

# Geography marking guide and response

External assessment 2024

## Combination response (41 marks)

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. explain geographical processes by describing the features, elements and interactions of demographic processes that shape the identity of places and result in patterns of population change
2. comprehend geographic patterns by recognising spatial patterns of demographic change for places at global, regional and local scales of study, identifying relationships and the implications for people and places
3. analyse geographic data and information by selecting and interpreting demographic data to infer how patterns, trends and relationships represent a geographical challenge in relation to global population change
4. apply geographical understanding by extrapolating from their analysis to generalise about the impacts of demographic change for places of origin and places of destination globally
6. communicate geographical understanding of global, regional and local demographic change and the challenge for sustainable management by selecting and using cartographic, graphic, written and mathematical skills in short and extended responses

**Note:** Objective 5 is not assessed in this instrument.

# Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

## Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

*Allow FT mark/s* — refers to 'follow through', where an error in the prior section of working is used later in the response, a mark (or marks) for the rest of the response can still be awarded so long as it still demonstrates the correct conceptual understanding or skill in the rest of the response.

## Short response

Q	Sample response	The response:
1	<p>Category of development for Graph 1: Least developed For places in the least developed category, the trend of declining birth and migration can lead to declining population growth.</p> <p>Category of development for Graph 2: More developed For places in the more developed category, population growth will be negative, as there is negative natural increase, and they will be reliant on net migration to maintain population growth.</p>	<ul style="list-style-type: none"> <li>• accurately identifies the first graph <b>[1 mark]</b></li> <li>• explains an implication of the trend on future populations for one category of development <b>[1 mark]</b></li> <li>• accurately identifies the second graph <b>[1 mark]</b></li> <li>• explains an implication of the trend on future populations for the second category of development <b>[1 mark]</b></li> </ul>
2a)	<p>The overall relationship is that as the level of development increases, so does the level of education of migrants. Migrants with tertiary education are more likely to come from countries with higher levels of development. For example, France has the highest percentage of migrants with a tertiary qualification (41%), while Senegal (low development) has the lowest percentage of university-educated migrants. The countries in the high development category are anomalies, with high percentages of migrants with only primary education (e.g. China 60%, the same as Cameroon). Migrants from countries in the medium development category, such as Indonesia (45%), are likely to have at least completed primary education and possibly secondary education.</p>	<ul style="list-style-type: none"> <li>• provides an analysis including               <ul style="list-style-type: none"> <li>– the overall relationship <b>[1 mark]</b></li> <li>– specific trends for                   <ul style="list-style-type: none"> <li>▪ very high level of development supported by evidence <b>[1 mark]</b></li> <li>▪ high level of development supported by evidence <b>[1 mark]</b></li> <li>▪ medium level of development supported by evidence <b>[1 mark]</b></li> <li>▪ low level of development supported by evidence <b>[1 mark]</b></li> </ul> </li> </ul> </li> </ul>
2b)	<p>In Senegal, a plausible factor is the younger the migrant, the less likely they are to have completed higher education.</p>	<ul style="list-style-type: none"> <li>• provides a plausible factor <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:
3	<p>Between 1990 and 2022, the four most populous countries were China, India, USA and Indonesia. In 2050, it is projected that India will be the most populous country, overtaking China, which will see a decline in population (down to 1317 million). Some countries will drop out of the top 10 by 2050, including Japan, the Russian Federation and Mexico, while other countries move into the top 10, like the DRC. Beyond 2050, India will likely retain the top position as its population continues to grow due to a possible increase in birth rate.</p>	<ul style="list-style-type: none"> <li>• provides an accurate analysis of the changing global pattern <b>[1 mark]</b></li> <li>• uses evidence to support analysis <b>[1 mark]</b></li> <li>• makes a plausible inference about one trend in the ranking beyond 2050 <b>[1 mark]</b></li> <li>• provides a plausible reason for the inference <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:																												
4a)	<p>Components of annual population growth, Australian states, 2023</p> <table border="1"> <caption>Estimated data from the divergent bar chart</caption> <thead> <tr> <th>State</th> <th>Natural increase</th> <th>Net interstate migration</th> <th>Net overseas migration</th> </tr> </thead> <tbody> <tr> <td>NSW</td> <td>35,000</td> <td>-30,000</td> <td>150,000</td> </tr> <tr> <td>Vic</td> <td>30,000</td> <td>-5,000</td> <td>135,000</td> </tr> <tr> <td>Qld</td> <td>20,000</td> <td>30,000</td> <td>70,000</td> </tr> <tr> <td>SA</td> <td>5,000</td> <td>5,000</td> <td>25,000</td> </tr> <tr> <td>WA</td> <td>15,000</td> <td>10,000</td> <td>50,000</td> </tr> <tr> <td>Tas</td> <td>5,000</td> <td>-5,000</td> <td>5,000</td> </tr> </tbody> </table>	State	Natural increase	Net interstate migration	Net overseas migration	NSW	35,000	-30,000	150,000	Vic	30,000	-5,000	135,000	Qld	20,000	30,000	70,000	SA	5,000	5,000	25,000	WA	15,000	10,000	50,000	Tas	5,000	-5,000	5,000	<ul style="list-style-type: none"> <li>• represents the data in a divergent column or bar graph [1 mark]</li> <li>• plots the data accurately [1 mark]</li> <li>• creates an appropriate scale [1 mark]</li> <li>• includes title, key and axis labels [1 mark]</li> </ul>
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NSW	35,000	-30,000	150,000																											
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Q	Sample response	The response:
4b)	<p>Every state relies on net overseas migration for population growth, which contributed approximately 440 000 people to the overall population. Natural increase is the second greatest contributing factor, especially for states where net interstate migration is negative (NSW, Vic and Tas). Although NSW had the greatest inflow of people from overseas (approximately 153 000), Victoria had the greatest overall population growth (161 691 people) due to low interstate migration (-5644). For Victoria, the state with the fastest growing population, a challenge will be ensuring that there is adequate housing to accommodate the additional people, which may result in increased population density or urban sprawl.</p>	<ul style="list-style-type: none"> <li>• provides an accurate analysis, using data, of the graph created in Question 4a), including: <ul style="list-style-type: none"> <li>- the reliance on overseas net migration for population growth for all states <b>[1 mark]</b></li> <li>- the impact of: <ul style="list-style-type: none"> <li>▪ natural increase <b>[1 mark]</b></li> <li>▪ net interstate migration <b>[1 mark]</b></li> <li>▪ net overseas migration <b>[1 mark]</b></li> </ul> </li> </ul> </li> <li>• explains a relevant geographical challenge for one state <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:
5	<p>Population momentum is the continued growth of a population after the fertility rate falls to replacement or below replacement level due to the age structure of a population and the number of women reaching the reproductive age group in each generation. The two bulges in China's female population in 2015 the 40–50 age group (approximately 110 million) and the 20–30 age group (approximately 90 million) were responsible for population growth due to momentum. Over time, the number of women in the reproductive age bracket will decrease, and in 2040, it is projected to be approximately 50 million less. This will result in negative population momentum.</p>	<ul style="list-style-type: none"> <li>• explains population momentum <b>[1 mark]</b></li> <li>• explains the historical impact of population momentum on China's population structure <b>[1 mark]</b> <ul style="list-style-type: none"> <li>– uses evidence from the population pyramid <b>[1 mark]</b></li> </ul> </li> <li>• explains the future impact of population momentum on China's population structure <b>[1 mark]</b> <ul style="list-style-type: none"> <li>– uses evidence from the population pyramid <b>[1 mark]</b></li> </ul> </li> </ul>

## Extended response — Question 6

### Criterion: Analysing

The response:	M
<ul style="list-style-type: none"> <li>• analyses the stimulus by               <ul style="list-style-type: none"> <li>– identifying complex relationships</li> <li>– making inferences to explain a geographical challenge in relation to population change</li> <li>– using comprehensive data to support inferences.</li> </ul> </li> </ul>	5
<ul style="list-style-type: none"> <li>• analyses the stimulus by               <ul style="list-style-type: none"> <li>– identifying simple relationships</li> <li>– making inferences to explain a geographical challenge in relation to population change</li> <li>– using data to support inferences.</li> </ul> </li> </ul>	4
<ul style="list-style-type: none"> <li>• explains a relevant geographical challenge by               <ul style="list-style-type: none"> <li>– identifying simple relationships</li> <li>– identifying a relevant geographical challenge in relation to population change</li> <li>– describing data to support the explanation.</li> </ul> </li> </ul>	3
<ul style="list-style-type: none"> <li>• explains an evident geographical challenge in relation to population change</li> <li>• describes relevant data</li> </ul>	2
<ul style="list-style-type: none"> <li>• makes a relevant statement about the impact of urbanisation in Cambodia</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• describes aspects of the stimulus</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0



## Criterion: Applying

The response:	M
<ul style="list-style-type: none"><li>• makes complex generalisations about the impacts of the identified challenge on people in Cambodia</li><li>• uses analysis to support generalisations</li></ul>	5
<ul style="list-style-type: none"><li>• makes generalisations about the impacts of the identified challenge on people in Cambodia</li><li>• uses analysis to support generalisations</li></ul>	4
<ul style="list-style-type: none"><li>• makes generalisation/s about the impacts of the identified challenge on people in Cambodia</li></ul>	3
<ul style="list-style-type: none"><li>• describes relevant impacts on people in Cambodia</li></ul>	2
<ul style="list-style-type: none"><li>• identifies a relevant impact</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Communicating

The response:	M
<ul style="list-style-type: none"><li>• organises paragraphs to convey ideas purposefully and fluently in relation to the question</li><li>• uses correct geographical terminology</li></ul>	3
<ul style="list-style-type: none"><li>• organises paragraph/s to convey ideas in relation to the question</li><li>• uses correct geographical terminology</li></ul>	2
<ul style="list-style-type: none"><li>• conveys ideas in relation to the question</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0