



2005

Geography GA 3: Written examination

GENERAL COMMENTS

The 2005 Geography examination paper provided opportunities for students across a range of abilities to show their skills. Generally, most students attempted to write geographically, with a greater application of geographic terminology. Despite this, student responses still lacked attention to detail and elaboration of the data from the data book. Many answers lacked references to examples, which would have given the depth required. It appeared that there were many students who did not understand some sections of the course. There were also many students who did not read the questions correctly.

The lack of locational emphasis in answers was disappointing. Although the representation of mapped data has improved in recent years, assessors felt that, this year, map reading and interpretation skills were poor. Students need more practice in mapping specific data.

Areas of Strength and Weaknesses

Strengths

- Most students finished the paper.
- Students who had prepared their work were able to successfully demonstrate skill development from their class work.
- Key geographic ideas (KGIs) were understood and applied by many students who had greater confidence in using these independently.
- Many students drew well-labelled maps of their global phenomenon.
- Those students who understood instructional terminology were able to answer correctly.
- Most students used better prepared case studies from fieldwork or course-work; however, students must ensure that these are fully understood and that the data pertaining to the study is accurate.
- Fewer students used generic material such as fish or water.

Weaknesses

- The poor quality of handwriting often made reading the papers quite difficult. Assessors often struggled to work out both what the student was trying to say and what the words meant.
- Students should avoid rewriting the question in their answer as this wastes time and often results in a response that lacks depth.
- Although many students drew well-labelled maps of their global phenomenon, the overall standard this year was poorer. Students must work on their graphicacy.
- Students seemed to have a poor understanding of terms related to the course; for example, 'sustainable', 'policy' and 'strategy'.
- Many students lacked an understanding of key geographic ideas (KGIs) and confused them in their analysis. For example, most students did not convey an understanding of the key geographic idea 'spatial interaction', which was relevant to Question 1. Students must also avoid overusing KGIs, which may complicate, rather than clarify, their responses. Students should be able to use KGIs appropriately and with confidence.
- Map reading and interpretation skills were largely poor and students need to work on improving these. Some students experienced difficulties reading grid references. A better understanding of topographical maps and an ability to interpret the pattern of contour lines on maps is needed. Directional terms were still misused by too many students.
- Students must further practise using photographic evidence and extracting key information from this data source.
- Too many students did not read the question carefully and did not answer as required. Students are encouraged to unpick questions and break down the elements of the question in order to complete the task correctly.
- Instructional terms were still not fully understood and students must know exactly what is meant by terms such as 'identify', 'evaluate', 'discuss', 'describe', 'explain', etc. Students must focus on the instructional term so that they can direct their answer to exactly what the question requires.
- Students must use the specified data as evidence or support of their response; that is, they must quantify their answers. Teachers should encourage students to practise writing responses to unseen data and questions that are of a predictive nature.
- Students must plan their responses and think the question through before answering. They must write in appropriate language; for example, 'the land is slopy...' is not geographical writing.



- Students must ensure that they answer the question asked. For example, if asked to identify one similarity, or explain two differences, students need to do just this, not write down all the points they can think of. Students need to think about what would be the best response before committing their answer to the question, rather than thinking as they are writing.
- Students must prepare thoroughly for the examination. It appeared that a large number of students had not prepared for both a human and a natural phenomenon, and many students' understanding of resource development was superficial.
- Students must remember that an evaluative question requires some sort of agreement, disagreement or partial agreement with the statement.

SPECIFIC INFORMATION

Question 1

1a.

Marks	0	1	2	Average
%	28	34	38	1.1

In general, this question was not well done. There was little evidence that students understood the term 'sustainable'. Some students defined 'sustainable' but did not relate it to the forest.

Successful answers included a correct and comprehensive definition of sustainable, mentioning the fact that the forest could continue to be a resource in the future provided that the rate of use of the resource did not exceed the rate at which it could regenerate and/or be replanted. These answers clearly outlined the role that management strategies played in the future sustainability of the forest; while others mentioned the natural growth process that enabled the forest to renew naturally.

Less successful responses provided very limited answers such as '*The forest is sustainable because it can sustain itself*' or argued that because it was in an isolated region, there would be little impact from human occupation and it was therefore sustainable. Other poor responses suggested that '*the forest was sustainable because of the lack of roads passing through the area*'. Some poorer answers confused the terms 'renewable' and 'sustainable'.

1b.

Marks	0	1	2	3	4	Average
%	2	7	20	33	38	3.0

bi.

Most students correctly identified similarities in the type of resources; for example, natural resources such as water, or human resources such as roads.

bii.

The majority of students correctly identified differences in the type of resources; for example, '*C has more human resources*'. More successful students were specific; for example, '*One difference is that Map Square B has an old mine*', or '*There is more infrastructure, such as a school, inn, hall, in Square C*'.

The most common error was to name a feature in each square and state that the resources were different or similar, or make a general statement that Square C is more developed than Square B without elaborating on the specific differences. Many students did not deal with the types of resources and merely listed features on the map. Some students named features that were not in the specified squares.

biii.

Most students could correctly provide two acceptable reasons as to why the future development of resources in Square C is likely to be greater than Square B. Common responses included: existing infrastructure, such as Class A roads, in C; accessibility, via water and roads, of C compared with B; safety issues in B due to the location of old mines; topography of land (flatter land); C has a large body of water for boat access. A common response was that Map Square C was on flatter land, making building in the future easier. This was a good answer.

Many students stated that C was a thriving township with lots of people; however, this was not obvious from the data given. Some students gave reasons as to why Map Square B would not be developed and barely mentioned Square C, which was an inappropriate way to answer. Other responses noted the location of Map Square C on the lake and explained its advantage in terms of drinking water supply rather than the possibility of boats being used to access resources and/or people in other parts of the region. Many students commented on the Mile Post and the grave being

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critical to the development of the region; however, this was also not a good answer. It is obvious that teachers need to spend more time teaching their students how to read topographic maps.

1c.

Marks	0	1	2	Average
%	13	33	55	1.4

On the whole, this question was not well answered. Students may have had an understanding of 'spatial interaction' but they found it difficult to elaborate on how the jetty assisted interaction in the area.

More successful students, who appeared to have had experience in reading topographic maps, handled this question well. Spatial interaction implies movement between two places and the better answers discussed the movement of people and goods between the jetty and other parts of the region, with people leaving from the jetty and moving to other parts of the lake. Many mentioned the role of the jetty for recreational activities, such as fishing. Better answers said that the jetty allowed the movement of goods from boats to other areas of the hinterland.

Less successful responses referred to people being able to access the resources in the lake, discussing the spatial interaction between Strontian and the jetty. Many students had no idea of the meaning of the term 'spatial interaction'.

1d.

Marks	0	1	2	3	4	Average
%	12	16	28	23	21	2.3

The best answers referred to the closeness of the contour lines, which indicated steep slopes on the map, and the rocky ground in a particular part of the photograph. The better answers then expanded on this and mentioned the difficulty this would therefore pose for machinery that would be needed to plant and harvest crops. More successful students also used grid references to locate a particularly steep place and linked this to the unsuitability for crop growing.

Less successful students quoted information from Figure 1 (d) and did not link it to the map or photographic evidence to support it. For example, less successful answers mentioned that the land looked steep or the land was too steep because of the contour lines, but there was no grid reference or specific location within a photograph given. Weaker answers also referred to the 'bleak looking climate' and the 'dry, brown grass' in the photograph. Weaker answers also used the background information given for Figure 1(d) and talked about the climatic conditions – this was not appropriate as it was not map evidence.

Question 2

2a.

Marks	0	1	2	3	4	Average
%	16	5	30	13	36	2.5

The resource mapped was 'bread shops'. Acceptable classifications included: human resource, food resource, renewable resource, employment resource, economic resource and recyclable resource.

Most of the students handled this question well and were able to recognise and identify the mapped resource as 'bread shops' and not 'bread'. More able students classified the bread shops as a human resource or a renewable resource and provided specific elaboration and discussion that clearly linked to the classification offered. One high-scoring response stated:

The resource mapped is bread shops. They can be classified as a human resource, because the shops are developed and operated by humans for the express purpose of selling bread to humans. They are used to provide the community with bread.

Other examples of acceptable responses included:

Bread shops can be classified as renewable. Bread shops can be rebuilt if destroyed and depending on demand, more can be created, or converted into other shops.

Bread shops could also be classified as a recyclable resource. The shops can be quite easily recycled into another business as the current content of the shop can be changed to an alternative.

Less successful students offered classifications that were difficult to support; for example, 'Bread shops can be classified as a finite resource because there are only 60 shops throughout Melbourne and Geelong.' Other less successful responses stated that the resource was infinite, as bread could always be made and it would never run out.



Students generally experienced difficulties if they chose to classify the bread shops using the term ‘sustainable’. For example, ‘*Bread shops are a sustainable resource because they can be repaired and renewed*’ – students often confused ‘renewable’ and ‘sustainable’. Other less successful responses applied an understanding of sustainable that was inappropriate in this instance: ‘*Bread shops are a sustainable resource because if they are carefully managed they will be able to produce bread for future generations.*’

Some students misinterpreted the question and provided answers that described the distribution pattern of bread shops, spatial association, spatial interaction or the scale differentiation, contrasting Figure 2 (a) with 2 (b).

2b.

Marks	0	1	2	3	4	Average
%	8	16	32	26	19	2.3

A number of scenarios in population change were possible, including:

- an increase in concentration in a particular area could increase the opportunities for further bread shops or the opening of shops in areas currently without bread shops
- a decrease in population could result in the closure of bread shops since there may not be sufficient people to buy the product.

Most students found this question challenging, as there were several components that needed to be addressed. Students often repeated the question in their answer, which wasted time and space. Students needed to consider the data very carefully as this was not a spatial association question where areas with large populations always had a large number of bread shops. Some misread the question and responded as if the question dealt with bread rather than bread shops. Others responded as if the question was phrased, ‘Could a significant change to the current population affect the future distribution of this company?’

Students were expected to elaborate on **how** a change to the current population distribution would affect the **future distribution** of the company’s bread shops. Students are encouraged to take time to read the question carefully in order to fully understand what is required.

More successful students used the data in Figure 2 (d) to describe the current population distribution, identified or specified a particular change in that distribution and then elaborated on the effects of that change on the distribution of bread shops, referring back to the data in Figure 2 (a). For example:

The distribution of bread shops would be greatly affected if there were a major decrease in Melbourne’s population. If the population decreased by 500,000 many of the bread shops located in Melbourne would have less business resulting in the closure of many shops. This would alter the distribution pattern of bread shops that currently exists.

Another successful student response was:

If a significant change to the population distribution of the Melbourne region involved a large scale decrease, there would be disastrous effects for the current bread shops. Without enough customers to buy the products they would have to sell certain shops and redistribute them to where the population had relocated.

Other successful responses discussed changes to population growth in the regional centres, such as Ballarat and Horsham, and the responding shift in the location of bread shops. For example:

If the population increased in certain areas such as Shepparton and Mildura, then there would be a greater demand for bread there so this company could open bread shops in these locations. If this was as a result of a population shift and therefore the population in other regional areas such as Horsham and Ballarat declined, then the bread shops could close down in these locations due to reduced demand for bread.

The best responses quantified their answers with data from the maps.

Less successful students did not refer to the data on the map, were not able to describe the current distribution pattern and answered the question in general terms. They identified a change in population and a location but did not expand on the effects of this change, other than that the number of shops would either increase or decrease depending on the population change.

Many less successful answers justified the spatial distribution between the distribution of bread shops and the current distribution of population. For example: ‘*There is a strong spatial association between the areas of high population (e.g. Melbourne with 1 million +) and a high number of bread shops (30+).*’

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Question 3

Students had to name and locate a resource they had studied at either the local or the regional scale. They received no marks if the resource named was global, as their answers did not address the question.

More successful responses included explicit examples from fieldwork or class work case studies. For example, Blackburn Lake, Chapel Street, Wattle Park, Chelsea Skate Park, Geelong waterfront, Point Nepean National Park, Toolangi State Forest, the Snowy River, tropical rainforests in Ecuador, nuclear energy in Japan, scallop fishing in Port Phillip Bay and Three Gorges Dam on Yangtze River, China.

Less successful responses included examples such as water, food, national parks, fish, global fishing and volcanoes. Reference to such generalised resources made the subsequent effects of the resource's development and policy difficult to discuss.

3a.

Marks	0	1	2	3	4	Average
%	4	2	12	15	66	3.4

Students had to describe how the development of the resource studied has produced one positive effect and one negative effect. Many students completed the question successfully. The most successful answers referred to local or regional resources based around fieldwork or class work case studies, stated the effect clearly and then went on to elaborate. Only one positive and one negative effect were required.

A high-scoring student response was:

Positive effect

The Royal Botanic Gardens is a recreational resource which has had a positive effect on the people of Melbourne. It is used by humans to relax and socialise. The development of the gardens has resulted in a beautiful environment where visitors can choose to recreate by walking, sitting and appreciating the flora.

Negative effect

In the 1980s flying foxes migrated to the gardens and have had environmental and social negative effects on the garden and its visitors. The flying foxes have disrupted the peaceful surroundings of visitors at dusk when going out to feed.

Less successful responses chose a poor example of a resource, could not distinguish between a positive and a negative effect and simply stated the effect without elaborating on it. These answers displayed no link between the effect stated and the nature of the development that had caused it, or gave an answer such as 'algal blooms, habitat loss, loss of recreation', without explaining how resource development has led to the effect.

More successful answers referred to the nature of the development; for example, 'a dam was built at Jindabyne', 'the "Snowy River Scheme" was developed to harness water for hydroelectricity', or 'water was diverted for irrigation'. These students could then clearly link the development to an effect; for example, 'the damming of the river has decreased downstream flow to one per cent of the upstream flow, causing disturbance to ecosystems both upstream in the flooded valleys and downstream where the river bed is drier', or 'causing loss of downstream recreation opportunities due to reduced water flow or levels'.

3b.

Marks	0	1	2	3	4	5	6	Average
%	7	5	15	24	24	15	10	3.4

Many students were not able to answer this question successfully. To answer the question effectively, students needed to state a policy that was clearly related to a positive or a negative effect described in Question 3ai. or 3a.ii., provide at least two strategies and then evaluate each. The evaluation needed to consider how effective (how quickly, how cheaply, how thoroughly, etc.) **each** strategy is in dealing with the positive or the negative effect.

The best students knew the difference between a 'strategy' and a 'policy'; ensured that the policy and strategies were based on facts; and had an understanding of the term 'evaluate'. These answers were organised methodically, often in table format, and dealt with all three parts of the question.

An example of a successful answer was:

Policy: To relocate the flying foxes to restore the RBG's fern gully and the appeal to visitors.

Strategies: 1. Develop a new enclosure for the flying foxes at Ivanhoe's Horseshoe Bend.

2. Erect a large net to capture the bats and physically relocate them.



3. *Employ scare tactics by RBG management and staff to encourage the flying foxes to relocate.*

Evaluation: These strategies have been successful in the aim to relocate the flying foxes.

Strategies 2 and 3 were the most successful. Strategy 1 was not as successful as the flying foxes prefer Bellbird Park at Kew instead of Horseshoe Bend. However, the policy's goal was achieved as not one flying fox remains at the RBG and the fern gully is now more appealing to visitors.

An example of a less successful answer was: *'Overall the strategies designed to implement the policy of restoring the Snowy River's flow by 28% long term were reasonably successful.'* This response did not specify any strategies in detail and gave no evaluation of these.

Another less successful response was: *'Park Rangers have been implemented to deal with the damage done to the park through human recreation usage...they patrol the park at regular intervals maintaining and observing the park and its tourists.'* This response stated only one policy, one strategy, and no evaluation.

Many students confused policies and strategies; for example, 'building walking tracks' was mistaken for a policy. Many did not make clear which type of effect they were focusing their policy or strategies on. Generally, the weaker students could not describe any definite management policy; they described what should be done, rather than what has been designed or proposed.

Some students still referred to fishing as a resource: *'Due to the development of fishing, EEZs have been mapped out...'*

Question 4

4a.

Marks	0	1	2	3	4	Average
%	2	11	33	33	21	2.6

Most students were able to effectively give a general description describing the summer and winter feeding areas for humpback whales and were even able to elaborate on this description with an example. The best answers also referred to specific locations, such as the whales crossing open waters or hugging the coast, and made mention of the distances travelled, etc. Therefore, most students used the spatial concept of distribution.

A high-scoring student response stated:

Whales generally move from the summer feeding areas of the polar and subpolar regions towards the winter breeding areas of tropical and equatorial waters. An example is from the Southern Ocean near Antarctica to the water between New Zealand and Australia. Some migrations are longer than others – for example, from the Southern Ocean to just north of the equator near Africa, while shorter movements are evident near Alaska and Japan/Siberia.

Less successful responses referred to 'above' and 'below' the equator, and made comments such as, *'Humpbacks go from one place to another and back again. They do not spread out a lot.'* Poorer answers did not mention specific locations, length and direction of migration routes or coastal routes. These students only presented the most obvious movement, that is, in a linear pattern, without addressing direction and hemispheres.

Some students confused the instructional term 'describe' and 'explained' instead. These students then tried to look for reasons to explain the pattern and looked for spatial associations, which was not the requirement of the question.

4b.

Marks	0	1	2	3	4	Average
%	5	17	23	33	22	2.5

Students should have noted that there is quite a strong (high) spatial association evident between the winter breeding areas of the right whale and the distribution of shallow ocean water, and then elaborated on this with examples. The following response did this well: *'Around the southern tip of South America, there is a strong association; there is a very strong association near New Zealand; there is a very strong association in the Sea of Japan; and there is a very strong association near north-east North America.'*

These students then followed with some discussion, such as exceptions to this pattern; for example, breeding in deeper water off the east Australian coast, or shallow waters and no breeding as in the north-east of Japan. Better answers also noted that the spatial association was stronger in some regions than others. For example, uncertain routes, diminishing populations and abandoned or uncertain breeding areas are where ocean waters are deeper than 200 metres.



Less successful answers explained the spatial association, which was not necessary. There was some reference to ‘large’ spatial association, which was not accepted. Weaker responses made comments such as, ‘Where you find the shallow water you find the winter breeding areas’, and did not use the KGI of spatial association.

Again, many students did not apply the instructional term ‘discuss’ correctly.

4c.

Marks	0	1	2	3	4	5	Average
%	6	10	24	31	20	9	2.8

Students were required to make a general evaluation (agree or disagree) of the statement ‘The number, size and location of current whale sanctuaries are inadequate for the future conservation of humpback and right whales.’ They should then have followed up their argument with reference to the number, size and location of whale sanctuaries, and used supporting comments with quantification and/or map references.

Most students had an evaluative statement and used the number, size and current location as a guide to their response. For example, better answers noted that whales were quite well protected in the Southern Hemisphere compared to the Northern Hemisphere. They counted the number of breeding grounds and migration routes that were protected by the sanctuaries. For example, ‘Abandoned or uncertain breeding areas are found in the Northern Hemisphere off the coasts of Spain, Japan and NW USA. These are not regions covered by a whale sanctuary.’ More successful students used the term sustainable in their answer; for example, ‘The sanctuaries do not exist on a large scale to adequately sustain the future management of humpback right whales.’ Better answers made specific reference to places on the map.

High-scoring students often used a table format to construct their responses; the headings of number, size and location of whale sanctuaries were used. These students then applied specific examples from the given data to respond to these three headings. This was a very effective way of approaching the question.

It was unfortunate that some students introduced external data; for example, ‘Japan hunting whales’, or ‘the barbaric practices of the whaling nations of the world’ – students must be prepared to confine their responses to the given data.

Too many students discussed whale numbers rather than the number of whale sanctuaries.

Question 5

5a.

Marks	0	1	2	3	Average
%	9	11	28	51	2.2

Students had to use the world outline map provided to map the distribution of a human global phenomenon they had studied during the year, and were expected to apply correct geographic conventions.

The question asked students to map ‘a human global phenomenon’. Although most students chose an appropriate phenomenon to map, some mapped a natural phenomenon, which suggested that they had only prepared one example. This lack of preparedness disadvantaged these students. Other students mapped a phenomenon on a regional rather than a global scale; for example, deforestation in South America or the spread of the cane toad in Australia.

There were many well-drawn and accurate maps that represented an appropriate global phenomenon. There were also, however, too many careless and inaccurate examples. Sometimes the title of the map did not reflect the material that was mapped. Students must practise accurately representing the data they have learnt through their case studies. Students must also take care to differentiate between colours or shading – two barely distinguishable shades of the same colour are not satisfactory.

5b.

Marks	0	1	2	Average
%	30	23	47	1.2

Students had to outline on the map an example of a local scale and an example of a regional or national scale that were relevant to their phenomenon. It was expected that students would be accurate in locating their examples, which had to show a difference in scale. It was disappointing that many students either did not map the locations of the examples or mapped them inaccurately.



Some students had a poor understanding of scale; for example, Kenya is not a local scale. The Omo Valley was a popular choice for some students, but its location varied across the whole of Africa. Other examples of a lack of geographic understanding included: Cuba being located in Africa, Africa being named in South America, and the Maldives being marked as the Philippines. Despite comments in the Assessment Report each year, too many students did not appear to understand that Africa is a continent. It was also disappointing to find that many Australian examples were inaccurately mapped.

Too many students did not specify whether a place was regional or local. The understanding of responses at a range of scales implies knowledge of location: students are expected to locate relevant places accurately.

5c.

Marks	0	1	2	3	4	Average
%	13	11	34	18	24	2.3

On the whole, this question was poorly interpreted.

More successful answers gave well learnt facts and figures; for example, some students had discussed population movements, correctly described the movements and gave reasons for the movements of illegal migrants from Mexico into the US. Although not necessary, better answers also categorised the factors into ‘social’, ‘historical’, ‘economic’, ‘environmental’, ‘political’, and ‘physical’.

Less successful answers did not link the discussion back to the map, and, even if this was the case, the factors were often described in generalities and not specifics. These students missed any locational reference that emphasised the pattern, especially where there had been a variation depicted on the map showing the intensity of the phenomenon at different points. Often natural factors were discussed, rather than human ones.

Sometimes there was not a clear division between factors. The language of some students was emotive and did not explain the ways in which the factors created the pattern.

In reference to migration, a generalised answer on push and pull factors did not satisfy the requirements if there was no specific location or identification of particular factors that were described as ‘push’ or ‘pull’.

It should be noted that a significant number of students who referred to global warming often incorrectly discussed ozone depletion as being the same phenomenon, stating that ozone depletion leads to rising temperatures and melting of the ice caps, etc. Global warming may have been learnt as a natural or human phenomenon, but a large proportion of students did not adapt their information to fit the question.

5d.

Marks	0	1	2	3	4	Average
%	13	18	28	27	14	2.1

Students had to describe a policy designed to manage the impact of their global phenomenon at one of the named locations they had mapped. Most successful students referred to one location that had been named and mapped; mentioned the impact of the global phenomenon; stated one policy; and elaborated on this policy, including the management aspect, and gave examples. For example, ‘*Pacific Islands such as Samoa, Kiribati and Marshall Islands all have the same policy i.e. to stop the effects of global warming.*’ The policy was then elaborated.

Less successful answers did not state a policy or relate a policy to the management of the impact of the phenomenon at one of the named locations on the map. Some students stated policies that ‘could be’ used, rather than the ones that are being used. Less successful students often stated strategies rather than one overall policy.

Some students who wrote about global warming used The Netherlands as an example of a country that has developed a policy to combat rising sea levels, writing about dykes and sea walls. This is an inappropriate case study to use, as the original purpose of the dykes and sea wall was primarily as a land reclamation device and flood protection measure. Some students also made errors when using the Aswan Dam/Nile River as an example: ‘*The Aswan Dam was built to control rising sea levels.*’

Students were required to write about a phenomenon at a global scale. Some students referred to global population movements but emphasised the refugee movements at a regional scale – many students named a regional or local place on the map but did not refer to it in this question.

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5e.

Marks	0	1	2	3	4	Average
%	14	16	26	31	13	2.1

The most successful students provided an overall evaluative statement about the success of the policy then went on to give reasons for their evaluation. Some used a matrix with criteria to evaluate the policy. Better responses included time frames, and often differentiated relative positive effects for a particular group.

Few students linked the policy back to the global phenomenon and many only wrote about the success of the policy at the location they had identified on the map. Better answers made the distinction that, even at a local scale, there was potential to improve at a wider scale.

There were too many students who wanted their policy to be flexible, affordable, enforceable, sustainable, etc. but did not say why or how. Teachers are advised to consider whether this is the best approach when discussing evaluative questions with their students. Formula approaches are not always appropriate to the questions asked in the examination.

Examples of better answers included the following:

The policy has not been majorly successful at a state level, but has been ineffective at a global level, and 'local level policy has been successful because of a 10% decrease in population growth rate in Monti so in future land will not be as scarce; however, on a regional and global level the policy has not made a difference in managing the impact of desertification.