GEOGRAPHY
Written examination

Friday 15 November 2013
Reading time: 3.00 pm to 3.15 pm (15 minutes)
Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTIONS AND ANSWER BOOK

Structure of book

<table>
<thead>
<tr>
<th>Number of questions</th>
<th>Number of questions to be answered</th>
<th>Number of marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>60</td>
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</tbody>
</table>

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers, coloured pencils, water-based pens and markers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied
- Question and answer book of 13 pages.
- A data book.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

Instructions
- Write your student number in the space provided above on this page.
- All written responses must be in English.

At the end of the examination
- You may keep the data book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

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Question 1 (3 marks)
Select the most appropriate answer (A.–E.) for each of the following questions and write your answers in the boxes.

a. In which direction does the Darling River mainly flow? 1 mark
   A. north
   B. north-east
   C. south
   D. south-west
   E. west

b. What is the amount of annual average rainfall that is received by the largest portion of the Murray-Darling Basin? 1 mark
   A. more than 2000 millimetres
   B. between 1000 and 2000 millimetres
   C. between 500 and 1000 millimetres
   D. between 250 and 500 millimetres
   E. less than 250 millimetres

c. What is the agricultural product with the largest irrigated area in the Murray-Darling Basin? 1 mark
   A. pasture
   B. cereals (wheat, barley, oats, rice)
   C. vegetables
   D. fruit, including grapes
   E. cotton
Question 2 (17 marks)

a. Describe the spatial association between the distribution of water resources and the patterns of land use in area A and in area B. 4 marks

area A


area B


b. Identify and describe a management policy or strategy that has been developed for water use in either one part of the Murray-Darling Basin or the whole Basin. 3 marks


c. Explain why the management policy or strategy identified in part b. has been developed. 5 marks

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d. To what extent has this management policy or strategy been successful or to what extent is it likely to be successful? 5 marks

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Question 3 (10 marks)
Identify a local resource for which you have collected data in the field.

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a. Justify one of the following classifications for your local resource. 2 marks
   • human
   • natural
   • renewable
   • non-renewable

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b. In the space below, sketch a map of your local resource to show 4 marks
   • the distribution of major features
   • a major movement within or into the resource
   • orientation, legend and title.
c. With reference to the movement that you have mapped, discuss the sustainability of this resource. 

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Use Figure 3 on pages 8–11 of the data book when responding to Question 4.

**Question 4** (15 marks)

a. Identify and quantify **one** trend that is evident in the mid-year population for the world from 1950 to 2050.

b. i. At which stage of the Demographic Transition is the projected population of country A in 2050?

ii. Justify your answer.

c. Demographers have concluded that, in 1990, country B was at stage 2 of the Demographic Transition.

Suggest **two** reasons for their conclusion.
d. Compare the changes in country B’s population structure with those of one other country that you have studied. 4 marks

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e. Evaluate the effectiveness of a response or a policy of either a government or an organisation that is designed to manage changes in a population. 4 marks

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Question 5 (15 marks)
Identify a global phenomenon that you have studied. Do not select the phenomenon of human population.

a. Describe the distribution of your selected global phenomenon, making reference to the spatial concept of ‘region’.  

b. Discuss the relative importance of factors explaining the distribution of your selected global phenomenon.
c. Outline how a government or non-government organisation has responded to the impacts of
the global phenomenon that you have selected at a regional or global scale. 4 marks

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d. ‘Responses of government or non-government organisations could make a considerable
impact on the future distribution of global phenomena.’
Evaluate this statement with reference to the global distribution that you described in part a. 3 marks

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END OF QUESTION AND ANSWER BOOK
Extra space for responses

Clearly number all responses in this space.
A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your student number in the space provided on the front cover of the script book. At the end of the examination, place the script book inside the front cover of this question and answer book.
GEOGRAPHY
Written examination

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DATA BOOK

Directions to students

- A question and answer book is provided with this data book.
- Refer to the data in this book for each question as indicated in the question and answer book.
- The data contained in this book is drawn from current real world case studies.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.
Figure 1: Water as a resource

Figure 1a: Australia's average annual rainfall

Source: Commonwealth of Australia, Bureau of Meteorology
Figure 1b: The Murray-Darling Basin
Figure 1c: Irrigated areas of agricultural products in the Murray-Darling Basin

Key
- Pasture
- Cereals (wheat, barley, oats, rice)
- Cotton
- Fruit
- Grapes
- Vegetables
- Other
Figure 2a: Satellite image of the area around Bourke

Source: Google Earth 2013
Figure 2b: Water resources of the area around Bourke

Figure 2c: Local region around Bourke
## Figure 3a: Total mid-year population for the world, 1950–2050

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Annual growth rate, percentage</th>
<th>Annual population change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>2,557,628,654</td>
<td>1.458</td>
<td>37,291,003</td>
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<tr>
<td>1955</td>
<td>2,782,001,154</td>
<td>1.912</td>
<td>53,181,139</td>
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<tr>
<td>1960</td>
<td>3,042,828,380</td>
<td>1.346</td>
<td>40,971,588</td>
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<tr>
<td>1965</td>
<td>3,350,186,115</td>
<td>2.096</td>
<td>70,230,383</td>
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<tr>
<td>1970</td>
<td>3,712,338,708</td>
<td>2.090</td>
<td>77,602,517</td>
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<tr>
<td>1975</td>
<td>4,088,619,689</td>
<td>1.739</td>
<td>71,096,155</td>
</tr>
<tr>
<td>1980</td>
<td>4,450,924,299</td>
<td>1.862</td>
<td>82,883,615</td>
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<tr>
<td>1985</td>
<td>4,855,387,634</td>
<td>1.729</td>
<td>83,944,807</td>
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<tr>
<td>1990</td>
<td>5,287,166,778</td>
<td>1.569</td>
<td>82,975,918</td>
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<tr>
<td>1995</td>
<td>5,699,516,291</td>
<td>1.411</td>
<td>80,396,121</td>
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<tr>
<td>2000</td>
<td>6,089,810,661</td>
<td>1.261</td>
<td>76,772,319</td>
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<tr>
<td>2005</td>
<td>6,473,525,274</td>
<td>1.201</td>
<td>77,731,723</td>
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<tr>
<td>2010</td>
<td>6,863,770,931</td>
<td>1.121</td>
<td>76,941,424</td>
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<tr>
<td>2015</td>
<td>7,250,104,524</td>
<td>1.061</td>
<td>76,942,673</td>
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<tr>
<td>2020</td>
<td>7,628,361,509</td>
<td>0.959</td>
<td>73,142,322</td>
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<tr>
<td>2025</td>
<td>7,984,471,678</td>
<td>0.853</td>
<td>68,084,040</td>
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<tr>
<td>2030</td>
<td>8,314,556,118</td>
<td>0.756</td>
<td>62,841,608</td>
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<td>2035</td>
<td>8,618,975,745</td>
<td>0.672</td>
<td>57,903,387</td>
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<td>2040</td>
<td>8,898,921,851</td>
<td>0.596</td>
<td>53,017,698</td>
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<tr>
<td>2045</td>
<td>9,154,029,673</td>
<td>0.523</td>
<td>47,903,754</td>
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<tr>
<td>2050*</td>
<td>9,383,147,855</td>
<td>0.464</td>
<td>42,203,781</td>
</tr>
</tbody>
</table>

Source of data: International Data Base, US Census Bureau, 2013

*projected figures
The Demographic Transition is a model of population change that is based on birth rates and death rates. Each stage has no specific time length and is linked to the social and economic development of a population.
Figure 3c: Population age structures, country A, 2050
Figure 3d: Population age structures, country B

Source of data for Figures 3c and 3d: International Data Base, US Census Bureau, 2013