

Victorian Certificate of Education
2020

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

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GEOGRAPHY
Written examination

Wednesday 25 November 2020

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
8	8	80

- 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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 12 pages
- Data book
- Additional space is available at the end of the book if you need extra space 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.

Instructions

Answer **all** questions in the spaces provided. Refer to the data book as indicated.

Use Figure 1 on page 2 of the data book when responding to Question 1.

Question 1 (5 marks)

Figure 1 shows a housing estate under development. An environmental impact study of the area was undertaken before development started. From the findings of the study, a hypothesis was formed that the land use change could result in the following major impacts on the site and the surrounding region:

- increased water run-off
- habitat loss
- increased road traffic
- increased demand for services

Identify and justify an appropriate primary fieldwork technique that could be used to investigate **one** of the major impacts listed above.

Question 2 (11 marks)

- a. Describe **one** spatial technology that was used to assess land use change for the selected area of fieldwork that you have undertaken this year.

3 marks

- b. Explain how **two** geographical characteristics of your selected area of fieldwork and its surrounding region have influenced the process of land use change.

8 marks

TURN OVER

Question 3 (8 marks)

- 2 marks

- 6 marks

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

With reference to a selected location, describe **one** cause of melting ice sheets and glaciers and explain the significance of its impact.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

a. With reference to a selected location that is experiencing desertification, outline **two** significant impacts that have resulted from this process.

6 marks

[illegible]

- 3 marks

7 marks

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Use Figure 4 on pages 4 and 5 of the data book when responding to Question 6.

Question 6 (10 marks)

With reference to **two** contrasting regions, discuss **one** issue and **one** associated challenge of the adolescent birth rate for future population growth.

[illegible]

Use Figure 5 on page 6 of the data book when responding to Question 7.

Question 7 (12 marks)

- a. Identify **one** characteristic of the population structure of Country X that places its population at Stage 5 of the Demographic Transition Model. 2 marks

- b. Explain the population dynamics that have most likely changed the classification of the population of Country X from Stage 4 to Stage 5 of the Demographic Transition Model. 4 marks

- c. Explain how the population movement of international migrants in Country X could contribute to structural changes in the total population of Country X.

6 marks

Describe **two** strategies of **one** country's response to issues and challenges arising from its ageing population.

[illegible]

DO NOT WRITE IN THIS AREA

Clearly number all responses in this space.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

An answer book is available from the supervisor if you need extra space to complete an answer. Please ensure you write your **student number** in the space provided on the front cover of the answer book. **At the end of the examination, place the answer book inside the front cover of this question and answer book.**

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2020****GEOGRAPHY
Written examination****Wednesday 25 November 2020****Reading time: 11.45 am to 12.00 noon (15 minutes)****Writing time: 12.00 noon to 2.00 pm (2 hours)****DATA BOOK****Instructions**

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.

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this material is not supplied.

Figure 1: A housing estate under development

Source: Nearmap Australia Pty Ltd, <www.nearmap.com/au/en>

Year	Extent of forest cover (km ²)	Forest as percentage (%) of total national area
1930	23 140	15.7
1975	16 568	11.2
1985	16 275	11.0
1995	15 852	10.7
2006	14 957	10.1
2014	14 086	9.5

Figure 2: Bangladesh's forest cover, 1930–2014

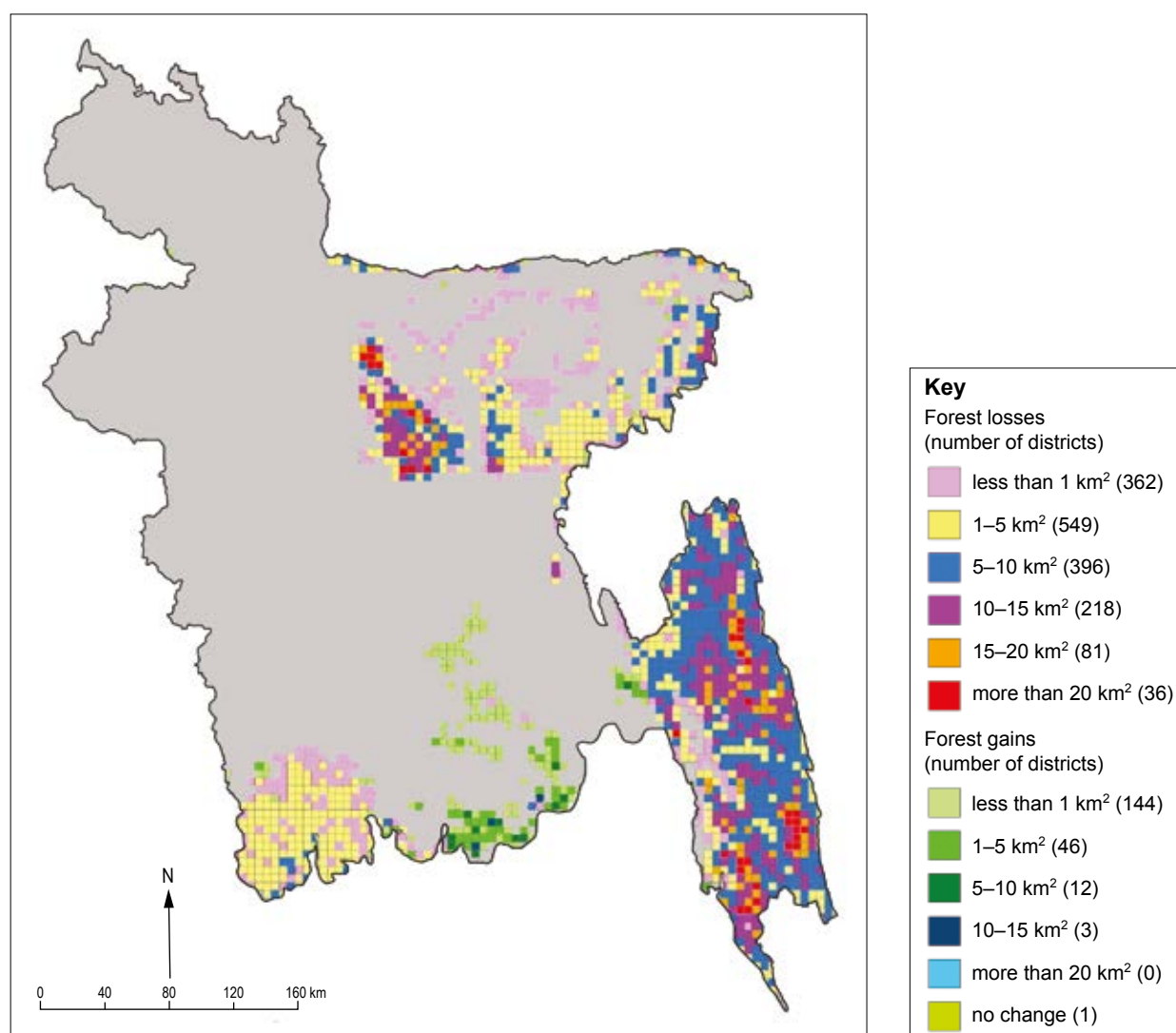


Figure 3: Bangladesh's changing forest cover, 1930–2014

Source (Figures 2 and 3): adapted from C Sudhakar Reddy et al., 'Development of national database on long-term deforestation (1930–2014) in Bangladesh', in *Global and Planetary Change*, vol. 139, April 2016, pp. 173–182

Figure 4

Human population

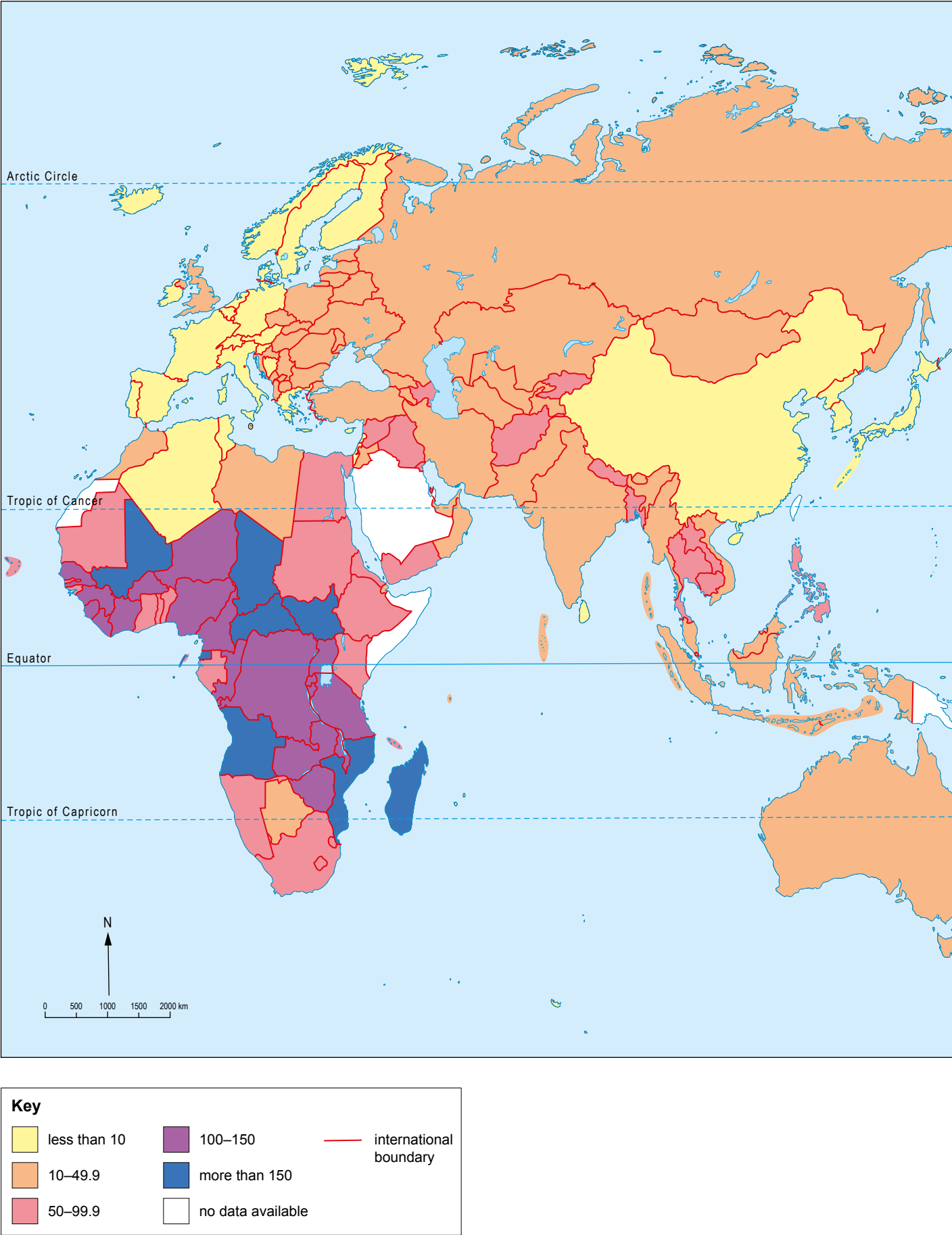
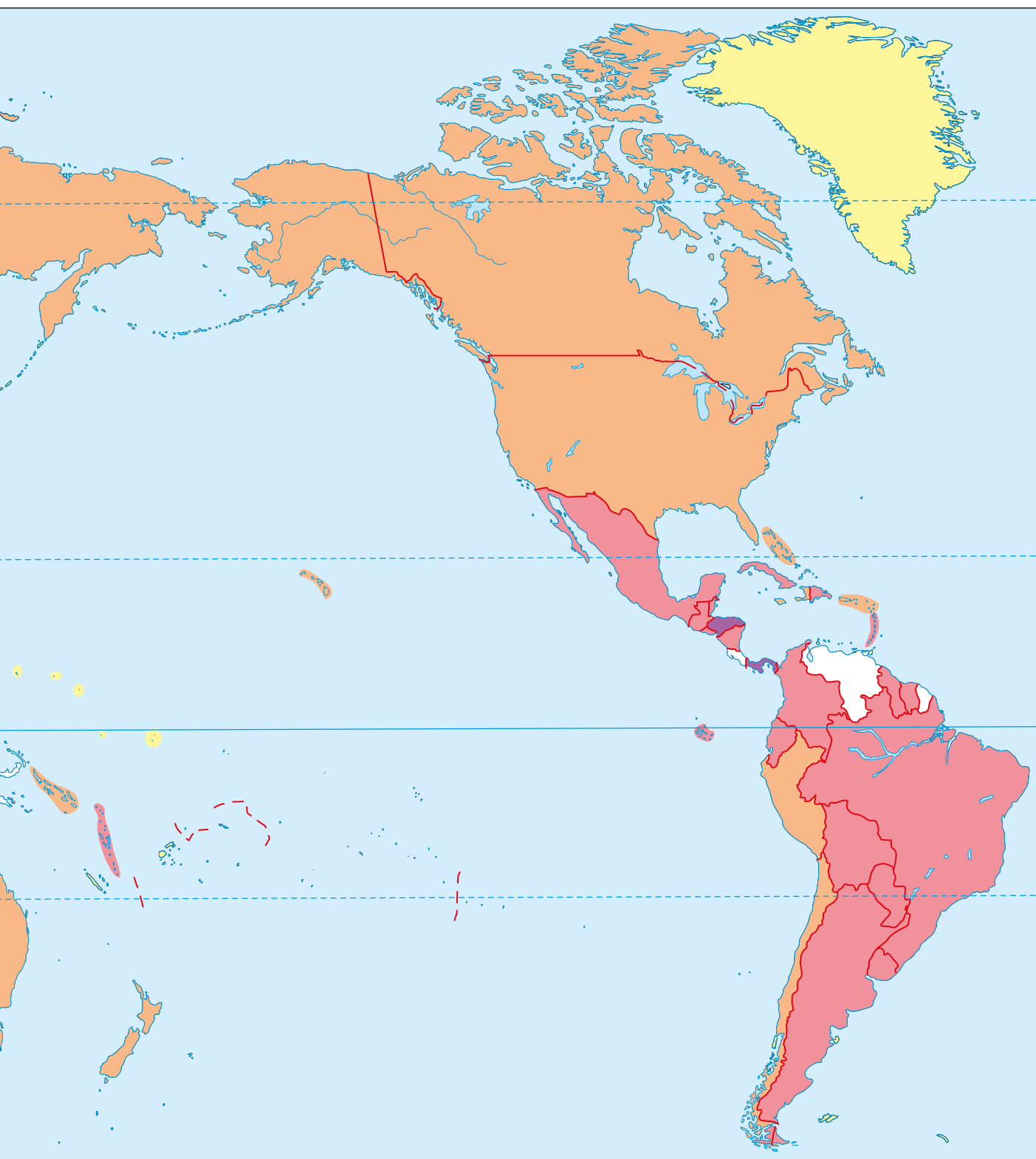


Figure 4: Adolescent birth rate (number of births per 1000 women aged 15–19 years), 2000–2015



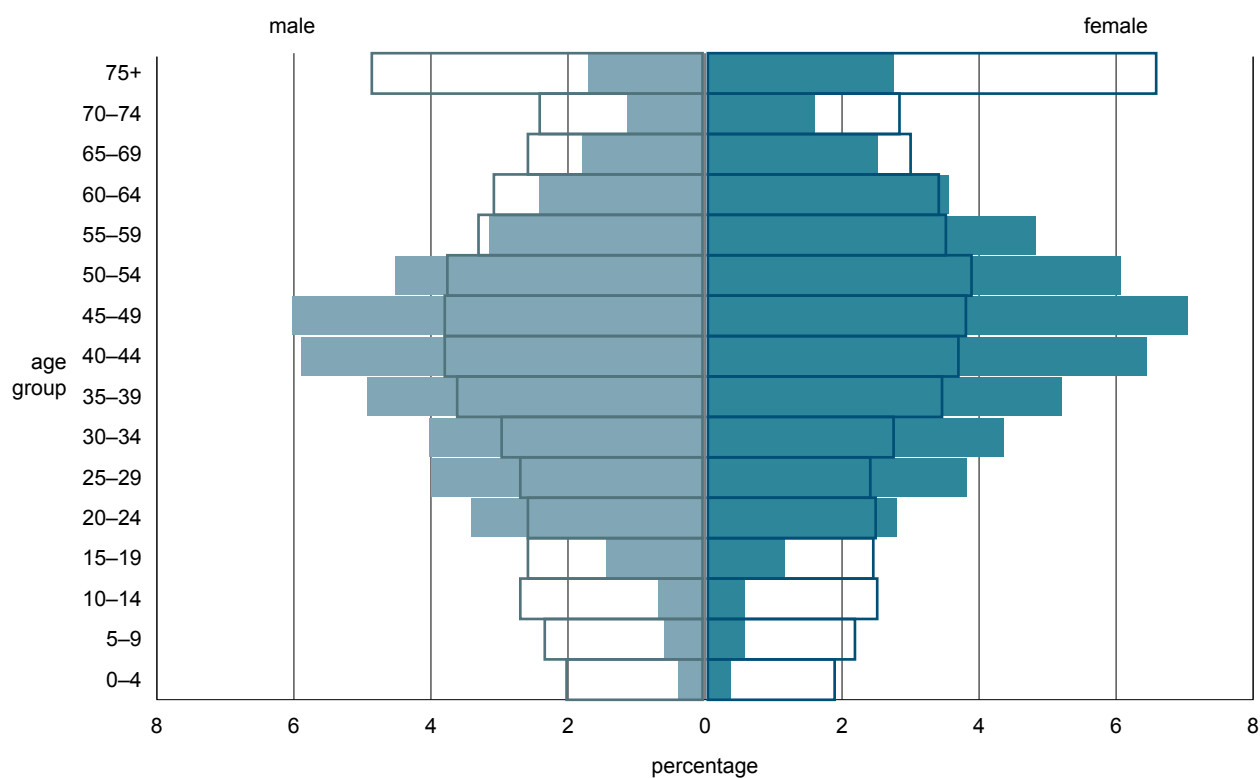
Data: World Health Organization, 2020, <<https://apps.who.int/gho/data/node.main.REPADO39?lang=en>>

Interpreting this map

For example, in India in any given year between 2000 and 2015, for every 1000 women aged 15–19 years, there were between 10 and 49.9 births.

Figure 5

Human population



Source: adapted from 'International Migrant Stock 2019: Country Profiles', United Nations, Department of Economic and Social Affairs, 2019, <www.un.org/en/development/desa/population/migration/data/estimates2/countryprofiles.asp>

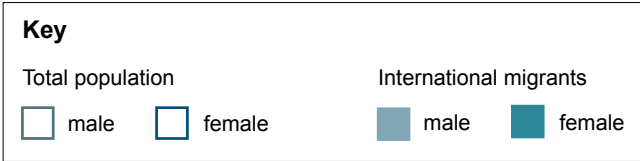


Figure 5: Age and gender distribution of international migrants and of total population of Country X