitigation practices and their effectiveness in some detail may be done. • Information gained from case studies must be referred to, to aid their response and include sketch maps/diagrams. Answers not supported with this type of material can only receive a maximum of 7/12 marks.		

PART B: UNIT 2B—GEOGRAPHY OF SUSTAINABLE RESOURCE USE

Answer question 31 OR 32

QUESTION 31

(a) Must choose from either an *agricultural, forestry* or *fishing activity* in Australia: *[2 marks]*

Description	Marks
• 1 mark for a written description of the location of the activity. May refer to latitude and longitude co-ordinates, distance and direction from major settlements or location in relation to transport routes. • Award up to 1 mark for a sketch map which relates to the written description (ensure students have included mapping conventions such as title, scale, legend and direction).	2

(b) Must choose from either an *agricultural, forestry* or *fishing activity* in Australia: *[8 marks]*

Physical inputs (2 marks)	Cultural inputs (2 marks)	Throughputs (2 Marks)	Outputs (2 marks)	Marks
▪ Climate ▪ Land (topography and soils) ▪ Vegetation	▪ Enterprise ▪ Labour ▪ Capital (e.g. buildings, machinery, vehicles, stock, fertiliser, irrigation, fencing, technology)	▪ Processes (e.g. administration, logging, harvesting, animal husbandry, maintenance etc.)	▪ Resources and quantities (e.g. various produce, timber, fish etc.)	8
• Responses must explain how inputs and throughputs to the system are necessary for the desired outputs i.e. the working of a system rather than speaking about each system element in isolation. • Reference must also be made to information gained from case studies to aid responses. • If these are not adhered to, a maximum of 5/8 marks are to be awarded.				

(c) Must choose from a *mineral/energy resource activity* and must answer in relation to an LDC: *[15 marks]*

Current management practices (5 marks)	Evaluation of effectiveness (10 marks)	Marks
▪ Describe the management practices and their desired outcomes (reasons for implementation).	▪ For each management practice students must provide evidence that the desired outcomes are being met or not being met in regards to 1) sustainability of the resource 2) the natural environment. ▪ Must EVALUATE i.e. give each management practice a mark out of 10 according to criteria used (obviously supported with case study evidence)	15
• For 15 marks, a discussion on two current management practises and their effectiveness in great detail is needed. • Reference must be made to information gained from case studies to aid response (including sketch maps and/or diagrams). If answers are not supported with this type of material, a maximum of 9/12 marks are to be awarded.		

OR

Question 32

(a) Must choose from a *mineral/energy resource activity* in Australia: *[2 marks]*

Description	Mark
• Award 1 mark for a written description of the location of the activity. Students may refer to latitude and longitude co-ordinates, distance and direction from major settlements or location in relation to transport routes. • Award 1 mark for a sketch map which relates to the written description (deduct ½ mark if conventions such as title, scale, legend and direction are not used).	2

(b) Must choose from a *mineral/energy resource activity* in Australia: *[8 marks]*

Physical inputs (2 marks)	Cultural inputs (2 marks)	Throughputs (2 Marks)	Outputs (2 marks)	Marks
▪ Climate ▪ Land (topography and soils ▪ Vegetation	▪ Enterprise ▪ Labour ▪ Capital (e.g. mines, buildings, machinery, vehicles, processing plants technology)	▪ Processes (e.g. administration, maintenance, extraction, crushing, transport etc.)	▪ Resources and quantities (e.g. various minerals etc.)	8
• Response must explain how inputs and throughputs to the system are necessary for the desired outputs i.e. the working of a system rather than speaking about each system element in isolation. • Reference must be made to information gained from case studies to aid their responses. If this is not adhered to, a maximum of 5/8 is to be awarded.				

(c) Must choose from either an *agricultural, forestry* or *fishing activity* in Australia:

(i) *[5 marks]*
(ii) *[10 marks]*

Impact of the resource activity on the associated natural environment (5 marks)	Extent to which these impacts have changed over time (10 marks)	Mark
▪ Discussion of the impact of the resource activity on relevant aspects of the natural environment: 1) climate 2) natural vegetation 3) native fauna 4) soils and topography 5) natural drainage (water).	▪ For each environmental impact students must provide evidence of change over time and discuss the factors which have caused these changes e.g. sustainable management practices, improved technology etc… ▪ Must support discussions with case study evidence	15
• Must refer to information gained from case studies to aid their response and include sketch maps/diagrams. Answers not supported with this type of material can only receive a maximum of 9/12 marks.		

MAPPING EXAM to COURSE
Stage 2

Sample external written examination
Stage 2

Mapping questions to Course content:

2AGEO: Natural hazards and impact minimisation							
Content Areas:	**Introductory unit content**	**Place and change**			**Human influence on sustainability**		
Content Organisers:		**LSD***	**Spatial association**	**Spatial interaction**	**Factors that impact on decisions about sustainability**	**Values and viewpoints in people's use of places**	**Care of places**

								n t s	*For bot h*	*For the geo*	*For the atm*	*For bot h*	*For both hazar*	*For the geo*	*For the atm*	*F or b*	*For both haz*	*For bot h*	*For bot h*	*For bot h*	*For bot h*

Section One: Multiple Choice	11		12, 13, 14											15	15					
Section Two: Short Answer	26a 26b											25, 26a,b								
Section Three: Sectionalised Extended Answer		29b,c 30a,c	29a	30a		29b	30b	29c						29c	30c				29c	

* Location and Spatial Distribution

2AGEO: Natural hazards and impact minimisation			
Content Areas:	**Geographical thinking, skills and processes**		
Content Organisers:	**Geographical thinking and questioning**	**Geographical inquiry skills**	**Forms of geographical communication**

		the	Dev	Constru	Identify	Use	Use information	Use of	Selection	Process	Draw	***Gen***	Ide	Con	Appl	***Thematic***	***Topographic***	Calculate	***Photogra***	***Sta***	***Inf***	Use app	Use a vari

Section One: Multiple Choice							5, 6, 9		17-20	10, 17-20	9	3-5, 9	1	2	7,8		3-5, 9	5,6				
Section Two: Short Answer							22, 23, 24a,b				18-20, 22, 24a,b 25, 26							21	22	17-20 24a,b 25 26a,b		21-28	21
Section Three: Sectionalised Extended Answer							29a, 30a, 31a, 32a															

2BGEO: Sustainable resource use							
Content Areas:	**Introductory unit content**	**Place and change**			**Human influence on sustainability**		
Content Organisers:		**Location and spatial distribution**	**Spatial association**	**Spatial interaction**	**Factors that impact on decisions about sustainability**	**Values and viewpoints in people's use of places**	**Care of places**

						on	Des	Describe the	Using a systems	Discuss	Discuss	Evaluate the	Explain	Explain	Identify	Explain how	Examine the current	Discuss curre	Evaluate	Evaluate

Section One: Multiple Choice	16, 17	16, 17																		
Section Two: Short Answer	28	28	27	28 a									28a	28a	28a	28a,b	28a			
Section Three: Sectionalised Extended Answer					31a, 32a				31b, 32b		31c, 32c	32c		31c				31c		

2BGEO: Sustainable resource use			
Content Areas:	**Geographical thinking, skills and processes**		
Content Organisers:	**Geographical thinking and questioning**	**Geographical inquiry skills**	**Forms of geographical communication**

	Decide on the aspects to be considered in an investigation	Formulate general and specific research questions and, where appropriate, hypotheses	Develop focus questions which require identification of trends, analysis, criteria	Identify appropriate geographical methods and resources	Use geographical language to discuss theories about the formation of spatial patterns	Use information obtained from a variety of maps, photographs and satellite imagery to identify, locate and describe natural and cultural landscape features, patterns of features and interrelationships between features	Independently select appropriate data sources and record according to techniques for	Recognise inconsistencies in data and suggest improvements	Refine and organise information to support the need for research	Interpret information obtained from a variety of maps, images, photographs, graphs, tables and diagrams to identify interrelationships between elements described in the data	***Generic map skills:*** General compass directions (16 points) and bearings (1 6 points) and bearings, given the north point	Identify that a line scale and a representative fraction are the two main ways of showing the scale of maps	Convert a representative fraction into a written statement or a line scale	Apply the map scale to basic calculations	***Thematic mapping skills:*** Construct, identify and interpret location quotient maps and proportional circles maps	***Topographic maps:*** General compass directions (16 points) and bearings on the topographic map, given the north point	Calculate the average gradient of slopes using the map scale and height information from contours and spot heights to express the gradient as a ratio of change in height to vertical displace me	***Photographs and satellite imagery:*** Use evidence from various photographic products to suggest likely processes that may account for physical and cultural features	***Statistical skills:*** Read and interpret statistical information where appropriate	*Information and communications technology:* Read online or CD-based data sets and maps to interpret spatial patterns	Use appropriate geographical discourse to communicate information and draw conclusions, including when analysing viewpoints for accuracy, bias and omission	Use a variety of combinations of verbal, numerical and visual forms of representing data when processing, translating and communicating geographical information

Section One: Multiple Choice						5, 6, 9				5, 6, 9	3 – 5, 9	1	2	7 – 8		3 – 5, 9	5,6				
Section Two: Short Answer						22, 23, 24a,b				22, 23, 24a,b							21	22	17 – 20, 24a,b 25 26a,b		21 – 28	21
Section Three: Sectionalised Extended Answer						29a, 30a, 31a, 32a															