



EXAMINERS' REPORT ON 2001 TERTIARY ENTRANCE EXAMINATION

SUBJECT: GEOGRAPHY

STATISTICS

Year	Number Who Sat	Non-Examination Candidates	Did Not Sit
2001	3949	149	267
2000	3949	187	347
1999	4254	132	311

The Examiners' Report is written by the Chief Examiner (or another Examiner on their behalf) to comment on matters relating to the Tertiary Entrance Examination in their subject. The opinions and recommendations expressed in this report are those of the Chief Examiner and not necessarily representative of or endorsed by the Curriculum Council.

The Marking Guide provided at the end of this report was prepared for markers and may have been substantially amplified by discussions held in the pre-marking meeting. It is not intended as a set of model answers, and is not exhaustive as regards alternative answers. Some of the answers are less than perfect, but represent a standard of response that the examiners deemed sufficient to earn full marks. Teachers who use this guide should do so with its original purpose in mind.

SUMMARY/ABSTRACT

The 2001 Geography examination paper was well received by candidates, markers and teachers, and was officially endorsed by both the Geography Syllabus Committee and by the Geographical Association of WA at their December meetings. Despite this positive endorsement, the overall quality of performance by candidates was disappointingly low. In general, it appeared that most candidates were not adequately prepared to answer questions, which were set to assess their knowledge and understanding of syllabus objectives. Candidates should not rely solely on the popular textbooks that often do not adequately prepare candidates for the examination.

Markers reported that the subject appears to have attracted a much higher proportion of lower-ability candidates than in recent years. In particular, few candidates were able to sustain quality answers such that there was a consequent dearth of candidates with total marks at the higher end of the scale and a distinct 'bunching' around the mean.

For the first time this year, the examiners included a *topographic image map* ('photomap') on the Geography Broadsheet. Such maps show topographic information on an orthophoto base. Markers reported that candidates did not appear to have any problems with this new type of map. These types of map are becoming increasingly available and it is likely that the examiners will use such maps in future examinations (not necessarily every year). Unfortunately, in the 2001 examination, a critical word was omitted from the title of the 'photomap'. Although the omission was identified at all of the examination centres, it appears that there was some confusion at a small number of centres. However, markers indicated that candidates did not appear to have been disadvantaged.

It would appear that all but a few candidates planned their time such that they were able to complete all sections of the examination within the time allowed. Although there was some evidence of unfinished and rushed answers, there were few such answers.

Over the past ten years, this subject has been able to retain a team of highly professional and dedicated markers. However, in recent years these markers have been required to mark more examination scripts within a shorter time-span. However, this year, as a result of advertising for markers through the Geographical Association of WA,

twelve new markers joined the team. These additional markers significantly relieved the pressure on meeting the very tight marking timelines.

GENERAL COMMENTS

The 2001 Examining Panel consisted of Bill Cooper and Alan May as university representatives and Emmy Terry as the schools' representative. Alan May served as the Chief Examiner in coordinating the setting and production of the examination paper. He also was the Chief Marker, supervising the marking process and coordinating a panel of 50 markers, twelve of who marked for the first time and included markers from Bunbury, Geraldton and Harvey. The initial marking, examiners' meeting; distribution, exchange and collection of examination answer scripts; and the administration of the marking process were all conducted in the Geography Department at the University of Western Australia. This central location was greatly appreciated by the marking team.

3949 candidates sat the examination. Remarkably, this was exactly the same number who sat the examination last year. The overall range of marks obtained on the examination was from 93 to 8 (compared to 93 to 0 in 2000 and 91 to 0 in 1999). As was the case last year, the standard deviation was relatively low, indicating a bunching of marks around the mean mark of 54.14 and a disappointing spread of marks in the higher deciles. The full range of marks was awarded for each of the Parts A, B and C and for each of the individual questions in Part B as well as most of the sub-parts of questions in Part C. Similar to last year, feedback from markers indicated that, although there were some excellent answers, the overall quality of the candidature was disappointing. This was evidenced by the inability of most candidates to sustain good quality answers throughout their examination and the disappointing increase in the number of candidates who either failed to attempt questions, or when they did, wrote very little in the way of meaningful responses. Further worrying aspects were the continuing decrease in basic literacy skills and the increased number of illegible answers.

Statistical analyses indicate that the paper was suitably balanced and allowed the higher ability candidates to achieve well. Overall, the 2001 Geography examination was a valid, reliable and fair assessment instrument that effectively discriminated between candidates according to their ability level. The following statistical comparisons demonstrate the level of consistency between examination papers in recent years.

TABLE 1 CONSISTENCY COMPARISONS 1998 - 2001

Year	Number of Candidates	Mean	Standard Deviation	Reliability Index	Concurrence Validity
2001	3949	54.14	12.67	0.75	0.84
2000	3949	53.94	11.94	0.74	0.83
1999	4254	54.87	11.96	0.75	0.83
1998	4257	54.94	12.60	0.76	0.88

As indicated in the 2000 Examiners' Report, the 2001 paper continued the trend of recent years by providing ample scope for candidates to demonstrate their level of achievement of the process learning outcomes identified in Table 2 of the Year 12 Geography Syllabus Assessment Structure. This year, in all Parts of the paper, candidates were required, in part, to analyse, interpret, describe and use graphed, mapped and tabulated data. Although some excellent answers were received, the application of these process skills again provided very good discriminators, with many of the lower-ability candidates unable to adequately answer such questions. The current Year 12 Geography Syllabus has, for many years, been perceived and criticised as being dominated by content. However, the Examining Panel will continue this strategy of the application of the process learning outcomes within the context of the syllabus content.

The continuation this year of the inclusion of an explanatory note, outlining what the examiners required for a 'quality answer', with some of the extended-answer questions in Part C, was again successful. The addition of these notes again received considerable favourable feedback from markers and teachers and will be continued in the 2002 Examination.

In recent years, in response to teacher feedback, the examiners have set some extended-answer questions that have included part-questions with a mark allocation of ten or twelve marks. These questions were to satisfy past criticism that the higher-ability candidates were unable to demonstrate their breadth and depth of knowledge within the constraints of questions with mark allocations of six to eight marks. However, an analysis of candidates' choices this year suggests that few, if any, higher-ability candidates chose these more 'open-ended' questions. In fact, some senior teachers have admitted that they strongly discourage their better candidates from answering such questions. In the main, it would appear that it was the lower-ability candidates who chose these questions in 2001

and overall, performed relatively poorly with their attempts. The examiners will give consideration as to whether to continue this strategy.

The compulsory Parts A and B produced means of 12.61 and 11.08 respectively (compared to 13.76 and 10.64 in 2000). Mean scores for the extended-answer questions ranged from 9.11 to 11.87 (compared to 9.21 to 11.15 in 2000). A statistically high correlation was achieved between the total marks gained on the examination and both of the Parts B and C, as well as for each of the alternative questions for Parts C, Sections 1, 2 and 3. The means and correlations for the various parts and extended-answer questions are summarised in Appendix A.

Generally, the quality of answers to all questions for Part C was again disappointing. As was noted last year, '**a disturbingly large number of candidates appeared to be answering their own questions rather than those set by the examiners!**' A number of markers commented that too many candidates appeared to have prepared textbook answers and tried to make these fit questions. A significant proportion of candidates appeared to be unable to demonstrate the higher-order cognitive skills of describing relationships and synthesising their own knowledge with information interpreted from the resource material supplied. This was further evidence that the subject attracted a larger cohort of lower-ability candidates than in recent years. In general, it appeared that most candidates were not adequately prepared to answer questions that were set to assess their knowledge and understanding of syllabus objectives. Candidates should not rely solely on the popular textbooks, which often do **not** adequately prepare candidates for the examination.

Candidates continue to display weaknesses in their ability to:

- correctly interpret questions
- effectively use information and data supplied in the Broadsheet resource material
- clearly express their knowledge, understanding and ideas
- satisfactorily apply the process learning skills (e.g. account, compare, contrast, describe, differentiate, explain, identify, etc.)
- allocate time and write answers, for the various parts of questions, commensurate with the marks allocated
- include relevant sketch maps and diagrams to support their written answers
- apply information and examples obtained from their fieldwork and
- use geographic language in context.

Advice to Candidates

That candidates:

- devote more time to the understanding and application of higher-order interpretive skills associated with data interpretation. In particular, candidates should practise analysing, interpreting and describing graphed, mapped and tabulated data, as these are often the basic structural elements of examination questions.
- be aware of the difference between question 'key' words such as: *account, compare and contrast, describe, define, differentiate, discuss, examine, explain, and identify* and be able to apply these process skills in their answers.
- understand, interpret, distinguish between and apply the various concepts identified within the Syllabus, and in particular the following concepts as identified from the 2001 Examination: *altitude and latitude; comparative scales of maps and aerial photographs; dispersed and nucleated settlements; diurnal temperature variations; geographic relationships; horizontal and vertical zonation of land use within the CBD; plateau, ridge and valley; rural and urban population; site and situation.*
- give careful thought to their choice of case studies with respect to: (i) agricultural activities, (ii) a mineral/energy resource activity and (iii) a large Australian country town, to ensure that they don't disadvantage themselves in terms of the type of questions that have occurred in recent examinations.
- pay particular attention to the allocation of marks for each question and sub-section in order to structure the length of their answers accordingly.
- use the "Note" provided at the end of some questions to help structure the content of their answers.
- practise sketching the external and internal morphology of metropolitan Perth and a selected large Australian country town as well as the general use of sketch maps to complement answers. Sketch maps should be half to full-page in size to allow the required detail to be effectively mapped.
- use contemporary examples and data to complement their answers and avoid the use of out-dated textbook material.

- appreciate the potential value of fieldwork to enhance the quality of their answers to questions in Part C.
- appropriately use geographic language in the context of their answers.
- avoid the use of pencil for short-answer and extended-answer questions and write legible answers.
- must study/revise **all** components of the Syllabus.
- use questions from recent Geography TEE papers and note recommendations in the associated Examiners' Reports as basic tools in their examination revision process.

Note: The publication, "*A Student's Guide to the 2002 Geography TEE*", produced by the Geographical Association of WA and available from the Curriculum Council, is also highly recommended as a revision tool.

PART A No. Attempting: 3949 Range: 3.0 - 20.0 Mean: 12.61

Part A produced some interesting statistical results. The summary of responses to each alternative for each of the multiple-choice items is contained in Appendix B. On all items, more of the 'better' candidates (i.e. those who obtained a higher than average mean for Part A) chose the correct alternative, which is another positive aspect of this assessment instrument. For all items, each of the distracters 'worked' to some extent and the mistaken choices of some of the alternative answers provide some insights of underlying weakness in the understanding of geographic concepts and processes. Some of these weaknesses are identified in the following discussion.

Responses to the following questions in Part A warrant comment:

- Item 3: In last year's report, a promising trend was identified concerning the increasing proportion of candidates able to correctly determine and express latitude and longitude coordinates. However, in this year's examination, approximately 85.0% (97.4% in 2000) of candidates were able to determine the correct coordinates, while 68.0% (72.5% in 2000) of candidates selected the alternative that correctly stated latitude before longitude. This is disappointing reversal.
- Item 4: Although 61% of candidates chose the correct alternative, this was a good discriminating question and relied, in part, on the discerning candidates recognising that the 'photomap' was the more relevant map to use as the question related to the location of a cemetery in 1995. The examiners had made a special note at the beginning of the Part A questions as to the accuracy of the grid systems and other information on the two maps. Candidates who used the 'photomap' would have determined that the first two alternatives were outside the boundaries of this map, while the third alternative identified a grid square in which no cemetery was indicated. However, candidates who referred to the other map (which was accurate in 1972) may have identified a cemetery in grid square 5661 (the third alternative).
- Item 5: Although this question was also a good discriminator, the disappointingly low proportion of candidates who selected the correct alternative and the proportions of candidates who selected the other alternatives, suggests considerable confusion and lack of ability to convert and compare map scales. This is a basic geographic skill and the examiners will continue to examine this syllabus objective through Part A questions.
- Item 7: It is of concern that over 20% of candidates identified the landscape feature as a valley rather than as a ridge.
- Item 10: This was one of the best discriminating questions. The best clues to the main agricultural activity being intensive cropping were firstly, the average and absolute size of the individual parcels/lots of land and their colour variation. Some of the lots were as small as 50 metres wide. Secondly, the short distances between settlements (dwellings/buildings) along the roads suggests a relatively intense use of the land and the settlement pattern is too dense for intensive pastoralism or the other land use alternatives.
- Item 15: In retrospect, this was not a good question because of 'closeness' of the terminology used in alternatives (b) and (c). Overall, the 'better' candidates did choose the correct alternative (c). A clue was "York Gums" and the location and distance of Locality C which was near Northam
- Item 16: Strictly speaking, this question should not have been set as the basis for the question is no longer part of the Year 12 Geography syllabus. Candidates are not required to have detailed knowledge of the location of the various agricultural activities within the South Western Study Area - only one of these activities needs to be studied in detail.

PART B **No. Attempting:** **3949** **Range:** **0.0-19.5** **Mean:** **11.08**

Part B comprised twelve questions (eight separate questions, three of which had sub-parts) worth a total of twenty marks and included both data interpretation and short-answer questions. This part provided an effective assessment instrument with a full range of marks and achieved a positive correlation of 0.76 with the total paper. The first six questions (total of ten marks) were based on the Lowood Topographic Map ('map') and the Lowood Topographic Image Map ('photomap') on Side I of the Broadsheet. The scale of the 'photomap' was indicated by a scale ratio and did not have an associated line scale. This may have caused some difficulties for some candidates. Candidates need to know how to convert one type of scale statement to another.

Question 1:

Strengths:

- Most candidates were able to identify evidence to support the direction of flow of the Brisbane River.
- The 'better' candidates used the Wivenhoe Dam and the associated backed-up lake or identified supporting tributary confluences (particularly Lockyer Creek) as their evidence.

Weaknesses:

- Few candidates appeared to have realised that the dam wall was holding the water back!
- Some candidates, who identified the dam, failed to indicate how it supported the direction of flow of the *Brisbane River*.
- Many candidates floundered in trying to use spot heights/contour heights to support their answer because of the small difference in relative relief.
- Many candidates chose poor tributary confluence examples.

Questions 2(a) and 2(b):

This pair of questions required candidates to compare the 'map' with the 'photomap' (a new type of map) and most handled it well with approximately eighty percent gaining half marks or greater.

Strengths:

- Most candidates identified either the 'creation' of *Lake Wivenhoe* or the 'drowning' of the *Sheep Station Creek* valley while a few identified the re-alignment of the *Brisbane Valley Highway*.

Weaknesses:

- One/two word answers were penalised, as the questions required some attempt to DESCRIBE.
- Some candidates obviously had trouble locating the areas while nearly five percent failed to attempt Question 2(b).

Question 3:

This appears to have been perceived as a testing question with over ten percent of candidates failing to attempt it, less than fifty percent identifying the correct answer and resulted in a very low correlation with candidates' performance over the total examination.

Strengths:

- Appeared to be a good discriminator of the higher-ability candidates.
- Required candidates to analyse and compare grid lines and contour patterns on both maps.

Weaknesses:

- A number of candidates were unable to identify the change that had occurred in the period between the publication of the two maps and thus were unable to identify the changed location of the *Brisbane Valley Highway*.
- Many candidates appeared to have failed to compare grid lines and contour patterns.
- Many candidates identified 'Four Wheel Drive' track as a last resort!

Question 4:

This question resulted in the most non-attempts of in excess of thirteen percent.

Strengths:

- Required candidates to use marginal information as well as measure/estimate the length of a section of highway.

Weaknesses:

- Appears to have confused/confounded many candidates because the use of marginal information has been rarely assessed in recent examinations.
- Some candidates failed to correctly measure the distance and/or make correct additions. Perhaps the absence of a line scale caused difficulties for some candidates.
- Only fifty percent of candidates achieved the correct answer.

Questions 5(a) and 5(b):

This pair of questions highlighted a significant amount of confusion and misunderstanding about the concepts of *site* and *situation* and the essential difference between them.

Strengths:

- Many candidates were able to provide two correct site characteristics with a variety of different characteristics being identified.

Weaknesses:

- Many candidates confused *site* with *situation* and vice versa.
- Drainage, vegetation and slope characteristics were rarely identified.
- Many candidates could only identify one *situation characteristic*.
- Only approximately fifty percent of candidates achieved half marks or greater.
- Some candidates identified the wrong latitude and longitude coordinates.
- A significant number of candidates failed to attempt Question 5(b).

Question 6:

Markers were provided with a transparent overlay to maintain accuracy and comparability. The examiners set strict tolerance limits.

Strengths:

- Candidates achieved the best results for this question in Part B.

Weaknesses:

- Many candidates were not sufficiently accurate to gain the allocated marks.
- Some candidates were obviously confused by the changed horizontal scale of the profile.
- The location of the *Lowood Golf Course* boundaries caused the most problems as this involved some subjective interpretation.

Question 7:

This question provided detailed guidelines of what was required to obtain high marks. However, despite the recommendation in previous years' examiners' reports, many candidates appeared to lack the required preparation for this type of question that regularly occurs.

Strengths:

- Some good sketch maps, incorporating the required conventions and drawn at an appropriate scale, including some excellent maps of *Northam*.

Weaknesses:

- Many candidates were poorly prepared for this regular question displaying a considerable lack of knowledge and failing to use colour or suitable differential shading to distinguish land uses and other features.
- Some candidates who chose to sketch Perth had problems with the scale of their maps within the area provided.
- Northam, which is more complex than many other suitable country towns, was generally poorly drawn. Candidates should choose their country town wisely and prepare for questions on this topic by practising the drawing of sketch maps.

Questions 8(a), 8(b) and 8(c):

Overall, this set of questions was well handled with approximately seventy percent of candidates gaining half marks or greater for (b) and (c). This topic is a regular one for examination questions and candidates should be well prepared to provide answers about the cultural landscape and environmental impacts of their chosen mineral/energy resource activity.

Strengths:

- Most candidates were able to provide good descriptions of two characteristics of the *cultural landscape* of their chosen mining/energy resource activity.
- Some candidates were able to provide two well-discussed environmental impacts. Those who chose bauxite or coal provided the better answers.

Weaknesses:

- Only approximately fifty percent of candidates were able to correctly locate (within 100 kilometres) the extraction location of their chosen mining activity.
- Many candidates identified the location of the Pinjarra Refinery as the extraction site for bauxite.
- There is still confusion as to what constitutes the *cultural landscape*.
- There was also some confusion about initial processing sites and secondary refining sites with respect to bauxite mining.
- Many candidates failed to provide a suitable description of the cultural characteristics and confined their answers to a few brief words.
- Many candidates had problems discussing more than one environmental impact.

PART C

As noted in the 1999 and 2000 Examiners' Reports, a major continuing weakness of candidates in 2001 was their inability to analyse and interpret mapped and tabulated data and then to adequately "use" the information to form the bases of their discussions. Candidates need to better demonstrate their understanding of the geographic concepts and processes they have learnt through their course studies, by developing the skills of applying and synthesising this knowledge with the data and/or other information provided in the examination.

Candidates need to carefully read, interpret and understand what the question requires. Too many candidates appear to recognise only certain syllabus content words or phrases but fail to identify/appreciate the context in which they occur within the question. There is also continuing evidence of candidates trying to 'fit' rote-learned answers to satisfy question requirements. This is a poor examination technique and usually results in low marks being awarded.

As was highlighted last year, a continuing disturbing feature of this year's candidates was the significant increase in the number who wrote illegible answers and the general decline in overall literacy skills. Candidates must ensure that what they write can be easily read and understood.

Candidates are reminded that the learning outcomes identified in Table 2 of the Year 12 Geography Syllabus' Assessment Structure will continue to be the structural bases around which examination questions are formulated. Candidates will be expected to demonstrate their achievement of these learning outcomes as well as their knowledge and understanding of the syllabus content.

All but a few candidates answered the Part C questions in the sequence in which they were set. An annoying number of candidates continue to fail to indicate the alternative questions they have attempted on the front of the Question/Answer Booklet. This omission causes problems and delays in the marking process.

SECTION 1: LANDSCAPES AND LAND USE IN AUSTRALIA

Question 1.1: No. Attempting: 3417 (87.3%) Range: 0.0-20.0 Mean: 10.58

(a) Mean of 4.52 out of eight marks.

Most candidates selected the *Mediterranean* climatic region as the basis for their answer. Those who chose one of the other climatic regions did not appear to be as well prepared.

Strengths:

- Generally well handled with some excellent detailed answers that demonstrated sound knowledge. Many candidates appeared to be well prepared for this type of question.
- The better answers provided relevant statistical information on rainfall and temperature variations across the chosen climatic region.
- Some excellent supporting diagrams were noted.

Weaknesses:

- Many candidates attempted to make the question more difficult by including explanation when only description was required. Candidates received no marks for their explanations.
- Many candidates failed to adequately describe temperature and particularly rainfall variations across the region with many providing only one average rainfall statistic (e.g. 800mm). Very few identified N-S variations confining their discussions to W-E variations.
- Most candidates failed to include reference to the South Australian/Victorian areas with a Mediterranean climate.
- Some candidates appeared to be unfamiliar with the term "diurnal".
- Some candidates presented poorly structured and complicated composite answers despite a sensible structure being implied in the question.

(b) Mean of 3.18 out of six marks.

Strengths:

- The influence of the seasonal movement of pressure belts was the factor best handled by the majority of candidates.
- Again, some excellent supporting diagrams were used to good effect.
- There appeared to be an overall improved understanding of 'high' and 'low' latitudes this year.

Weaknesses:

- Many candidates failed to adequately explain how latitude affected climatic characteristics. Statements such as "areas in the low latitudes are closer to the equator and therefore hotter" do not demonstrate sufficient level of understanding!
- Some candidates confused altitude with latitude!
- Few, if any, candidates discussed the significance between the temperate and tropical zones.
- Few candidates linked the annual movement of pressure systems with the apparent movement of the sun.
- Many candidates couched their answers in generalities and failed to provide specific examples or demonstrate a sufficient detailed level of understanding. This was particularly so with the influence of 'distance from the sea'.

(c) **Mean of 2.96 out of six marks.**

Strengths:

- Most candidates were able to adequately discuss at least one relevant environmental impact of their chosen agricultural activity.
- Generally, good understanding of the 'salinity problem' with respect to mixed-crop and livestock farming with some excellent diagrams included.

Weaknesses:

- Most candidates were unable to provide a balanced answer for two environmental impacts and few identified the positive impact of increased soil fertility.
- There is still much misunderstanding of the cause of salinity in the dairying industry (intensive pastoralism) areas of our south-west. Many candidates are incorrectly describing 'dry farming' salinity of our wheat belt.
- Most of those who chose viticulture struggled to adequately provide two environmental impacts.
- There was a lack of specific examples to support answers.
- Some candidates appeared to try to include an inappropriate prepared answer - e.g. extensive pastoralism is not a typical agricultural activity of the Mediterranean climatic region nor is mixed-crop and livestock typical of the semi-arid region.

Question 1.2: No. Attempted: 496 (12.7%) Range: 0.0-19.0 Mean: 9.11

This question was the least popular of all the extended-answer questions and most of those that did attempt it failed to demonstrate a sufficient level of knowledge and understanding to gain even half marks. The inclusion of questions with only two sub-parts was an innovation introduced in 1999 in response to criticism, that the higher-ability candidates were unable to demonstrate their breadth and depth of knowledge and understanding with questions for which the maximum mark allocation was eight marks. An analysis of the questions attempted shows that the higher-ability candidates did not choose this alternative. In fact, anecdotal evidence from a number of teachers has identified that some teachers actively discourage their candidates from selecting questions with this format. The examining panel will give serious consideration about continuing to offer this type of alternative question.

(a) **Mean of 4.95 out of twelve marks.**

Most of the essential topography and drainage features were provided in Figure 6 on the Geography Broadsheet. On reflection, perhaps the note at the bottom of the question deterred rather than assisted candidates.

Strengths:

- There were very few good answers to this question despite the amount of information provided on the Broadsheet. However, there were a limited number of answers which demonstrated sound knowledge and understanding of the topography and drainage and their interrelationships within the context of the *Western Plateau*

Weaknesses:

- Most answers lacked organisation, were too brief and failed to incorporate detailed examples, which were available in Figure 6.
- Many candidates completely omitted any discussion on relationships and confined their answers to separate and simplified descriptions of topography and drainage features.
- Most candidates, who discussed climate, failed to relate it to landforms and drainage.

(b) **Mean of 4.30 out of eight marks.**

Strengths:

- Many candidates demonstrated an adequate knowledge and understanding of how technological change had affected the characteristics and/or location of their chosen agricultural activity.

Weaknesses:

- Many candidates failed to relate their discussions of technology changes to the characteristics and/or location.
- Many candidates provided limited examples of technology. Few discussed the role of IT or the significance of connection to the state electricity grid.
- The influence of technology on location was poorly addressed.
- Many answers were too generalised and lacked specific examples.

SECTION 2: SETTLEMENT PATTERNS

Question 2.1: **No. Attempting:** **2020 (51.6%)** **Range:** **1.0-20.0** **Mean:** **11.87**

(a) Mean of 3.01 out of four marks.

Strengths:

- Most candidates demonstrated a sound knowledge of the concepts of *range* and *threshold*, included appropriate examples and gained relatively high marks.

Weaknesses:

- A number of candidates failed to include reference to "maximum distance" and "minimum number" in their definitions.
- Many candidates failed to include an example as required and therefore lost potential marks.
- Some candidates demonstrated confusion and lack of understanding of one or both concepts.

(b) Mean of 3.16 out of four marks.

This question only required limited analysis, interpretation and description of data provided in Table B of the Question/Answer Booklet. It would appear that many candidates couldn't believe that all that was required was description and proceeded to offer lengthy explanations for which they gained no marks. Originally, the examiners had set the question with "describe and account for" as the requirement, but felt this was too much to ask for four marks. On reflection, the stem of the question may have led to some confusion as it included reference to the candidate's own knowledge gained from their Geography studies. This reference was somewhat superfluous.

Strengths:

- Most candidates were able to describe four changes including information from Table B and scored high marks.

Weaknesses:

- A number of candidates failed to include data from Table B.
- Many candidates included unnecessary explanation.
- Some 'descriptions' were too brief to gain full marks.

(c) Mean of 5.88 out of twelve marks.

The marks for this question achieved a high correlation with the total paper's marks and were a good discriminator of the higher-ability candidates.

Strengths:

- Some candidates were able to provide mature answers in which they demonstrated sound knowledge and understanding of the effects of changing technology on central places and were able to appropriately use data from Table C to support their discussions.

Weaknesses:

- Many candidates failed to make a strong link between farm amalgamation and more efficient transport on the one hand and a decrease in threshold population.
- The discussion of changing technology was often too vague and generalised to gain high marks.
- A number of candidates misinterpreted the data by not understanding the title of the table. They identified a decline in the number of central places from 910 to 750 rather than the population of the one central place declining.
- Many candidates were not able to suitably link the data to their discussions.

Question 2.2: **No. Attempting:** **1897 (48.4)** **Range:** **0.0-20.0** **Mean:** **9.44**

(a) Mean of 2.44 out of four marks

Strengths:

- Generally the two definitions were handled well but not as good as those in the alternative Question 2.1(a)

Weaknesses:

- Many candidates failed to relate (provide examples) of either *urban growth* or *urbanisation* to some regional area such as a state or country.
- Some candidates were confused between the two concepts.

(b) Mean of 2.45 out of four marks.

Strengths:

- The better candidates were able to describe the difference between dispersed and nucleated settlement patterns and provided relevant and well-labelled diagrams to support their answers.

Weaknesses:

- Many candidates merely defined the two concepts but failed to differentiate between them and included examples which demonstrated they were confused (e.g. Perth is nucleated but Harvey is dispersed!)
- Many candidates did not demonstrate an understanding of dispersed settlement as comprising scattered farmsteads but referred to rural towns as dispersed settlements.

(c) Mean of 4.70 out of twelve marks.

There is an overwhelmingly poor understanding of the concept of "*rural population*" despite previous questions on this topic and similar conclusions stated in previous Examiners' Reports.

Strengths:

- There was some evidence of an improvement in understanding of the factors affecting rural population distribution, but there were few good answers.

Weaknesses:

- Most candidates failed to demonstrate a sound understanding of the nature of rural population and were only able to provide limited descriptions of the distribution of Australia's dispersed rural population despite the excellent stimulus material provided in Figure 8 on the Broadsheet.
- Many candidates continue to confuse rural and urban population, equating rural population with small country towns.
- Most candidates were unable to demonstrate an understanding of relationships between physical geography, land use and rural population density.

SECTION 3: URBAN AUSTRALIA

Question 3.1: No. Attempted: 3125 (80.7%) Range: 0.0-18.5 Mean: 9.56

(a) Mean of 4.01 out of eight marks.

Strengths:

- Some excellent answers were received in which candidates used information from Figure 9 on the Broadsheet to demonstrate a sound knowledge of the concepts of horizontal and vertical zonation and supported their descriptions with relevant examples.

Weaknesses:

- Many candidates provided only generalised descriptions of land uses within Perth's CBD but failed to capitalise on the information provided in Figure 9 on the Broadsheet.
- Some candidates described a variety of general characteristics of the CBD rather than land use characteristics.
- Many candidates could not demonstrate an understanding of *horizontal and vertical zonation of land use* within the CBD or were unable to provide suitable examples.

(b) Mean of 3.64 out of eight marks.

Strengths:

- The majority of candidates were able to demonstrate understanding of the various urban processes. However, only a limited number were able to adequately apply them in the context of Perth's CBD.
- In general, candidates had a better understanding of agglomeration processes and centripetal/centrifugal forces than the other urban processes.

Weaknesses:

- Many candidates were unwise in their choice of urban processes and struggled to provide suitable explanations and relevant Perth CBD examples.
- Many candidates were only able to describe the processes and not able to relate them to the location and change of land use in the Perth CBD.
- There was an overall poor preparation for this 'popular' question topic.

(c) Mean of 2.14 out of four marks.

Strengths:

- Most candidates chose traffic congestion as their urban problem. Candidates demonstrated a sound knowledge and understanding and were able to provide a reasoned and informed discussion of the both the problem and how it is being addressed in a few excellent answers.

Weaknesses:

- Many candidates provided only limited answers in which the problem was only identified, with little attempt to describe the nature of the problem, and with very limited discussion of how it was being addressed.
- Overall, candidates demonstrated a lack of detailed knowledge and understanding of the geographic dynamics of Perth's CBD. Again, candidate should be better prepared to answer this popular question topic.

Question 3.2: No. Attempted: 747 (19.3%) Range: 0.0-18.5 Mean: 9.89

(a) Mean of 4.35 out of eight marks.

Strengths:

- A few candidates used examples from Figure 10 on the Broadsheet to provide excellent descriptions in which they demonstrated a sound knowledge of the general nature and characteristics of land use in Perth's rural-urban fringe.

Weaknesses:

- Overall, this question was poorly handled with many candidates failing to use the information in Figure 10 to support their descriptions. While many others demonstrated a very limited knowledge of land use within Perth's rural-urban fringe.
- Many failed to identify what land uses were rural and which were urban and therefore found difficulties in establishing the transitory nature of the rural-urban fringe.
- Many candidates simply regurgitated the Figure 10 legend as their description and could provide little evidence of knowledge gained from their own Geography studies.

(b) Mean of 3.90 out of eight marks.

Strengths:

- Again, a limited number of candidates were able to demonstrate sound knowledge and understanding of urban processes and were able to relate these to Perth's rural-urban fringe and include relevant local examples.

Weaknesses:

- Many candidates simply defined the urban processes with little attempt to extend their discussion to demonstrate understanding.
- As with Question 3.1(b), most candidates displayed limited knowledge and understanding of how the urban processes impacted on the rural-urban fringe, and were unable to relate their discussion to Perth through relevant local examples.

(c) Mean of 1.85 out of four marks.

Strengths:

- A few candidates were able to demonstrate a sound knowledge and understanding of a relevant urban problem associated with Perth's rural-urban fringe

Weaknesses:

- This Question was not as well answered as Question 3.1(c). Candidates did not appear to be as well prepared for this topic.
- Although they were able to identify a relevant problem, many candidates struggled to explain how the problem was being addressed in Perth's rural-urban fringe.
- Many candidates identified *urban sprawl* as a problem but were unable to describe the nature of the problem within the context of Perth.

POINTS FOR CONSIDERATION BY THE SYLLABUS COMMITTEE

Nil

Alan May
January 2002

2001 Examining Panel

Chief Examiner: Mr Alan May
Deputy: A/Prof William Cooper
Third Member: Mrs Emmy Terry

Chief Marker: Mr Alan May

APPENDIX A: MEANS AND CORRELATION COEFFICIENTS

(Correlations with the total for the paper)

BY PART			BY QUESTION (extended-answer)		
Part	Mean (2000)	Correlation (2000)	Question	Mean (2000)	Correlation (2000)
A	12.61 (13.76)	0.63 (0.64)	1.1	10.58 (10.22)	0.78 (0.75)
B	11.08 (10.64)	0.76 (0.71)	1.2	9.11 (11.15)	0.78 (0.71)
C					
- Section 1	10.30 (10.43)	0.79 (0.70)	2.1	11.87 (9.21)	0.76 (0.78)
- Section 2	10.60 (9.45)	0.78 (0.78)	2.2	9.44 (10.10)	0.79 (0.75)
- Section 3	9.44 (9.86)	0.78 (0.74)	3.1	9.56 (10.19)	0.76 (0.76)
			3.2	9.89 (9.50)	0.79 (0.73)
Total Mean	54.14 (53.94)				

Note: The overall reliability index (a measure of internal consistency) was 0.75 (0.74 in 2000).

Appendix B: MULTIPLE CHOICE RESPONSES

Item No.	Percent Correct	Correct Response	Number of responses to each alternative				No Response
			(a)	(b)	(c)	(d)	
1	73.9	(c)	186	687	2918	142	15
2	96.0	(a)	3789	35	122	2	0
3	68.0	(c)	666	199	2684	394	5
4	60.9	(d)	132	866	538	2403	9
5	34.4	(b)	1301	1358	951	328	10
6	69.6	(c)	52	152	2746	994	4
7	63.9	(d)	843	100	479	2522	4
8	54.7	(b)	515	2160	541	721	11
9	68.3	(b)	403	2698	486	353	8
10	40.7	(a)	1608	878	954	505	3
11	70.4	(c)	247	70	2781	848	2
12	40.3	(d)	911	1147	297	1591	2
13	50.8	(b)	1818	2006	53	69	2
14	61.7	(a)	2434	255	551	695	13
15	34.4	(c)	330	1394	1357	865	2
16	57.0	(a)	2249	697	441	560	1
17	63.6	(b)	356	2509	693	387	3
18	80.9	(d)	287	88	377	3193	3
19	88.9	(b)	114	3511	265	57	1
20	82.4	(b)	166	3255	342	182	3

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MARKING EXAMINERS' GUIDE**

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GENERAL COMMENTS

1. The following guide has been prepared by the Examining Panel to help you in the marking process and to assist with maximising the integrity and comparability of results.
2. These notes provide:
 - An answer key to the PART A multiple-choice questions.
 - Specific instructions for marking answers to Part B questions.
 - A general guide and marks allocations for marking answers to Part C (Sections 1, 2, and 3) questions.

It is likely that refinements to this marking guide and changes to mark allocations will be made at the Initial Marking Examiners' meeting.

3. In marking scripts it is critical that markers are **consistent**. However, **flexibility** is important to ensure candidates who show initiative and creativity as well as knowledge and understanding **are appropriately rewarded**.
4. Award marks for the material the candidate has written. **Do not deduct marks for what has been omitted**.
5. Be prepared to use **the full range of marks**. **Perfect scores** for some answers, or parts of answers **are to be expected and encouraged** (beware of awarding e.g. 8.5 or 9 out of 10 on the expectation of getting a better answer).
6. Marks should **not** be deducted for poor literacy and legibility as these are not explicit objectives of the Year 12 Geography Syllabus.
7. In the Instructions to Candidates, it states that: "... **fully labelled sketch maps, diagrams and actual examples should be used to ILLUSTRATE and SUPPORT your answers**". Reward candidates who include these as part of any answer (providing they're relevant!).
8. The Part C extended answer questions are each worth 20 marks. Since there are a variety of mark allocations for the component parts of each question, the following table of mark allocation and theoretical available time may help in formulating realistic expectations.

Marks	Minutes
2	3 - 4
4	7 - 8
6	10 -11
8	14 -15
10	18 -19
12	21 -22

9. Any queries concerning marks allocations, interpretation of this document or a candidate's answer should, in the first instance, be addressed to the Chief Examiner.

Thank you for your professional assistance.

Alan May
Chief Examiner

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Part A Multiple Choice Questions

Question	Correct Alternative	Question	Correct Alternative
1.	(c)	11.	(c)
2.	(a)	12.	(d)
3.	(c)	13.	(b)
4.	(d)	14.	(a)
5.	(b)	15.	(c)
6.	(c)	16.	(a)
7.	(d)	17.	(b)
8.	(b)	18.	(d)
9.	(b)	19.	(b)
10.	(a)	20.	(b)

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Part B Short-Answer Questions

Q. 1. 1 mark for one element of correct evidence with supporting GR or AR.

Note: ½ mark deduction if no correct GR or AR identified.

The Topographic Map Image (photomap) provides the best evidence.

- **Wivenhoe Dam** - water backed to north behind *Wivenhoe Dam* wall at e.g. GR 613698 or AR 6169.
- **Height of Land** – height of land near dam wall at approximately 70 metres (GR 614697) whereas at northing 62, height of land at river is approximately 25 metres (e.g. GR 592620).
- **Tributaries** – the angle of entry at the confluence of *Lockyer Creek* with the *Brisbane River* GR 610674 suggests a southward flowing river. On the 1:50,000 scale topographic map in grid squares AR 6069 and AR 6169, the angle of entry of minor tributaries confirms this direction of flow.
- **Contour line bending upstream** - the 25m contour line crosses the river and bends upstream (slightly) at GR 612687.
- **'Dead-end'** - at GR 602646 river appears to have a 'dead-end'. As there is no body of water built-up here then this could only be possible if the river flowed downstream from this point i.e. from north to south.
- Any other logical and correct evidence.

Note: Generalised answers such, “height of land higher in the north” or “angle of entry of tributaries” should receive NO mark.

Q. 2(a) 1 mark for a correct significant change to the landscape.

Note: ½ mark available.

- Creation of *Lake Wivenhoe*/construction of *Wivenhoe Dam*.
- Relocation/realignment of the *Brisbane Valley Highway*.
- ‘Drowning’ of the landscape.
- Realignment of the Brisbane River channel in grid squares AR 6069 and AR 6169.
- Any other logical and correct significant change.

Note: For the full mark, the answer should be in the form of a descriptive sentence, 'one/two word answers' should only be awarded a ½ mark.

Q. 2(b) 1 mark for a correct change to the cultural landscape.

Note: ½ mark available.

- The *Lockyer View Road* has been constructed.
- A number of houses/a sub-division has been developed.
- Any other logical and correct cultural change

Note: For the full mark, the answer should be in the form of a descriptive sentence, 'one/two word answers' should only be awarded a ½ mark.

Q. 3. 1 mark for the correct name.

Note: NO ½ mark available.

Brisbane Valley Highway.

Q. 4. 1 mark for correct distance (within one kilometre).

Note: NO ½ mark available.

37 kilometres (allowable range = 36 to 38 kms)

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Q. 5(a) Half mark for each correct site characteristic.

- **Slope** – *Lowood* is sited on generally flat land in the north-western part of the town with a gently rising slope to the south.
- **Altitude** - *Lowood* is sited on land of approximately 50 metres in the north-western part of the town rising to approximately 80 metres on its southern boundary.
- **Drainage** - *Lowood* is sited on relatively well-drained land with minor, natural drainage channels to the north-east into the Brisbane River.
- **Vegetation** - *Lowood* is sited on land which is generally clear of natural vegetation but some vegetation on the higher land to the south.
- **Shape** - *Lowood* is mainly sited on a triangular-shaped section of land between *Railway Street* and *Prospect Street*.
- Any other correct site characteristic

Note: For the full mark, the answer should be in the form of a descriptive sentence, 'one/two word answers' should only be awarded a ½ mark.

Q. 5(b) Half mark for each correct situation characteristic.

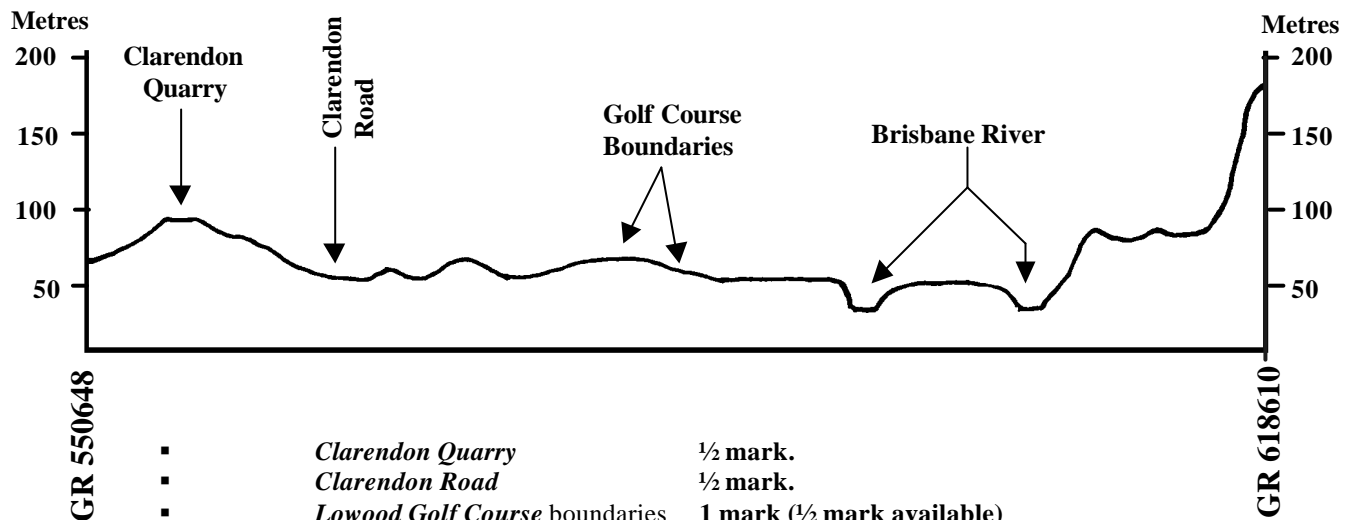
- *Lowood* is situated **between** the Brisbane River to the east and hills to the west.
- *Lowood* is situated approximately three kilometres from Mount Hancock (or any other correct distance from a feature/place).
- *Lowood* is situated **close to** a relatively large area of intensively farmed land.
- *Lowood* is situated **near** a large meander/bend in the Brisbane River.
- *Lowood* is situated at (to the nearest degree) 27° 28' south latitude and 152° 35' east longitude.
- Any other correct situation characteristic.

Note: For the full mark, the answer should be in the form of a descriptive sentence, 'one/two word answers' should only be awarded a ½ mark.

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Q. 6. Total of 3 marks. Individual marks for the accurate annotation of the profile are distributed as follows"

Note: Refer to transparent overlay for accuracy/tolerance limits.



Q. 7. Total of 5 marks. Individual marks to be distributed as follows:

- 1 mark for the External Morphology.
-
- 4 marks for the Internal Morphology.
-
- ½ mark deducted for absence of each of: a title, a suitable scale, a north point, a suitable legend, and major transport lines - up to a maximum of 2 marks.

Q. 8. (a)

- 1 mark for accuracy of location within 1 cm of actual location.
- ½ mark if within 1 to 2 cms of actual location.

(b) Question requires a descriptive 'sentence'.

- 1 mark for each correct characteristic.
- ½ mark deduction for one/two word answers.

(c) Question requires a descriptive 'sentence/s'.

- 1 mark for each relevant environmental impact.
- ½ mark deduction for one/two word answers.

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Part C Extended-Answer Questions

Q. 1.1 (a) Total of 8 marks for typical climatic characteristics of the chosen region

- 3 marks for amount, seasonal distribution and reliability of rainfall.
- 2 marks for seasonal and diurnal variations in temperature.
- 3 marks for rainfall and temperature patterns across the region.

(b) Total of 6 marks. Two marks each for:

- Latitude - not only N-S variation, but also for example, the implications of being in the temperate zone or the tropical zone.
- Distance from sea.
- Seasonal movement of air masses.

(c) Total of 6 marks.

Three marks for **each** discussion of an environmental impact.

Note: Make sure that the impact is relevant to the chosen agricultural activity (e.g. with respect to dairying, the dry-land soil salinity problem associated with mixed-crop and livestock farming is not a major problem related to dairy farming, but salinity problems with respect to water supplied for irrigation is acceptable).

Note: Sugar farming is an acceptable example of intensive cropping.

Q. 1.2 (a) Total of 12 marks. Markers' discretion required.

Award high marks to candidates who demonstrate a depth of knowledge and understanding and include reference to the relationships listed in the note below the question.

Note: Answers that only provide a general treatment can receive up a maximum of 6 marks.

(b) Total of 8 marks.

Four marks for the treatment of each change. Candidates should demonstrate **how** the technological development has brought about the change to the nature and/or location. (Note: Location not relevant to extensive pastoralism).

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Q. 2.1 (a) Total of 4 marks.

Two marks for each definition. **One mark** for definition and **one mark** for relevant example/s.

(b) Total of 4 marks.

One mark for each correct description of a change to either the population or farms and which include reference to the data. Although the question does not request explanation, many candidates are likely to provide reasons, but naturally this should not be penalised.

(c) Total of 12 marks. Markers' discretion required.

For **full/high marks**, candidates should use information from Table C and make reference to and demonstrate understanding of:

- Affects of changing technology - including: farming technology, transport technology and other technology (e.g. power supply, computers, etc.).
- Declining hinterland population and its effect on towns and the community.

Note: A quality answer will refer to specific examples from Table C to support their answer.

Q. 2.2 (a) Total of 4 marks.

Two marks for each definition. **One mark** for definition and **one mark** for relevant example/s.

(b) Total of 4 marks.

Two marks for each description. **One mark** for description and **one mark** for example/s.

Essentially, dispersed settlement refers to scattered farmsteads. Nucleated settlement is possible without the presence of a specialised centre or central place, although these are the most typical types in Australia.

(c) Total of 12 marks. Markers' discretion required.

For **full/high marks** candidates:

- Must include information from Figure 8.
- Refer to both density and sparsity of population distribution.
- Demonstrate understanding of relationships.
- Provide at least three examples of relationships between physical geography, land use and population density.

Note: Maximum of 9 marks if no specific examples provided.

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Q. 3.1(a) Total of 8 marks. Markers' discretion required.

- Description should identify various types of land use and their relative location within the CBD
- Maximum of 6 marks if no reference to vertical zonation.

(b) Total of 8 marks. Four marks for each explanation.

For **full/high marks**, candidates should demonstrate **how** each selected process can affect the location and change in land use in the CBD.

Note: Do not penalise candidates if there is some overlap between centripetal forces and the process of agglomeration.

(c) Total of 4 marks.

- Problem must be relevant to CBD and can be either a locational or social/economic-type of problem.
- Candidate should demonstrate understanding of both the problem and the strategy for addressing it.

Q. 3.2 (a) Total of 8 marks. Markers' discretion required.

- Description should identify various typical types of land use within the rural-urban fringe as well as identifying their characteristics using examples from the Figure 10.
- Maximum of 6 marks if no examples from Figure 10 are included.

For **full/high marks**,

(b) Total of 8 marks. Four marks for each explanation.

For **full/high marks**, candidates should demonstrate **how** each selected process can affect the location and change in land use in the rural-urban fringe.

Note: Do not penalise candidates if there is some overlap between centripetal forces and the process of agglomeration.

(c) Total of 4 marks.

- Problem must be relevant to the rural-urban fringe and can be either a locational or social/economic-type of problem.
- Candidate should demonstrate understanding of both the problem and the strategy for addressing it.