

Grading Standards World Geography 3202 June 2004

Pre-Marking Appraisal

The Board felt that this was a very good examination that required students to analyze information from the case studies and provide geographical knowledge from prior learning. The exam was deemed to be of reasonable difficulty and length with good coverage of course outcomes.

Marking Standard and Consistency

An answer key/scoring scale was provided to all markers. This was examined, some modifications made and a final key was agreed upon.

Marker reliability was checked by obtaining a random sample of 50 papers that went through the marker panel and marks were assigned to each question on a separate sheet of paper. The 50 exams were put back into the original stack of exams and corrected again. The two values were compared and if there were discrepancies, the chief marker would review the scoring with the individual marker.

Throughout the marking process there was statistical analysis run on item data to enhance reliability and consistency of marking

Commentary on Response

Generally, the board felt that teachers still need to teach the meaning of the various “verbs” used and the type of answer required. The following list summarizes the concerns and opinions of the chief marker.

- In answering questions, students need to use geography knowledge and evidence from the case study.
- Students used information from graphs and statistical data much better than previous examinations.

PART 11
Section A
Total Value: 32%

Value

2%

77. Outline two ways human activities are affected by climate change. Use specific evidence from the case study to support your answer.

Reference to specific activities with a link to climate change is required. Several possibilities include:

- increased number of icebergs, danger to shipping
- damage to personal property due to storms/erosion
- affected water levels could lead to poorer water quality
- fishing/hunting activities curtailed/increased because of warmer temperatures and changing precipitation
- fishing curtailed due to movement of cod north
- loss of coastal recreation area result in rising sea erosion
- rising sea level.

Commentary on Response:

It seems many students did not give the material a thorough and thoughtful read.

Common Errors:

- Instead of describing how climate changes affect human activities, students often wrote about the human activities that contribute to climate change.
- Students used general knowledge rather than specific evidence from the Case Study as the question required.
- Students copied phrases directly from the Case Study without putting them in a context.

Exemplars

Excellent (2/2)

Climate change can positively and negatively affect human activities. Climate change can have a negative and positive affect on sea ice and human activities which involve sea ice. The positive affect is that long term climate change may reduce the thickness and extent of sea ice which may ^①lengthen the shipping season. The negative affect is that ^②less ice will increase the exposure of beaches to winter storm waves and increase both coastal erosion and storm damage to buildings and structures along the coast.

Value

- 4% 78. According to the “*Human Impacts of Hurricanes*” chart, there is no relationship between the **Category of Wind Speed** and **Total Lives Lost**. Explain two factors that could account for this lack of a relationship.

Acceptable factors include:

- level of development
- population density
- preparedness of people
- money to prepare
- frequency of hurricanes
- attitude of people towards hurricanes
- duration of hurricanes
- topography
- hurricane prediction.

Commentary on Response:

Overall this question was not well done. Most students attempted the question but answers often lacked details. Students who answered the question well demonstrated a good understanding of the geographical concepts required.

Common Errors:

- Students tried to answer the complete question from the Case Study without drawing on their knowledge gained from the course.
- Students did not make any connection between “Hurricane Related Deaths” and “Levels of Economic Development”.
- Students provided one factor with explanation instead of the two that were required.
- Students listed two factors without explanation.

Two factors which could account for this lack of relationship are:

- 1) Area in which the hurricane has hit with respect to surrounding land forms and residential areas: areas which did not experience great loss of life though wind speeds were relatively high may have much to do with the fact that they are surrounded by mountainous regions which acts as a type of shield for that area. Also, there may not be any significant amounts of residential sites within the area of the hurricane. With a combination of both high wind speeds + high number of lives lost may have much to do with the site settlements. These people may be grouped in composite sites where there are a high number of people residing in a relatively small area of land.

- 2) Whether the disaster area be well-developed or a developing. The table displays that \$1.5 billions in damage occurred with a total of 63 lives while \$6.5 billions in damage accounted for almost an equal number of lives taken at 58 lives lost. Due to the results of this data, I believe that area (1-2) has considerably low financial damage in comparison with area (5). The number of deaths in comparison with the financial damage for area (1-2) may have a lot to do with that area being an underdeveloped/developing area with limited resources for relief. Also, this area may not have been aware of the approaching disaster due to little to no technology resources.

For area (5), though the # of lives lost is high, it is not too high, considering the extent of wind speed + financial damage. This area may have had a relief plan, resources to prepare them for the disaster + an alternative dwelling place for disaster.

Good (3/4)

One factor that there is no relationship between category of wind speed and total lives lost is location. If you are located somewhere where you are sheltered from the wind, for example in a valley between two mountains then wind isn't really a threat. Another reason for the lack of relationship is standard of living. If you live in an undeveloped country where you live in mud huts and grass huts then you are more likely to die as opposed to somebody who lives in a developed country who lives in a brick house. These are two reasons why there is no relationship between category of wind speed and total lives lost.

- 6% 79. You are a cabinet minister whose job is to develop a program addressing issues related to climate change and its impact on Newfoundland and Labrador. Based on what you have learned this year related to environmental risks and information from the Case Study, provide three suggestions to help the province deal with the potential impacts of climate changes.

Possible suggestions include the following:

- environmental impact: ecosystems, wildlife, fish farms, quotas, management, education programs, monitoring, careful management of wildlife, gas emissions
- erosion impact: dykes, retaining wall, resettlement of community, barriers on coasts, concrete walk, sea breaks, breakwaters, education, emergency response teams
- fresh water: filtering, community water supplies, conservation, tax breaks on water-saving fixtures, upgrading water supplies, restriction on water use, education
- storms: barriers, moving communities, sand bags, emergency response teams, concrete wall, sea breaks, breakwaters, education
- human damage: better building codes, stricter building codes, restricting warehouses, storm windows, evacuation plan, education.

Commentary on Response:

Many students gave three suggestions with some explanation and generally demonstrated a good understanding of concepts such as: aquaculture, quotas, sustainability, and the importance of education in all aspects of climate change issues.

Common Errors:

- Students did not use the evidence in the Case Study.
- Students gave one suggestion but tried to give three aspects of the single suggestion.
- Students gave three suggestions but with no explanation/discussion.

Exemplars
Excellent (6/6)

As a cabinet minister, it is my duty to help to provide suggestions for the people of Newfoundland and Labrador to deal with the potential impacts of climate change. There are many things we can do, however, I suggest frequent water filtering in the home, sustainment of species, and some alterations in daily activities.

- Since there will be a temperature increase, this may result in lowered water levels. Lower water levels and a decrease in river flow could lead to poor water quality. Prolonged summer seasons and increased precipitation could increase waterborne parasites. For this reason, people are advised to filter their water more frequently or purchase bottled water to put themselves out of risk of these parasites.
- Sustainable development of the species is another suggestion. Warmer temperatures and precipitation patterns may affect the distribution, health, and accessibility of wildlife. This is why we must conserve and sustain the species we have for future generations. If their numbers will decrease as a result of changes in ecosystems, then we had better reduce the number we kill, and increase the number we protect.
- Everyday activities by individuals account for 28% of Canada's greenhouse gas emissions, which deplete the ozone layer, ^{causing} ~~attending~~ Global Warming. By walking instead of driving, banning the use of aerosol cans, we can reduce gases such as CO₂ and CFC's, so that this problem does not get any worse, and the Earth's temperature does not increase.
- I believe that if we abide by the above suggestions that we can cope with the climatic changes to come. By regular water filtration, sustainment of species, and a few alterations in our daily routine, Newfoundland and Labrador will deal with these climatic impacts.

Three suggestions to help the province deal with the potential impacts of climate change are:

- ① encourage decreased fossil fuel emissions, and use of public transport to help reduce green-house gases and to help the global warming situation, as well help develop alternative forms of energy.
- ② encourage energy conservation in their homes to conserve hydroelectricity supply, as well as less dependence on home electricity in case of future decrease in energy production caused by climate change.
- ③ More / better water treatment plants to ensure drinking water quality since "increases in temperatures, prolonged summer seasons, and heavier rainfalls could also increase the risk of waterborne parasites, contaminating drinking water."

Value

2%

80.

Explain, using evidence from the case study, whether Chile's wine-making industry is a light or heavy industry.

To obtain full marks there had to be reference to the industry as light yielding relatively low weight/high value products for use of the general consumer.

Commentary on Response:

Generally this question was poorly done.

Common Errors:

- Students either identified Chile's wine industry as a heavy industry, or they were able to recognize that the industry was light but did not provide evidence.
- Students often confused the geographical concepts or had no knowledge of their meaning.
- Students correlated the use of machinery with heavy industry.
- Students confused light/heavy industry with capital-intensive and labor intensive industry. Seldom did students mention that Chile's wine-making industry was intended for the general consumer.

Exemplars

Excellent (2/2)

Chile's wine making industry is a light industry. The inputs are grapes, yeast, and other small items. Also the product made is wine. Wine is a relatively light output and is produced for the majority of general consumers. The case study says that it is presented on the world markets and thus it is available to the general consumer, making it a light industry.

81. Explain the difference between a market-oriented industry and a resource-oriented industry. Using evidence from the case study, explain into which category Chile's wine industry would fall.

- **market-oriented industry:** located near the consumers or market to save on transportation cost of product. The product weight is greater (weight gain) than the input. The soft drink industry is a good example.
- **resource-oriented industry:** located near the resource or raw materials needed because the resource is too heavy/bulky to transport, the product weight is less (weight loss). The paper mill is a good example.

Chile's wine making industry is a resource-oriented industry. This should be substantiated with one of the following references:

- wine industry located near the resource (grapes) to keep fresh
- grapes can be bulky and spoil easily
- finished product worth more than resource "retails for hundreds of dollars per bottle"
- cheaper and easier to transport bottles of wine than grapes (bulky).
- ripeness of grapes for Chile's wine, need to be manufactured and processed
- quickly for best results, therefore important to be close to resource.

Commentary on Response:

Overall question was well done. Most students knew the difference between market-oriented and resource-oriented industries and integrated information from the case study to support the fact that Chile represented a resource-oriented industry.

Common Errors:

- Students stated information about the climate of Chile, but did not fully explain why this was a factor by clearly determining the fact that Chile's wine industry was resource-oriented industry.

Exemplars

Excellent (4/4)

A market-oriented industry is an industry which has a tendency to locate near its market; locates near its general consumers. A resource-based industry is an industry which has the tendency to locate near its main resource to usually cut down on transportation costs of the resources - especially if the resource is a heavy such a wood or steel. Chile's wine industry would fall within the resource based industry. Industries which often produce wine, grow their own grapes as well, therefore they are near their main resource. The wine is distributed world-wide, therefore it is impossible for the industry to be near all its markets. The grapes also have to arrive fresh to pick out the ripe ones - therefore it would make much more sense to be near its resource to make sure the grapes arrive fresh and so the processing can begin immediately.

Good (3/4)

Market oriented industry - a market oriented industry makes its money off being close to the market or the people who are buying their product. an example of a market oriented industry is McDonald the fast food restaurant they put their stores in Walmart, strip malls anywhere its convenient for people to get something to eat without going out of there way.

Resource oriented industry - Resource oriented industries make their money because they are close to the resource and they don't have to go far away to make and process their product an example of this is Fish plants they are built very close to the water so they can take their catch and start processing it right away.

Chile's wine Industry is a resource oriented industry because the main reasons they make the worlds best wine is because the vineyards recieve 300 days of rich sunshine a year, soft ocean breezes, perfectly balanced soil components and clear mountain rivers, and also natural boundaries act as a defence against the Phylloxera louse. This is why Chile's a market oriented industry.

Value

6%

82. With reference to why industries locate where they do and information from the case study, explain the influence that site conditions have had on the location of Chile's wine industry.

Explanation of any three of the site conditions below:

- Climate
- Geographical boundaries (Andes Mountains)
- Perfectly balanced soil components (Land)
- Soft ocean breezes
- Clean mountain rivers
- 300 days of sunlight
- Labour force (quality, cheap)
- Resource based industry (Agglomerating Tendency).

Note: listing six site conditions was awarded 3 marks.

Commentary on Response:

This question was generally well done.

Common Errors:

- Students confused site and situation factors.
- Students listed the site conditions with no explanation.
- Students discussed the site conditions but made no reference to Chile in their explanation.

Exemplars
Excellent (6/6)

The influence that sites conditions have had on the location of Chile's wine industry is the climatic conditions were perfect, geographical barriers helps prevent damage and also the land is divided among ten vineyards.

There are few places in the world where nature has favoured a territory as much as in the Chilean Central valley, where nearly 300 days of rich sun a year shine on the vineyards. The soft ocean breezes the impressive Andes mountains, perfectly balanced soil components and clean mountain rivers, create an ideal climate for cultivating grapes for some of the finest wines in the world.

Another issue that influenced the location of Chile's wine industry is the geographical barriers. The Andes mountains, the ocean, and mountain rivers have helped act as a natural defense against the feared Phylloxera louse, from which Chile has always been spared. ~~It helps~~ This prevents damage to the grapes, which further perfects the wines of Chile.

3rd the land distribution has had an impact on the location of Chile's wine industry. 2,000 hectares of land are divided among ten vineyards with unique micro-climates. In this way, control of the wine making process can be guaranteed under any circumstances, from the harvest all the way to the presentation of wine in world markets.

In conclusion the influence that sites conditions have had on the location of Chile's wine industry are perfect climatic conditions, geographical barriers and the distribution of land amongst the vineyards.

The site conditions where the Chile's wine industry is too is a good spot. Because there are nearly 300 days of sunshine on the vine yards in Chilean Central valley. There are soft & clean breezes caused by the impressive Andes mountains. There are also well developed soil components and clean rivers from mountains. Due to all these events occurring it makes it a really great climate for grapes to be harvested. Also there are 2000 hectares of land divide among ten wine-yards which all contain their own unique micro-climates, which make it better and easier to have control of the wine making process.

Value

2%

83. What physical features of Chile have had a negative impact upon development of its infrastructure?

Answer had to include either two physical features or one physical feature with explanation. Physical features include Chile's length, rugged topology, long/narrow shape, vast desert areas, and the Andes Mountains.

Commentary on Response:

This question was answered very well. The majority of students answering this question had a good understanding of the question and how it related to the Case Study.

Common Errors:

- Students did not know the terms "physical features" and "infrastructure".
- Students only listed one negative physical feature.

Exemplars

Excellent (2/2)

The main feature that causes the most negative impact on infrastructure development is the Andes Mountains, whose rugged and rocky terrain pose challenges for internal links within Chile and communications with other countries. These problems are also caused by the length of the country itself (stretching 7000 Km long but only a few hundred km wide). As well, 64% of the country is classified as unproductive mountain and desert, which greatly limits infrastructure development to the remaining

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36% of land in the country, causing overcrowding in areas

Value

6%

84. “Indicators are a useful way of measuring development. However, a country may not have reached the same level of development on all indicators. So, it may not be easy to place that country in one development class.”

Evaluate this statement with respect to Chile, using three specific examples from the case study to support your answer.

The answer to this question should include two points for developed and one for developing or vice versa.

Any of the following may be used to create a well constructed answer.

- Population Chart: High Dependency Ratio
Expanding Population (Pyramid)
Increasing Growth
- Land Use Chart: Majority of the country (64%) unusable. It is classified as mountains and deserts. The other land areas are used mostly for primary industries (developing) countries which have a dependence on primary industries and are developing. Poor land use has limited Chile’s ability to expand their economy, hence causing a lack of development.
- Infrastructure: Chile has poor infrastructure. This has been caused by the Andes Mountains and other poor terrain. Over 64% of the country cannot be used and this has hampered development and construction (developing).
- Employment Structure:(17%) - Primary (high) - developing
- World Chart: High birth rate - developed plus explain
High literacy ratio (%) plus explain (developed) - growth (1.7%) moderate
High life expectancy (years) plus explain (developed)
Death rate - (7/1000) plus explain (developed)
Birth rate - (22/1000) plus explain (developing)

Commentary on Response:

Generally not well done.

Common Errors:

- Students cited examples from the Case Study, but did not label the level of development hence, making their answer unclear.
- Students confused geographical indicators of development.
- Students did not use proper geographic terminology (i.e., Expansive Pyramid (Chile)). Students suggested the wrong terminology.
- Students said Chile was either developed or developing and not both.

Exemplars
Excellent (6/6)

Three specific examples of indicators that can be used to determine Chile's level of development would be: 1) The literacy rate. In Chile 95% of its people can read which is a good indicator. Usually the more developed a country is the higher the literacy rate will be but there are some other factors that would put Chile in a lower developed class such as: 2) the birth rate. Chile's birth rate is high which is an indicator that classifies it in with lower developed countries. Also its population. Chile's population is an expanding one which usually means that country is less developed because women do not work and have more of an incentive to have children. 3) The life expectancy in Chile is 74 which is good. Canada's is only 79. So this would be a indicator of a more developed country. So Chile has many different indicators both good and not so good. So this is an example of a country where you have to look at a broad range of indicators both concrete and abstract to determine Chile's level of development. Even with all these indicators it would still be tough to know exactly where to place Chile.

Chile has had success in many different areas of development. They have a ~~rising~~ population which is shown to be growing rapidly and seems to be getting better and better. The average ~~state~~ life expectancy is now 74 years which is only 5 years less than Canada and Canada is a very well developed country.

Also Chile's unemployment rate is very high which can lead to good living standards and a good life. In 1994 studies showed that their unemployment rate was only 4% of the population, which is very low.

They also have a high literacy rate which can help a country develop greatly over time. It has only 2% less people who are illiterate compared to Canada and have great standards.

The only problem I could find with Chile's development was their infant mortality which is 5 higher than Canada (per 1000).

I think unless you account for all factors involved in development you cannot tell how developed the country truly is.

Value

2%

85. From the case study, give two examples of major threats to forest resources.

Examples include: expanding population, mining operations, hydro-electric development, agricultural expansion.

Commentary on Response:

This question was generally well done.

Common Errors:

- Students failed to use required evidence from the Case Study.
- Students often described how forests were important to animals, rather than threats posed to the forest by humans.

Exemplars

Excellent (2/2)

Forests have steadily been decreasing in size and number, and there are numerous reasons why. For one, forests stand in the way of construction of cities and towns, and in the way of farmland. So, they're cut down for development purposes. Another reason they've been decreasing is the way which forestry operates. Most areas are clear cut, and this is wasteful and destructive. Development and clear-cutting are the two major threats to forest resources.

Value

Value

6%

86. The new highway in Labrador has increased access to Labrador's vast forest resources. As the forestry manager for this area, describe the three methods of harvesting timber. With reference to sustainability and information from the case study, explain which method of timber harvesting you would choose to harvest the forest.

The three methods of timber harvesting include: clear cutting, strip cutting, selective cutting (1 mark each description)

The best method for sustainability is selective cutting. Selective cutting: (i) allows forest management to protect wildlife and habitat, (ii) protects soil from erosion, (iii) protects water resources and (iv) allows younger trees to grow. (1 mark for choice of selective cutting and 1 mark each for two of the reasons).

Commentary on Response:

This question was very well done.

Common Errors:

- Students considered economic factors in their choice of the best forest harvesting method and selected strip harvesting over selective cutting.
- Students listed the three methods of forest harvesting but did not define them.
- Students listed and defined selective and clear cutting but left out strip cutting.

Exemplars

Excellent (6/6)

The three methods of harvesting timber is Clearcutting, Strip cutting, and selective cutting. Clearcutting is the removal of all trees in a certain area leaving nothing but the bare exposed ground. Strip Cutting is the taking of trees in 20-100 meter strips and removing all the trees in that area but leaving strips of uncut trees. Selective Cutting is when only a few trees are selected in an area and removed. The trees that are selected are usually the old and rotting trees or the ones in which are not able to grow any bigger because room isn't there. The method of timber I would choose would be selective cutting because this helps sustain the trees and gives the trees left more room to grow. With the method of selective cutting there are no big amount of trees taking from one particular area so the ground is not exposed to all the rain and sun. Selective Cutting allows you to take what tree size you need and not just killing the smaller trees and not putting no use to it.

Three methods of harvesting timber are allowable cuts clear cutting, and selective cutting. Allowable cutting is where the government looks at how many people are in an area and how much forest is in that same area and allows a certain amount to be cut by each person. Clear cutting is where a harvester goes into an area and wips out all the trees in that area and selective cutting is where harvesters go into an area and select only a few trees to cut down.

I would use the selective cutting method because by using this method you dont totally wip out an area getting rid of the forest. Instead you select trees from an area. And if you do this you can select the trees that are mature and leave the younger trees to grow so the forest isn't totally gone.

Value

2% 87. Newfoundland's cod moratorium had a major effect on the people of this province. List two of the economic impacts of Newfoundland's cod moratorium.

Economic impacts include the following:

- out-migration
- loss of revenue to province
- loss of taxes
- increase in shellfish industry.

Commentary on Response:

The answers were very well done. Many students recognized that while most of the economic impacts were negative, the increase in the Shellfish Industry was a positive impact. Students used specific examples when applicable.

Common Errors:

None noted.

Exemplars

Excellent (2/2)

(1) the first and most evident is the loss of jobs due to the moratorium. Thousands of citizens of Newfoundland had been employed in fish plants and fishing; after the moratorium, economic turmoil plagued these citizens and they were forced to emigrate - leaving the remaining people with little work.

(2) the moratorium, optimistically, forced Newfoundlanders to search elsewhere for economic benefit. Due to the moratorium, the shellfish industry flourished and a increased profit was produced from 1989-1996!

Value

Value

6%

88. You are a journalist with a local newspaper and are about to attend a meeting of fisher people and plant workers dealing with the impacts of the moratorium. Beyond the loss of jobs, explain what could be three of the main issues discussed.

Main issues include the following:

- emigration
- net decline in population
- overfishing
- rise of crab fishery
- diversification
- income assistance
- training and education
- compensation package
- aquaculture
- loss of way of life - tradition - culture.

Commentary on Response:

Students responded to this item in very broad, general terms.

Common Errors:

- Students discussed “job loss”.
- Little use of information from Case Study (when used it was simply lifted).
- Students listed but usually did not explain.
- There was very little use of geographic terminology.

Exemplars
Excellent (6/6)

A situation of this magnitude is bound to increase tensions and bring forth opinions about the impacts of this moratorium. In this meeting, we will discuss the various aspects of this situation.

One major issue would be ^{the} cultural aspects of the cod fishery. For many families, many generations have depended and thrived off the cod fishery, and it has not only become a source of income, but a deep-rooted way of life. Many people have centred their lives around this fishery, and to have it snatched away like this is not easy to deal with.

Another topic of discussion would be the dreaded necessity of relocating, re-educating and re-employed in a completely different environment. For many, they would have to go back as far as high school to gain a diploma now necessary in order to get a job outside of the fishery. This would mean having to uproot entire families in search of a better life.

The last issue would be discussion about how to keep fishing other species enough to make up for the lack of cod. We would discuss and brainstorm various methods of maximizing the catch of other demersal (such as shellfish) and pelagic (such as mackerel) species in an effort to compensate for the moratorium.

The cod moratorium had a huge impact on Newfoundland. A way of life for years was now destroyed. I am about to attend a meeting of fisher people and plant workers to find out what will be discussed. However, I have some predictions as to what will be talked about.

Everyone will be asking, "Who was to blame for this?". That is a very hard question to answer. Many, I expect, will blame the government for their lack of knowledge of the Newfoundland fishery. Many can blame each other or the changing climate.

Another issue that will probably be ~~discussed~~ discussed are the foreign fisher people who continue to overfish with the devastating factory-freezer trawler, who the fisher people of Newfoundland could also stick the blame on.

Going back to the government, the fisherpeople and plant workers will probably discuss the importance of a higher knowledge of the significance of the fishery here in Newfoundland. The government in Ottawa pays little attention to the issues here and I have a feeling people are getting fed up with it, especially with ~~the~~ a ~~really ruined times~~ whole way of life being destroyed.

Value

2%

89. The case study refers to the transportation networks in Bangladesh and compares them to those in Japan in the chart provided. List two differences in the linkages in developed and lesser-developed nations.

Possible differences included:

- amount of dollars spent on transportation
- type of transportation system (motor vs. no motor)
- technology
- number of airports
- number of km of railways
- number of km of paved roads
- number of km of dirt roads
- differences in number of waterways.
- differences in km of waterways.
- Bangladesh built on river deltas, Japan has no rivers.

Commentary on Response:

Students for the most part, illustrated a good understanding of the terms developed and lesser developed.

Common Errors:

- Students listed only one difference in transporting linkages in developed vs. lesser developed nations.
- Students failed to use the information contained in the Case Study (i.e., Table).

Exemplars

Excellent (2/2)

Two differences in the linkages in developed and lesser-developed nations are that in Japan (developed) they have more airports and many more km. of paved roads. In lesser-developed nations like Bangladesh there are very few airports compared to Japan and a very less amount of paved roads.

Value

6%

90. The country of Bangladesh must develop secondary cities and an improved transportation network as a way of lessening the problems of its mega-cities. With reference to trends in transportation technology and information from the case study, identify and explain three improvements that should take place to allow the present transportation network to be more effective.

Three practical suggestions along with an explanation as to how it would benefit the country should be discussed. These could include:

- need for more airports
- need for more paved roads
- need for more railway.

Increase in these transportation methods would “kick-start” the economy of Bangladesh because of the increase in construction jobs. Also, these improvements in linkages could help eliminate some of the pressures being put on cities, such as Dhaka (over population and traffic congestion).

Commentary on Response:

The vast majority of students made reference to the table in the Case Study that compared Japan and Bangladesh.

Common Errors:

- Students listed possible improvements to the transportation system but did not explain the benefit of it.
- Students “lifted” statements from the Case Study that were unrelated to the question.
- Students identified the need for a “cheap, reliable, and environmentally friendly” transportation system but did not identify one (i.e., subway, bus system).

Exemplars
Excellent (6/6)

Trends in transportation are determined by the amount of money a person has. The more money a person has, the faster a mode of transportation they will take. The more developed a country is, the more faster modes of transportation it has. Three improvements that should take place are an increase public transportation, creating more roads and a rapid transport system. If Bangladesh and increase the number of buses on its roads, more poorer people can take them as a cheap means of transportation. If more roads are built, then pressure can be relieved off of some the most popular, crowded roads opening up more spaces for other transport, such as buses. A third way to improve the transportation situation is to introduce a cheap mode of rapid transport, such as the subway or a rapid transit train. While it may cost a lot to build, many people, including the poor, would use this mode of transport, freeing up even more roads. This mode would allow for many people to travel around the city easily and cheaply.

Good (4/6)

Three improvements that could be made to make transportation more effective would be to widen roads so that they would be less congested and make the roads have designated lanes for bicycles, rickshaws, auto rickshaws, cars, etc. . . . This would lower congestion and get rid of traffic jams. Bangladesh should offer cheap, low cost public transportation that is fast and efficient so that the poorer families can travel safely and without having to spend 30-40% of their earnings on transportation. And they should have traffic police, and traffic lights so that the drivers forgets would not get into as many traffic jams.

Value

2% 91. The decision to migrate is influenced by push and pull factors. Identify an example of each from the Case Study.

Push Factors - reasons why people leave rural Bangladesh to move to the city of Dhaka and one of the following factors from the Case Study:

- flooding (climate conditions - monsoons)
- lack of available farm land
- poverty
- population pressures
- natural disasters
- lack of social opportunities (and cultural)
- law and order issues.

AND

Pull Factors - reasons why people migrate in Dhaka from the countryside and one of the following:

- job opportunities
- higher wages
- more land available
- more recreation facilities available
- more educational opportunities.

Commentary on Response:

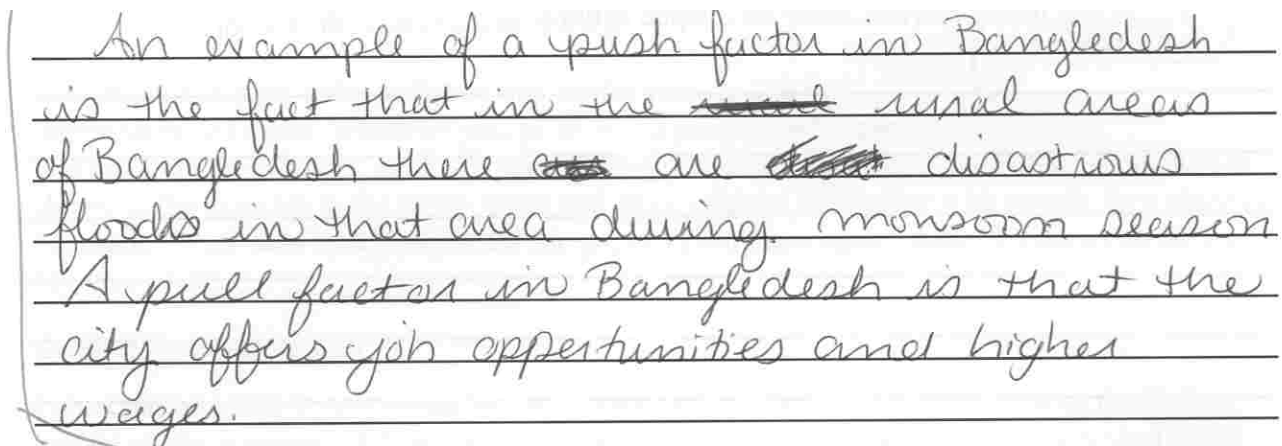
The majority of the students answered the question correctly.

Common Errors:

- Students fail to distinguish between “push or pull” factors and simply listed reasons for migration.
- Students gave generic examples of push and pull factors using Japan as an example of “pull” factors.
- Students failed to realize that the question referred to internal (not external) migration between rural areas and Dhaka.

Exemplars

Excellent (2/2)



An example of a push factor in Bangladesh is the fact that in the rural areas of Bangladesh there are disastrous floods in that area during monsoon season. A pull factor in Bangladesh is that the city offers job opportunities and higher wages.

Value

6%

92. Assume that the government of Bangladesh is proposing a policy that limits migration within their country as a way of addressing population issues of Dhaka. With reference to migration and information from the case study, take a stand on this proposal policy supporting your opinion with at least two arguments.

Arguments in favour include the following:

- the policy is needed to reduce the flow of immigrants to Dhaka annually.
- this is leading to over population which is causing social and economic implications.
- housing shortages within Dhaka are forcing people to the outskirts of the city (resulting in slums).
- slums are deplorable living areas, sub-human conditions.
- lack of medical services, education opportunities and increased landlessness all result from over population.
- issues of noise pollution and traffic congestion resulting in a deteriorating quality of life.

Arguments against include the following:

- such a policy reduces personal freedoms to improve the people's lot in life.
- policy could force people to stay in areas of high risk of natural disasters, food shortages, job loss
- if migration is restricted, it could prevent people from moving into skilled areas where they could develop skills that are in demand
- the policy could also limit the movement of certain skilled workers from moving into Dhaka
- it also limits social, economic and cultural opportunities to those people living in urban centres such as Dhaka
- if such a policy is adopted, government should attempt to reduce the "push factors" of rural areas and/or develop satellite towns to encourage decentralization of population.

Commentary on Response:

The question was well done.

Common Errors:

- Students did not focus their answers on migration within Bangladesh. Most discussed migration into and out of Bangladesh
- Students interpreted a policy limiting migration as one that would cease migration
- Students interpreted policy as one designed to force people out of Bangladesh
- Students highlighted statistics from the Case Study but did not use these to support their arguments
- Students did not take a stand on the issue and did not structure their answer with two arguments
- Students did not use details from the Case Study and the course to support their arguments

Exemplars
Excellent (6/6)

I do not believe that this policy that the Bangladesh government is proposing would be a very good idea. I think that it would be taking away the rights of the people if you restricted their migration. The city of Dhaka, while over-populated, does provide better job opportunities and higher wages. If the people of Bangladesh wish to try their luck in Dhaka to escape poverty, disease, and natural disasters, then they should be allowed to do that. Also, restricted migration would do almost nothing to solve Bangladesh's problems. While it may help the city of Dhaka a small amount, it would be essentially leaving the rest of the population "out to dry" as they will be stuck in their more dangerous, poverty-stricken cities. There would have to be a better solution to the problems the Dhaka faces. One that not only helps the capital city, but that also gives the rest of the population a fair and equal opportunity.

I agree with the government of Bangladesh for proposing a policy that limits migration into their country because there is not enough room for these people and because of health concerns, I feel that too many people are moving into the country and that migration should be limited. There is physically not enough room for more people and jobs are not here to keep them working. When people can't work it means they have no money ~~of~~^{or} place to live. This is a health concern because they can obtain many diseases from living on the streets. These diseases can be passed on rather quickly and a whole population can become infected. These are the reasons I feel that there should be a limit on migration.

Value

2%

93. Based on the graph titled "Urban Population Increase for Selected Cities" (page 1 of the Case Study) what conclusion can you draw with respect to rate of urbanization in cities of less developed countries compared to cities of more developed countries?

Cities in developing countries are growing in population at faster rates than cities in more developed countries.

Commentary on Response:

This question was poorly answered. Most students did not conclude that the major point of the graph was that cities in less-developed countries are growing faster than cities in more developed nations.

Common Errors:

- Students did not clearly indicate an understanding of the concepts of less developed and more developed cities.
- Students referred to only countries, not cities.
- Students referred to "development" rather than "population increase".
- Students focused on "urbanization" without making reference to population shift or growth.

Exemplars

Excellent (2/2)

In less developed countries it is obvious that in urban areas the population is undergoing a boom and is growing much more than in the developed countries where the standard of living is higher. Also in more developed countries urbanization is starting to drop, while in less developed countries it grows. In the less developed countries there is little to no growth in the rural areas while urban areas see a steady growth rate.

Value

6%

94. The case study touches on conditions in the city of Dhaka. With reference to quality of life indicators and information in the case study, identify what three indicators could be used to describe living conditions in Dhaka.

Three indicators include the following:

- infrastructure
- housing
- population density
- life expectancy
- percentage of money spent on transportation for work purposes, etc.

Commentary on Response:

Students demonstrated an acceptable level of understanding with regards to the geographical concept “quality of life.”

Common Errors:

- Students applied quality of life indicator information concerning the country of Bangladesh to the city of Dhaka (i.e., population density and life expectancy) incorrectly.
- Students failed to specifically name the quality of life indicators but discuss them in general terms.
- Students listed the three quality of life indicators without linking them to the city.

Three indicators that could be used to describe living conditions in Dhaka are, transportation, infrastructure and housing.

The transportation facilities in Dhaka are very inadequate compared to the needs of the people. ~~the~~ the streets are continuously crowded with cars, bikes and rickshaws. The transportation in Dhaka make living in the city very difficult. ✓

The infrastructure of many parts of the city is also disastrous. people are living in slums with no sewage system, no access to fresh clean drinking water and no access to medical facilities. People in the slums are living in sub-human conditions and they can't afford to pay or work their way into better areas. ✓

The housing in Dhaka is also appalling, many people live in the slums in cardboard or plywood shacks that have nothing except a roof over their head. Whole families live in rooms the size as most bathrooms or closets. ✓

Living conditions in Dhaka are terrible and they will keep getting worse as more people move in unless the government does something about the amount of people moving

into +
city.

Good (4/6)

Bangladesh is a very low developed country. Many people are faced with poverty, no land, and they're too crowded. Because of this, they migrate to Dhaka, the capital city, hoping for a better life. But what they get when they arrive isn't quite that. There are people everywhere, crowds and crowds of them. There is a lot of noise, from cars to vans to people screaming as they try to get through. Another thing that is a problem is the traffic jams. There are cars, buses, bicycles, and rickshaws trying to squeeze in wherever they can. People come to Dhaka looking for a better life, but what they get is very much similar to what they left behind.

4

WORLD GEOGRAPHY 3202
PART 1 - SECTION A
SELECTED - RESPONSE ITEM ANALYSIS

Item	Responses				
	Multiple Answers or No Response	A	B	C	D
	%	%	%	%	%
This section covers Units 1, 2, 3, 6 and 10					
1. Correct answer is B	.4	7.6	57.6	26.6	7.8
2. Correct answer is A	.1	75.8	3.7	9.1	11.3
3. Correct answer is C	.1	6.0	13.7	73.4	6.8
4. Correct answer is C	.1	1.9	30.2	50.4	17.3
5. Correct answer is A	.1	79.4	16.0	3.5	1.0
6. Correct answer is D	.1	8.3	18.0	4.4	69.3
7. Correct answer is C	.0	15.4	7.1	69.3	8.2
8. Correct answer is B	.2	14.2	48.9	26.2	10.5
9. Correct answer is C	.1	13.3	15.6	54.9	16.0
10. Correct answer is B	.1	10.8	76.8	2.5	9.8
11. Correct answer is D	.1	2.4	2.2	6.0	89.3
12. Correct answer is B	.1	1.2	90.2	1.6	6.9
13. Correct answer is A	.1	43.5	22.6	19.2	14.5
14. Correct answer is A	.3	77.4	7.2	4.2	10.8
15. Correct answer is A	.3	81.3	6.2	2.5	9.7
16. Correct answer is B	.1	13.9	69.3	13.4	3.2
17. Correct answer is A	.2	73.8	10.2	12.1	3.7
18. Correct answer is C	.1	51.2	8.2	36.4	4.1
19. Correct answer is D	.1	6.3	7.7	2.5	83.4
20. Correct answer is A	.1	60.1	18.1	15.6	6.0
21. Correct answer is C	.1	5.3	22.1	58.5	14.0
22. Correct answer is D	.2	1.9	3.4	11.7	82.8
23. Correct answer is A	.1	88.8	5.4	.7	5.0
24. Correct answer is B	.1	6.9	85.5	1.1	6.4
25. Correct answer is A	.1	86.5	4.6	6.7	2.1
26. Correct answer is A	.1	85.1	3.1	2.4	9.4
27. Correct answer is A	.1	62.7	2.7	7.9	26.6

WORLD GEOGRAPHY 3202
PART 1 - SECTION A
SELECTED - RESPONSE ITEM ANALYSIS

Item	Responses				
	Multiple Answers or No Response	A	B	C	D
	%	%	%	%	%
28. Correct answer is C	.0	3.1	3.1	80.7	13.1
29. Correct answer is B	.0	1.3	92.5	3.7	2.5
30. Correct answer is C	.1	31.5	6.6	42.2	19.6
31. Correct answer is C	.1	6.7	2.2	85.2	5.8
32. Correct answer is A	.2	73.9	3.9	17.2	4.8
33. Correct answer is D	.1	.7	9.5	5.4	84.2
34. Correct answer is D	.1	6.2	5.3	6.7	81.7
35. Correct answer is B	.2	1.6	94.0	2.2	1.9
36. Correct answer is C	1.8	24.5	23.5	46.4	3.9
SECTION B - PART 1- Do only ONE of the units in this section UNIT 4 <u>OR</u> UNIT 5					
Unit 4 - Resources on the Land					
37. Correct answer is C	71.9	4.5	.5	21.4	1.8
38. Correct answer is C	72.1	6.2	.8	18.2	2.7
39. Correct answer is A	72.0	17.0	5.2	.8	4.9
40. Correct answer is A	72.1	15.6	3.2	3.6	5.6
41. Correct answer is B	72.1	.4	25.2	.9	1.3
42. Correct answer is B	72.2	12.8	5.8	6.4	2.8
43. Correct answer is A	72.2	13.0	.8	6.5	7.5
44. Correct answer is D	72.1	11.7	1.4	3.0	11.8
Unit 5 - Resources in the Oceans					
45. Correct answer is B	26.6	2.3	70.1	.7	.4
46. Correct answer is A	26.6	52.0	9.4	4.1	7.9
47. Correct answer is D	26.6	28.6	9.9	3.7	31.2
48. Correct answer is D	26.9	9.6	1.3	3.6	58.7
49. Correct answer is B	26.8	20.5	39.0	10.3	3.4
50. Correct answer is A	26.8	64.8	6.0	2.0	.5
51. Correct answer is C	27.4	11.7	5.8	40.5	14.6
52. Correct answer is A	27.4	38.8	11.4	10.0	12.3

WORLD GEOGRAPHY 3202
PART 1 - SECTION A
SELECTED RESPONSE ITEM ANALYSIS

Item	Responses				
	Multiple Answers or No Response	A	B	C	D
	%	%	%	%	%
SECTION C - PART 1- Do only ONE of the units in this section UNIT 7 <u>OR</u> UNIT 8 <u>OR</u> UNIT 9					
Unit 7- Linkage in Human Interaction					
53. Correct answer is B	93.5	.8	2.2	2.2	1.2
54. Correct answer is B	94.9	.8	.9	2.9	.5
55. Correct answer is D	95.0	.3	.4	4.0	.4
56. Correct answer is D	95.0	1.1	.8	.7	2.3
57. Correct answer is A	95.0	3.1	1.1	.2	.6
58. Correct answer is D	95.0	.8	.6	1.5	2.1
59. Correct answer is D	95.0	1.3	.3	1.0	2.2
60. Correct answer is C	95.0	.6	.5	3.2	.6
Unit 8 - Population					
61. Correct answer is D	19.9	1.6	6.2	3.7	68.7
62. Correct answer is B	20.0	3.6	64.2	9.3	2.8
63. Correct answer is D	20.0	.5	.6	17.1	61.8
64. Correct answer is D	20.1	.8	3.0	1.7	74.5
65. Correct answer is C	20.0	2.0	.2	70.9	6.8
66. Correct answer is C	20.3	17.4	3.8	46.4	12.1
67. Correct answer is C	20.1	10.6	4.1	61.4	3.8
68. Correct answer is B	20.6	3.4	57.5	14.4	4.1
Unit 9 - Settlement and Urbanization					
69. Correct answer is C	81.9	.7	.3	6.4	10.8
70. Correct answer is D	82.3	.9	3.8	1.5	11.5
71. Correct answer is B	82.3	1.5	5.7	8.5	1.9
72. Correct answer is A	82.4	8.0	4.7	1.8	3.1
73. Correct answer is A	82.6	10.9	2.0	4.1	.4
74. Correct answer is C	82.5	5.4	.4	10.1	1.5
75. Correct answer is B	82.6	1.3	13.3	.6	2.2
76. Correct answer is C	82.7	.8	1.1	14.2	1.2

WORLD GEOGRAPHY 3202
PART 11 - SECTION A
SHORT AND CONSTRUCTED - RESPONSE ANSWERS
ITEM ANALYSIS

Item	Students Completing Item	Value	Average	Average % Per Item
PART II - SECTION A - Do <u>ALL</u> questions in the section				
77	3199	2	1.57	78.59
78	3199	4	1.91	47.70
79	3199	6	2.97	49.58
80	3199	2	0.85	42.64
81	3199	4	3.07	76.74
82	3199	6	3.33	55.42
83	3199	2	1.69	84.53
84	3199	6	2.94	49.04
PART 11 - SECTION B - Do only <u>ONE</u> of the units in this section UNIT 4 <u>OR</u> UNIT 5				
Unit 4 - Resources on the Land				
85	910	2	1.65	82.45
86	910	6	3.72	62.05
Unit 5 - Resource on the Oceans				
87	2294	2	1.71	85.35
88	2294	6	3.46	57.59
PART 11- SECTION C - Do only <u>ONE</u> of the units in this section UNIT 7, UNIT 8, <u>OR</u> UNIT 9				
Unit 7 - Linkages in Human Interaction				
89	209	2	1.34	67.11
90	209	6	3.08	51.41
Unit 8 - Population				
91	2433	2	1.63	81.69
92	2433	6	3.51	58.49
Unit 9 - Settlement and Urbanization				
93	540	2	1.22	60.81
94	540	6	3.76	62.64