

Question	Evidence
<p><b>ONE</b></p> <p><b>Codes:</b></p> <p><b>B</b> = Basic</p> <p><b>C</b> = Complex</p>	
<i>Geographic Concepts: Patterns and Environments</i>	
(a)	<p>(i) Names the coast of Australia where the Gold Coast can be found:</p> <ul style="list-style-type: none"> <li>• East Coast.</li> </ul> <p>(ii) Compares the size, shape, or any other characteristics of the continents of Australia and Europe, with little reference to <b>specific evidence</b> from Resource B.</p> <p>OR:</p> <p>Fully compares the size, shape, and other characteristics of the continents of Australia and Europe, with reference to at least TWO pieces of <b>specific evidence</b> from Resource B such as:</p> <ul style="list-style-type: none"> <li>• Shape – Australia has a more regular coastline, surrounded by water. Compares coast of Australia with Europe (inland sea / Italy / islands).</li> <li>• Size – Australia is a bigger country compared to Europe, i.e. it takes up a whole continent (two-thirds to one-half bigger).</li> <li>• One country compared to 27.</li> </ul>
(b)	<p>(i) Gives BOTH the name and number of the freeway / divided highway that heads in a northerly direction towards Brisbane:</p> <ul style="list-style-type: none"> <li>• Pacific Motorway (Pacific)</li> <li>• M1 (1).</li> </ul> <p>(ii) Gives the approximate latitude for Surfers Paradise that is given on the map:</p> <ul style="list-style-type: none"> <li>• 28° 00' south</li> </ul> <p>OR:</p> <ul style="list-style-type: none"> <li>• 28° 00' south (S).</li> </ul> <p>(iii) Estimates the straight line distance from Seaworld to Point Danger:</p> <ul style="list-style-type: none"> <li>• 33 <b>or</b> 36 km</li> </ul> <p>OR:</p> <ul style="list-style-type: none"> <li>• 34–35 km.</li> </ul>
(c)	<p>Locates and labels on the précis map of the Gold Coast:</p> <ul style="list-style-type: none"> <li>• Seaworld (MUST be a point symbol and not in the sea to the East).</li> <li>• the freeway / divided highway</li> </ul> <p>OR:</p> <ul style="list-style-type: none"> <li>• Pacific Motorway <b>or</b> M1 (accept Pacific).</li> <li>• Burleigh Heads National Park (on the coast)</li> <li>• the area of New South Wales (ALL land below the border with Queensland is shaded in).</li> </ul> <p>(See <b>Appendix A</b>).</p>

(d)	<p>Names which way the photographer was facing when the photograph in Resource C was taken:</p> <ul style="list-style-type: none"> <li>• South-east.</li> </ul>	<b>B</b>
(e)	<p>Describes the pattern of roading and settlement in Miami Keys and Broadbeach Waters, but lacks detailed specific information from the map / satellite photo.</p> <p>OR:</p> <p>Fully describes the pattern of roading and settlement in Miami Keys and Broadbeach Waters, including detailed specific information from the map / satellite photo (Resources E and F), e.g.:</p> <ul style="list-style-type: none"> <li>• Most streets short and come from a central main road, e.g. off T E Peters Drive, or Merrimac Boulevard (Andrea Avenue one of the longest at 280 m).</li> <li>• Most have access to the canals / waterways, e.g. every house in Andrea Avenue and Flamingo Key has water at the bottom of the garden.</li> <li>• On the satellite photo, most houses take up nearly all of their section, i.e. sections are small.</li> <li>• Many of the houses have a jetty or dock, e.g. the houses in Key West, Pearl West, and Andrea Avenue.</li> <li>• Some of the houses have swimming pools (blue squares at the rear of the section, e.g. Andrea Avenue and Bal Harbour).</li> <li>• Most houses appear to be individual houses, with flats or multi-storey buildings closer to / opposite the Convention Centre, e.g. Eady Avenue and Miami Key.</li> <li>• Streets and keys are man-made. Landforms are not natural in shape (all artificially made).</li> </ul>	<p><b>B</b></p> <p>OR:</p> <p><b>C</b></p>

<b>Not Achieved</b>	<b>N0</b>	No response; no relevant evidence. <i>OR:</i> 0 or 1 correct out of 11 opportunities.
	<b>N1</b>	2 or 3 correct out of 11 opportunities. Shows minimal knowledge of basic skills and geographic conventions in the presentation of information.
	<b>N2</b>	4 or 5 correct out of 11 opportunities. Shows insufficient knowledge of basic skills and geographic conventions in the presentation of information.
<b>Achievement</b>	<b>A3</b>	6, including 1 <b>C</b> answer, or 8 correct out of 11 opportunities. Uses basic skills and geographic conventions in the presentation of information in some instances. Shows a basic understanding of the geographic concepts of “patterns” and “environments”.
	<b>A4</b>	6 or 7 correct out of 11 opportunities, including 2 <b>C</b> answers. Uses basic skills and geographic conventions in the presentation of information in most instances. Shows a basic understanding of the geographic concepts of “patterns” and “environments”.
<b>Merit</b>	<b>M5</b>	7 correct out of 11 opportunities, including 3 <b>C</b> answers. Uses basic skills and geographic conventions with precision in presentation of information in some instances. Shows an in-depth understanding of the geographic concepts of “patterns” and “environments”.
	<b>M6</b>	8 correct out of 11 opportunities, including 3 <b>C</b> answers. Uses basic skills and geographic conventions with precision in presentation of information in most instances. Shows an in-depth understanding of the geographic concepts of “patterns” and “environments”.
<b>Excellence</b>	<b>E7</b>	9 correct out of 11 opportunities, including 4 <b>C</b> answers. Uses geographic conventions with consistent precision in most instances. Shows a full understanding of geographic concepts using geographic terminology in the context of “patterns” and “environments”; uses some supporting evidence from the resources provided.
	<b>E8</b>	10 or 11 correct out of 11 opportunities, including 4 <b>C</b> answers. Uses geographic conventions with consistent precision. Shows a full understanding of geographic concepts using geographic terminology in the context of “patterns” and “environments”; uses a range of supporting evidence from the resources provided.

Question	Evidence	
TWO	<b>Codes:</b> <b>B</b> = Basic <b>C</b> = Complex	
Geographic Concepts: Patterns and Change		
(a)	(i) Names the breed of whale commonly found off the Gold Coast: <ul style="list-style-type: none"><li>• Humpback whales.</li></ul> (ii) Names the season the whales head north: <ul style="list-style-type: none"><li>• Winter.</li></ul> (iii) Explains why the map makers use double-headed arrows to show the annual migration of whales: <ul style="list-style-type: none"><li>• The whales head north to the breeding grounds in warmer waters (e.g. the Pacific), then later they head south again to go back to the feeding grounds in Antarctica.</li></ul> (iv) Provides the number of whales that migrated past the Gold Coast in 2014: <ul style="list-style-type: none"><li>• 10 000 (as stated in Resource G).</li></ul>	<b>B</b>  <b>B</b>  <b>C</b>  <b>B</b>
(b)	(i) States the average rainfall for April: <ul style="list-style-type: none"><li>• 136 mm.</li></ul> <i>Note: Dot (wrong) = if no 'mm' after the figure).</i>  Names ONE climate-related reason why the month of April was chosen for when the Commonwealth Games should take place, including statistics.  <i>OR:</i>  Names TWO climate-related reasons why the month of April was chosen for when the Commonwealth Games should take place, including statistics, e.g.: <ul style="list-style-type: none"><li>• Average rainfall much less than January to March (137 mm) cf. January (178 mm), February (187 mm), and March (202 mm). Drier for spectators / athletes.</li><li>• Average temperature of 21.7°C still pleasant for outdoor sports (whereas 24°C in January and February, and 23°C in March).</li><li>• Less chance of having a rainy day than in January (12.7), February (13.3), and March (15.2). April rain days (11.3). Less chance of rain for the Games.</li></ul>	<b>B</b>  <b>B</b>  <i>OR:</i> <b>C</b>

(c)	<p>(i) Uses the figures from the table to complete the line graph:</p> <ul style="list-style-type: none"> <li>• full title as per the heading on the table</li> <li>• axes both labelled</li> <li>• even scale (N.B. 2014)</li> <li>• accurate plotting of points</li> <li>• MUST be a line graph.</li> </ul> <p>(See <b>Appendix B</b>).</p> <p>(ii) Circles the time period plotted on the graph in (c) (i) that had the greatest population growth:</p> <ul style="list-style-type: none"> <li>• 1980–2000.</li> </ul> <p>(iii) Describes the changes in population growth on the Gold Coast that occurred from 1940 to 2014.</p> <p>OR:</p> <p>Fully explains the changes in population growth on the Gold Coast that occurred from 1940 to 2014, including some statistics, e.g.:</p> <ul style="list-style-type: none"> <li>• <b>1940</b> = 9 000 people – area used for rest and recreation for American soldiers; beginning of tourism.</li> <li>• <b>1961</b> = 33 000 people – playground for wealthy people from Brisbane, and for inland farmers.</li> <li>• <b>1981</b> = 117 000 people – theme parks developed, surfing, canals, beachfront developments; tourism takes off.</li> <li>• <b>2001</b> = 441 000 people – tourist attraction both for Australians and overseas people; whale watching popular.</li> <li>• <b>2014</b> = 535 000 people – chosen to host 2018 Commonwealth Games; building projects attract more people; flow-on effects of the Games.</li> </ul>	<p><b>B</b> = 1 or 2 incorrect. OR: <b>C</b> = ALL correct.</p> <p><b>B</b></p> <p><b>B</b></p> <p>OR: <b>C</b></p>
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<b>Not Achieved</b>	<b>N0</b>	No response; no relevant evidence. <i>OR:</i> 1 correct out of 9 opportunities.
	<b>N1</b>	2 correct out of 9 opportunities. Shows minimal knowledge of basic skills and geographic conventions in the presentation of information. Shows a lack of basic understanding of geographic concepts of “patterns” and “change”.
	<b>N2</b>	3 correct out of 9 opportunities. Shows insufficient knowledge of basic skills and geographic conventions in the presentation of information. Shows a lack of basic understanding of geographic concepts of “patterns” and “change”.
<b>Achievement</b>	<b>A3</b>	4 correct out of 9 opportunities. Uses basic skills and geographic conventions in the presentation of information in some instances. Shows a basic understanding of geographic concepts of “patterns” and “change”.
	<b>A4</b>	5 correct out of 9 opportunities, including 2 <b>C</b> answers. Uses basic skills and geographic conventions in the presentation of information in most instances. Shows a basic understanding of geographic concepts of “patterns” and “change”.
<b>Merit</b>	<b>M5</b>	6 correct out of 9 opportunities, including 2 <b>C</b> answers. Uses basic skills and geographic conventions with precision in presentation of information in some instances. Shows an in-depth understanding of geographic concepts of “patterns” and “change”.
	<b>M6</b>	7 correct out of 9 opportunities, including 3 <b>C</b> answers. Uses basic skills and geographic conventions with precision in presentation of information in most instances. Shows an in-depth understanding of geographic concepts of “patterns” and “change”.
<b>Excellence</b>	<b>E7</b>	8 correct out of 9 opportunities, including 3 <b>C</b> answers. Uses geographic conventions with consistent precision in most instances. Shows a full understanding of geographic concepts using geographic terminology in the context of “patterns” and “change”; uses some supporting evidence from the resources provided.
	<b>E8</b>	9 correct out of 9 opportunities, including 4 <b>C</b> answers. Uses geographic conventions with consistent precision. Shows a full understanding of geographic concepts using geographic terminology in the context of “patterns” and “change”; uses a range of supporting evidence from the resources provided.

Question	Evidence	
THREE	<b>Codes:</b> <b>N</b> = Not answered, irrelevant or insufficient answer. <b>Ep</b> = Partial explanation (a basic understanding of the concept of change / perspectives is shown, but little supporting evidence). <b>Ed</b> = Detailed explanation (a full explanation of the concept of change / perspectives is given, with supporting evidence).	
Geographic Concepts: Perspectives and Change		
(a)	Marks the viewpoints on the continuum that the four people hold about the 2018 Commonwealth Games. (See <b>Appendix C</b> ).	<b>B</b> = FOUR correctly placed.
(b)	Chooses TWO people from the continuum (other than Brent).  Explains why ONE has an <b>economic</b> viewpoint about the Commonwealth Games, AND the other (a <i>different</i> person), has a <b>social</b> viewpoint about the Games.  Explains why EACH person holds this viewpoint. <i>Note: If ONE completed correctly, with supporting evidence, can score Ep.</i> <ul style="list-style-type: none"><li>Economic perspectives, e.g.: <u>Wilson Family (Property Developers)</u><ul style="list-style-type: none"><li>- Able to make good money from their rental properties while the Games are on. Will rent them out while the Games are on and stay in Brisbane instead. Out to make money.</li></ul><u>Mick (Software Engineer)</u><ul style="list-style-type: none"><li>- Working on developing software for testing banned substances and wants to see if the Games Corporation is interested in buying it.</li></ul></li><li>Social perspectives, e.g.: <u>Mick (Software Engineer)</u><ul style="list-style-type: none"><li>- Thinking of volunteering along with his mates as it would be fun to help. Great social opportunity.</li></ul><u>Doris (Elderly Pensioner)</u><ul style="list-style-type: none"><li>- Lives close to one of the Games venues and is worried about noise and litter from the Games, as well as an increase in crime, so would like extra security for the 11 / 12 days. Worried about it impacting on people.</li></ul><u>Yvonne (Swimmer)</u><ul style="list-style-type: none"><li>- Very excited about the Games and will train hard for the next four years to try to be part of the Australian Team.</li></ul></li></ul>	<b>N</b> <i>OR:</i> <b>Ep</b>  <i>OR:</i> <b>Ed</b>

(c)	<p>Fully explains how the Games will impact on the people and environment.</p> <p><i>Note: Consider responses holistically. The examples below demonstrate perspectives. The candidate may give evidence from changes that will occur, however some reference must be made to facts or figures from the resources given in the exam, and / or the resource booklet.</i></p> <p>MUST refer to the <b>concept of change</b>.</p> <p><u>Examples of change:</u></p> <ul style="list-style-type: none"> <li>• Economic changes, e.g.: <ul style="list-style-type: none"> <li>- Provides employment (30 000 equivalent in full-time job opportunities, 15 000 voluntary workers needed, 1 000 technology officials).</li> <li>- Provides promotional exposure for trade, tourism and investments businesses.</li> <li>- Offers a chance to develop new technology for the games (Mick).</li> <li>- Improves infrastructure and facilities (G:link rail development, 17 new sports venues, 1 200 new permanent apartments, 30 new buildings, 29 ha new 'Parklands' area).</li> <li>- Will be redeveloped after the Games / some houses and apartments sold on.</li> </ul> </li> <li>• Social changes, e.g.: <ul style="list-style-type: none"> <li>- Locals can volunteer to help and it should be fun (Mick).</li> <li>- Exciting place for visitors to the Games with five major theme parks, whale watching tours, "Gold Coast Famous for Fun", etc.</li> <li>- Largest sports event to be held in Australia this decade, with an influx of 6 500 people to participate.</li> <li>- Gives Australians a chance to practice and train hard to make the games squad; competing in Australia (Yvonne).</li> </ul> </li> <li>• Negatives, e.g.: <ul style="list-style-type: none"> <li>- Traffic will be hectic – long hours for workers (Brent).</li> <li>- Some elderly feel threatened by all the people, insecure, worried about litter and noise; want security guards (Doris).</li> <li>- Some people just out to make lots of income from renting out their properties; will shift to Brisbane for the days that the games are on (Wilson Family).</li> </ul> </li> <li>• Environmental, e.g.: <ul style="list-style-type: none"> <li>- Traffic noise and congestion.</li> <li>- Redevelopment of 29 ha of parkland.</li> <li>- 11 days of "games" (Doris).</li> <li>- 30 000 workers needed will put pressure on resources.</li> </ul> </li> </ul>	<p><b>N</b> OR:</p> <p><b>Ep</b> OR:</p> <p><b>Ed</b></p>
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<b>Not Achieved</b>	<b>N0</b>	No response; no relevant evidence.
	<b>N1</b>	ONE part attempted (either (a), (b), or (c)) with partial explanation, but no supporting evidence. Shows minimal knowledge of basic skills and geographic conventions in the presentation of information. Shows a lack of basic understanding of a geographic concept.
	<b>N2</b>	1 <b>B</b> OR: 1 <b>Ep</b> Shows insufficient knowledge of basic skills and geographic conventions in the presentation of information. Shows a lack of basic understanding of a geographic concept.
<b>Achievement</b>	<b>A3</b>	1 <b>B</b> AND 1 <b>Ep</b> OR: 1 <b>Ed</b> Uses basic skills and geographic conventions in the presentation of information in some instances. Shows a basic understanding of a geographic concept.
	<b>A4</b>	1 <b>B</b> AND 1 <b>Ed</b> OR: 2 <b>Ep</b> Uses basic skills and geographic conventions in the presentation of information in most instances. Shows a basic understanding of a geographic concept.
<b>Merit</b>	<b>M5</b>	1 <b>Ed</b> AND 1 <b>Ep</b> OR: 1 <b>B</b> AND 2 <b>Ep</b> Uses basic skills and geographic conventions with precision in presentation of information in some instances. Shows an understanding of geographic concepts in some depth.
	<b>M6</b>	1 <b>Ed</b> AND 1 <b>Ep</b> AND 1 <b>B</b> Uses basic skills and geographic conventions with precision in presentation of information in most instances. Shows an in-depth understanding of geographic concepts.
<b>Excellence</b>	<b>E7</b>	2 <b>Ed</b> Uses geographic conventions with consistent precision in most instances. Shows a full understanding of geographic concepts using the appropriate terminology, with limited reference to concept; uses some supporting evidence from the resources provided; refers to a concept.
	<b>E8</b>	2 <b>Ed</b> AND 1 <b>B</b> Uses geographic conventions with consistent precision. Shows a full understanding of geographic concepts, using the appropriate terminology and referring to a concept throughout; uses a wide range of supporting evidence from the resources provided.

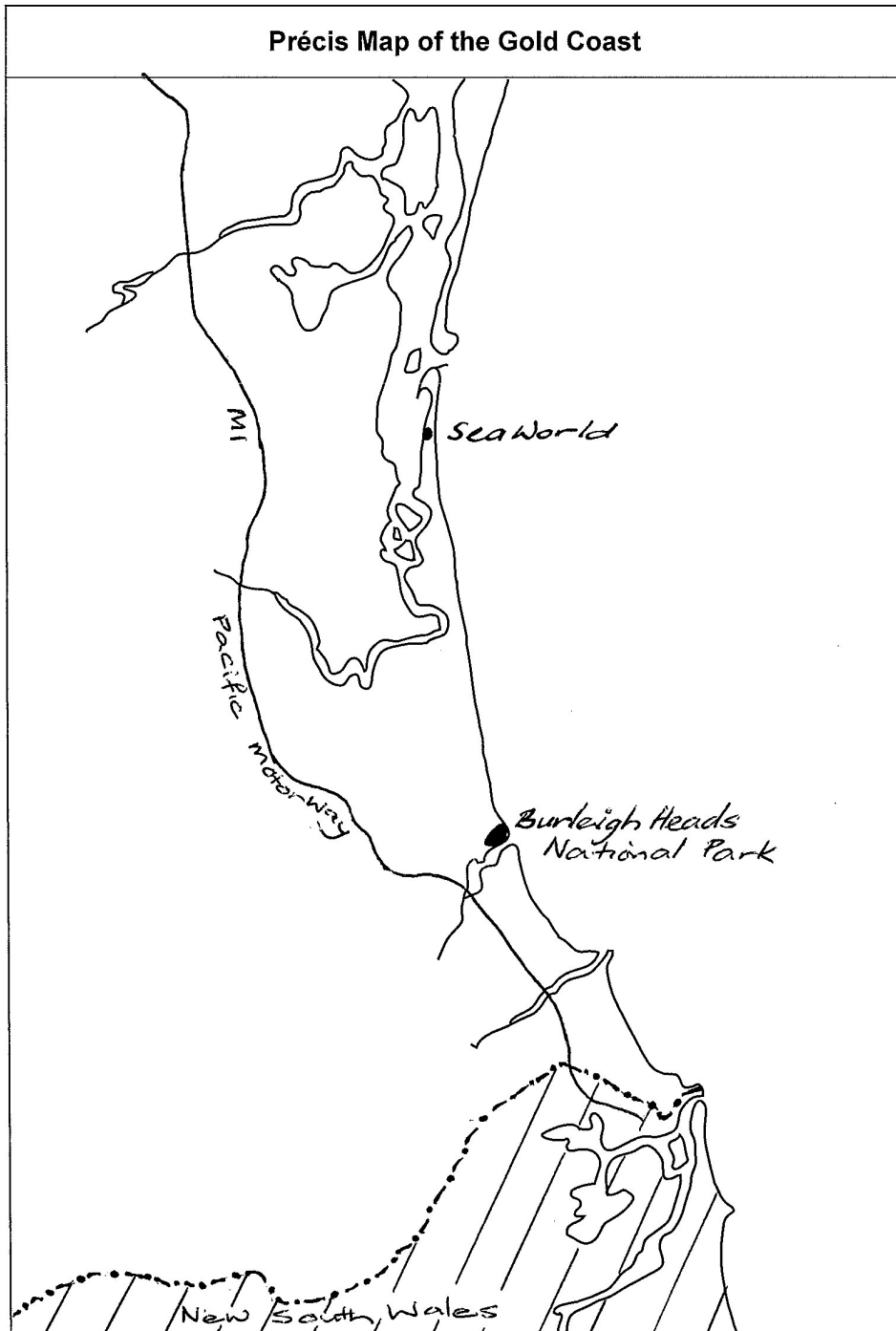
**Cut Scores**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 8	9 – 13	14 – 18	19 – 24
<b>Codes</b> <b>N</b> = Not answered, irrelevant, or insufficient answer <b>B</b> = Basic <b>C</b> = Complex <b>Ep</b> = Partial explanation (a basic understanding of the concepts of change / perspectives is shown, but little supporting evidence) <b>Ed</b> = Detailed explanation (a full explanation of the concepts of change / perspectives use is given, with supporting evidence)				

## Appendix A – Question One (d)

(c) On the **précis map** below, **locate and label**:

- Seaworld
- the freeway/divided highway
- Burleigh Heads National Park
- the area of New South Wales (by shading it in).



**Key:**

•	Seaworld	●	Burleigh Heads National Park
M1	The freeway/divided highway		The area of New South Wales

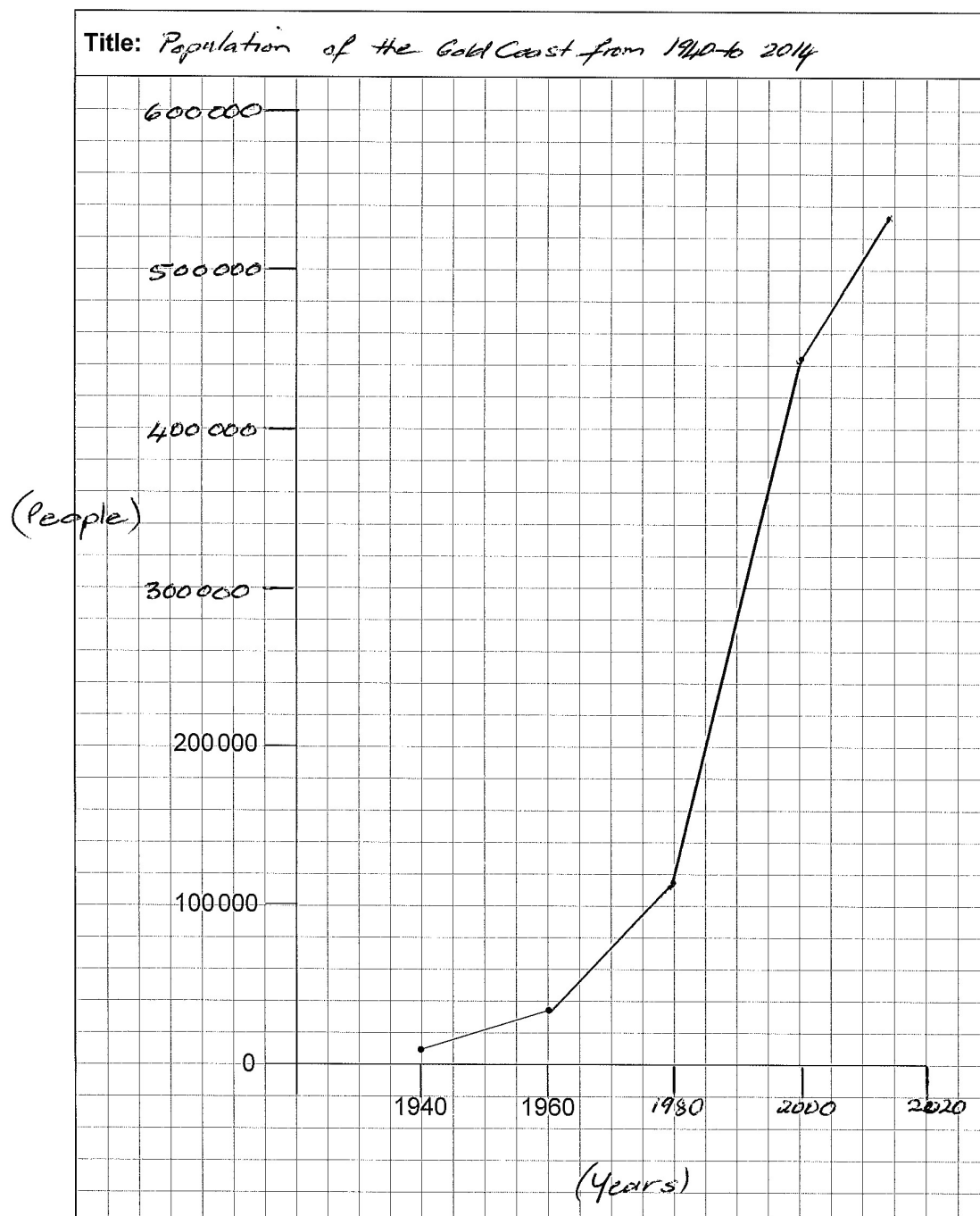
**Appendix B – Question Two (c) (i)**

Population of the Gold Coast from 1940 to 2014	
Year	Population
1940	9 000
1960	33 000
1980	117 000
2000	441 000
2014	535 000

Study the table above and refer to it when answering (c).

- (c) (i) Use the figures from the table to complete the line graph below.

*Note: The data for 1940 and 1960 have been entered on the line graph for you.*



**Appendix C – Question Three (a)**

- (a) On the continuum below, mark the viewpoints that the five people hold about the 2018 Commonwealth Games.

*Note: The viewpoint for Brent, the G:link rail driver, is done for you. He is neither for, nor against it, as from his viewpoint as a paid driver, there are positive and negative impacts on him. He sits in the middle of the continuum.*

