

## HKDSE Geography Practice Papers

### Students' Performance

**Paper 1**

Question Number	Popularity %	Performance in General
1. (a) (i)	56	Well answered. Most students were able to name the plates.
(ii)		Well answered. Most students were able to identify the location of the hazard.
(iii)		Fair. Most students were able to list the causes of volcanic eruption in order. However, most of their answers were incomplete. A small number of them mixed up lava and magma.
(iv)		Poor. Most students were not able to discuss the impact of the hazard with reference to the photographs. Many students wrongly explained the differences in damage of the hazard with socio-economic factors.
(b)		Poor. Students' knowledge of hot spot volcanoes was inadequate. They also overlooked the changes with time and space stressed in the question.
2. (a)	45	Well answered. Most students were able to state the provision of water for cooling and possibility for reclamation at coastal area. However, they were not able to quote appropriate map evidence to explain other factors. Some students even suggested agglomeration economies as the answer.
(b) (i)		Unsatisfactory. Students were only able to suggest the changing of economic activities from light industries to offices. They were also not able to describe the scale and vacant condition of factories in details.
(ii)		Well answered. Most students were able to explain the factors for the changes in location, including policies of the Chinese government.
(c) (i)		Fair. Students were able to suggest sea view and high accessibility as locational advantages. However, they were not able to quote appropriate map evidence and discuss other factors.
(ii)		Fair. Most students were only able to suggest the lack of tertiary educational institutes, such as universities, for research and development. Some were able to suggest the small area of the site for development but could not provide the map evidence.

Question Number	Popularity %	Performance in General
3. (a) (i)	65	Unsatisfactory. Some students wrongly used line graph to show rainfall and histogram or bar graph to show temperature. A small number of students used inconsistent scales in their graphs and drew inaccurately, or did not provide a title for their graphs.
(ii)		Well answered. Students were mostly able to describe the climatic constraints with reference to the information provided in the question.
(b) (i)		Poor. Most students were only able to suggest the provision of water for farming by irrigation in solving the drought problem. They were also not able to explain how irrigation could alleviate the climatic constraints.
(ii)		Fair. Although most students were able to suggest the positive impact brought by technology, they were not able to suggest its negative socio-economic impact appropriately. Some even put environmental impact, such as land subsidence and salinization of soil into their answers.
(c)		Poor. Most students did not provide answer on how genetic modification technology alleviates climatic constraints of farming. They described only the problems encountered in the application of genetic modification technology without evaluating its effectiveness.
4. (a) (i)	35	Satisfactory. Most students were able to describe the phenomena of glacier melting and lake formation.
(ii)		Fair. Some students were not able to differentiate short-term and long-term impact.
(b) (i)		Well answered. Students were able to describe the trend of energy consumption in China.
(ii)		Fair. Most students were able to explain the causes of global warming. However, they could not discuss the relationship between the trend of energy consumption in China and the changes of the natural environment in Switzerland in terms of the atmospheric energy budget.
(iii)		Poor. Most students were only able to list relevant strategies without evaluating their feasibility.
5.	26	Unsatisfactory. Students were only able to describe some hard strategies in general without explaining how these strategies protect coasts and their effects on wave erosion. In the discussion, many students were only able to compare the effectiveness of hard and soft strategies in general without using beach nourishment as an example for an in-depth study.
6.	37	Unsatisfactory. Some students listed all the urban renewal projects only without using the concepts of sustainable development for discussion. Students' performance in the comment was unsatisfactory. Most students commented only on the difficulties and obstacles encountered in urban renewal rather than the problems faced by the government in adopting the concepts of sustainable development.

Question Number	Popularity %	Performance in General
7.	35	Poor. Most students were only able to state the largest proportion occupied by biomass, rarely did they touch upon the flow of nutrients among biomass, litter and soil. Thus they were not able to explain the relatively greater importance of biomass as opposed to other components. Some students even put energy flow into their answers. In the part of discussion, some students were not able to differentiate modern farming and traditional farming, thus they even quote shifting cultivation as an example of modern farming. Only a small number of students were able to suggest the impact on nutrient cycle from modern farming activities such as plantations and ranches. Some students referred only to problems brought by farming technology, such as soil salinization, in their answers.

General comments and recommendations

1. Students should familiarise themselves with different question types and question words. They should also study the questions in details before answering.
2. Students should strengthen their map reading skills.
3. Students should have good time management during examination and allocate their time properly when answering questions.

**Paper 2**

Question Number	Popularity %	Performance in General
1. (a) (i) & (ii)  (b) (i)  (ii)  (c) (i) & (ii)	64	<p>Fair. Students were able to identify the event and most of them were able to explain the role of water in causing the event. However, some did not study the question carefully and wrongly explained the various factors causing the landslide instead of the direct cause.</p> <p>Fair. While most students were able to point out that well-jointed granite would be susceptible to weathering, only a few could explain clearly how the development of thick regolith might lead to mass movement. Some were not able to differentiate between weathering and erosion, stress and strength.</p> <p>Fair. Though most students were able to describe another factor causing mass movement, some could not give the explanations in details. Yet, a few were able to make use of the information given to calculate the gradient as an supporting evidence of the answer.</p> <p>Satisfactory. Most students were able to explain the use of concrete cover and tree planting in preventing mass movement, but some could not refer to the area in the question when explaining their choices. Many put forward arguments against the other method only.</p>
2. (a) (i) & (ii)  (b) (i)  (ii)  (c) (i)  (ii)	10	<p>Unsatisfactory. Students were able to identify the feature as typhoon but most of their diagrams drawn could show only the structure of typhoon instead of its formation. Students were quite weak in drawing annotated diagram. Some did not have clear concepts of cloud wall and convection.</p> <p>Unsatisfactory. Students were not familiar with the symbols used in a weather chart.</p> <p>Poor. Many students were not able to explain the changing weather conditions under the influence of tropical cyclone.</p> <p>Well answered. Students were able to refer to map information in explaining the local factors.</p> <p>Fair. Students tended to evaluate the effectiveness of warning system from one side only.</p>
3. (a) (i) & (ii)  (b)  (c)	11	<p>Fair. Some students lacked spatial concept in explaining the locational advantages.</p> <p>Unsatisfactory. Most students gave general and superficial answers. Some students simply copied the figures from the table. Many of those, who were able to see the division of domestic and international flights, could not elaborate on the advantages of specialisation.</p> <p>Fair. Most students were able to give general arguments only for the construction of the third runway.</p>

Question Number	Popularity %	Performance in General
4. (a)	15	Well answered. Students were able to identify the favourable factors from the data.
(b) (i)		Unsatisfactory. Many students were not able to do the correct calculation. Quite a number of careless mistakes, e.g. missing units, wrong use of currency sign, etc. were found.
(ii)		Fair. Most students were able to identify urbanisation as the major factor causing the general decreasing trend of farming areas and total production values. However, many of them were not able to explain the difference in the changes of production values of food and fruits.
(c) (i)		Unsatisfactory. Students had little concept of compound bar graph. Many drew simple bar graphs instead.
(ii)		Fair. Students were able to discuss the general negative impact of urbanisation and industrialisation but few of them provided in-depth discussion. Most of them were not able to discuss the possible positive impact.
5.	12	Fair. Students generally showed basic knowledge of rocks in Hong Kong. They were able to describe the general characteristics of volcanic rocks and sedimentary rocks. However, not many of them were able to explain the differences between the two types of rocks. A few wrongly used granite as an example of volcanic rocks. Many students did not have a clear concept of faults and most of them were not able to evaluate the impact of faults on the landscape. Some of them discussed the impact of rock joints instead.
6.	31	Fair. Most students were able to explain the general causes of drought. Some of them had little idea on the geographical setting of North China while some did not have adequate understanding on the cause of seasonal drought by monsoons there. Students simply gave examples of measures that the local government could adopt or even large scale engineering works, e.g. water transfer scheme, but failed to discuss how the local community could help combating drought.
7.	36	Fair. Students were generally able to explain the causes of traffic congestion but some could not make reference to the inner city in their explanations. While most students were able to describe the advantages of railway as a transport means, not many of them could discuss the limitations of using railway in solving the congestion problem in the inner city. Only a few were able to state the needs of moving goods in the inner city.
8.	21	Fair. Most students were able to explain the general factors, e.g. labour shortage, rising wages and government policy, etc. Most of them were able to evaluate the general impact in terms of the three aspects of sustainable development. A few attempted to discuss both the positive and negative impact.

General comments and recommendations

1. Students should study the questions carefully and pay more attention to the key words.
2. Students should improve their diagram and graph drawing skills.
3. Students should use appropriate geographical terms in answering.
4. Students should discuss issues from different perspectives and present their arguments logically.