

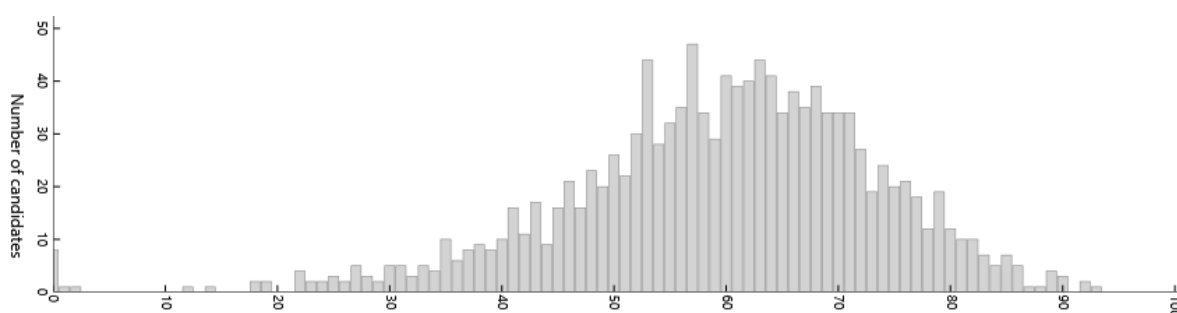


## Summary report of the 2022 ATAR course examination report: Geography

Year	Number who sat	Number of absentees
2022	1269	29
2021	1496	36
2020	1531	29
2019	1563	25

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

### Examination score distribution–Written



### Summary

Attempted by 1269 candidates                      Mean 59.06%                      Max 93.00%    Min 0.00%

Section means were:

Section One: Multiple-choice                      Mean 75.39%

Attempted by 1269 candidates                      Mean 15.08(/20)                      Max 20.00                      Min 0.00

Section Two: Short response                      Mean 61.14%

Attempted by 1260 candidates                      Mean 24.46(/40)                      Max 40.00                      Min 0.00

Section Three: Extended response:

Part A: Unit 3                      Mean 53.30%

Attempted by 1249 candidates                      Mean 10.66(/20)                      Max 20.00                      Min 0.00

Section Three: Extended response:

Part B: Unit 4                      Mean 44.35%

Attempted by 1236 candidates                      Mean 8.87(/20)                      Max 19.50                      Min 0.00

### General comments

The examination had an overall mean of 59.06%, which was a 3.35% increase on 2021. Each section saw an increase in the mean except for the Extended response: Part B: Unit 4, these questions included reference to demographics, which candidates demonstrated a limited knowledge of. The examination functioned well as a whole entity, with a wide range of geographical skills assessed across the paper. Questions in all sections of the paper were clear and aligned to the syllabus.

The examination used a location outside of Western Australia for the topographic map, utilising a section of the Derwent River Valley north of Hobart, Tasmania. The map had a

scale of 1:25 000 and was produced in 1986, which meant that the aerial photograph was more recent than the map. The broadsheet contained information and data presented in a variety of formats including; an oblique aerial photograph, an aerial photograph, a climate graph, a horizontal bar graph, a table displaying change over time, demographic data in a table and a vertical bar graph and three world maps showing data from 1950, 2000 and 2050. The Broadsheet data was relevant, clear, and informative, allowing candidates to access and interpret it.

#### *Advice for candidates*

- Mastery of basic mathematical/arithmetical skills such as speed/distance/time calculations, average gradient and area is required. Understanding and practise of these skills, including presenting the answer as specified in the question, is essential. For example, in a time calculation you may be asked to convert the calculation into minutes and seconds rather than as a fraction of a minute.
- Identification of different relief features and landforms as identified in the syllabus is a basic mapping skill requiring proficiency.
- Practise the accurate use of direction, both between points on a topographic map and to determine direction on remote sensing products.
- Learn definitions for both site and situation. This will assist in eliminating distractors in multiple-choice questions and in identifying and describing each in short answer questions.
- Carefully read the question, this will enable you to identify the skill being assessed. This is particularly important when the question asks you to construct something such as a sketch with annotations, a sketch map or a cross-section. Examiners can ask you to construct and label these in different ways. The question will indicate what is expected.
- Learn the key terminology that is identified in the syllabus. The examiners use the syllabus as the basis for marking keys and multiple-choice responses, and a clear understanding of these key terms will boost your understanding of the subject matter, selecting the correct answer in multiple-choice answers and help you to formulate written responses.
- Familiarisation with key directional verbs (such as, describe, explain, assess), is essential. Learn the meaning of the terms found in the *Glossary of key words used in the formulation of questions* (located under Support materials on the Geography course page) so you can address the questions more accurately.
- In written responses, address the requirements of the question and avoid extensive introductions, which go beyond providing the essential information and context for the response.
- Avoid generalisations for any question or response.

#### *Advice for teachers*

- Teach students how to deconstruct skills questions, to ensure they are answering the question correctly, particularly basic mapping skills and definitions.
- Present students with a variety of topographic maps that use a variety of legend symbols to ensure that they can easily identify features on any topographic map.
- Ensure that students know how to calculate a given area and then convert this into hectares.
- Provide students with opportunities to practise the calculation of average gradient.
- Ensure that students can accurately read and interpret contour lines and their application in determining site and recognising the eight landform features listed in the syllabus.
- Revise the use of the vertical and horizontal lines on topographic maps, known as eastings and northings and their significance when determining grid references and four figure area references.

- Ensure students know how to identify land use and avoid terms such as ‘unused’, ‘nothing there’, ‘bare land’ and so forth. Ensure students are aware that change refers to ‘what was’ and ‘what is’ and answers need to be clear in this aspect.
- Ensure that students are familiar with all types of sketches including oblique and vertical views, from sections of the topographic map, aerial photographs, oblique photographs and fieldwork. Teachers should provide practise to ensure that candidates are able to produce all sketches to a high level of accuracy.
- Interpret ‘advances in technology’, in relation to land cover change more broadly and inform students that land cover change has been occurring rapidly since the Industrial Revolution.
- In relation to the impacts of ‘land management practices on land cover over time’, ensure that students understand that ‘over time’ refers to events that occurred before the creation of records. Ensure that the focus of student learning is on the temporal dimension and the adaptations to land cover that have occurred due to the practices identified.
- Ensure that students are familiar with the details of the required number of strategies or programs as stipulated in the syllabus.
- Encourage students to clearly structure the themes in their written answers. Where two or more causes, impacts, strategies or programs are to be addressed, structured paragraphs are needed for each key point.
- Present up-to-date planning strategies and approaches for case studies. Encourage students to ensure their responses reflect the intent of the strategy rather than smaller/minor issues that are not as critical.
- Ensure all syllabus content points have been covered in the teaching and learning program so there are no gaps in students’ knowledge. Do not make assumptions regarding examination content.
- Refer students to the Glossary of terms in the syllabus to ensure they are familiar with the key terms and definitions of the course.
- Teach the meaning of the cognitive verbs/key directional terms used in the *Glossary of key words used in the formulation of questions* and how they function to determine mark allocations. Once these are understood, students will be able to make an informed judgement on the level of detail required for each question.
- Teach students how to use a wide range of appropriate supporting evidence and examples specific to their response rather than examples that are vague, generalised statements.
- Ensure students are taught time management and practise timed responses that reflect the mark allocation for the question.

### ***Comments on specific sections and questions***

#### **Section One: Multiple-choice (20 Marks)**

The mean score for Section One decreased from 77.98% in 2021 to 75.39% in 2022. Questions 1 to 13 were based on topographical mapping skills. Calculating area and identifying site features proved problematic for many candidates. Identifying a hydrological feature using the legend also appeared difficult for half the candidates. Question 14 to 20 were a mix of Unit 3 and Unit 4 definitions, and source analysis questions. Candidates performed well in questions that utilised ABS data.

#### **Section Two: Short response (40 Marks)**

The mean score for this section was 61.14%, an increase of 7.05% on 2021. Questions 21 to 24 were skills-based questions, Questions 25 to 28 examined Unit 3 content while Questions 29 to 31 examined Unit 4 content. There was one source for each of Unit 3 and Unit 4. Candidates performed poorly on the skills-based questions and when required to demonstrate their understanding of fundamental geographical definitions and concepts.

Some candidates found the questions inaccessible and could not present a concise and well-written response.

**Section Three: Extended response: Part A: Unit 3 (20 Marks)**

The mean marks for Section Three, Part A was 53.4%, 7.11% higher than the 2021 mean of 46.29%. The questions were balanced in terms of complexity, 47% of candidates chose Question 32 and 53% chose Question 33. Part (a) for both questions was answered equally well, while candidates achieved lower marks for Question 33 part (b) than Question 32 part (b). Overall Question 33 was answered slightly better than Question 32.

**Section Three: Extended response: Part B: Unit 4 (20 Marks)**

The mean for Section Three Part B was 44.63%, which was 1.48% lower than the 2021 mean. The questions provided candidates with a choice that required them to respond to both their local case study and their megacity case study. Both options required candidates to describe demographic characteristics of these places. The majority of candidates chose Question 34, where part (a) required candidates to describe demographic characteristics for metropolitan Perth or a regional urban centre in Western Australia, rather than the demographic characteristics for their mega city, as was required in Question 35 part (a). However those candidates that chose Questions 35 achieved slightly higher marks for part (a) than those who chose Question 34.