Grading Standards Report
World Geography 3202
June 2005

Pre-Marking Appraisal

The exam was considered to be fair, covering the curriculum outcomes and of reasonable length. It required students to analyze information from the case studies and provide geographical knowledge.

Even though the sides of the soil texture graph were not labeled in Item 21, the board felt that it did not have an effect on the students' ability to answer the question.

Marking Standard and Consistency

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

50 papers were used to determine the consistency. These papers went through after teachers felt comfortable with their marking key. These papers went through randomly each of the following days to be corrected again.

Throughout the marking process, statistical analysis was run to ensure reliability and consistency in marking.

Commentary on Response

Generally, the board felt that students were not elaborating or explaining their answers but rather, listing. On the whole, students are using graphical and statistical information in the case studies to develop their answers much better than in previous years.

Question 61 was poorly done. In many cases students elected to do question 62 instead of 61, even though they did not do the unit of study that contained the outcome for question 62.

Students seemed to have misinterpreted Question 65. Instead of answering the question, many students said to "take down the dam". As well, many are only giving either "Social" or "Economic" changes and not both as the question asked.

Question 70 refers to internal migration and not external migration. Many students answered this question referencing external migration.

PART 11
Section A
Total Value: 8%

Instructions: Complete all questions in this section.

Value

4% 59. Based on the selections below and your geographical knowledge, explain why Florida is not affected by environmental risks the same way Haiti is affected.

Any two reasons from the following list (fully explained):

- population density
- technology - warning systems, evacuation plans
- wealth of a country - GNP
- response plans - preparedness - help organizations - Red Cross - medical services - food, shelter & value
- infrastructure - building codes - regulations - transportation - communication - disaster plans
- organized government response - financial assistance - disaster funds, etc.

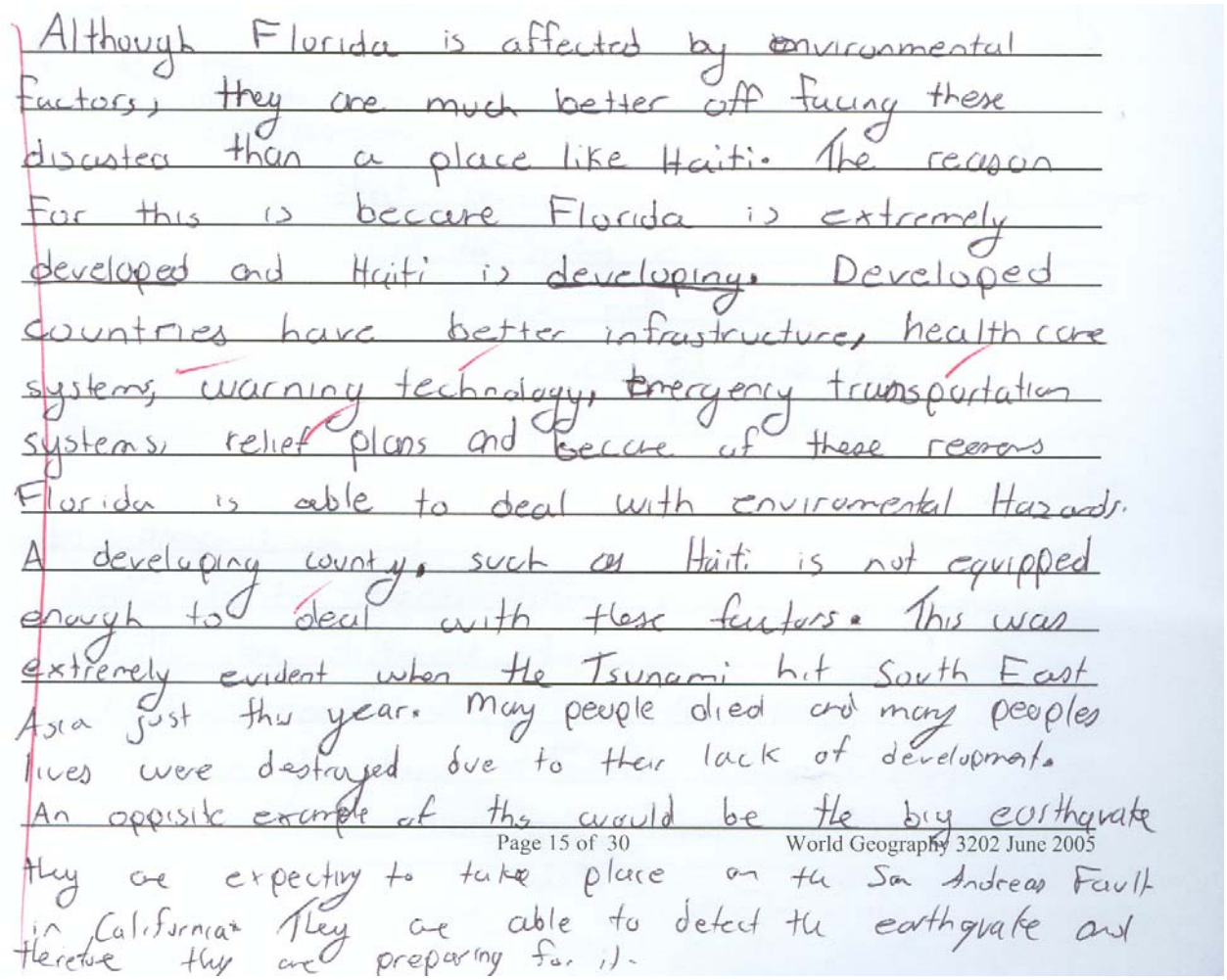
Commentary on Response:

The range of marks given for this question was large.

Common Errors:

- Students listed items with no explanations or support.
- Students made little or no comparison made between Florida & Haiti.
- Students used general knowledge rather than geographical knowledge (i.e., infrastructure - building codes, GNP, population density, etc.).
- Students took information directly from case study.

Exemplars (Excellent) 4/4



Although Florida is affected by environmental factors, they are much better off facing these disasters than a place like Haiti. The reason For this is because Florida is extremely developed and Haiti is developing. Developed countries have better infrastructure, health care systems, warning technology, emergency transportation systems, relief plans and because of these reasons Florida is able to deal with environmental Hazards. A developing county, such as Haiti is not equipped enough to deal with these factors. This was extremely evident when the Tsunami hit South East Asia just this year. many people died and many peoples lives were destroyed due to their lack of development. An opposite example of this would be the big earthquake they are expecting to take place on the San Andreas Fault in California. They are able to detect the earthquake and therefore they are preparing for it.

Page 15 of 30 World Geography 3202 June 2005

Value

4% 60. Explain two strategies for a sustainable fishery.

For this answer students needed to mention two strategies:

- name each strategy
- describe, and
- explain how it would work, and comment on how the strategy would lead to a sustainable fishery.

Some examples of strategies:

- fishing gear, banning of certain types of fishing gear such as gil nets or factory freezer trawlers because they damage stocks and have a negative impact on the environment and habitat, compared to hook and line which is more friendly.
- educating fishers on the negative impact of over-fishing and pollution, extending legal jurisdiction with proper policing, a quota system, the use of underutilized species, aquaculture, growing fish in a controlled environment and reducing stress on fish stocks in the world.

Commentary on Response:

Generally this question was not well done. Students listed but did not elaborate on their answers.

Common Errors:

- Students listed rather than name each strategy and explain each in detail.
- Students seemed to be confused with the word sustainable. They interpreted the question as meaning good fishery or economically viable fishery.

Exemplars (Excellent) 4/4

Two strategies to a sustainable fishery include:

- increasing the amount of aquaculture (fish farms, etc.) and therefore decreasing the demand on offshore fishing of wild fish stocks. If more people buy fish produced through inland aquaculture, there will be less demand on wild fish stocks. The lower demand will result in less fishing of wild fish stocks, and allow wild fish stocks to somewhat stabilize. Less fishing of wild stocks put less stress on them, allowing for reproduction, repopulation numbers to increase.
- Another strategy would be to extend the EEZ's even farther to outside the continental shelves where fish stocks are more plentiful. It is known that fish migrate outside the EEZ where they are fished by foreign fishing vessels, and these vessels fish unside the EEZ where the boundary is not patrolled, so, by extending EEZ's even further to outside continental shelves, migratory fish are still within EEZ limits and patrolled (or should be). Forcing foreign vessels to fish outside the extended EEZ's will cause less strain on continental fish stocks, allowing for more chances to reproduce and repopulate, eventually increasing numbers of fish.

By using the two strategies explained above and others (education, etc.) we will be able to have fish for our present needs, while still having stocks available for the needs of future generations, creating a sustainable fishery.

SECTION B
Do only ONE of the Units in Section B

Either: **Unit 6 - Population Distribution and Growth**
Unit 7 - Settlement and Urbanization

Unit 6 - Population Distribution and Growth

4 % 61. Choose a country and using the demographic transition model, classify that country, giving two reasons to support your answer.

Students needed to:
- name a country and classify it according to the stages of the "Demographic Transition Model".
- The country could also be classified as having an expansive, stationary or contractive population pyramid.

The choice of country and classification had to be supported by two reasons. These reasons could include:
- birth rate, death rate, population growth rates, life expectancy, and improvements in health care or education levels. Changes in employment structures could also be mentioned to support development.
- The reasons had to be explained, not simply listed.

Commentary on Response:

This question was very poorly done, even though a broad set of classification criteria were used, beyond the actual "Demographic Transition Model". Many students left the question out or did question #62 (settlement unit) instead.

Common Errors:

- Students often listed reasons with no explanation or gave only one reason with explanation.
- Students did not seem aware that demography was related to population.
- Students did not know the "Demographic Transition Model".
- Students related the "Demographic Transition Model" to: employment structures and classified countries as 1st , 2nd, or 3rd world; to a "Migration Model" and discussed push and pull factors; to the distribution of an ecosystem and classified Country X as a temperate rainforest; to immigration policy and classified Country X as a country that allows immigration.
- Students did not relate supporting reasons to population and used terms such as: "Country X is a tertiary country."
- Students misread the question and instead of classifying the country according to the "Demographic Transition Model", they discussed why a country or its population was in "transition".

Exemplars (Excellent) 4/4

Canada is in stage 4 (four) of the demographic transition model. One reason for this is that the population (death and birth rates) are stable. There is relatively the same amount of births as there is deaths. This is one of the reasons that Canada is considered to be developed. Another reason why Canada is in stage 4 (four) is because Canada has become very developed in terms of technology. Technology is one of the reasons why people live longer and there is very little infant mortality. Also technology has led to more jobs, so there are more people working and making money

Excellent 4/4

Canada is an excellent example of a developed country with a Contracting population pyramid. Canada can be classified as a developed country for many reasons. ① Low Death Rates - Infant mortality, accidental death, and the deaths of the aging population have all been greatly reduced. With improving medical abilities, and a better overall standard of living people are much healthier and tend to live longer. Low Birth Rates - Birth rates have declined for many reasons. Women choose to persue carrier paths instead of faimlies. Contraception is more available. Also With more developed nations children are nolonger needed to help with work on a farm, for example. All these factors point toward a conclusion of Canada being a developed nation.

Unit 7 - Settlement and Urbanization

4% 62. Urban Centre A is a city in a developed country and Urban Centre B is a city in a developing country. Both are experiencing different regional growth rates. Explain two reasons that would account for this difference.

Students had to explain two reasons which accounted for differences in regional growth rates between developed and developing countries. Answer could include any two of the following points:

- employment levels
- tax base
- infrastructure
- health care
- education level
- role of women
- migration patterns: rural to urban
- cultural preferences
- government support
- transportation / linkage
- wealth of countries
- birth and death rates (AGR)

Note: Rank size and primacy were used on a limited number of papers to explain different growth rates.

Commentary on Response:

This question was very poorly done. One of the main reasons was that the question was done by a large number of students who had not covered the settlement unit but had covered the population unit and elected to do this question instead on question #61 on the "Demographic Transition Model."

Common Errors:

- Students gave only one reason.
- Students listed two reasons but gave no explanation, or gave one reason for each region but the reason was often the same.
- Students gave two reasons which contradicted each other.
- Students gave general answers that did not contain appropriate geographic terminology.
- Students misunderstood what was meant by "Regional Growth Rates."
- Students did not understand the concept of "developed" vs "developing" countries.
- Students did not discuss why there was differences in regional growth rates but said both were experiencing growth but for different reasons.
- Students answered as if there were two different questions -- not two reasons for the same question. Example: A.- has different regional growth rates because of migration and B.- has different regional growth rates because of birth rates.
- Students did not specify the region they were talking about when giving reasons (i.e., they have high birth rates, or, one has a lot of migration).
- Students mentioned birth rates as a reason and then carry out a lengthy discussion of why birth rates vary between countries or over time.

Exemplars (Excellent) 4/4

Urban Centre A would probably be experiencing a smaller growth rate than Urban Centre B which is in a developing Country. One reason for this would be a lack of education in the developing country. This leads to a larger natural change. Low literacy/ education rate would cause a lack of birth control and pregnancy prevention. Also another reason might include that in a developing country (ie Mexico & Mexico City), the outlying settlers tend to move to the larger urban centers in search of a better life because.

Excellent 4/4

The growth rate for Urban Center A may be caused by immigration into the center because of employment opportunities, better standards of living and protection from ongoing wars in countries. This increase in foreign population creates more services expanding to more business which create more job opportunities for more people in the center and for foreigners.

As for Urban Center B's regional growth rate, it owes all it's thanks to birth rates overpowering deathrates or the natural change. Birthrates exceeding deathrates is because the people feel the need for more children to work for a larger income in the household, and more hands helping at home. This case is not regularly seen in larger centers such as Ambur

PART II, SECTION C

Instructions: Part II, Section C consists of two case studies. Do ALL questions in this section.

Value

4% 63. With reference to the case study and your geographical knowledge, describe two effects chemical fertilizers may have on the Nile ecosystem.

Possible answers include any two of the following effects:

- seeping into ground water, affecting the main drinking water
- affecting organisms, small and large, both in water and on land
- contributing to growth of algae decreasing oxygen levels
- biological amplification
- soil degradation
- destruction of natural fertility balance

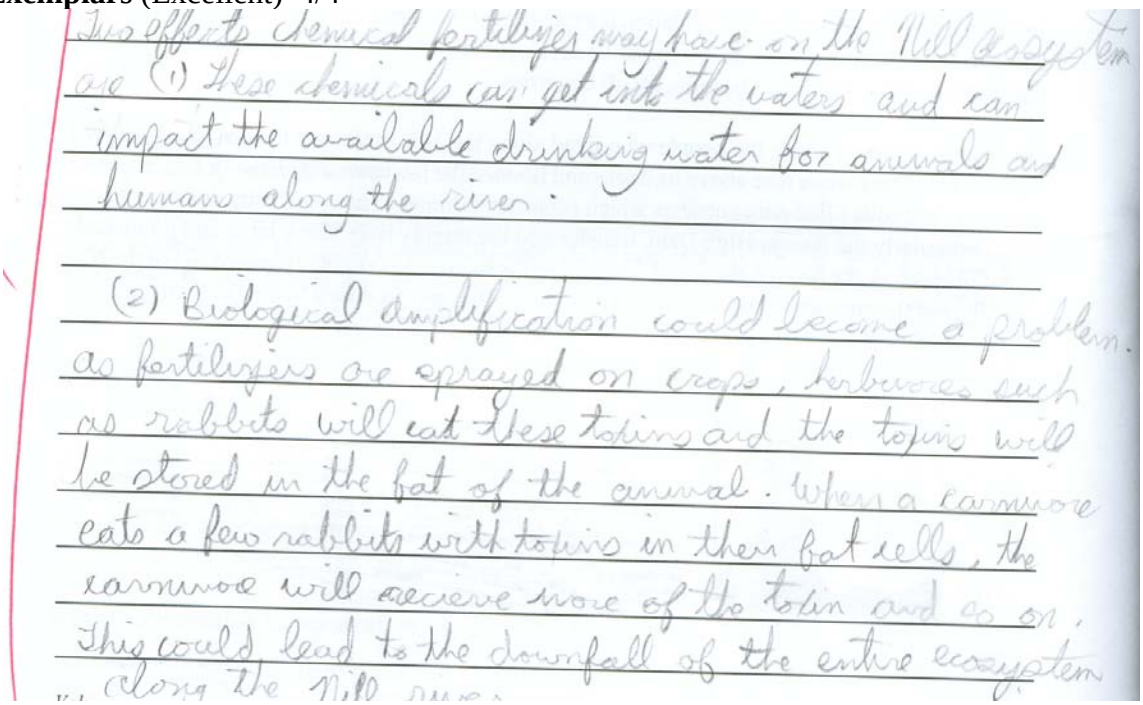
Commentary on Response:

Many students overlooked the "chemical fertilizer" focus and wrote about the effects of pollution generally on ecosystems. Some wrote about how pollution affected people's lives; how if fish stocks were destroyed, people would be left without a livelihood.

Common Errors:

- Students listed without any description.
- Students wrote in generalities, or wrote about the effects of industrial pollution washing over farmer's fields affecting the farmers' profits.
- Students misunderstood the question and wrote about why fertilizers should be used; not the effects on the ecosystems.

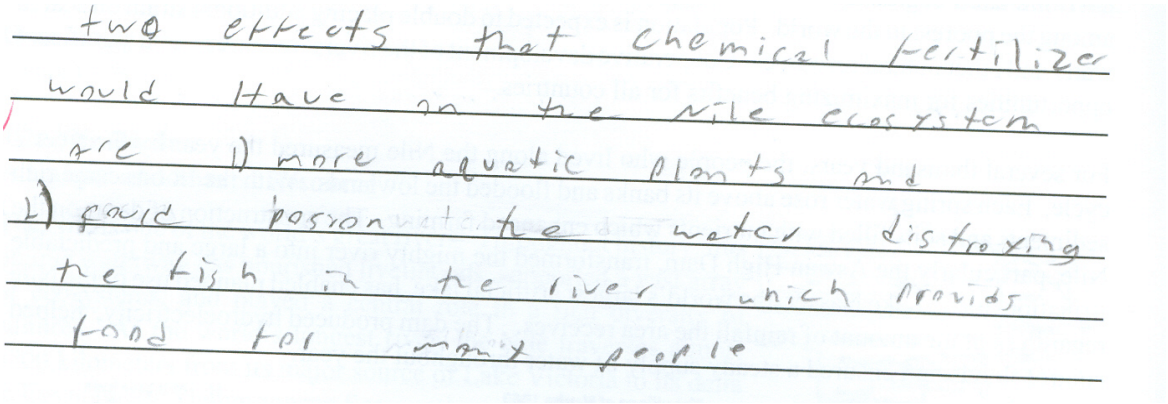
Exemplars (Excellent) 4/4



Two effects chemical fertilizer may have on the Nile ecosystem are (1) these chemicals can get into the waters and can impact the available drinking water for animals and humans along the river.

(2) Biological amplification could become a problem. as fertilizers are sprayed on crops, herbivores such as rabbits will eat these toxins and the toxins will be stored in the fat of the animal. When a carnivore eats a few rabbits with toxins in their fat cells, the carnivore will receive more of the toxin and so on. This could lead to the downfall of the entire ecosystem along the Nile river.

Fair 1.5/4



two effects that chemical fertilizer would have on the Nile ecosystem are 1) more aquatic plants and 2) could poison the water distroying the fish in the river which provids food for many people

Value

4% 64. With reference to the case study and your geographical knowledge, aside from the chemical fertilizers, describe the short and long-term impacts the Aswan High Dam has had on the area.

Possible answers include:

- Short term suggestions:
  - hydroelectric power, employment in construction, flooding of the basin, fish migration, lack of housing, river flow (also long term).
- Long term suggestions:
  - standard of living, flood control, lost of traditional industries, lost of sediments at delta, lost of ecosystems, lost/change in cultural groups and homeland, increase in aqua-diseases, damage farmland, irrigation etc.

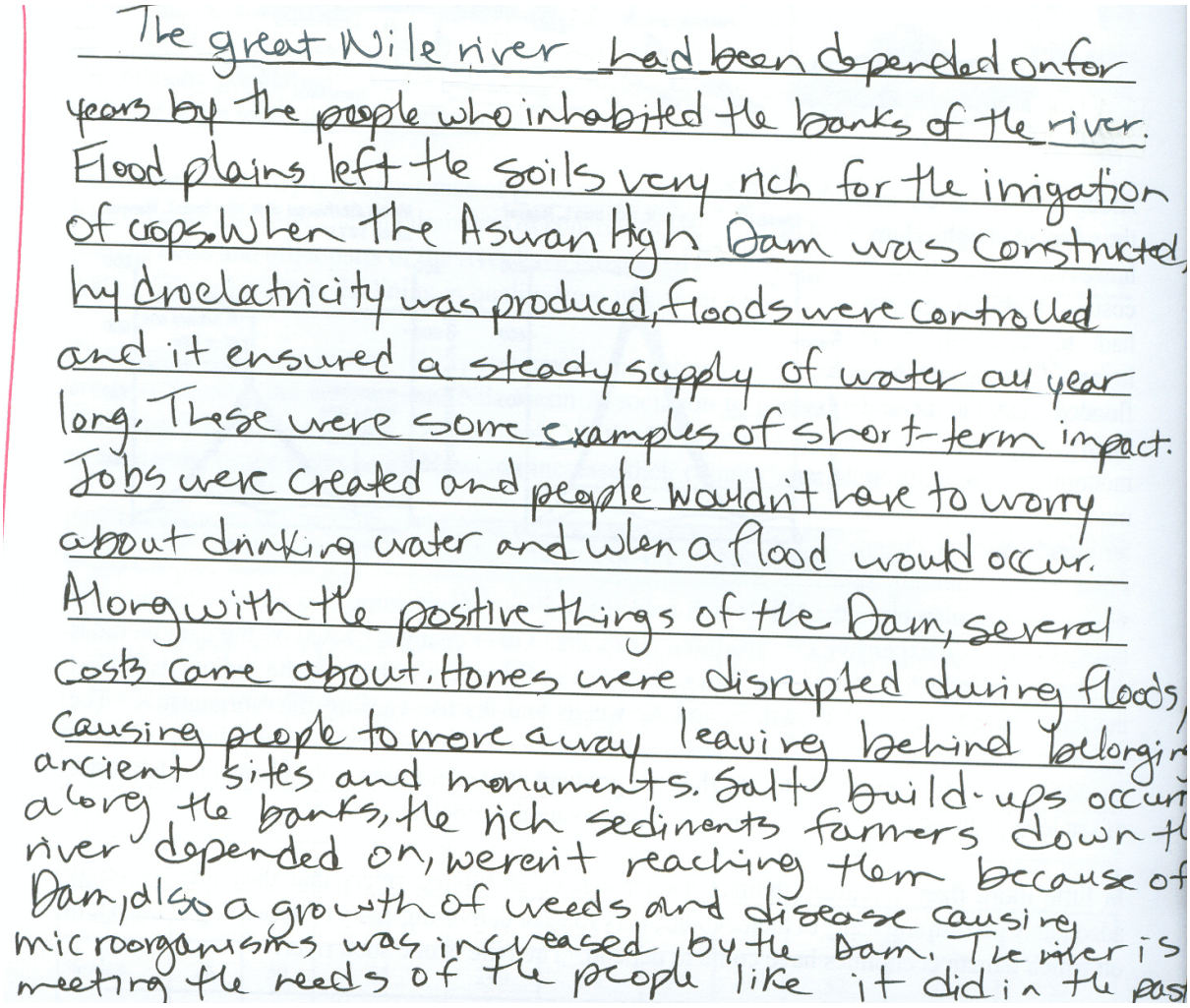
Commentary on Response:

For the most part, students were able to adequately answer this question.

Common Errors:

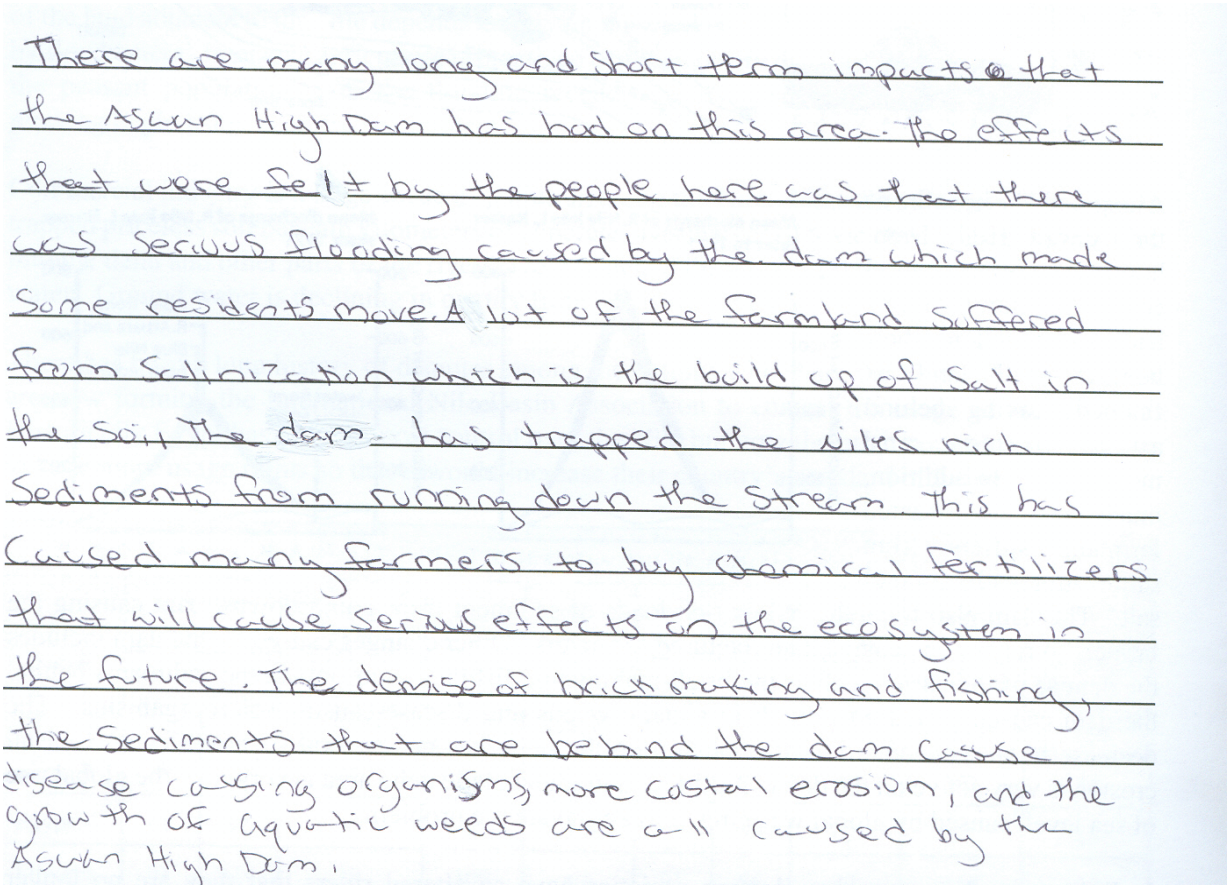
- Students failed to describe the short and long-term impacts.
- Students listed impacts, but failed to indicate what was short or what was long term.
- Students just listed impacts without description.
- Students failed to include supports from geographical knowledge acquired outside of the case study.

Exemplars (Excellent) 4/4



The great Nile river had been depended on for years by the people who inhabited the banks of the river. Flood plains left the soils very rich for the irrigation of crops. When the Aswan High Dam was constructed, hydroelectricity was produced, floods were controlled and it ensured a steady supply of water all year long. These were some examples of short-term impact. Jobs were created and people wouldn't have to worry about drinking water and when a flood would occur. Along with the positive things of the Dam, several costs came about. Homes were disrupted during floods, causing people to move away leaving behind belongi ancient sites and monuments. Salt build-ups occur along the banks, the rich sediments farmers down t river depended on, weren't reaching them because of Dam, also a growth of weeds and disease causing microorganisms was increased by the Dam. The river is meeting the needs of the people like it did in the pas

Good 3/4



There are many long and short term impacts that the Aswan High Dam has had on this area. The effects that were felt by the people here was that there was serious flooding caused by the dam which made some residents move. A lot of the farmland suffered from Salinization which is the build up of salt in the soil. The dam has trapped the silts rich sediments from running down the stream. This has caused many farmers to buy chemical fertilizers that will cause serious effects on the ecosystem in the future. The demise of brick making and fishing, the sediments that are behind the dam cause disease causing organisms, more costal erosion, and the growth of aquatic weeds are all caused by the Aswan High Dam.

Value

6% 65. "The people of the Nile River Basin do not enjoy a high standard of living." With reference to the case study and your geographical knowledge, what social and economic changes could a member of the International Nile Basin Association make to improve the situation in these countries?

Students needed to discuss both social and economic changes. Possible answers include:

Social	Economical	Social-Economic
- collaboration between countries in usage of river	- sharing hydro profits	- clean up the Nile
- conservation of social/cultural groups	- increase trade	- nation parks to protect animals & land
- conservation of land	- foreign aid to increase infrastructure	- monitor project
- importance of education in the sustainability of area	- move from primary to secondary	- clean up pollution (factions)
- improved medical care	- tourism	- improve drinking water
- family planning	- alternate power source	- environmental impact study
- change in status of women	- tax/tariff use of river	- opening in dam for silt/water
- laws	- extracting soil	- bonus for fewer children
- migration	- organic fertilizer	- gov't encourage migration
	- use river for various economic segments of activity	

Commentary on Response:

Overall, this question was done very poorly.

Common Errors:

- Students were very general and did not use geographical terminology.
- Students gave one reason with little explanation, often listed and/or with brief responses.
- Students did not reference graphs, maps, data etc. from the case study.
- Students confused high standard of living and seemed to think a low standard was preferred that people actually did not enjoy a high standard of living.
- Students said to remove the dam instead of improving upon it.

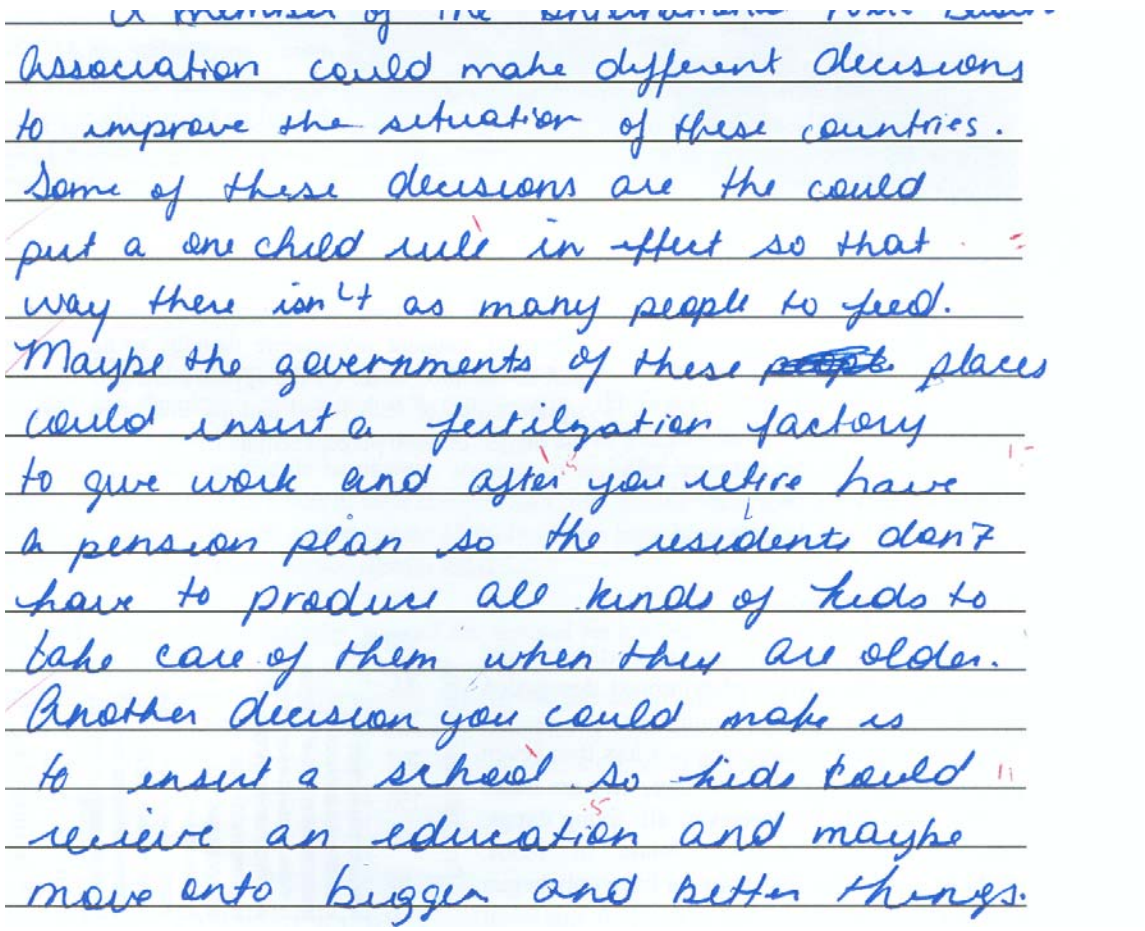
Exemplars (Excellent) 6/6

"The people of the Nile do not enjoy a high standard of living. To improve the situation of these countries, a member of the International Nile Basin Association could ask for financial aid of developed countries or government assistance to provide educational programs that will give the people living around the area a skill they can use to get a good job that doesn't require them to depend on the Nile for fishing and farming activities. By educating the society, these people will have the drive to make money and with their lives, wanting a higher standard of living. Government assistance from developed countries will provide the finances needed to start the creation of jobs in the Nile Basin area. The increase in jobs in the secondary sector of the economy will result in a multiplier effect of the economy, resulting in more people needed in the service (tertiary) sector to support those working in the secondary sector. Jobs create more jobs. Government funding can also be used to move people away from the floods of the Nile and diminishing farmland due to dam building. Move people away to a place where farmland is better or there is more chance of them becoming educated and getting a job will increase their standard of living.

Jobs in this area will create higher GNP's for the countries and result in more money for contraceptives, education, health care, employment, etc. Declining birth rates and death rates will relieve the stress a growing population has on already over-populated areas.

"The people of the Nile River Basin do not enjoy a high standard of living" because they know no more than this way of life. By educating, raising money, asking for financial help in creating more jobs, a member of the International Nile Basin Association can improve the social problems as well as economic problems of these countries.

Good 4/6


Association could make different decisions
to improve the situation of these countries.
Some of these decisions are the could
put a one child rule in effect so that
way there isn't as many people to feed.
Maybe the governments of these ~~people~~ places
could insert a fertilization factory
to give work and after you retire have
a pension plan so the residents don't
have to produce all kinds of kids to
take care of them when they are older.
Another decision you could make is
to insert a school so kids could
recieve an education and maybe
move onto bigger and better things.

Value

4% 66. Using the case study and your geographical knowledge, explain the climatic conditions that produce tropical rainforests.

Possible answers include:

- hot/moist conditions year round
- latitude
- tropics
- ocean currents
- wind patterns
- canopy

Commentary on Response:

Generally this question was well done.

Common Errors:

- Students attempted to answer question directly from the case study by using information that did not apply or, did not refer to any information in the case study.
- Students did not read the climograph properly.
- Students sometimes appeared to have a weak definition of climate (talked about characteristics of a rainforest and not climate).
- Students did not mention that heat and moisture were constant year round.

Exemplars (Excellent) 4/4

Some climatic conditions that produce tropical rainforests are high temperatures and wet climate. As you can see in the climograph in the case study, the temperature has to be fairly high or warm and consistent. For most of the year the temperature is around 26° or 27°. This is because the tropical rainforest is very close to the equator, which means it gets almost direct sunlight all year round. The precipitation also has to be high. As you can see on the climograph precipitation is usually around 225 mm or 250 mm a month.

Good 3/4

Value 4

66. Using the case study and your geographical knowledge, explain the climatic conditions that produce tropical rainforests.

The Climatic conditions that produce tropical rain forests are they have high temperatures all year round, ranging from 15°c to 30°c. Precipitation there is relatively big all year round ranging from 300 mm of rain to 330 mm. This high amount of heat and water make a rain forest grow a lot

Value

4% 67. Using the case study and your geographical knowledge, describe two strategies for sustainable management of the world's forests.

Possible answers include any of the following that could help to sustain our forests:

- reforestation
- ecological reserves/protected areas/no cut zones
- education on proper uses of resources
- expand silvaculture (selective cutting, replanting, tree farming, etc.) model forest concept
- recycling
- use of alternative fuels
- better harvesting methods to conserve our forests
- tariffs on lumber and wood products
- building regulations in forested areas
- pollution control
- genetic engineering of stronger tree species
- use of more environmentally friendly machinery and better combating of forest fires

Commentary on Response:

Overall the question was relatively well done. Most students had a good grasp of various ways to help sustain our forests and they were able to give descriptions of these strategies using geographical terms.

Common Errors:

- Students listed two strategies but only gave a description for one of them.
- Students just listed two strategies and never gave any explanation for them, or did not fully explain their strategies.
- Students failed to interpret information from the case study to answer the question, or focused totally on rainforests.

Exemplars (Excellent) 4/4

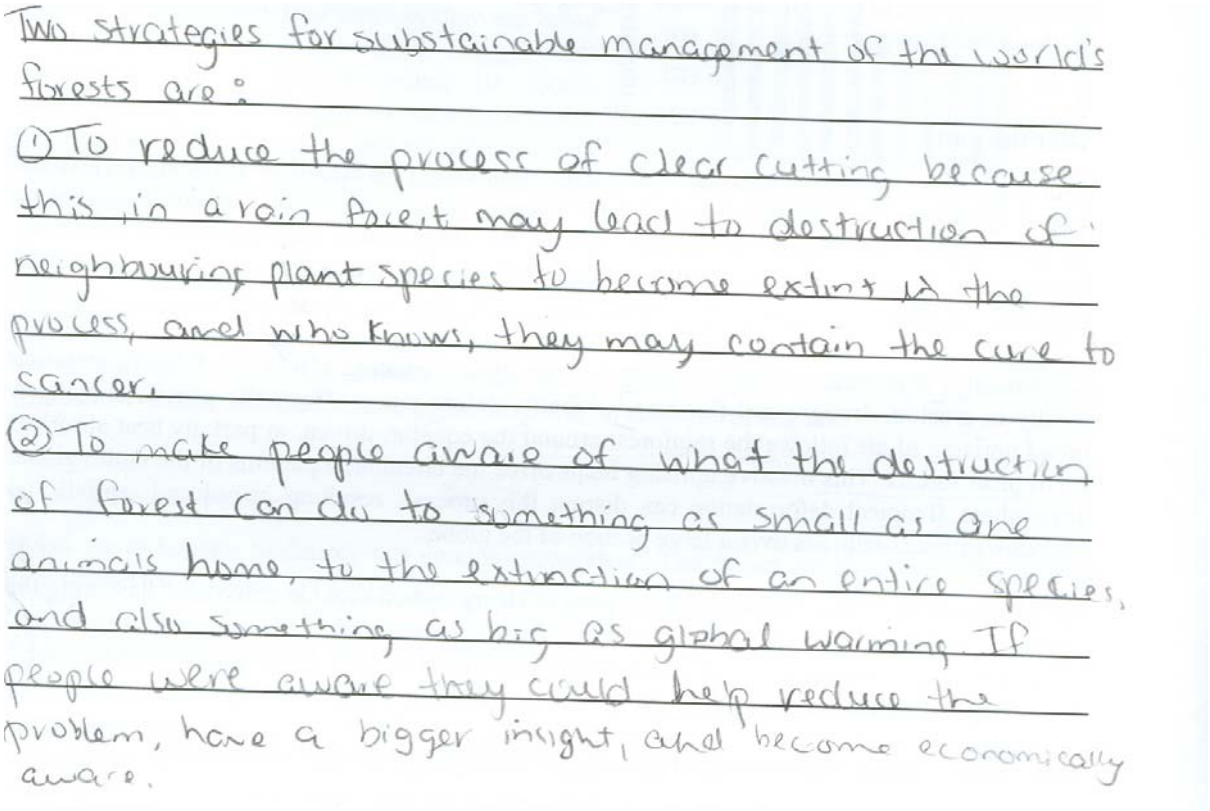
Two strategies to sustainable management of the worlds forests include:

Selective cutting method of harvesting instead of clearcutting. This way, only mature trees are cut, leaving the bulk of the forest intact and allowing for self-regeneration of the forest. This selective cutting will preserve ecosystems, limit ecological disruption and will include the felling of only desirable trees. Whereas clearcutting destroys habitats and ecosystems, cuts down even unsalable, undesirable specimens and leaves the area ravaged-looking. Although selective cutting is more expensive than clearcutting, the loss of money is a short term loss compared to the long term gain of clean air, clean water and wood available for future generations.

Another strategy for sustainable management would be education. It is evident that the lack of knowledge of the rainforest (and the forests) was the cause of the depletion of the Amazon Rainforest to provide jobs and populate Amazonia, rather than preserve the rich soil and abundant plant life. By Educating people worldwide, and especially in areas where rainforests are present) they will understand the potential medicines, ecosystems, unstudied species, clear air, soil and water and hopefully minimize if not stop their destruction of the rainforests and all the valuable resources in it.

By using these strategies we can preserve the forest and potential medicines, species, etc. Minimizing the extraction of wood and rainforests will provide for our needs today as well as the needs of future generations.

Good 3/4



Two strategies for substainable management of the world's forests are:

① To reduce the process of clear cutting because this, in a rain forest may lead to destruction of neighbouring plant species to become extinct in the process, and who knows, they may contain the cure to cancer.

② To make people aware of what the destruction of forest can do to something as small as one animals home, to the extinction of an entire species, and also something as big as global warming. If people were aware they could help reduce the problem, have a bigger insight, and become economically aware.

Value

6% 68. As an environmentalist concerned about the disappearance of the rainforest, you want to educate foresters, who are currently clear-cutting, about other timber harvesting techniques. Suggest an alternate method of harvesting and defend the practice by comparing the two techniques from an environmentalism view.

The answer should give a comparison between clear cutting and another harvesting technique.

- Clear Cutting - cut all trees in one area
  - The following are associated points; safest, cheapest, high yields, loss of habitat/organisms, quickest, loss of forest biodiversity, soil loss due to erosion, loss of soil fertility, high sedimentation in rivers due to runoff, climate change, loss of oxygen (0_2), increase in ($C0_2$), loss of potential medicines, replanting, silvaculture, wastes trees, especially young growth trees
- Alternative #1 - Selective Cutting: selection of nature trees to be harvested of specific age and size
  - Answer could include the following points: environmentally friendly, higher sustainability, not as hazardous to the environment, biodiversity intact, cut only mature trees, not as wasteful, more expensive, not as safe, helps protect soil from erosion, lower yields than clear cutting, troublesome to companies due to road construction, takes more time, creates more jobs in the long run, protects habitat.

- Alternative #2 - Strip Cutting: cut all trees in an area in alternating strips
  - Points to include: keeps homes for animals (habitat), biodiversity of forest remains intact, prevents soil erosion, replanting/silvaculture, higher sustainability, lower yields than clear cutting, and high cost due to possible road construction and row structure, longer time needed, more expensive

Commentary on Response:

This question was poorly done.

Common Errors:

- Students did not compare clear cutting with an alternate method, or confused the details of the alternate method.
- Students either stressed the points of clearcutting or the alternate method, not both as they were required.
- Students failed to explain the two methods in detail. Either, they did not list enough points or they did not explain the points they listed in enough detail.
- Students were confused with the term “compare”.
- Students attempted to copy information directly from the case study which had nothing to do with the specific question.

Exemplars (Excellent) 6/6

As an environmentalist concerned about the disappearance of rainforests and want to educate foresters I would suggest using the selective cutting method of tree harvesting in place of present clearcutting practices.

Clearcutting:

- most rapid, safest and economical form of tree harvesting.
- debris and rubbish are often burned after clearcutting has taken place.
- seedlings or seeds are often replanted.

However, clearcutting leaves the area ravaged looking and unattractive. It destroys whole ecosystems and cuts down immaculate, undesireable specimens. Even if replanting occurs, the biodiversity of the ecosystem will never be replaced, often results in extinction of animal as well as plant species.

Selective cutting

- least rapid, least safest, least economical (most expensive) form of tree harvesting because large areas in needed to produce high yields and roads must be constructed and maintained to gain for harvesting of trees that mature.

However, selective cutting leaves the bulk of the forest intact, ecosystems and animal and plant species are spared, only mature trees are cut and young trees can grow up to replace mature ones.

As an environmentalist I suggest using selective cutting even though it is more expensive because the short-term loss of money will be nothing to those who have a constant supply of clean air, soil and water. Selective cutting will preserve the environment and unknown species living in the rainforests. The preserved forests may hold valuable medicines to cure diseases such as cancer and AIDS that effect people worldwide.

Good 5/6

I would like to suggest to you, the alternative method of harvesting called Selective cutting. This method has an over-all better effect on the environment. When you clear cut, many things are happening. You are exposing the soil to the huge amounts of rainfall found in those areas, washing away the nutrients from the soil that once made it valuable. You are destroying ecosystems that have plants which are used for many of our modern medicines. You are also upsetting things on a global scale, because trees that are not there cannot absorb heat dealing with the circulation patterns. This can lead to weather changes all around the world. Selective cutting, however, is less harmful. You only cut the mature trees needed from a particular species ~~xxxxxx~~ This leaves enough trees to protect the soil against rainfall, leaves most of the ecosystem in tact, and does not have a huge effect on a global scale. Therefore, Selective cutting is an over-all better method for harvesting if you want to protect the environment.

SECTION D

Do only **ONE** of the Units in **Section D**

Either: Unit 6 - Population Distribution and Growth
Or
Unit 7 - Settlement and Urbanization

Unit 6 - Population Distribution and Growth

Value

4% 69. "Mexico City should shut its door to migrants." With reference to the case study and your geographical knowledge, suggest two reasons why this policy should or should not be implemented. Support your answer.

Students needed a clear statement regarding agreement or disagreement with the statement. Responses should contain geographical terms and references to examples and statistics (charts) from the case study.
Possible answers include any of the following concepts:

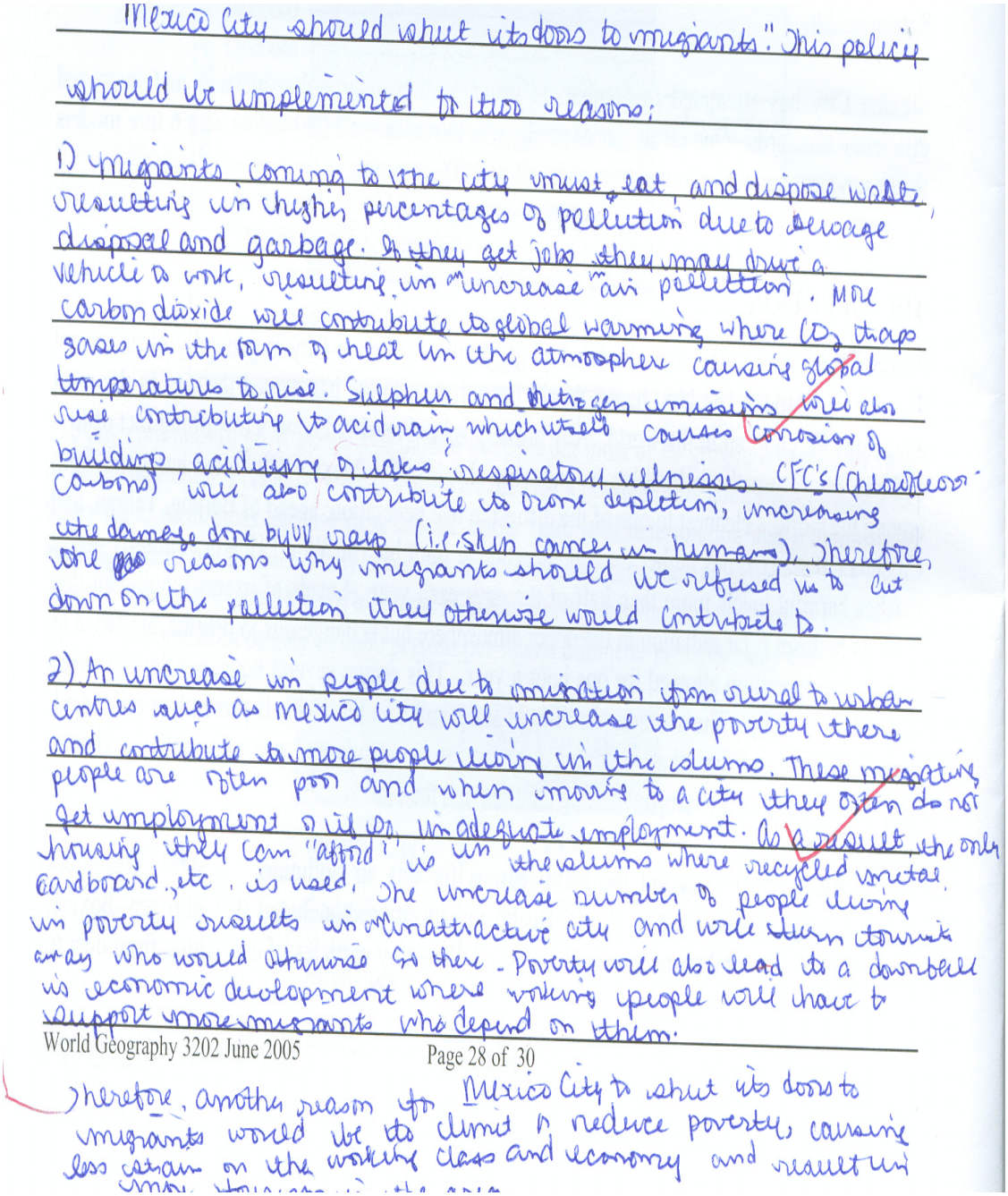
- agree, because of lack of infrastructure over-crowing, pollution and health issues, crime rate increase due to social problems.
- disagree, because government should work towards building infrastructure, better way of life in the city, degradation or rural land.

Commentary on Response:

This question was fairly well done. Most students could easily agree or disagree with the statement and generate a list of agreements or disagreements.

Common Errors:

- Students took both sides.
- Students gave very general information and did not reference geographical knowledge, or information from the case study.



Mexico City should shut its doors to migrants." This policy should be implemented for three reasons:

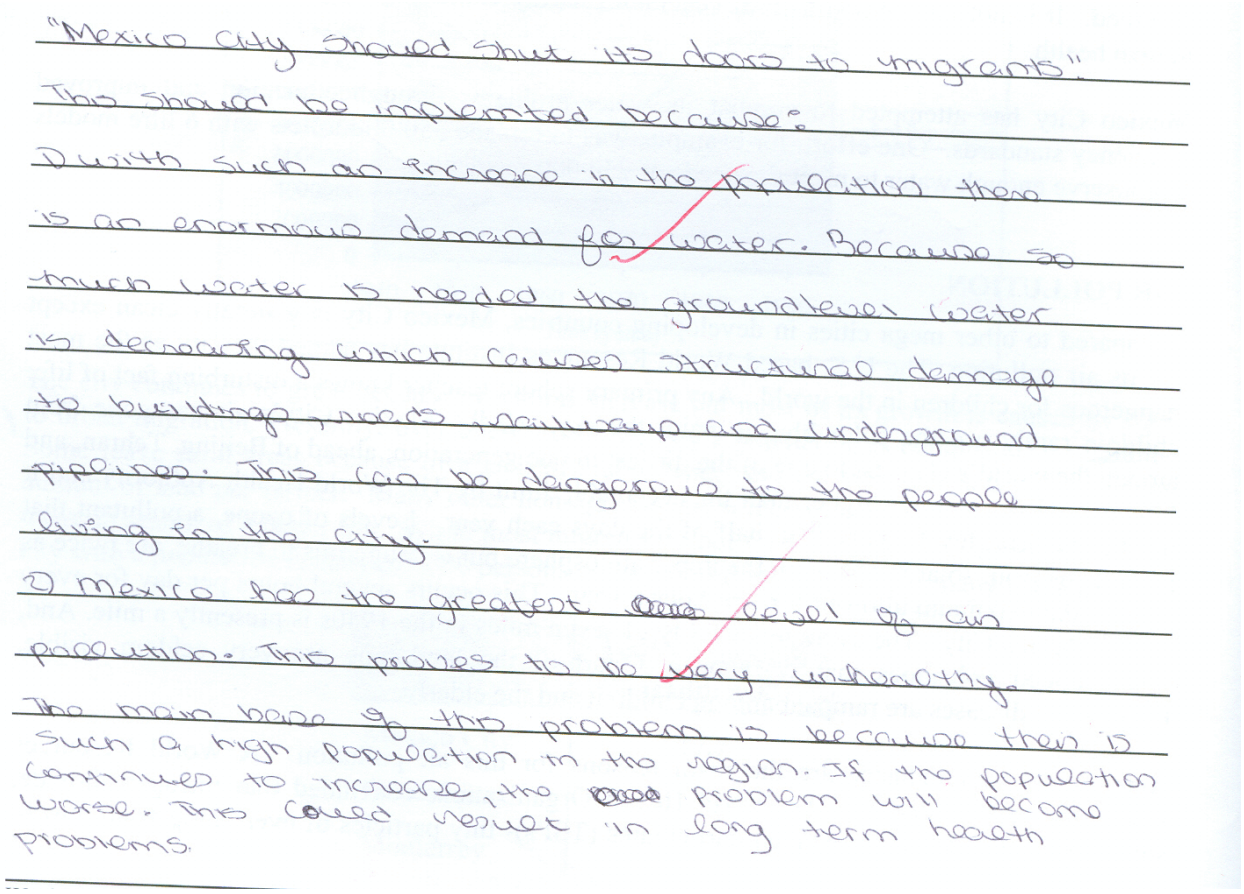
1) Migrants coming to the city must eat and dispose waste, resulting in higher percentages of pollution due to sewage disposal and garbage. If they get jobs they may drive a vehicle to work, resulting in increase air pollution. More carbon dioxide will contribute to global warming where CO_2 traps gases in the form of heat in the atmosphere causing global temperatures to rise. Sulphur and nitrogen emissions will also rise contributing to acid rain which will cause corrosion of buildings, acidifying of lakes, respiratory illnesses. CFC's (Chlorofluorocarbons) will also contribute to ozone depletion, increasing the damage done by UV rays (i.e. skin cancer in humans). Therefore, one reasons why migrants should be refused in to cut down on the pollution they otherwise would contribute to.

2) An increase in people due to migration from rural to urban centres such as Mexico City will increase the poverty there and contribute to more people living in the slums. These migrating people are often poor and when moving to a city they often do not get employment or if so, inadequate employment. As a result, the only housing they can "afford" is in the slums where recycled metal, cardboard, etc. is used. The increase number of people living in poverty results in unattractive city and will turn tourists away who would otherwise go there. Poverty will also lead to a downfall in economic development where working people will have to support more migrants who depend on them.

World Geography 3202 June 2005 Page 28 of 30

Therefore, another reason for Mexico City to shut its doors to migrants would be to limit & reduce poverty, causing less strain on the working class and economy and result in

Good 3.5/5



"Mexico City should shut its doors to immigrants".

This should be implemented because:

① with such an increase in the population there is an enormous demand for water. Because so much water is needed the groundlevel water is decreasing which causes structural damage to buildings, roads, railways and underground pipelines. This can be dangerous to the people living in the city.

② Mexico has the greatest level of air pollution. This proves to be very unhealthy. The main cause of this problem is because there is such a high population in the region. If the population continued to increase, the problem will become worse. This could result in long term health problems.

Value

6% 70. The government of Mexico City has decided to take measures to reduce population growth. Give three reasons why you agree or disagree with this action.

For agreeing the following reasons were accepted:

- demand on health care would decrease as the population decreased; the doctor patient ratio would improve resulting in better care; the birth rate and death rates would also decrease.
- education would improve with less demand in the education system; children would receive a better education and workers would become more skilled.
- infrastructure would improve with a smaller population to care for; water systems, sewage, roads, housing, etc. would develop over time as saved money could be invested in this manner.
- the dependency ratio would decrease as the number of people in the young and/or old groups decreased; a skilled labour force would be able to support the extremities and the economy would stabilize.
- other acceptable answers would include agreeing based on social, economic, and/or environmental improvements that were well explained; availability of resources, population density, land availability were also accepted.

For disagreeing the following reasons were accepted:

- people should have freedom of movement within or between countries as a basic right or freedom given to them by their country.
- human rights allow people to have as many children as they wish and to live in a country where they choose.
- people should be able to improve their standard of living by a means they choose through migration, family structure, etc. Improved standard of living would include employment, education, healthcare, etc.

Similar answers to those given in question #69 were accepted as agree reasons for partial credit with appropriate explanation;

-	overcrowding	-	lack of education
-	pollution (water)	-	crime rates
-	pollution (air)	-	site factors
-	waste (garbage)	-	housing
-	disease	-	etc.

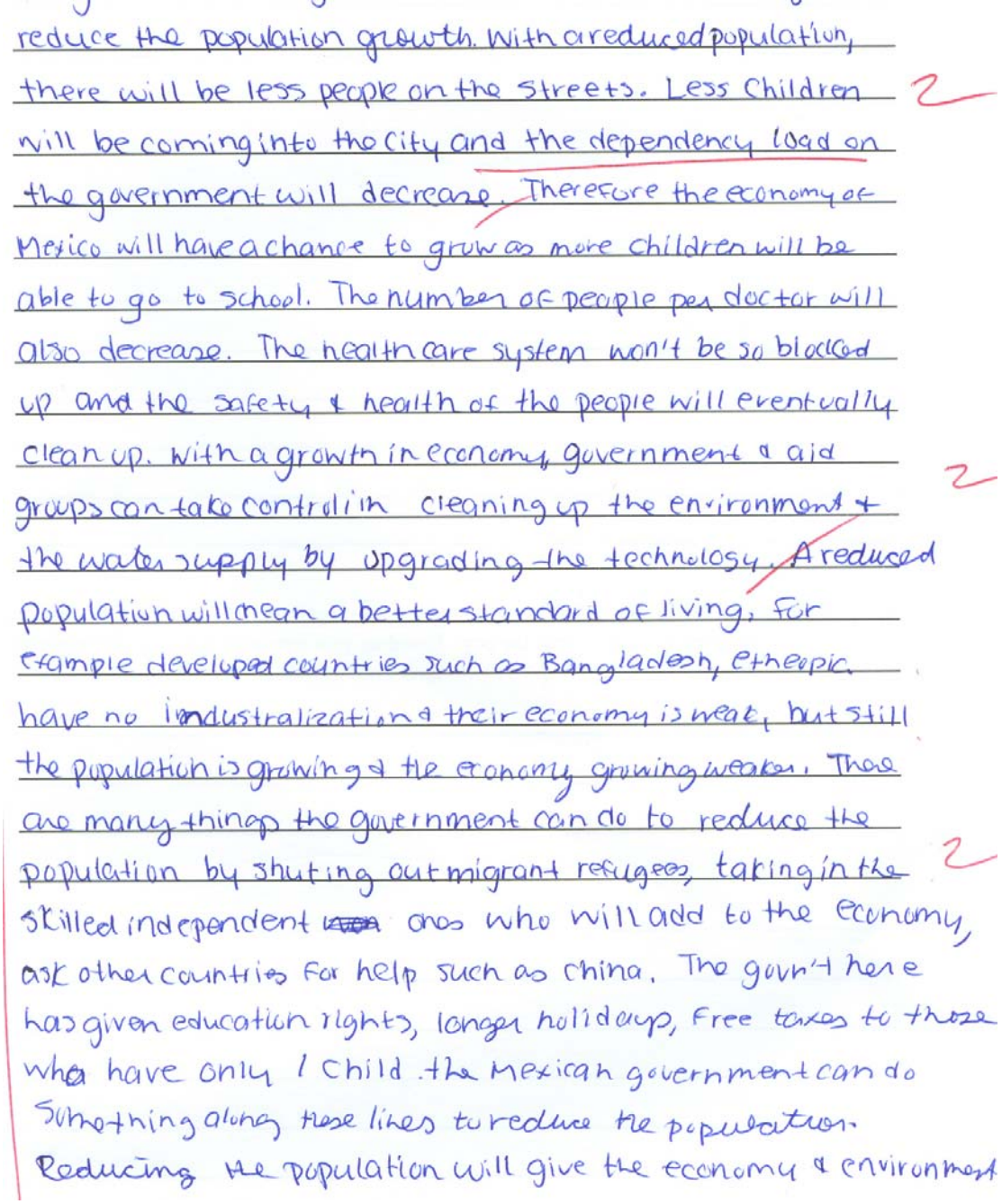
Commentary on Response:

This question was answered poorly.

Common Errors:

- Students gave simple responses similar to those listed in question #69.
- Students seemed confused and gave measures to reduce populations which were incorrect responses.
- Students used general references and failed to use geographic terminology.

Exemplars (Excellent) 6/6



reduce the population growth. With a reduced population, there will be less people on the streets. Less children will be coming into the city and the dependency load on the government will decrease. Therefore the economy of Mexico will have a chance to grow as more children will be able to go to school. The number of people per doctor will also decrease. The health care system won't be so blocked up and the safety & health of the people will eventually clean up. With a growth in economy, government & aid groups can take control in cleaning up the environment & the water supply by upgrading the technology. A reduced population will mean a better standard of living. For example developed countries such as Bangladesh, Ethiopia have no industralization & their economy is weak, but still the population is growing & the economy growing weaker. There are many things the government can do to reduce the population by shuting out migrant refugees, taking in the skilled independent ~~ones~~ ones who will add to the economy, ask other countries for help such as China. The govn't here has given education rights, longer holidays, Free taxes to those who have only 1 child. the Mexican government can do something along these lines to reduce the population. Reducing the population will give the economy & environment

Good 5/6

The government of Mexico has decided to take measures to reduce population growth. This is the right action to take for several reasons:

1) This may reduce the number of people who are forced to live in slums. Because, there are fewer people coming into the city, jobs will be available to more residents of Mexico City, this can help them become more financially stable.

2) This will help cut down on the levels of pollution in the city, making conditions safer for people to live in. In addition reducing the demand on the water supply will improve sanitation.

3) By decreasing population growth the government is one step closer to improving the standard of living for the people in Mexico City. Schools will not be so crowded, this can help improve education levels in the schools. Furthermore there will be more health care available to the people of the city. This reduction in population will help the economy grow because there will not be so many people dependant on the resources.

Unit 7 - Settlement and Urbanization

4% 71. With reference to the case study and your geographical knowledge, describe the quality of life indicators in Mexico City.

Possible answers could include any four of the following indicators with explanations - both social and economic and environmental:

- health care
- infrastructure (water, roads, electricity)
- education
- automobiles
- number of children per family
- housing
- population density
- employment
- air (water quality)
- social welfare

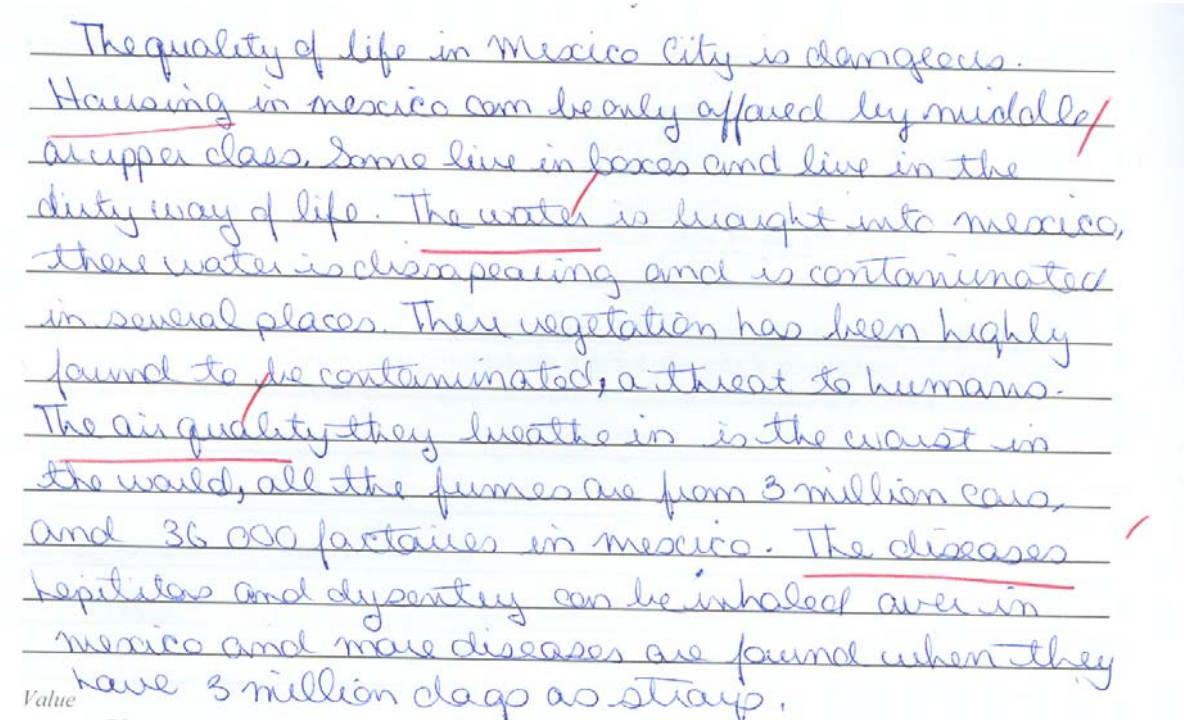
Commentary on Response:

This question was answered well.

Common Errors:

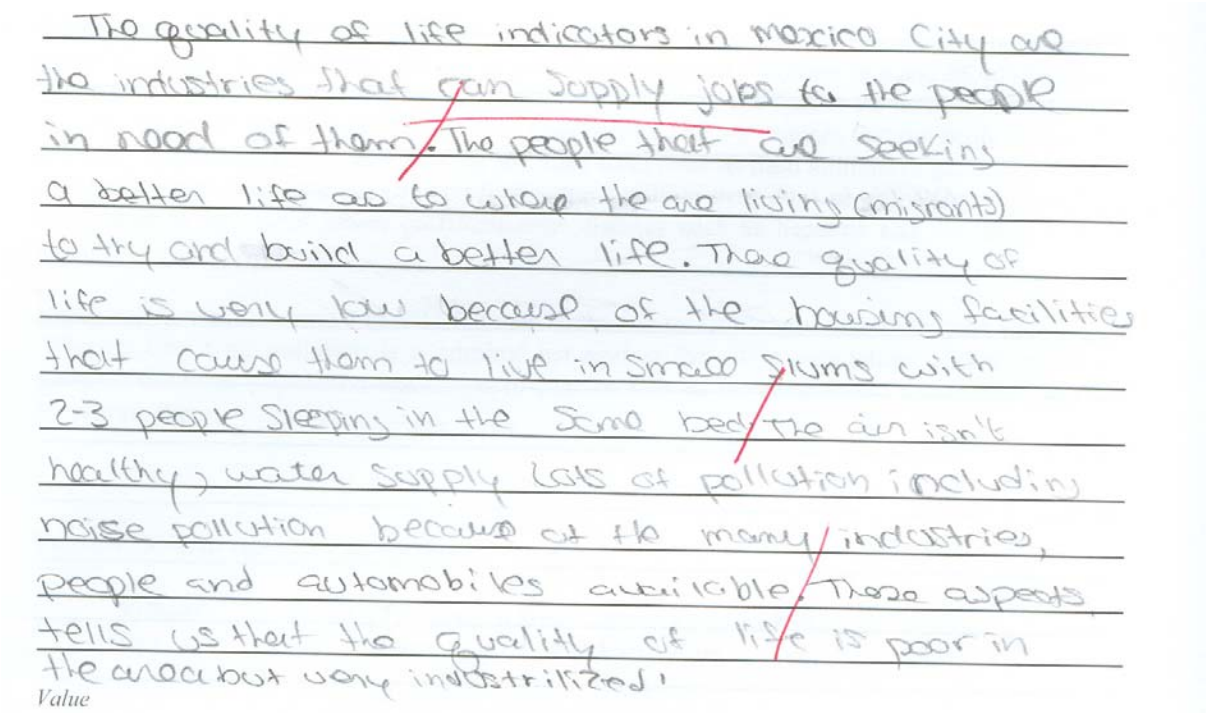
- Students were too general and did not reference the case study or geographical knowledge.
- Students listed but did not elaborate.

Exemplars (Excellent) 4/4


The quality of life in Mexico City is dangerous. Housing in mexico can be only afford by middle/ & upper class. Some live in boxes and live in the dirty way of life. The water is brought into mexico, there water is dissapearing and is contaminated in several places. Their vegetation has been highly found to be contaminated, a threat to humans. The air quality they breathe in is the worst in the world, all the fumes are from 3 million cars, and 36 000 factories in mexico. The diseases hepitites and dysentery can be inhaled over in mexico and more diseases are found when they have 3 million dogs as strays.

Value

Good 3/4



The quality of life indicators in Mexico City are the industries that can supply jobs to the people in need of them. The people that are seeking a better life are to where the are living (migrants) to try and build a better life. Their quality of life is very low because of the housing facilities that cause them to live in small slums with 2-3 people sleeping in the same bed. The air isn't healthy, water supply lots of pollution including noise pollution because of the many industries, people and automobiles available. These aspects tells us that the quality of life is poor in the area but very industrilized.

Value

Value

6% 72. You are a peasant farmer living on the outskirts of Mexico City with the opportunity to move into the city. Based on your personal quality of life preference and supporting your responses with three reasons, what would you decide to do?

Suggested answers in favour of moving/migrating to Mexico City:

- chance of employment
- get a better job (pull factor)
- opportunities for high education attainment
- lack of arable land in the outskirts (push factor)
- access to better health care

Suggested answers in favour of not moving/migrating to Mexico City:

- health risks in a polluted city
- strong traditional family ties
- better air quality
- cost of moving (intervening obstacles)
- shortage of housing in the city

Students were expected to take a stand on either moving to Mexico City or not moving, and not to support both.

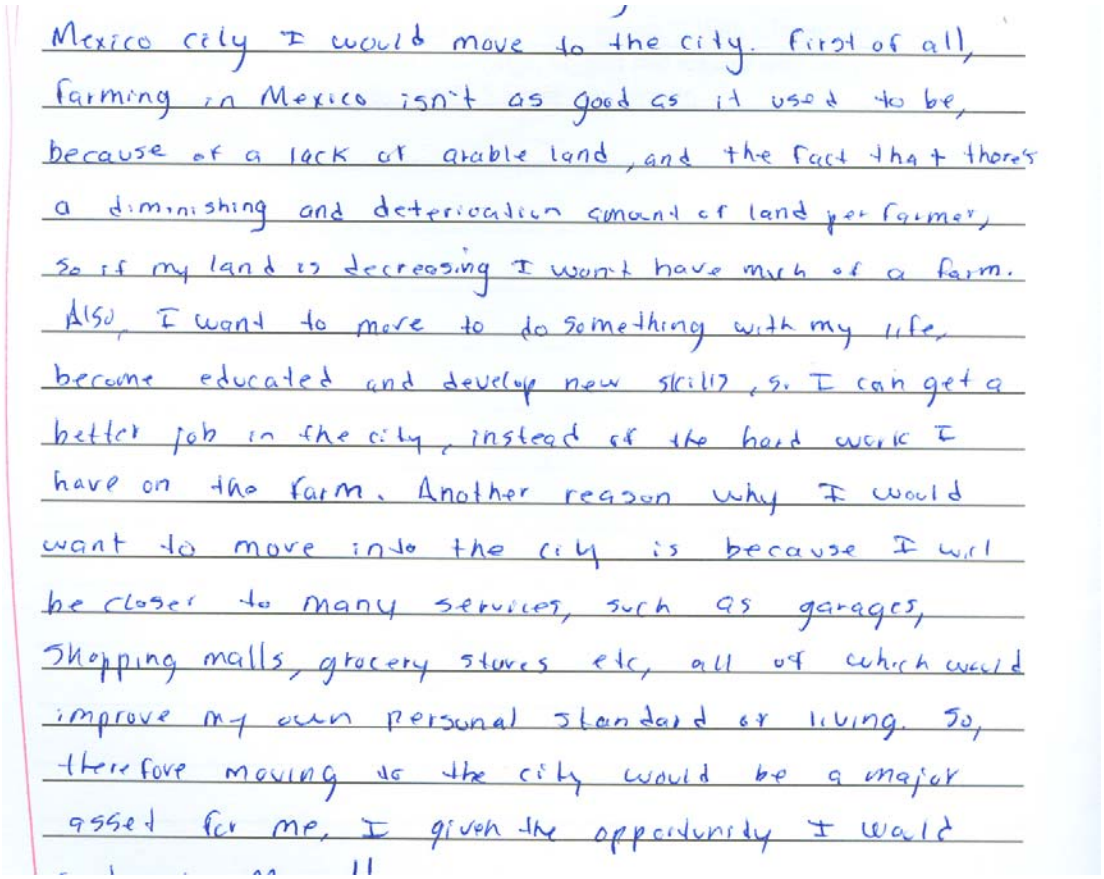
Commentary on Response:

The question was answered well.

Common Errors:

- Students could identify the reasons for moving or not moving to Mexico City but did not support the reasons or the support was too brief.
- Students took both sides of the question and tried to support the action.

Exemplars (Good) 5.5/6



Mexico city I would move to the city. First of all, farming in Mexico isn't as good as it used to be, because of a lack of arable land, and the fact that there's a diminishing and deteriorating amount of land per farmer, so if my land is decreasing I won't have much of a farm. Also, I want to move to do something with my life, become educated and develop new skills, so I can get a better job in the city, instead of the hard work I have on the farm. Another reason why I would want to move into the city is because I will be closer to many services, such as garages, shopping malls, grocery stores etc, all of which would improve my own personal standard of living. So, therefore moving to the city would be a major asset for me, I given the opportunity I would

World Geography 3202
Item Analysis
Selected Response (Part I)

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
1	C	10.9	4.5	79.7	4.9
2	A	75.3	15.0	2.9	6.5
3	A	94.3	3.2	1.5	0.9
4	A	63.6	28.6	6.4	1.3
5	D	0.8	6.9	0.4	91.7
6	D	21.8	5.1	4.4	68.5
7	C	7.1	22.3	69.7	0.8
8	B	18.5	58.4	7.9	15.2
9	C	27.8	41.5	30.0	0.6
10	C	2.5	10.8	85.5	1.1
11	B	22.4	56.7	11.7	9.1
12	D	0.4	10.3	0.9	88.3
13	D	3.3	8.7	0.8	87.2
14	A	55.4	22.6	14.5	7.5
15	C	6.7	70.4	16.5	6.5
16	C	6.6	32.4	56.8	4.0
17	D	2.5	1.5	1.1	94.9
18	C	9.3	2.5	85.2	3.0
19	A	77.6	3.5	10.2	8.7
20	D	0.8	1.8	24.6	72.9
21	B	17.4	55.9	7.4	19.0
22	C	8.7	0.8	82.7	7.8
23	D	12.7	17.0	15.9	54.1
24	B	0.3	83.4	15.6	0.6

World Geography 3202
Item Analysis
Selected Response (Part I)

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
25	D	1.4	2.5	16.3	79.7
26	C	5.7	15.7	63.5	15.1
27	D	3.8	4.7	7.9	83.6
28	B	11.3	45.3	32.9	10.3
29	D	3.7	5.7	12.8	77.8
30	B	19.2	42.5	25.7	12.6
31	B	6.0	76.6	3.9	13.4
32	B	10.5	69.1	16.4	4.0
33	C	6.7	15.0	64.8	13.4
34	D	11.3	6.0	42.2	40.4
35	A	68.8	8.3	20.1	2.8
36	D	6.0	2.3	8.3	83.4
37	D	4.5	15.6	9.6	70.0
38	C	4.9	15.5	66.2	13.5
39	D	3.3	10.9	19.6	66.2
40	B	1.7	84.9	9.2	4.1
41	C	7.0	14.2	77.7	1.1
42	C	20.8	29.5	46.1	3.5
43	D	2.7	0.7	2.5	93.9
44	C	0.6	0.7	41.4	57.2
45	C	12.6	12.2	63.8	11.3
46	B	1.9	93.6	2.6	1.7
47	B	7.2	67.8	4.8	20.1
48	B	28.7	29.5	10.3	31.3

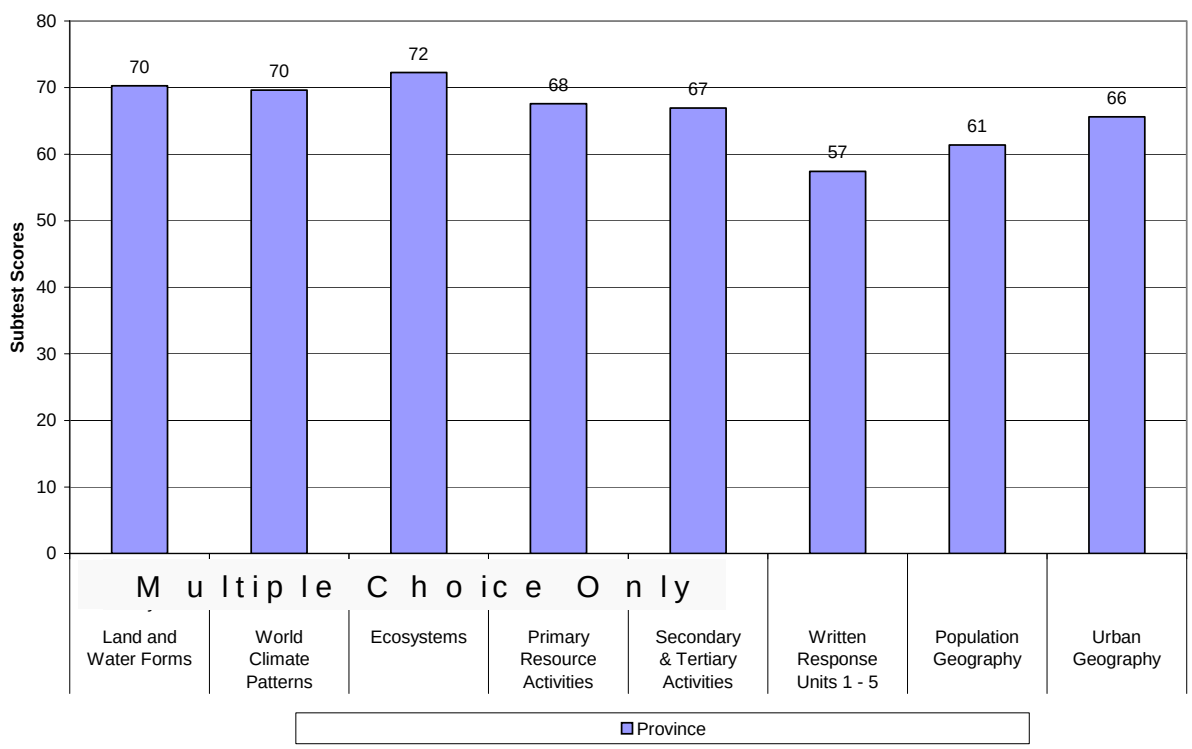
World Geography 3202
Item Analysis
Selected Response (Part I)

Item	Answer	Responses			
		A	B	C	D
		%	%	%	%
49	A	86.3	5.1	4.2	4.4
50	A	87.4	9.2	0.5	2.5
51	C	5.1	13.9	62.9	18.1
52	A	85.3	9.7	2.1	2.5
53	B	15.6	54.3	20.6	9.3
54	B	16.8	56.2	5.7	21.1
55	C	2.9	30.7	56.4	10.1
56	B	5.7	81.0	3.1	10.1
57	D	22.3	9.5	7.8	60.2
58	A	72.2	1.5	9.0	17.3

NOTE: Percentages may not add to 100% due to multiple answers or missing values.

World Geography 3202
Item Analysis
Constructed Response (Part II)

Item	Students	Value	Average
59	3368	4	2.3
60	3368	4	2.5
61	2177	4	1.6
62	1191	4	1.7
63	3368	4	2.4
64	3368	4	2.4
65	3368	6	2.6
66	3368	4	2.6
67	3368	4	2.8
68	3368	6	3.1
69	2814	4	2.3
70	2814	6	3.1
71	553	4	2.5
72	553	6	3.4


Geography 3202
June 2005
Subtest Scores
80
70
60
50
40
30
20
10
0
70
70
72
68
67
57
61
66
Multiple Choice Only
Land and Water Forms
World Climate Patterns
Ecosystems
Primary Resource Activities
Secondary & Tertiary Activities
Written Response Units 1 - 5
Population Geography
Urban Geography
Province