

## **Assessment Schedule – 2007**

### **Scholarship Geography (93401)**

Teachers and candidates are expected to be familiar with the Scholarship Performance Standard for Geography and with the Scholarship Geography Assessment Specifications.

#### **Introduction and overview**

The objective of the Geography Scholarship exam paper is to allow candidates to demonstrate and provide evidence of their ability in geography. The exam paper and the assessment schedule have been produced to allow this candidate ability (as shown by candidate performance in answering the exam questions) to be assessed.

Judgements of candidate performance in the exam will be made by assessing the quality of the candidate answers against predetermined standards. The Geography Scholarship standard has a set of three performance descriptors. It is against these performance descriptors that candidate answers will be judged.

Marking is standards-based. Through the marking process, the candidates will be ranked based on the standard achieved in their answers to the three questions of the geography scholarship examination. Marking against a standard, and marking to achieve a ranking of candidates, is the focus of the marking process.

A final remarking and holistic consideration of the top candidate answers will be undertaken to determine a rank order of the top 20 candidates.

#### **The best geography scholarship answers will be ones that:**

- integrate, synthesise, apply geographic skills, and show understanding of geographic ideas in relation to the context of “On the Edge - Desertification”
- show breadth and depth of geographic knowledge, geographic understanding and geographic approaches that are relevant to both the 2007 Geography Scholarship exam paper context and to the questions asked
- apply geographic knowledge and understanding in ways relevant to the context and questions
- recognise, examine and evaluate a range of perspectives
- offer logical conclusions and approaches
- show flexible thinking
- critically evaluate
- show originality and insight
- communicate geographic answers to each question in a sophisticated and integrated manner with the inclusion of knowledge, ideas, understanding, judgements and opinions
- communicate geographic answers elegantly using diagram and (illustrated) essay format as instructed in the questions

## Marking Schedule: Guidelines and detail for marking the three questions

For each question: be familiar with the question asked, the assessment schedule detail (see this on pages 7 – 13) and with the performance descriptors (see previous pages 3 – 4)

- **Read through the whole of the answer and rate the answer by “holistic judgement and holistic marking” into one of four grades of response (A – D): these are marker judgements of the quality of the response at Scholarship standard.**
- **The first decision should be whether the answer is of Scholarship standard – if it is of Scholarship standard (an A, B or C grade response,) it will be awarded a mark of 4 – 8. If it is below Scholarship standard (a D grade or below response), it will be awarded a mark of 2 – 3**

**A – superior answer to the question. The answer meets the requirements of Performance Descriptor 1. Is a high quality – Outstanding Scholarship standard response:**

Award a mark of 8 or 7

**B – an answer meeting the requirements of Performance Descriptor 2. It is a good and competent Scholarship standard answer:**

Award a mark of 6 or 5

**C – a sound answer meeting the requirements of Performance Descriptor 3. It has addressed the question with some success. An answer that meets minimum requirements of Scholarship standard:**

Award a mark of 4

**D – an answer that falls below Scholarship standard even though it contains something relevant in an attempt to answer the question. A weak answer that lacks real Scholarship substance.**

Award a mark of 3 or 2

**+ E - an answer that fails to answer the question – the answer contains little or nothing worthwhile and is totally lacking in Scholarship substance.**

Award a mark of 1 or 0

### **Final step:**

**Cross-check the answer using the mark guide sheet** to ensure that the answer has fulfilled the requirements of an A, B, C, D standard answer. Award the even mark to the answer (8, 6, 4, 2) if it has fulfilled these requirements. Award the odd mark (7, 5, 3, 1) if it has attributes of the category missing.

**(Question 3: answers without visuals should be awarded the odd number).**

**- For answers in category A** that are **exceptional**, award a mark of **8S**. This indicates a particularly “strong” answer. Similarly, for an answer that only just reaches category A standard, award a mark of **8J**. The 8S and 8J awards will help in determining of the ranking of the final overall top 20 scripts.

- *Remember to note where pencil or twink are used*

**Question ONE: The Process of Desertification (8 marks)**

*“Desertification is a complex process caused by interactions between the natural environment and human activities”*

a. Draw a diagram to show the **process of desertification**.

*Process: a sequence of related actions that modify or maintain the environment*

Your diagram should clearly show **the factors** involved in bringing about desertification as well as the **complexity** of the process.

**(Judge questions 1a and 1b in a holistic manner when deciding on the award of the mark out of 8 for question 1.)**

**Marking Points**

- The answer requires the identification, selection, and arranging into diagram format information / factors involved in the process of desertification.
- The diagram requires factors bringing about desertification (causal factors) to be identified from the resource material booklet and then worked into a diagram answer.
- A cause and effect type of answer in diagram format is the most likely way of answering - an arrangement of information that shows and explains why desertification happens.
- The complexity of the process can be shown by having a range of “desertification-causing” factors identified and worked into diagram format with many links between factors included – ie developing a complex rather than a simplistic diagram including, for example, interaction between factors and feedback loops.
- A diagram showing sequences of related actions with the final outcome being desertification would be ideal for showing the process involved.
- If other diagram types are drawn, they can score providing they do address the question – original diagram styles can be perfectly acceptable providing the process of desertification is shown.

**The question asks that completed diagram include:**

- Factors involved in bringing about desertification
- Sequencing and linking of these factors (process idea)
- The complexity of the process with some arranging / classifying / sequencing / linking of factors involved
- The outcome being desertification

**Look for a well structured diagram – “a diagram that works”:** (no need to include case study and specific place material although this can be used to support the answer and be incorporated into the answer)

- There may be many factors involved and the process shown to be complex, BUT the diagram itself should be easy to read and to follow.
- Many diagrams types are possible – if the diagram works, then it should be credited. A flow-type diagram – tree diagram – other graphic organisers seem to be the most appropriate choices but any diagram (words and / or drawings) that shows ideas and understanding of the process of desertification is fine.

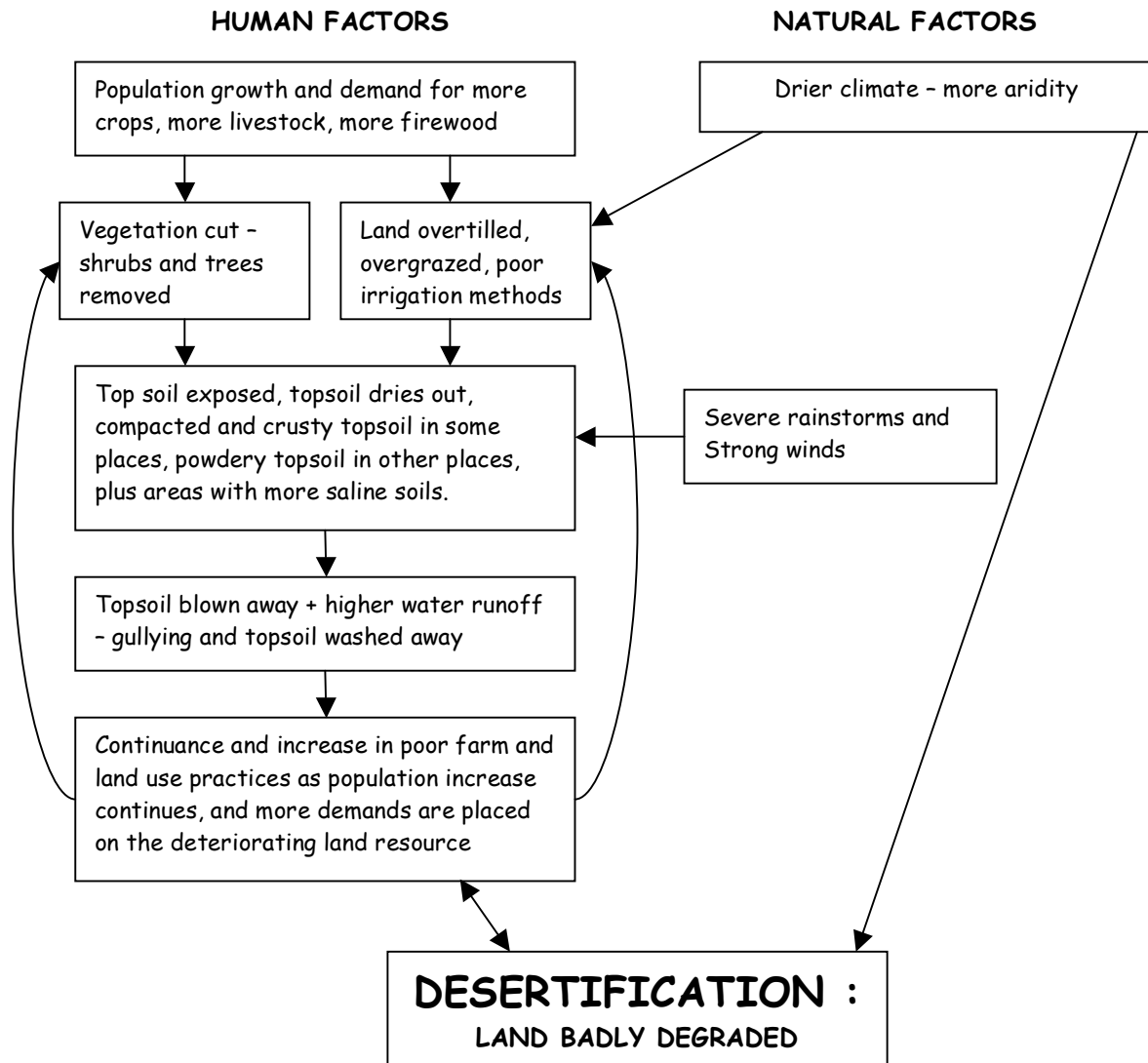
**Examples of relevant information:**

- Desertification is primarily a soil / land phenomenon: soil / land degradation with multiple causes.
- Features of desertified land are top soil loss, salt crust development, gullyng, loss of climax vegetation, reduced land productivity, total land degradation to the point of farming becoming impossible and land being ruined.
- Causes seem more human than physical although both can contribute and are often interrelated and interacting.
- Human – Cultural factors include: population growth / land pressure / land over use / inappropriate farming practices with specific factors that lead to land degradation like overgrazing (perhaps the main single cause), deforestation, vegetation burning, firewood collection, steep land cultivated, practices that expose top soil to climatic elements. Non-sustainable land use methods being used.
- Physical – Natural include: climate change with reduced rainfall, wind and water erosion where land surface is exposed, gullyng, salination, spreading deserts.

- Maximum desertification occurs where poor human land use practices and increasing 'natural' drought occur in the same area (eg Machakos, Kenya)

**Beware!** of candidates just copying the circle / cumulative causation type diagram from the resource booklet page 8. Do not give credit for a copy without adaptation / further development of the original diagram.

**Example of a diagram for question 1a:**



**Question ONE**

b. Which **single factor** shown in your diagram do you think is **the most important** one in the process?

Name the factor and **justify** your choice of factor.

Include specific information from the Resource Booklet in your answer.

*(Judge questions 1a and 1b in a holistic manner when deciding on the award of the mark out of 8 for question 1.)*

**Marking Points**

- Any factor chosen is acceptable providing it is:
  - included in the 1a diagram (circle it)
  - justified as being the most important factor in the process of desertification.
- Base the judgement of the quality of the answer: on the quality of the justification provided.
- Look for specific information – which may be case study and specific place-related (Machakos, Kenya / Alxa, China / Australia case study material)
- Consider also the way the justification matches the way the factor is placed and “connected” within the diagram.
- Consider the way the chosen factor is justified with reference to other factors – the high quality answers will most likely refer to other factors as well as the one chosen, and involve some consideration of relative importance of factors.
- The factor chosen may be overarching eg “cultural factors” or “people” OR be a specific factor eg “rainfall decline” or “overgrazing”

**Final Judgement: mark out of 8 for Question ONE:**

Decide **overall** whether the two parts of the answer **taken as a whole** reach Scholarship standard – if they do, then the decision is which category of Scholarship standard does the answer fall into:

**A – PD1: Superior Scholarship standard answer – a mark of 8 or 7**

**B – PD2: Good and competent Scholarship standard answer – a mark of 6 or 5**

**C – PD3: Just makes Scholarship standard – a mark of 4**

**D – Falls just below scholarship standard – a mark of 3 or 2**

**E – Well below scholarship standard – little of relevance or very incomplete answer – a mark of 1 or 0**

For answers in the A and B (PD1 and PD2) categories, award the even number mark unless it is on the borderline for being a superior or good answer – in these instances award the 7 for “just making” superior standard or 5 for “just making” the good standard

If only one part (1a or 1b) of the question is answered, then the answer should be judged as below  
Scholarship standard with a 3 max score possible – likewise if one part of the question is answered  
in a totally incorrect manner.

**Question TWO: The Consequences of Desertification (8 marks)**

**Discuss** and **analyse** this statement:

*“Some people see desertification as being more of a human tragedy than an environmental tragedy. Others take the opposite view. **It is the perspective** people come from that influences the views people form about the consequences of desertification.”*

In your answer, refer to the **consequences** of desertification and include a consideration of **perspectives**.

You may include appropriate visuals such as maps, graphs, and diagrams to support your answer.

**Marking Points**

**The question requires:**

- A: Discussion and analysis of the consequences of desertification.
- B: Discussion of and engagement with the question of whether desertification is more of a human tragedy than it is an environmental tragedy.
- C: That consideration is given to perspectives in the answer.

**A: Consequences of desertification – looking at results and outcomes of desertification – could include:**

- Human consequences:
  - 1 billion people affected or threatened by desertification
  - famine as crops / farming fail
  - reduced agricultural output
  - less water available for irrigation (rivers, lakes and aquifers have less water)
  - poverty
  - migration away from desertified areas
  - dust storms spreading beyond the desertified areas: Beijing / Japan / Korea
  - farmers ruined, farms abandoned: Australia, Bourke
  - abandoned town-fort in SE Iran.
  - biggest impact is on poorer and less developed places / people: have less resources and money to counter desertification or to adapt to the changed conditions.
  - most people affected are in Asia: desertification affecting areas with large population numbers
  -
- **Environmental consequences:**
  - Salt crusts and saline soils
  - Top soil loss
  - Gully erosion
  - Land degraded

- Lakes drying up
- Dust storms
- Spread of deserts
- Increased amounts of degraded land

- **Other important consequence ideas could include:**

Impact of desertification on the natural environment leads to and links with impact on people and communities (Machakos in Kenya)

Can become a self-reinforcing process with action people taking to combat desertification resulting in further desertification: eg response to declining farm production can be to bring marginal land into production / clear more vegetation / irrigate more and this results in more topsoil erosion and more salt buildup in the soil: a downward spiral for the environment and people.

Consequence can be remedial action is taken or attempted through self-help, aid agencies, government.

### **B: Human more than an environmental tragedy?**

This requires consideration within the answer – it may be woven into the discussion and analysis of the consequences, or it could be a stand-alone section of the answer.

**No one answer to this “question” is correct – a justified and balanced answer based on evidence is required.**

One important idea may be that the human and environmental tragedy of desertification are closely linked and interwoven – if one is a tragedy, then it is likely the other one can be viewed the same way.

### **C: Perspectives**

*“It is the perspective people come from that that influences the views people form about the consequences of desertification.”*

**The requirement is for candidates to consider how much the quoted statement that “desertification is more of a human tragedy than an environmental tragedy” is a reflection of the perspective people see and judge the issue from – ie their perspective lies behind and informs their viewpoint and stance on the issue of human versus environmental tragedy.**

This consideration of perspective may be woven into the discussion and analysis of the consequences of desertification, or it could be a stand-alone section of the answer.

Candidates will bring and apply their understanding of perspectives to help discuss / answer this aspect of the question 2 – perspectives are not explicit within the resource material provided.

### **These perspectives might be included and discussed:**

- Local people (in Alxa China, in Machakos Kenya, in the Murray-Darling Basin Australia) may be more concerned about the human tragedy – it is their livelihood and life that may be affected by desertification: they experience the consequences.
- Aid agencies respond to human tragedy and human needs – they have humanitarian beliefs and concern for the well-being of people and communities.
- Local people may value and treasure the land and environment and therefore be very aware of the environmental catastrophe of desertification: Maria Mullei in Machakos-area quote *“It is not just economic, you love the land so you protect it”*
- “Outside academics” might be focused on environmental consequences; but for people who live in areas where desertification is happening or threatens, it is the impact on people and livelihoods that is of paramount concern.
- Conservation / Environmental / Humanitarian perspectives may influence judgement and priorities about the nature of the tragedy and ways of dealing with it.
- Government of China might be concerned about impact of dust storms on Olympic venues, and how the rest of the world view China when the Olympic Games are being held and the eyes of the world are on Beijing and China.

Candidates may also argue that desertification is both a human and environmental tragedy – that both these are facts and that perspective has got little or nothing to do with the way the consequences of desertification are viewed and judged.

**Final Judgement: mark out of 8 for Question Two:**

**To come to the final mark decision, consider whether the answer includes all these four things:**

- A: Discussion and analysis of the consequences of desertification.
- B: Discussion of and engagement with the question of whether desertification is more of a human tragedy than it is an environmental tragedy.
- C: Consideration and discussion of perspectives is contained within the answer.
- D: The discussion and analysis of the statement includes and is supported by specific information from the resource booklet.

Diagrams or other visuals included in the answer: view these favourably, especially if they are incorporated within the answer. They are not compulsory in this answer, however.

**Decide whether the answer taken as a whole reaches Scholarship standard – if it does, then the decision is which category of Scholarship standard does the answer fall into:**

**A – PD1: Superior Scholarship standard answer – a mark of 8 or 7**

**B – PD2: Good and competent Scholarship standard answer – a mark of 6 or 5**

**C – PD3: Just makes Scholarship standard – a mark of 4**

**D – Falls just below Scholarship standard – a mark of 3 or 2**

**E – Well below Scholarship standard – little of relevance or very incomplete answer – a mark of 1 or 0**

For answers in the A and B (PD1 and PD2) categories award the even number mark unless it is on the borderline for being a superior or good answer – in these instances award the 7 for “just making” superior standard or 5 for “just making” the good standard

**Question THREE: Dealing with the Problem, Looking for Solutions (8 marks)**

**Critically evaluate** this statement:

*“Tackling and mitigating the effects of environmental problems requires approaches and actions at national and international levels, rather than relying on local-level initiatives and responses.”*

In your answer, you may include knowledge and ideas you have gained from your studies in geography, as well as from the case studies and other information **about desertification** presented in the resource booklet.

You **must** incorporate appropriate visuals such as maps, graphs, and diagrams to support your answer.

**Marking Points:**

- In this question, candidates have to consider the question of the best approach(es) to tackle and mitigate the effects of environmental problems: are national and international approaches better than local initiatives and local approaches?
- The question has been asked in such a way that **candidates may include reference to environmental problems they have knowledge of (and may have been studied through their geography course at school) like deforestation, global warming, acid rain, river and lake pollution etc IN ADDITION to information about desertification** gained from the resource booklet. Desertification **MUST** be included in this answer, and full marks **can be** scored by a critical evaluation based around desertification alone.



- **Critically evaluate is the command instruction for this question:** Critical evaluation requires the weighing up of evidence, assessing validity and making informed judgements in this case about the statement: *“Tackling and mitigating the effects of environmental problems requires approaches and actions at national and international levels, rather than relying on local-level initiatives and responses.”*
- **For the answer to be successful critical evaluation needs to be included throughout the answer** – it needs to underlie and be woven through the answer and not just be dropped in as a conclusion.
- **Visuals – maps, graphs, diagrams: must be included** – as instructed in the question – the best one(s) that will carry most credit will be referred to in the written part of the answer or illustrate and amplify a point made in the writing so that they are incorporated in the answer flow and add something to the answer.

**Some ideas that might be included:**

- References to case studies: China – Alxa; Kenya - Machakos – Akamba people; Australia – Tim Flannery
- Local conditions vary + desire of local people to change is needed for desertification to be combated successfully = local responses are best eg. Machakos example of success in Kenya.
- Alex Steffen questions the wisdom and success of top down, government directives from Beijing to fix the problem of desertification in north-west China (see resource book page 11)
- Chinese and Australian initiatives working with local communities in Alxa area seem to be working.
- Indigenous people know local conditions best – Aboriginal land use in Australia long established and worked.
- Introduced farming systems because they do not match local environmental conditions can be a disaster for the environment and cause desertification and / or accelerate desertification. “Australian way” page 19 of Resource Booklet suggests a better way forward.
- Scientific knowledge and scientific investigation of local conditions can provide invaluable land-soil-land use information.
- Outside national and international views can promote best land use practices for the “global and national good” rather than respond to individual and local self interest – in Australia farmers may act with a short term view to “save their farm and income” but not consider so much the longer term and national good.
- International and national research, monitoring and finance + action plans at the local level may be the best combination for combating desertification and other environmental problems: Alxa and Machakos both good examples.
- If desertification is climate-driven, then the broader international approach may be needed.
- If desertification is locally caused, then local solutions may work best.
- Overall, local is the best approach. Involvement of local people who have a vested interest in a successful outcome when it is “their land, heritage and livelihood” that is at stake with outside support provided.

**Final Judgement: mark out of 8 for Question Three:**

To come to the final mark decision, focus on considering whether the answer:

- Revolves around a “critical evaluation approach” in the answer (the contention in the question that needs to be critically evaluated *is that national actions and approaches are better than local level initiatives and approaches*)
- Discussion focuses on best way(s) of tackling and mitigating the effects of environmental problems
- Refers to and incorporates Desertification – China – Kenya – Australia events and information
- Incorporates visuals

**Decide whether the answer taken as a whole reaches scholarship standard** – if it does, then the decision is which category of Scholarship standard does the answer fall into:

**A – PD1: Superior Scholarship standard answer - a mark of 8 or 7**

**B – PD2: Good and competent Scholarship standard answer – a mark of 6 or 5**

**C – PD3: Just makes Scholarship standard - a mark of 4**

**D – Falls just below scholarship standard – a mark of 3 or 2**

**E – Well below scholarship standard – little of relevance or very incomplete answer – a mark of 1 or 0**

For answers in the A (PD1) and B (PD2) categories, award the even number mark unless it is on the borderline for being a superior or good answer – in these instances award the 7 for “just making” superior standard or 5 for “just making” the good standard

If no visuals are included, score a max of 7 or 5 for what are otherwise judged as sound superior or good answers (ie they would otherwise have scored 8 or 6).

**Marking guidesheet****Candidate number:****Question ONE: The Process of Desertification** (8 marks)

*“Desertification is a complex process caused by interactions between the natural environment and human activities.”*

a. Draw a diagram to show the **process of desertification**.

*Process: a sequence of related actions that modify or maintain the environment*

Your diagram should clearly show the **factors** involved in bringing about desertification as well as the **complexity** of the process.

b. Which **single factor** shown in your diagram do you think is the **most important one** in the process?

Name the factor and **justify** your choice of factor.

Include specific information from the Resource Booklet in your answer.

	Inclusion	Comment
a. A well-structured diagram – a diagram that works: A diagram showing the process of desertification: factors involved in the process and complexity of the process – interaction and feedback loops rather than a flow diagram or set of single factors leading to desertification		
b. Selection and justification of the single factor that is the most important one in the process. Quality of justification – supported by evidence is required.		
<b>Overall judgement of Question 1:</b>	<b>A (PD1)</b> 8 7	<b>B (PD2)</b> 6 5
	<b>C (PD3)</b> 4	<b>D</b> 3 2
		<b>E</b> 1 0

**Question 2: The Consequences of Desertification** (8 marks)

**Discuss** and **analyse** this statement:

*“Some people see desertification as being more of a human tragedy than an environmental tragedy. Others take the opposite view. **It is the perspective** people come from that influences the views people form about the consequences of desertification.”*

In your answer, refer to the **consequences** of desertification and include a consideration of **perspectives**.

You may include appropriate visuals such as maps, graphs, and diagrams to support your answer.

	Inclusion	Comment
Discussion and analysis of the consequences of desertification		
Consideration of “more of a human than environmental tragedy” issue		
Consideration of perspectives within the discussion and analysis		
Specific evidence used to support the answer and incorporated within the answer		
<b>Overall judgement of Question 2:</b>	<b>A (PD1)</b> 8 7	<b>B (PD2)</b> 6 5
	<b>C (PD3)</b> 4	<b>D</b> 3 2
		<b>E</b> 1 0

**Question THREE: Dealing with the Problem, Looking for Solutions** (8 marks)

**Critically evaluate** this statement:

*“Tackling and mitigating the effects of environmental problems requires approaches and actions at national and international levels, rather than relying on local-level initiatives and responses.”*

In your answer, you may include knowledge and ideas you have gained from your studies in geography, as well as from the case studies and other information **about desertification** presented in the resource booklet.

You **must** incorporate appropriate visuals such as maps, graphs, and diagrams to support your answer.

	Inclusion	Comment
Critical evaluation the focus in the answer – are national and international approaches and solutions better than local?		
Best ways to tackle and mitigate the effects of environmental problems are covered – MUST refer to desertification but discussion of solutions to other environmental problems may be included.		

Desertification case studies are included: China / Alxa; Kenya / Machakos; Australia / Murray-Darling			
Incorporates visuals			
<b>Overall judgement of Question 2:</b>		<b>A (PD1)</b> 8      7	<b>B (PD2)</b> 6      5
		<b>C (PD3)</b> 4	<b>D</b> 3    2 <b>E</b> 1    0
<p><b>Final judgement of the answer: Total mark out of 24:</b></p> <p>24 – 23 – 22 – 21 – 20 – 19 – 18 – 17 – 16 – 15 – 14 – 13 – 12 – ■ 11 – 10 – 9 – 8 – 7 – 6 – 5 – 4 – 3</p> <p>– 2 – 1 – 0</p> <p>Perf  </p> <p>Des:                      PD1                                      PD2                                      PD 3                      ■ Below scholarship standard</p> <p>Comment:</p>			