

### GENERAL COMMENTS

Students found the use of an A4 booklet quite manageable. In particular, the provision of map outlines and tables removed the unnecessary task of having students draw these prior to completing the assessable task.

### Areas of strength and weakness

#### Strengths

- Most students completed the paper suggesting that they were able to manage their time effectively.
- The structure of the paper gave students ample opportunity to demonstrate skill development from classwork during the year.
- Compared to previous years, directions were generally well followed although students need to be reminded to use the map data when the question states 'Using evidence from the map'.
- **Key Geographic Ideas (KGI)** were, generally, better used and clearly understood (although some students still tend to over use KGIs). Most students understood and applied the term 'Spatial Interaction' successfully.. Some students misunderstood the notion of regional/local scale. There has been a marked improvement in the use of KGIs over the last 3–4 years and students are showing greater confidence in using them independently.
- Most students displayed better map interpretation than in previous years although there was some difficulty with the interpretation of the cross-section and applying features from the map to this cross-section; BOLTSS were competently applied.
- The map outline, such as provided for Question 4, was a great help to students, reducing the time taken to complete their answers. Students, therefore, focused on the data to be represented rather than attempting to sketch a map of the world prior to commencing the required task. The map outline also improved the accuracy of the mapped phenomena compared to previous years.
- **Terminology** was understood better this year; however, many students still did not understand the instructional terms, such as **analyse, justify, compare relative importance**. Use of these terms in their school-based coursework could assist students to better understand the terms on the end-of-year examination paper.
- Students tended to choose more appropriate case study material; for example, irrigation, water diversion from the Aral Sea, PNG gold mining, Southgate development, Snowy River management, although there was a significant proportion of students using generic material such as fish or water.
- Scripts were easier to read and better set out than in previous years, although a number of students still wrote in pencil making it difficult sometimes to decipher key words.
- Students are applying geographic techniques such as quantifying and elaborating on examples.

#### Weaknesses

- Inappropriate use of the **data**. Some students did not refer to the data and wrote in general terms. Others are still finding difficulty with the significance and relevance of the data provided. Students still need to make more direct use of the data (i.e. relative proportions, amounts).
- Teachers need to ensure that students understand the terms classify, geographic characteristics, factors and human phenomenon. There were some poor definitions/understanding of the term 'renewable'. Many students appeared not to fully understand the term 'evaluate'.
- Many students had a poor understanding of direction. Teachers should revise this basic skill with their students and not presume that this concept is correctly understood, e.g. in Question 2 (a and b) many students were reluctant to use compass points to describe 'location'.
- Poor interpretation of student case studies meant that many students are still scoring little for the question that enabled them to use their own class research. Students appeared to learn material but not apply it correctly. Students must read, and think about, the questions.
- While students attempted to map data as required, many students lost marks for poor graphicacy or lack of attention to conventions. Many students inaccurately plotted the river/road in Question 1(f) and the grid lines on the base map were poorly used.
- Too many general descriptions of global responses; for example, the 'United Nations', without any explanation of how the UN may have been involved. There was some confusion between the terms refugees and illegal immigrants.
- Some students are still confusing a 'resource' and a 'global phenomenon' as well as a 'process' and a 'resource', for example fish and fishing. Deforestation is not a resource.
- Students still need to be exposed to a wider range of data. Some students appeared to have difficulty understanding the features on the topographic map.
- Some students still lack knowledge of countries/continents, e.g. that 'Africa' is not a country.

## SPECIFIC INFORMATION

Question	Marks	%	Response
Question 1	<b>a</b>		
	0/2	27	<p><b>Students had to classify the Recreation Reserve in one way other than that of a human resource and justify their classification.</b></p> <p>Many answers were one-word answers, for example renewable, recreational, sustainable. Less successful answers reiterated the question and classified the resource as ‘human/people oriented’. A few answered ‘natural’ but were able to refer to a patch of vegetation within the reserve.</p> <p>Most students justified their choice from i. correctly. Acceptable answers were that the resource was a park, recreation reserve, sporting area etc. used by people (recreational resource); maintenance, replacement of turf etc. were referred to in the case of ‘renewable, sustainable’.</p> <p>Teachers should note that students transpose the term ‘sustainable’ with ‘renewable’; these terms do not always have the same interpretation. The use of the term ‘finite’ should also be made with care; students appear to confuse this term with a definable number. Too many do not fully understand these terms and teachers are advised to continually use and revise these definitions with their students.</p>
	1/2	20	
2/2	52		
	(Average mark 1.24)		
	<b>b</b>		
	0/2	23	<p><b>Students had to describe one way that the recreation reserve might spatially interact with one other human resource shown in the map region.</b></p> <p>The most successful answers referred to the spatial interaction between the recreation reserve and the town of Coolah via the road allowing access for users. Some students referred to the interaction between the Recreation Reserve and the landing ground. Others mentioned the interaction between the town and the farms that provide a source of users to the Reserve. Other acceptable answers included the interaction between the reserve and the buildings that help service the recreation reserve as well as interaction with the school in Coolah, as the school might use the reserve for sporting activities etc.</p> <p>Less successful answers did not say how the choice they made interacted with the reserve. The Craboon Coolah Railway line is abandoned (closed). Students who stated that the train was still in operation scored no marks. Any student who suggested an interaction because people may walk/ride along the abandoned line to get to the Reserve was given credit.</p>
	1/2	17	
2/2	60		
	(Average mark 1.37)		
	<b>c</b>		
	0/2	19	<p><b>Students had to identify one natural feature and one human feature shown on the cross-section and insert the information into a table.</b></p> <p>Most students were able to read the map correctly. Some students misread the cross-section line and the features were incorrectly placed. Students needed to be accurate when transposing information into the table. Careless errors included writing the wrong letter and referring to the wrong feature.</p> <p>Answers to this question suggest that some students are not familiar with cross-sections/grid references. Less successful answers resulted when students did not put the cross section against the map, but instead, guessed where it would be and where corresponding features would fit. At this level, it is expected that students can work more precisely.</p> <p>The most common natural feature identified was the river for position D. The two most common answers for human features were Oban Road for E and the township of Coolah for B. Students need to be exposed more to topographic maps and practice should be given in analysing these, using grid references, scales and identifying features.</p>
	1/2	31	
2/2	50		
	(Average mark 1.3)		

	<p><b>d</b></p> <p>0/2      42 1/2      15 2/2      43</p> <p>(Average mark 1)</p>	<p><b>Students had to outline either one economic factor or one social factor that could encourage growth of Coolah to take place to the north-west.</b></p> <p>The most successful students offered logical reasons for growth to the NW, based on an economic or a social factor. Acceptable economic factors included the subdivision of land, the extension of the road and employment at the hospital. Acceptable social factors included the proximity of nearby services, for example the hospital; closeness to the existing built up areas and views from higher land as well as the location away from the swamps and the unpleasant surroundings of the sewage works in the SE.</p> <p>More successful answer:</p> <p>It is cheaper to grow to the NW due to the clearing of medium vegetation and not having to build around the Coolaburragundy River where more substantial foundations would have to be made.</p> <p>Less successful answers identified acceptable factors but failed to state how they affected growth. Some discussed the growth of farming rather than the growth of the town. A few students did not read the map data carefully and/or did not understand direction and so gave an incorrect interpretation/analysis. For example, referring to topography in the northwest as being flat, or the vegetation cover as being cleared land, and ‘growth would take place to be close to Sydney’ (360 kms away). Some students thought the question was asking why the town as a whole could grow in size (population increase).</p> <p>Some did not note the subdivision on the map and in the key. Some did not use the evidence from the map, instead referring to tourist numbers and birth rates.</p>
	<p><b>e</b></p> <p>0/2      30 1/2      17 2/2      53</p> <p>(Average mark 1.23)</p>	<p><b>Students had to outline either one physical or environmental factor that could prevent the town of Coolah’s growth to the south-east.</b></p> <p>An example of a physical or environmental factor included the swamp, the sewage works, lack of access, the river and the park.</p> <p>Physical factors are those that involve the shape of the land, the vegetation, drainage, soils and microclimate.</p> <p>Environmental factors include physical factors that may have had some human influence, for example, the park, the sewage treatment works.</p> <p>More successful students referred to these in terms of eyesores, pollution, too expensive to build on in terms of drainage, flooding etc.</p> <p>More successful answer:</p> <p>One environmental factor that would prevent growth to the SE is that the region consists of wet swamps which makes it difficult to build homes, because foundations are harder to create and drainage of the land would be expensive and it would ruin the natural environment.</p> <p>Less successful answers misread the question and referred to a different direction, for example the situation to the north-west of Coolah.</p> <p>Others referred to the SW or referred to the Rocky Ground terrain far beyond the immediate area for town growth. Some students referred to the ‘contours’ as ‘the things that prevented growth taking place to the SE’.</p>
	<p><b>f</b></p> <p>0/4      8 1/4      7 2/4      10 3/4      26 4/4      49</p> <p>(Average mark 3)</p>	<p><b>Students had to mark on the map outline two features that enable movement in the area largely between the 500 metre contour lines, the town of Coolah in the north and the southern edge of the map and complete the map using the conventions outlined.</b></p> <p>Features that enable movement in the area indicated were the road, the power transmission line and the landing ground. The railway line is closed; movement by a train was not acceptable; however, movement along the track by people on foot or by horseback, was acceptable.</p>

		<p>Two features needed to be marked on the map and clearly identified. The most successful answers traced the features. The map needed to be completed using the conventions indicated and the data needed to be neat and correctly represented. A good technique shown by more successful students was to use their legend on the map to indicate the type of movement possible, for example ‘major roads – enables movement of traffic’. More successful answers also used conventional colours – red for the road, blue for the river and black for the railway/electricity lines; however, students were not penalised if they did not follow these conventions. A few less successful answers had maps drawn in only one colour making distinctions hard to decipher.</p> <p>Less successful answers did not provide all conventions requested; common mistakes were omitting the source, the movement in the map title and indicating an incorrect scale. Less successful answers also did not map features that were between the 500 m contour lines or North/South movement. These students also mapped carelessly. Teachers need to remind students how to use the grid lines as a guide.</p>								
<p><b>Question 2</b></p>	<p><b>a</b></p> <table border="0"> <tr> <td>0/3</td> <td>18</td> </tr> <tr> <td>1/3</td> <td>21</td> </tr> <tr> <td>2/3</td> <td>28</td> </tr> <tr> <td>3/3</td> <td>34</td> </tr> </table> <p>(Average mark 1.77)</p>	0/3	18	1/3	21	2/3	28	3/3	34	<p><b>Students had to identify and describe one way in which the location of reclaimed land in the twentieth century differs from the location of land reclaimed in earlier times.</b></p> <p>More successful answers correctly located the newer polders by mentioning the twentieth-century reclaimed land in the northern part of the Netherlands, especially around IJsselmeer, or further away from the open sea. They then went on to discuss the location in earlier times, that is, further south and/or closer to the coast, and made a comparison between the two time periods.</p> <p>Less successful answers failed to discuss both time periods. Some referred to changes in land-use or technology used to develop polders but not the location. Some students clearly did not read the question and mentioned polders being developed on dry land and wet land. Less successful answers did not use compass directions well. Some students referred to locations on ‘deltas’ – this was too vague and not supported by map evidence. Some careless answers referred to size/scale instead of location.</p> <p>Some students also pointed out the anomalies to the general pattern; that is, there were also newer polders in the SW and northern coastline region, and older polders near IJsselmeer. This was not required to correctly answer this question.</p> <p>Some students also tried to justify the location of the polders; this was not necessary.</p>
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	<p><b>b</b></p> <table border="0"> <tr> <td>0/3</td> <td>18</td> </tr> <tr> <td>1/3</td> <td>18</td> </tr> <tr> <td>2/3</td> <td>30</td> </tr> <tr> <td>3/3</td> <td>34</td> </tr> </table> <p>(Average mark 1.8)</p>	0/3	18	1/3	18	2/3	30	3/3	34	<p><b>Students had to identify and describe one way in which the scale of reclaimed land in the twentieth century differs from the scale of land reclaimed in earlier times.</b></p> <p>The most successful answers measured the width of the polders using the scale provided. Many students saw scale as ‘size’ as well as ‘numbers’ of polders and pointed out the difference between the two in relation to the polders. For example, some students recognised that there were more polders built prior to the twentieth century, and maybe their total area was larger than that of twentieth-century polders. Many students were able to say that the polders reclaimed in the twentieth century were much larger than those of earlier times. Some pointed out anomalies like the small twentieth-century polders or larger older ones.</p> <p>Less successful answers failed to discuss both time periods. Some students repeated the answer they gave to 2(a). Less successful students also tried to explain, rather than describe, or only identified the difference.</p> <p>Many students appeared not to know what ‘centrally located urban area’ meant.</p>
0/3	18									
1/3	18									
2/3	30									
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	<p><b>c</b></p> <p>0/5            10 1/5            8 2/5            12 3/5            17 4/5            25 5/5            28 (Average mark 3.22)</p>	<p><b>Students had to complete the table by filling in the shaded boxes using evidence from Figure 2.</b></p> <p>More successful answers read the data carefully, named the polder in each box and provided accurate information. For example:</p> <p style="padding-left: 40px;">South Flevoland, the newest polder, has only 50% of its land devoted to agriculture, whereas older polders have more than 75% of their land under agriculture.</p> <p>Less successful answers failed to complete all the required information, did not name polders or did not explain, or give evidence for, their choice of polder. Students who wrote a polder name and referred only to a figure in the data book scored no marks.</p>
	<p><b>d</b></p> <p>0/4            14 1/4            9 2/4            22 3/4            25 4/4            30 (Average mark 2.47)</p>	<p><b>Students had to, referring to the development of a specific resource other than the one presented on the examination paper, discuss one effect of resource development on a place or one effect of resource development on people.</b></p> <p>The most successful answers referred to a specific resource, for example, the Patagonian toothfish in the Southern Ocean or tropical rainforest in Borneo.</p> <p>More successful answers identified the effect in very general terms; for example, ‘The development of the Snowy Mountains Hydro-electricity Scheme has had a positive effect on people’. Students then went on to give different examples of the positive effect; or, regarding future resource development of the Okavango River in Botswana – ‘If the pipeline is constructed then people will be affected in the following way ...’</p> <p>Inappropriate topics included polders in the Netherlands, ‘resources’ generally, fishing, desertification and toxic waste. The number of students who wrote of a process as a resource, was of concern, for example, fishing rather than Cod fish. Shopping centres were often poorly discussed and students appeared confused with their information, trying to put everything they could recall about a particular shopping centre in this answer.</p> <p>Less successful answers did not focus on ONE effect. It was often unclear as to whether a student was discussing an effect on people or on a place. Some students described the impact on both people and place (both not required)</p> <p>There were many prepared answers with students making little attempt to tailor the response to the actual question. Some had prepared positive and negative effects and were determined to give these whether or not it was acceptable by the question structure.</p>
<b>Question 3</b>	<p><b>a</b></p> <p>0/1            47 1/1            53 (Average mark 0.53)</p>	<p><b>Students had to select a statement, which correctly describes the distribution of the global phenomena of Mediterranean climates.</b></p> <p>Correct answer i.</p>
	<p><b>b</b></p> <p>0/1            11 1/1            89 (Average mark 0.89)</p>	<p><b>Students had to select the period of time which was likely to be the one in which the water from the irrigation pipe, shown in Figure 3(e), is most needed for farming.</b></p> <p>Correct answer iii.</p>
	<p><b>c</b></p> <p>0/1            29 1/1            71 (Average mark 0.71)</p>	<p><b>Students had to select the reason that was most important for farmers in regions with Mediterranean climates being able to produce a wide range of fruit and vegetables in winter.</b></p> <p>Correct answer v.</p>

<p><b>d</b></p> <p>0/1            17 1/1            83 (Average mark 0.83)</p>	<p><b>Students had to select the period in which the Costa del Sol region of Mediterranean Spain was likely to have least tourists.</b></p> <p>Correct answer i.</p>
<p><b>e</b></p> <p>0/2            16 1/2            13 2/2            71 (Average mark 1.55)</p>	<p><b>Students had to select two reasons to justify their answer to part d. using the data provided.</b></p> <p>Two reasons from ‘colder than other seasons; wetter than other seasons; less hours of sunshine.</p>
<p><b>f</b></p> <p>0/1            28 1/1            72 (Average mark 0.72)</p>	<p><b>Students had to select the statement that fitted the missing section of the flow diagram about the impact of tourism in many Mediterranean regions.</b></p> <p>Correct answer is iv.</p>
<p><b>g</b></p> <p>0/1            31 1/1            69 (Average mark 0.69)</p>	<p><b>Students had to select a statement that correctly described the spatial association between the distribution of Mediterranean climates and grape growing regions throughout the world.</b></p> <p>Correct answer is i.</p> <p>The multiple-choice questions were generally well handled. Few students chose more than one response. Students must check their answers against the data provided and avoid careless errors.</p>
<p><b>h</b></p> <p>0/4            10 1/4            12 2/4            25 3/4            18 4/4            35 (Average mark 2.56)</p>	<p><b>Students had to explain the effects of resource development on the changing number of tourists visiting Spain’s Costa del Sol region since the 1960s.</b></p> <p>The most successful answers set out responses logically and clearly. One approach was to organise answers into a table, placing dates across the top and resource developments and numbers down the side.</p> <p>Less successful answers omitted any time periods or only included an initial time period despite the clear data provided. Other poor answers did not deal with the increase in tourist numbers up to the 1980s and ignored the following tourist decrease. Some students confused the changing number of tourists as causing the resource development. Some focused on the positive and negative effects and neglected the needs of the question. Many tried to integrate KGIs into the question at the expense of the demands of the question itself.</p>
<p><b>i</b></p> <p>0/2            42 1/2            27 2/2            31 (Average mark 0.88)</p>	<p><b>Students had to suggest a management policy for the 2000s to reverse the decline in tourist numbers in Spain’s Costa del Sol region.</b></p> <p>This question was, generally, poorly answered. Less successful answers listed a set of strategies rather than outlining a policy. Teachers need to ensure that students understand the broader umbrella meaning of the term ‘policy’ versus means of implementation, or strategies. The policy needed also to refer to tourist decline rather than about Spanish culture or tourism in general.</p> <p>An example of a more successful answer:</p> <p style="padding-left: 40px;">A management policy would be to ensure a clean, safe environment for the tourists.</p> <p>or</p> <p style="padding-left: 40px;">A policy to counter the decrease in tourist numbers would be a general upgrade of all accommodation. Strategies could include modernising facilities to keep up with the competition in surrounding resorts and advertising special features to attract customers.</p>

<p><b>Question 4</b></p>	<p><b>a</b></p> <table border="0"> <tr><td>0/4</td><td>13</td></tr> <tr><td>1/4</td><td>9</td></tr> <tr><td>2/4</td><td>16</td></tr> <tr><td>3/4</td><td>25</td></tr> <tr><td>4/4</td><td>38</td></tr> </table> <p>(Average mark 2.65)</p>	0/4	13	1/4	9	2/4	16	3/4	25	4/4	38	<p><b>Students had to use the world outline map provided to show the distribution of a global phenomenon created by human activity. They were required to use a phenomenon that had not been used previously in the examination paper.</b></p> <p>The quality of answers varied greatly. Most students correctly identified a global phenomenon created by human activity. More successful answers drew maps that were well labelled with all geographic conventions. Few students added place names for greater clarity and information. These maps demonstrated an understanding of simple, effective data presentation skills. Some maps were ‘works of art’; using colour grading for distribution variation rather than unrelated colours; they also used arrows for movement.</p> <p>Less successful answers drew a map that conveyed a global phenomenon created by natural activity, a declining minority compared with previous years and similar questions. Other weak maps were those that correctly depicted the topic but which were inaccurate in their data representation. For example, a map showing desertification covering most of the USA; a map showing a regional focus (and no Afghanistan) when depicting refugees; all of China covered by landmines. Teachers need to provide better guidelines to students when flowlines on maps are being taught: the scale of the flowlines was often inaccurate, as were locations. Titles are also important. Some maps were titled too generally, for example ‘Major Movements between Regions – mid 1990s’, with no understanding what the movements were of.</p> <p>Some less successful maps were too simplistic or had so much data depicted that it was difficult to read; this was particularly the case with some global warming maps which included surface temperature change, areas of rising sea level and soil moisture change. A map depicting the spread of Islam was effective; students had difficulty applying this knowledge when answering Question 4(c). Some maps were so superficial that a global pattern was not apparent.</p> <p>Students still need to learn and practise drawing maps of their phenomena. Inappropriate choices included plate tectonics, cod fishing in Canada, ‘forests’. Some students are still confused about global warming and ozone depletion and referred to them interchangeably as the same phenomenon.</p>				
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	<p><b>b</b></p> <table border="0"> <tr><td>0/6</td><td>18</td></tr> <tr><td>1/6</td><td>9</td></tr> <tr><td>2/6</td><td>22</td></tr> <tr><td>3/6</td><td>13</td></tr> <tr><td>4/6</td><td>31</td></tr> <tr><td>5/6</td><td>5</td></tr> <tr><td>6/6</td><td>2</td></tr> </table> <p>(Average mark 2.53)</p>	0/6	18	1/6	9	2/6	22	3/6	13	4/6	31	5/6	5	6/6	2	<p><b>Students had to discuss the relative importance of two factors responsible for the distribution shown in Part a.</b></p> <p>Most students did include discussion of two factors and attempted to relate them to the distribution of the phenomenon shown in their map.</p> <p>An appropriate way of interpreting this question would have been to state the two factors responsible for the distribution, discuss the factor most responsible, discuss the factor next most responsible, then outline why factor 1 is more significant than factor 2.</p> <p>The most successful answers applied SHEEP factors and chose, for example, a social and an economic factor. For example:</p> <p>Economic factors have contributed to desertification because people clear land in an effort to earn more income. When they clear the land, the loss of tree cover dries the soil, exposing it to wind erosion and soil degradation. This expands the area of desert.</p> <p>This type of answer outlined the factor and clearly related it to the phenomenon.</p> <p>Less successful answers discussed factors in general and did not explain how they affected distribution. Some students wrote everything they knew, including management policies.</p> <p>A major weakness in answers was that few students made an attempt to discuss the relative importance of the factors. Most students did not make a comment on which was the most important factor (or if they</p>
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	<p>were of equal importance) let alone give reasons for their ranking.</p> <p>Less successful answers included discussing a different phenomenon to that shown in the map, or provided factors that lacked supporting detail. An example of a poor answer is one that discussed refugees but which confused movement of refugees and immigration/emigration – maps showed distribution of refugees, but discussion then focused on ‘push’ and ‘pull’ factors which tended to relate to voluntary population movement. Some students also showed potential sea level rises as a result of global warming but in the discussion outlined factors contributing to global warming, but not relating to rises in sea level.</p> <p>A few students referred to spatial association patterns – often these were not correctly applied in their discussion.</p>																
<p><b>c</b></p> <table border="0"> <tr><td>0/7</td><td>17</td></tr> <tr><td>1/7</td><td>8</td></tr> <tr><td>2/7</td><td>12</td></tr> <tr><td>3/7</td><td>19</td></tr> <tr><td>4/7</td><td>14</td></tr> <tr><td>5/7</td><td>9</td></tr> <tr><td>6/7</td><td>11</td></tr> <tr><td>7/7</td><td>10</td></tr> </table> <p>(Average mark 3.28)</p>	0/7	17	1/7	8	2/7	12	3/7	19	4/7	14	5/7	9	6/7	11	7/7	10	<p><b>Students had to to evaluate the policies developed to manage this phenomenon at three different scales – global, regional/national and local.</b></p> <p>This question was quite well answered. Many answers clearly identified the scales and presented appropriate policies at each scale.</p> <p>More successful answers provided up-to-date policies, were specific, provided examples and were detailed. These students attempted to evaluate the policies and indicated the effectiveness using a range of criteria, for example, sustainability, efficiency, social responsibility. A table format was often used; however, some tables were difficult to read and did not always convey the information required.</p> <p>Less successful answers outlined what could be done, rather than what had been done. For example:</p> <p style="padding-left: 40px;">I think the best way of dealing with global warming is to have laws that could be enforced so that all countries have to reduce greenhouse gas emissions.</p> <p>Some policies were too vague, for example ‘Locally, the council etc. used campaigns to reduce carbon monoxide emissions from households’, but gave no specific details or examples to indicate the campaign.</p> <p>Other less successful responses failed to categorise responses into the three scales, said that one response covered all scales or mis-categorised responses, for example a national response was identified as a global response.</p> <p>The most successful answers clearly identified the criteria they would use to evaluate the policies. For example:</p> <p style="padding-left: 40px;">I will evaluate the policies to manage AIDS with these criteria: Does it improve awareness of the disease? Does it decrease the number of sufferers? Does it help to treat AIDS?</p> <p>or</p> <p style="padding-left: 40px;">Policies to manage refugee movements at different scales vary in their effectiveness. The effectiveness includes such things as: Is the policy fair? Is the policy affordable? What time scale is involved? Is it efficient? Is it sustainable?</p> <p>These more successful students then outlined each policy including where it is operating and the organisations/groups involved in it; they discussed each scale according to the criteria and a score or ticks, were given depending on whether the policy met the criteria. A concluding paragraph nominating the most effective policy was then provided.</p> <p>Some students based their evaluation around the causes and/or effects of the phenomenon. For example:</p> <p style="padding-left: 40px;">The UNHCR looks at addressing the root cause of refugee problems and tries to stop war and the severity of poverty and</p>
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		<p>provide necessities. By addressing the root cause of the problem they decrease the chance of it occurring in the future and therefore is effective.</p> <p>Another example:</p> <p>Regional/National: Debt for Nature swaps. These swaps have been somewhat effective in reducing debt in a number of nations such as Madagascar; however, they can be viewed as something of a band-aid solution – they reduce debt but without treating the causes of debt.</p> <p>Other effective evaluations highlighted specific details of the policy. For example: Chinese government response to desertification - plant trees.</p> <p>This response offers a sustainable solution over a long term time scale as it is reversing the effects of desertification. It offers fairness and incentives for the community to become involved in the response as it allows for the community to use the fruit trees as a way to generate an income. This response is most effective as it offers incentives for the community to get involved and it provides a long term response that is reversing the effects of desertification.</p> <p>Another example, Global policy – the Kyoto Protocol:</p> <p>Is not very effective in reducing greenhouse gas emissions as there is no way to enforce set targets and also because it has not been ratified by all countries including major greenhouse gas producers such as the USA.</p> <p>Less successful evaluations tended to be general (statements without reference to the policies, or any reasoning). For example, ‘This plan works well’, or ‘Global policies are the most effective in dealing with global warming’. ‘Good ideas’ do not equal evaluation of management policies; the lack of precision in answers, especially those that had no specific example of the idea in practice, was less satisfactory than a clear example of the policy in action.</p>
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