



GEOGRAPHY

ATAR course examination 2021

Marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Multiple-choice

20% (20 Marks)

| Question | Answer |
|----------|--------|
| 1 | d |
| 2 | c |
| 3 | a |
| 4 | b |
| 5 | b |
| 6 | d |
| 7 | b |
| 8 | c |
| 9 | b |
| 10 | a |
| 11 | a |
| 12 | a |
| 13 | b |
| 14 | d |
| 15 | d |
| 16 | c |
| 17 | a |
| 18 | c |
| 19 | b |
| 20 | d |

Section Two: Short response

40% (40 Marks)

Refer to **Source 1**: Lilydale topographic map 2019 to answer Questions 21 to 23.

Question 21

(2 marks)

Within the area bordered by eastings 57 and 59, and northings 06 and 08, identify how the transport links have been influenced by site factors. Name a specific example to support your response.

| Description | Marks |
|---|----------|
| Correctly identifies how the transport links have been influenced by site factors and correctly names a specific example. | 2 |
| Correctly identifies how the transport links have been influenced by site factors or correctly names a specific example. | 1 |
| Total | 2 |
| <p>Marker Information:</p> <p>Identifies how transport links have been influenced by site factors by general reference to the relationship between routeway (roads and tracks) and relief (contour) patterns.</p> <p>Names a specific example by reference to road names and/or grid references as appropriate.</p> <p>Answer could include: Upper Coonara Road and Monbulk Road follow contour lines around the hill to the North of Pirianda Gardens.</p> <p>Old Road follows a ridge line from GR 573080 to GR 576081.</p> | |

Question 22

(2 marks)

State the latitude and longitude (in degrees and minutes) of the small dam located at GR 618189 and describe a second characteristic of its situation.

| Description | Marks |
|---|----------|
| Correctly identifies the latitude and longitude of the dam and correctly identifies a second characteristic of its situation. | 2 |
| Correctly identifies the latitude and longitude of the dam or correctly identifies a second characteristic of its situation. | 1 |
| Total | 2 |
| <p>Marker information:</p> <p>The correct answer is 37 degrees 46 minutes South, 145 degrees, 26 minutes East. Accept no other coordinates.</p> <p>Identifies a second situational characteristic by reference to distance and direction from another given feature (e.g. a road, a settlement, a watercourse).</p> <p>Answer could include: It is situated 100–200 metres north of Victoria Road.</p> <p>It is situated about 500 metres/half a kilometre east of Stringybark Creek.</p> | |

Question 23

(2 marks)

Calculate how long a car travelling at an average speed of 50 kilometres an hour will take to travel along Sheffield Road from the Intersection of Pavitt Lane at GR 527099 to its end, where it meets the boundary of the National Park at GR 558143. Your answer must be in minutes and seconds.

| Description | Mark |
|--|----------|
| Correctly shows calculations to determine the answer and provides the correct answer in minutes and seconds. | 2 |
| Correctly shows calculations but fails to provide the correct answer or provides the correct answer, but not in minutes and seconds. | 1 |
| Total | 2 |
| <p>Marker Information: Answer and Calculation</p> <p>The correct answer, based on a distance of 5.5 kilometres, is 6 minutes and 36 seconds.</p> <p>Distance (5.5 km.) divided by speed (50 km/h) = 0.11 hours</p> <p>0.11 multiplied by 60 = 6.6 minutes</p> <p>Answer, in minutes and seconds, is 6 minutes and 36 seconds.</p> <p>Accept a distance calculation of 5.4 – 5.6 kms., which translates to a range of ca. 6 minutes 30 seconds to 6 minutes 45 seconds</p> | |

Refer to **Source 1**: Lilydale topographic map 2019 (ARs 5520 and 5620), **Source 2**: Lilydale aerial photograph 2006 and **Source 3**: Lilydale aerial photograph 2018 to answer Question 24.

Question 24

(3 marks)

Locate by grid reference and outline **one** example of land use change that has occurred in the area shown in **Source 2** (2006) and **Source 3** (2018).

| Description | Mark |
|---|----------|
| Correctly provides a grid reference for a location where land use change has occurred and correctly outlines the land uses at that location in both 2006 and 2018. | 3 |
| Correctly provides a grid reference for a location where land use change has occurred and correctly outlines the land uses at that location in either 2006 or 2018. | 2 |
| Correctly provides a grid reference for a location where land use change has occurred but fails to correctly outline the land uses at that location in both 2006 and 2018. | 1 |
| Total | 3 |
| <p>Answer could include (but accept other correct examples):</p> <p>Immediately south of the major highway junction of Maroondah Highway and Warburton Highway in the north east of the photographs (GR 566205), what were the wooded grounds of a large building in 2006 had, in 2018, been partially cleared for future, presumably housing, development.</p> <p>Immediately to the south of this area (GR 566204), what were two paddocks in 2006 had been replaced by housing development in 2018.</p> <p>At the western edge of the photographs, on the northern side of Maroondah Highway (GR 557201), a small patch of woodland in 2006 had been replaced, in 2018, by what appears to be a commercial building.</p> <p>To the north of this building (GR 557203), a paddock surrounded by trees in 2006 had been cleared for future development in 2018.</p> <p>A variation/error of one in both the easting and the northing grid references is permissible.</p> | |

Refer to **Source 1**: Lilydale topographic map 2019 and **Source 4**: Warburton Highway aerial photograph 2018 to answer Question 25.

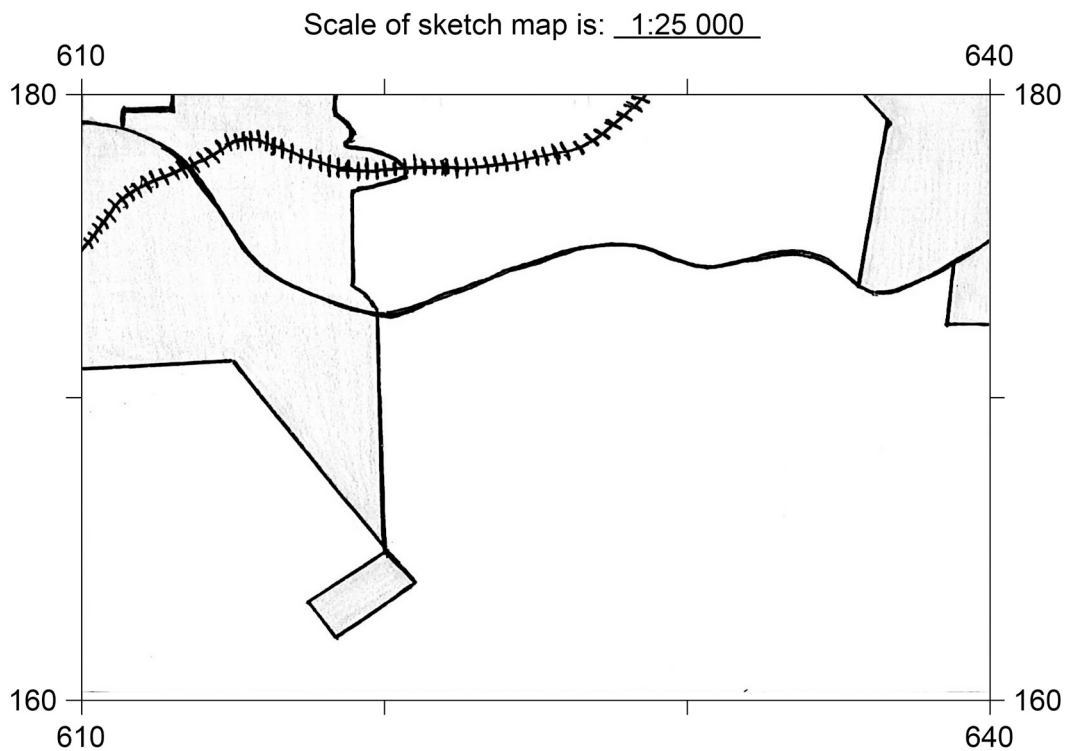
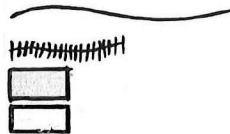
Question 25

(5 marks)

In the frame below construct an annotated sketch map of the area shown in **Source 4**.

Label the following five features on your sketch map:

- Warburton Highway
- dismantled railway line
- the built up areas
- the areas of agricultural land
- the scale of the sketch map



| Description | Marks |
|---|----------|
| All five features are located correctly on the sketch map. | 5 |
| Any four features are located correctly on the sketch map. | 4 |
| Any three features are located correctly on the sketch map. | 3 |
| Any two features are located correctly on the sketch map. | 2 |
| Any one feature is located correctly on the sketch map. | 1 |
| Total | 5 |

Marker Information:

1 cm on Topographic map represents 2 cm on sketch map.

Topographic map area is 6 x 4 cm. Sketch map area is 12 x 8 cm.

Topographic 1:50 000 ∴ sketch is 1:25 000

There are a few areas of remnant bushland and windbreaks within the farmland. Since these are mostly very small at a scale of 1:25,000, candidates should not be penalised for failing to identify them separately.

Question 26**(3 marks)**

Explain the concept of climate change.

| Description | Mark |
|---|----------|
| Explains the concept of climate change (describing its characteristics and explaining why it is occurring i.e. some of the factors which cause it to occur). | 3 |
| Describes the concept of climate change (only describing some of its characteristics). | 2 |
| States or briefly defines climate change. | 1 |
| Total | 3 |
| Marker information: Climate change: <ul style="list-style-type: none"> • is the long-term shift in an area's climatic conditions • shifts have been caused by natural variations such as: astronomical (solar radiation and Earth orbital) and geomorphological (tectonic and volcanic) processes • shifts have been caused by anthropogenic changes to the Earth's atmosphere. | |

Refer to **Source 5**: Global land cover to answer Question 27.

Question 27**(4 marks)**

Name **one** anthropogenic biome identified in **Source 5** and explain its implications for the functioning of the world's ecosystems.

| Description | Marks |
|---|----------|
| Correctly identifies one anthropogenic biome. | 1 |
| Subtotal | 1 |
| Explains its implications for the functioning of the world's ecosystems. | 3 |
| Describes its implications for the functioning of the world's ecosystems. | 2 |
| Outlines its implications for the functioning of the world's ecosystems. | 1 |
| Subtotal | 3 |
| Total | 4 |
| Marker Information: The anthropogenic biomes identified in Source 5 are: <ol style="list-style-type: none"> i. 'Agriculture', ii. 'Livestock: meat and dairy' iii. 'Crop' iv. 'Urban and built-up land'. A candidate may correctly name any one of these four. Implications may include: <ul style="list-style-type: none"> • biodiversity (habitat and species) loss • soil degradation • watercourse and/or groundwater disruption • climate change. These will be referred to as implications of the creation of the anthropogenic biome and the answer will show how these implications affect the functioning of the world's ecosystems. | |

Question 28

(6 marks)

Explain how **two** of the factors listed below have led to differences in the process of land cover change between any two countries:

- government policy
- institutional arrangements
- land ownership
- type of economy
- ideology and culture.

| Description | Marks |
|--|----------|
| For each factor (2 x 3 marks each) | |
| Explains how the factor has led to differences in the process of land cover change between any two countries. Uses appropriate examples. | 3 |
| Describes how the factor has led to differences in the process of land cover change between any two countries. May use appropriate examples. | 2 |
| Outlines in general terms the process of land cover change in any two countries. No examples included. | 1 |
| Subtotal | 3 |
| Total | 6 |
| <p>Marker information:</p> <p>Since the question refers to differences between two countries, 'half marks' cannot be awarded for answers which only refer to one country when discussing either factor.</p> <p>e.g. Government policies on deforestation in Australia and Brazil vary. Although both countries have some policy controls on deforestation, those in Australia are stricter and deforestation is therefore occurring at a slower rate than is the case in Brazil.</p> | |

Refer to **Source 7**: Percentage of the world's population living in urban areas to answer Question 29.

Question 29**(4 marks)**

With specific reference to the trends shown in **Source 7**, describe the implications of the process of urbanisation for human wellbeing.

| Description | Marks |
|---|----------|
| Describes the implications of the process of urbanisation for human wellbeing. Makes specific and appropriate reference to Source 7. | 4 |
| Describes in general terms the implications of the process of urbanisation for human wellbeing. Makes some reference to Source 7. | 3 |
| Outlines the implications of the process of urbanisation for human wellbeing. Makes minimal reference to Source 7. | 2 |
| States an implication of the process of urbanisation for human wellbeing. Makes no reference to Source 7. | 1 |
| Total | 4 |
| <p>Marker information:</p> <p>In making reference to the trends shown in Source 7, a good answer may note that:</p> <ul style="list-style-type: none"> the changes in urbanisation levels are greatest in Asia and Africa the implications of urbanisation for human wellbeing are therefore likely to be greatest in these areas. <p>Examples of the implications of urbanisation for human wellbeing could include:</p> <ul style="list-style-type: none"> better access to employment more educational opportunities greater access to health services more housing options deterioration in human health due to poorer air quality creation of slums and associated issues greater vulnerability to infectious diseases. | |

Refer to **Source 8**: Australia's population distribution (Map 1 and Map 2) to answer Question 30.

Question 30**(6 marks)**

Explain how **two** of the factors below have contributed to the spatial distribution of urban and rural places in Australia:

- historical
- cultural
- economic
- environmental.

| Description | Marks |
|--|----------|
| For each factor (2 x 3 marks each) | |
| Explains how the factor has contributed to the spatial distribution of urban and rural places in Australia. Uses appropriate examples. | 3 |
| Describes how the factor has contributed to the spatial distribution of urban and/or rural places in Australia. May use appropriate examples. | 2 |
| States a factor that has contributed to the spatial distribution of urban and/or rural places in Australia. No examples included. | 1 |
| Subtotal | 3 |
| Total | 6 |
| <p>Marker Information:</p> <p>Each factor is very broad and several explanations can therefore be provided.</p> <p>For example: economic factors include – employment opportunities, exploitation of natural resources, distribution of infrastructure.</p> <p>For example: environmental factors include – site, water availability, precipitation patterns.</p> <p>The explanation of each factor can treat urban and rural places either collectively or separately. To obtain high marks, the response must demonstrate how the factor has had an impact on the spatial distribution of both urban and rural places.</p> | |

Question 31

(3 marks)

From the list below, explain how **one** of these challenges affects rural and remote places in Australia, including Indigenous communities.

- Population loss
- Economic restructuring
- Employment
- Housing
- Service and water provision
- Fly-in/fly-out work patterns
- Transportation
- Land use conflicts
- Isolation and remoteness
- Concentrations of socially vulnerable populations

| Description | Marks |
|--|----------|
| Explains how the challenge affects rural and remote places in Australia. Clearly demonstrates cause and effect or a clear relationship between the challenge and its impact on these places. Uses appropriate examples. | 3 |
| Describes how the challenge affects rural and remote places in Australia. Demonstrates a relationship between the challenge and its impact on these places in a general manner. May use some examples. | 2 |
| States how the challenge affects rural and remote places in Australia. May attempt to demonstrate a relationship between the challenge and its impact. Limited or no reference is made to examples. | 1 |
| Total | 3 |
| <p>Marker information:</p> <p>Some challenges (e.g. concentrations of socially vulnerable populations) have more relevance for Indigenous communities than others (e.g. fly-in/fly-out work patterns).</p> <p>Specific reference to Indigenous communities, may therefore be relevant and appropriate in many cases, but it is not an essential requirement of any given response.</p> | |

Section Three: Extended response

40% (40 Marks)

Question 32

(20 marks)

- (a) Describe the interrelationship between land cover change and climate **or** land cover change and biodiversity loss. Make reference to specific examples to support your response. (8 marks)

| Description | Marks |
|--|----------|
| <p>Describes in detail the interrelationship between land cover change and climate.</p> <p>Or</p> <p>Describes in detail the interrelationship between land cover change and biodiversity loss.</p> <p>Includes detailed examples to demonstrate the complexity of these interrelationships i.e. by providing an explanation of their bi-directional nature. Uses detailed and accurate evidence extensively and in a manner that comprehensively supports the description. Uses data (e.g. examples, sources and statistics) to develop and strengthen the description. Uses accurate and relevant geographical terms. Employs well-structured sentences and links paragraphs together in a coherent manner.</p> | 7–8 |
| <p>Describes the interrelationship between land cover change and climate.</p> <p>Or</p> <p>Describes the interrelationship between land cover change and biodiversity loss.</p> <p>Includes examples to demonstrate these interrelationships. Uses accurate evidence throughout the description. Uses data to support the response. Uses some appropriate geographical terms. Sentences and paragraphs are well developed and easy to comprehend.</p> | 5–6 |
| <p>Outlines a relationship between land cover change and climate.</p> <p>Or</p> <p>Outlines a relationship between land cover change and biodiversity loss.</p> <p>Includes at least one example to demonstrate these relationships. Uses evidence, some of which is accurate. Uses some geographical terms. Sentences and paragraphs are simplistic and may lack structure and clarity.</p> | 3–4 |
| <p>States a relationship between land cover change and climate.</p> <p>Or</p> <p>States a relationship between land cover change and biodiversity loss.</p> <p>A generalised statement with little detail. Information may be in dot point form. Limited evidence is used, and the response may contain many generalisations. Limited use of geographical terms. Poor literacy skills reduce the ability of the marker to understand the response.</p> | 1–2 |
| Total | 8 |

Question 32 (continued)

- (b) Assess **two** ways in which human activity has adapted, or may be required to adapt, to either global climate change **or** loss of biodiversity. (12 marks)

| Description | Marks |
|---|-----------|
| For each of two ways of adaptation (2 x 6 marks each) | |
| Provides an assessment of a way in which human activity has adapted, or may be required to adapt, to global climate change or loss of biodiversity. Uses a wide range of appropriate supporting evidence and examples to develop and strengthen the response. Uses accurate geographical terminology and concepts to develop a cohesive, concise and articulate answer with well-developed sentences and paragraphs in an extended answer format. | 5–6 |
| Provides an explanation of a way in which human activity has adapted, or may be required to adapt, to global climate change or loss of biodiversity. Uses some supporting evidence and examples to develop and strengthen the response. Uses some relevant geographical terminology and concepts to develop a cohesive and concise answer with well-developed sentences and paragraphs in an extended answer format. | 3–4 |
| Provides generalised statements on a way in which human activity has adapted, or may be required to adapt, to global climate change or loss of biodiversity. Uses insufficient evidence and examples to support generalisations. There is limited or no use of geographical terminology and concepts and poor literacy skills may contribute to a response that is difficult to understand. | 1–2 |
| Subtotal | 6 |
| Total | 12 |
| <p>Marker information: Adaptation refers to alterations or adjustments in human responses to changed environments, brought about, in this context, by climate change or loss of biodiversity. It refers to measures taken to adapt to a 'new normal', not to reverse or stop changes that have occurred.</p> <p>Candidates may assess the measure by referring to its environmental and/or economic and/or social benefits and costs.</p> | |

Question 33

(20 marks)

- (a) Describe **one** approach to land cover restoration and rehabilitation with reference to the mitigation of future land cover changes. (8 marks)

| Description | Marks |
|--|----------|
| <p>Describes in detail a specific approach to land cover restoration and rehabilitation. Accurately relates this approach to the mitigation of future land cover changes.</p> <p>Includes detailed examples to demonstrate the nature of the approach and the means by which it might mitigate future land cover changes. Uses a range of detailed and accurate evidence to support the description. Uses data (e.g. examples, sources and statistics) to develop and strengthen the description. Uses accurate and relevant geographical terms. Employs well-structured sentences and links paragraphs together in a coherent manner.</p> | 7–8 |
| <p>Describes an approach to land cover restoration and rehabilitation. Relates this approach to the mitigation of future land cover changes.</p> <p>Includes examples to demonstrate the nature of the approach and the means by which it might mitigate future land use changes. Uses accurate evidence throughout the description. Uses data to support the response. Uses some appropriate geographical terms. Sentences and paragraphs are well developed and easy to comprehend.</p> | 5–6 |
| <p>Outlines an approach to land cover restoration and rehabilitation. Provides a limited indication of the relationship between this approach and the mitigation of future land cover changes.</p> <p>Includes at least one example to demonstrate the nature of the approach and the means by which it might mitigate future land use changes. Uses evidence, some of which is accurate. Uses some geographical terms. Sentences and paragraphs are simplistic and may lack structure and clarity.</p> | 3–4 |
| <p>States an approach to land cover restoration and rehabilitation. Provides little or no indication of the relationship between this approach and the mitigation of future land cover changes.</p> <p>A generalised statement with little detail. Information may be in dot point form. Limited evidence is used, and the response may contain many generalisations. Limited use of geographical terms. Poor literacy skills reduce the ability of the marker to understand the response.</p> | 1–2 |
| Total | 8 |
| <p>Marker information: Restoration and rehabilitation approaches can include removal of introduced plant and animal species, removal of any contaminants in the soil or hydrological features and revegetation of the area. Note: If candidates fail to relate the approach to the mitigation of future land cover changes, a maximum of four marks should be awarded.</p> | |

Question 33 (continued)

- (b) Assess the effects of climate change on land cover in natural **and** anthropogenic biomes **or** assess the effects of biodiversity loss in natural **and** anthropogenic biomes. (12 marks)

| Description | Marks |
|---|-----------|
| For each of natural and anthropogenic biomes (2 x 6 marks each) | |
| <p>Provides an assessment of how either climate change or biodiversity loss brings about modifications in the selected biomes.</p> <p>Uses a wide range of appropriate supporting evidence and examples to develop and strengthen the response. Uses accurate geographical terminology and concepts to develop a cohesive, concise and articulate answer with well-developed sentences and paragraphs in an extended answer format.</p> | 5–6 |
| <p>Provides an explanation of how either climate change or biodiversity loss brings about modifications in the selected biomes.</p> <p>Uses some supporting evidence and examples to develop and strengthen the response. Uses some relevant geographical terminology and concepts to develop a cohesive and concise answer with well-developed sentences and paragraphs in an extended answer format.</p> | 3–4 |
| <p>Provides generalised statements on how either climate change or biodiversity loss brings about modifications in the selected biomes.</p> <p>Uses limited evidence and examples to support generalisations. There is limited or no use of geographical terminology and concepts and poor literacy skills may contribute to a response that is difficult to understand.</p> | 1–2 |
| Subtotal | 6 |
| Total | 12 |

Question 34

(20 marks)

- (a) Describe the site and external morphology of metropolitan Perth **or** a regional urban centre in Western Australia. (8 marks)

| Description | Marks |
|--|----------|
| <p>For either metropolitan Perth or a regional centre in Western Australia:</p> <p>Describes in detail accurate information on both the site and the external morphology of the chosen place. The locations, nature and extent of features are described. The answer may be supported by maps.</p> <p>A wide range of supporting evidence and examples is used to develop and strengthen the description. Uses accurate and relevant geographical terminology and concepts to develop a cohesive answer, with well-developed sentences and paragraphs in an extended answer format.</p> | 7–8 |
| <p>For either metropolitan Perth or a regional centre in Western Australia:</p> <p>Describes relatively accurate information on both the site and the external morphology of the chosen place. The locations, nature and extent of features are broadly described. The answer may be supported by maps.</p> <p>A range of supporting evidence and examples is used to develop and strengthen the description. Relevant geographical terminology and concepts helps to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer format.</p> | 5–6 |
| <p>For either metropolitan Perth or a regional centre in Western Australia:</p> <p>Outlines generalised information on the site and/or the external morphology of the chosen place. Elements of the locations, nature and extent of features are described. The answer may be supported by maps.</p> <p>Limited supporting evidence and examples are used to support outline. There is limited use of geographical terminology and concepts in a largely unstructured response.</p> | 3–4 |
| <p>For either metropolitan Perth or a regional centre in Western Australia:</p> <p>Provides generalised statements on either the site or the external morphology of the chosen place.</p> <p>Few elements of the locations, nature and extent of features are described. There is limited or no use of geographical terminology and poor literacy skills may contribute to a response that is difficult to understand.</p> | 1–2 |
| Total | 8 |
| <p>Marker information:</p> <p>Site features may include physical characteristics of the land on which a feature is located e.g. relief, landforms, drainage features, soils, natural vegetation.</p> <p>External morphology is the overall shape and extent of the boundary of an urban area.</p> | |

Question 34 (continued)

- (b) Describe the implications of a major challenge facing a megacity you have studied and assess the extent to which **one** strategy, adopted to address this challenge, has enhanced the sustainability and liveability of the megacity. (12 marks)

| Description | Marks |
|--|-----------|
| <p>Describes, in detail, the implications of the selected challenge. Provides a detailed and balanced assessment of the extent to which the chosen strategy has enhanced both the sustainability and the liveability of the place.</p> <p>Uses a wide range of appropriate supporting evidence and examples to develop and strengthen the response. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer with well-developed sentences and paragraphs in an extended answer format.</p> | 11–12 |
| <p>Describes the implications of the selected challenge. Provides an assessment of the extent to which the chosen strategy has enhanced both the sustainability and the liveability of the place.</p> <p>Uses a range of supporting evidence and examples to illustrate the response. The use of relevant geographical terminology and concepts helps to develop a cohesive, and concise answer with well-developed sentences and paragraphs in an extended answer format.</p> | 9–10 |
| <p>Describes the implications of the selected challenge. Provides an explanation of how the chosen strategy has enhanced both the sustainability and the liveability of the place.</p> <p>Uses some supporting evidence and examples to illustrate the response. The use of some relevant geographical terminology and concepts helps to develop a cohesive answer with well-developed sentences and paragraphs in an extended answer format.</p> | 7–8 |
| <p>Outlines the implications of the selected challenge. Provides a description of how the chosen strategy has enhanced both the sustainability and the liveability of the place.</p> <p>Uses some evidence and examples to support the outline. There is some use of geographical terminology and concepts. Sentences and paragraphs are simplistic and lack structure and clarity.</p> | 5–6 |
| <p>Provides a very limited description of the implications of the selected challenge. Provides an outline of how the chosen strategy has enhanced either the sustainability or the liveability of the place.</p> <p>Some evidence and examples may be used to support statements and generalisations. There is little or no use of geographical terminology and concepts and the response is largely unstructured.</p> | 3–4 |
| <p>Provides generalised statements of the selected challenge for the megacity. Provides generalised statements of how the chosen strategy has enhanced either the sustainability or the liveability of the place.</p> <p>A basic description with little detail. Information may be in dot point form. Limited evidence is used, and the response may contain many generalisations. Limited use of geographical terms. Poor literacy skills reduce the ability of the marker to understand the response.</p> | 1–2 |
| Total | 12 |
| <p>Marker information: The syllabus uses the term strategy as opposed to plan or scheme.</p> <p>Therefore, candidates may interpret this term as referring to a large-scale plan such as ONENYC, a specific strategy within such a plan or a more local initiative.</p> <p>All of these approaches are to be accepted and marked on the merit of the candidates' response to the question.</p> | |

Question 35

(20 marks)

- (a) Describe the site and internal morphology of a megacity you have studied. (8 marks)

| Description | Marks |
|--|----------|
| <p>For the selected megacity:</p> <p>Describes in detail accurate information on both the site and the internal morphology of the chosen place. The locations, nature and extent of features are described. The answer may be supported by maps.</p> <p>A wide range of supporting evidence and examples is used to develop and strengthen the description. Uses accurate and relevant geographical terminology and concepts to develop a cohesive answer, with well-developed sentences and paragraphs in an extended answer format.</p> | 7–8 |
| <p>For the selected megacity:</p> <p>Describes relatively accurate information on both the site and the internal morphology of the chosen place. The locations, nature and extent of features are broadly described. The answer may be supported by maps.</p> <p>A range of supporting evidence and examples is used to develop and strengthen the description. Relevant geographical terminology and concepts helps to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer format.</p> | 5–6 |
| <p>For the selected megacity:</p> <p>Outlines generalised information on the site and/or the internal morphology of the chosen place. Elements of the locations, nature and extent of features are described. The answer may be supported by maps.</p> <p>Limited supporting evidence and examples are used to support outline. There is limited use of geographical terminology and concepts in a largely unstructured response.</p> | 3–4 |
| <p>For the selected megacity:</p> <p>Provides generalised statements on either the site or the internal morphology of the chosen place. Few elements of the locations, nature and extent of features are described.</p> <p>There is limited or no use of geographical terminology and poor literacy skills may contribute to a response that is difficult to understand.</p> | 1–2 |
| Total | 8 |
| <p>Marker information:</p> <p>Site features may include physical characteristics of the land on which a feature is located e.g. relief, landforms, drainage features, soils, natural vegetation.</p> <p>Internal morphology of a settlement is the land use and transport patterns within an urban area.</p> | |

Question 35 (continued)

- (b) Describe the implications of a major challenge facing metropolitan Perth **or** a regional urban centre in Western Australia and assess the extent to which **one** strategy, adopted to address this challenge, has enhanced the sustainability and liveability of the place. (12 marks)

| Description | Marks |
|--|-----------|
| <p>Describes, in detail, the implications of the selected challenge. Provides a detailed and balanced assessment of the extent to which the chosen strategy has enhanced both the sustainability and the liveability of the place.</p> <p>Uses a wide range of appropriate supporting evidence and examples to develop and strengthen the response. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer with well-developed sentences and paragraphs in an extended answer format.</p> | 11–12 |
| <p>Describes the implications of the selected challenge. Provides an assessment of the extent to which the chosen strategy has enhanced both the sustainability and the liveability of the place.</p> <p>Uses a range of supporting evidence and examples to illustrate the response. The use of relevant geographical terminology and concepts helps to develop a cohesive, and concise answer with well-developed sentences and paragraphs in an extended answer format.</p> | 9–10 |
| <p>Describes the implications of the selected challenge. Provides an explanation of how the chosen strategy has enhanced both the sustainability and the liveability of the place.</p> <p>Uses some supporting evidence and examples to illustrate the response. The use of some relevant geographical terminology and concepts helps to develop a cohesive answer with well-developed sentences and paragraphs in an extended answer format.</p> | 7–8 |
| <p>Outlines the implications of the selected challenge. Provides a description of how the chosen strategy has enhanced both the sustainability and the liveability of the place.</p> <p>Uses some evidence and examples to support the outline. There is some use of geographical terminology and concepts. Sentences and paragraphs are simplistic and lack structure and clarity.</p> | 5–6 |
| <p>Provides a very limited description of the implications of the selected challenge. Provides an outline of how the chosen strategy has enhanced either the sustainability or the liveability of the place.</p> <p>Some evidence and examples may be used to support statements and generalisations. There is little or no use of geographical terminology and concepts and the response is largely unstructured.</p> | 3–4 |
| <p>Provides generalised statements of the selected challenge. Provides generalised statements of how the chosen strategy has enhanced either the sustainability or the liveability of the place.</p> <p>A basic description with little detail. Information may be in dot point form. Limited evidence is used, and the response may contain many generalisations. Limited use of geographical terms. Poor literacy skills reduce the ability of the marker to understand the response.</p> | 1–2 |
| Total | 12 |
| <p>Marker information: The syllabus uses the term strategy as opposed to plan or scheme.</p> <p>Therefore, candidates may interpret this term as referring to a large-scale plan such as, Perth and Peel@3.5 million, a specific strategy within such a plan or a more local initiative.</p> <p>All of these approaches are to be accepted and marked on the merit of the candidates' response to the question.</p> | |

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