



GEOGRAPHICAL ASSOCIATION OF WESTERN AUSTRALIA [Inc.]

Year 11 ATAR GEOGRAPHY

Unit 2 ONLY
Semester 2, 2022

MARKING GUIDE

for

Teacher Use Only

Section One: Multiple-choice

20% (20 marks)

Each correct answer is worth **one (1)** mark.

| Qu | Ans | Description | |
|----|-----|-------------|---|
| 1 | (c) | Comment | The map scale (both as a ratio and a line scale) shows that one centimetre represents 500 metres, making (c) the correct alternative. |
| | | Syllabus | Interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another. |
| 2 | (b) | Comment | There are several locations where students could determine contour interval, however, the clearest location is just south of Bunkers Hill, in the vicinity of GR 418382, where each grid line is labelled, sequentially, 450, 440, 430, 420m ASL, the difference being 10m, therefore option (b) is correct. |
| | | Syllabus | interpret relief on a map using contours, height information and spot heights to describe the steepness and shape of a slope, including concave, convex and uniform, and calculate the average gradient expressed as a ratio |
| 3 | (d) | Comment | The direction of travel is from Wiggins Rd Reserve to the fire station, making the first two options incorrect. If the drone travelled North North West it would be flying away from the fire station. Therefore, it must travel in a South South East direction making option (d) correct. |
| | | Syllabus | Establish direction on a map using general compass directions (16 points) and bearings. |
| 4 | (c) | Comment | Measurement along the train line equals approximately 17cm, representing 8.5km, making option (c) correct. |
| | | Syllabus | apply the map scale to basic calculations to determine time, speed, distance and area |
| 5 | (d) | Comment | There are very few contour lines in AR 4243, with sparse contours in adjacent grid squares, clearly making option (d) correct. The small creek line on the eastern boundary of the AR given does not indicate area subject to inundation, making option (c) incorrect. |
| | | Syllabus | identify different relief features and landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs, types of natural vegetation cover and hydrological features, including land subject to inundation, perennial and intermittent water bodies |
| 6 | (b) | Comment | A creek is a natural feature, making option (c) incorrect. Ballarat Road is approximately 200m off the given GR, making option (a) incorrect and there are no weirs in the vicinity, making option (d) incorrect. The GR identifies a bridge symbol, making option (b) correct. |
| | | Syllabus | identify and interpret natural features and cultural features on a map |
| 7 | (c) | Comment | By using the alternating black-and-white segments on the map border, and the labelled Latitude and Longitude in the marginal information, we can establish the latitude and longitude of the SES station. The station has a latitude (to the nearest minute) of 37° 34' S and a longitude of 143° 49' E, making option (c) the correct alternative. |
| | | Syllabus | establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes |
| 8 | (d) | Comment | GR 421381 is at a height of 460m, and the emergency marker is at a height of 410m (the contour that passes through it is labelled approx. 1km N/NE) "rise" is therefore 460-410 = 50m. The horizontal distance ('run') between the two points is 1000m. Students should then use the formula 'rise over run' to calculate the average gradient: Rise : Run = 50 : 1000. Dividing both sides of the ratio by 50 to simplify the ratio and achieve a final gradient of 1 : 20, making option (d) correct. |
| | | Syllabus | Interpret relief on a map using contours and height information (spot heights), to describe the steepness and shape of a slope (concave, convex and uniform), and calculate the average gradient |
| 9 | (c) | Comment | The distance along the road route is approximately 15.8cm, equivalent to 7.9km on the road. Speed in km/hr is calculated using the formula $d / t \times 60$ i.e. $7.9 / 5 \times 60 = 94.8$ [95] km/hr, making alternative (c) the correct option. |
| | | Syllabus | Apply the map scale to basic calculations to determine time, speed, distance and area. |
| 10 | (b) | Comment | The contour height of each line that passes through the two road junctions can be determined by the adjacent spot heights around each intersection. GR 407443, spot height 404 to the NW and spot height 414 to the E, making the contour 410m and GR 440426, spot height 427 to the W and spot height 432 to the E, making the contour 430m. The difference is 430 – 410 = 20m, making option (b) correct. |
| | | Syllabus | Interpret relief on a map using contours and height information (spot heights), to describe the steepness and shape of a slope (concave, convex and uniform), and calculate the average gradient. |

| Qu | Ans | Description | |
|----|-----|-------------|---|
| 11 | (b) | Comment | The area outlined by the yellow dotted line on Source 2 correlates to the area bordered by Remembrance Drive (N), Chisholmes Road (W), Whites Road (E) and Smarts Hill Road (S). This area is rectangular in shape, measuring approx. 1250m x 1700m equating to 2,125,000m ² divided by 10,000m ² = 212.5 hectares, making option (b) correct. |
| | | Syllabus | use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps Apply the map scale to basic calculations to determine time, speed, distance and area |
| 12 | (a) | Comment | There are several features visible on both the satellite image and topographic map that indicate land use. There is no distinct vegetation (forest) area and only a very small plantation area, making option (c) incorrect. Despite the number of small dam/weirs in the area, there are no large water catchment features, making option (d) incorrect. The linear and grid-like division of land shown in the satellite image is a clear indication of agricultural land use, making option (a) correct. |
| | | Syllabus | use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps identify and interpret natural features and cultural features on a map |
| 13 | (d) | Comment | Option (a) is a natural feature, making this option incorrect. The location labelled A is pointing to the trapezoidal feature, south east of Cardigan village, clearly labelled sewage treatment plant, making option (d) correct. While the plantation is located nearby, the indicating arrow on the satellite image clearly indicates the treatment plant to the North West. |
| | | Syllabus | use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps identify and interpret natural features and cultural features on a map |
| 14 | (a) | Comment | The answer can be established by finding the same two points on the two sources and measuring the distances between them. The source with the larger distances between the two given points (Source 3) has the larger scale, making option (a) correct. An example distance / features to compare is Madden Rd (Western boundary of Cardigan Village) – Source 1: topo map = 4.7cm, Source 3: satellite image = 5.5cm. |
| | | Syllabus | Interpret the difference in scale between a photograph and a topographic map of the same place. |
| 15 | (a) | Comment | Chicago remained at rank 7, making option (b) incorrect. Sydney dropped from 14 to 17, making option (d) incorrect, Singapore rose from 8 to 6 – a change of 2 positions and Boston rose from 24 to 21, a change of 3 positions, making option (a) correct. |
| | | Syllabus | Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids |
| 16 | (c) | Comment | Top ranking Asian cities have lower political engagement than some cities lower ranked, making option (a) incorrect. There are only 6 Asian cities in the top 25, making option (b) incorrect. Option (d) is an opinion about ranking and not discernible from the table, therefore option (c) is correct, illustrated by Beijing and Shanghai, both of which have very high business activity but are ranked 9th and 19th respectively. |
| | | Syllabus | Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids |
| 17 | (b) | Comment | The graph does not include the time period 1920 – 1930, therefore option (a) is incorrect. While there is a decline in costs during 1970 – 1980 and 1980 – 1990, the steepest decline is observed between 1940 – 1950, making option (b) correct. |
| | | Syllabus | Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids |
| 18 | (d) | Comment | Digital downloads changed from 37%-4% (-33), Physical changed from 32%-11% (-20), Streaming changed from 27% - 83% (+56) and Synchronization changed from 3%-2% (-1) making option (d) correct |
| | | Syllabus | Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids |
| 19 | (b) | Comment | Option (a) is incorrect since digital and physical revenue share did not decrease by over 40%. Option (c) is incorrect since physical revenue dropped by 20%. Option (d) is incorrect since digital and physical revenue did not increase at all. Making option (b) correct. |
| | | Syllabus | Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids |
| 20 | (d) | Comment | Option (d) is taken from the Year 11 Geography syllabus glossary |
| | | Syllabus | define the concepts of globalisation, diffusion, adaptation and sustainability |

NOTE:

Some element of teacher discretion will be required for the allocation of marks for some questions, with specific reference to the quality of the answer.

Section Two: Short response

40% (40 marks)

Refer to **Source 1**: Ballarat topographic map 2019 to answer Questions 21 - 23.

Question 21

(2 marks)

Describe two (2) situation characteristics of Cardigan Village (AR 3944).

Syllabus:

Describe the site and situation of places.

Key word:

Describe: provide characteristics and features.

Teacher Notes:

Situation can be described by referring to the location of a place in relation to its surroundings or its proximity to other places or features. Situation characteristics should be described accurately in full sentences, using appropriate geographical language.

Situation features may include:

- Distance and direction from other settlements or major features - e.g. approx. 13km North West of the town of Ballarat, along Remembrance Drive
- Latitude and longitude of the location, to the nearest minute: 37°31'S 143°43' E (or 143°42' E)

Marking Key:

| Description | Marks |
|---|----------|
| Correctly describes a total of two (2) situation characteristics | 2 |
| Correctly describes one (1) situation characteristic | 1 |
| TOTAL | 2 |

Question 22**(1 mark)**

Describe one (1) site characteristic of Ballarat Airfield (GR 470450).

Syllabus:

Describe the site and situation of places.

Key word:

Describe: provide characteristics and features.

Teacher Notes:

Site can be described by referring to the physical characteristics of a place. Site characteristics should be described accurately in full sentences, using correct geographical terminology. Features referred to should be for the site of the airfield only; not unrelated features in the distance.

Site features may include:

- Topography – height, gradient, slope - e.g. very flat ground between 432 – 439 m ASL
- Landforms – plain, no other prominent landforms in the vicinity
- Drainage – bounded by two minor creeks to the East and West, wetland / swamps to the South and East

Marking Key:

| Description | Marks |
|---|----------|
| Correctly describes a total of one (1) site characteristic | 1 |
| TOTAL | 1 |

Question 23**(6 marks)**

- (a) On the diagram below complete the cross section that extends from spot height 408 at GR 379413 to spot height 417 at GR 431385. (3 marks)
- (b) On your completed cross section above, correctly annotate (label) the extent or location of the following features: (3 marks)
- (i) Black Hill
 - (ii) Skipton Ballarat Rail Trail
 - (iii) land subject to inundation

Syllabus:

Interpret, construct and annotate cross sections to show natural and cultural features on the landscape.

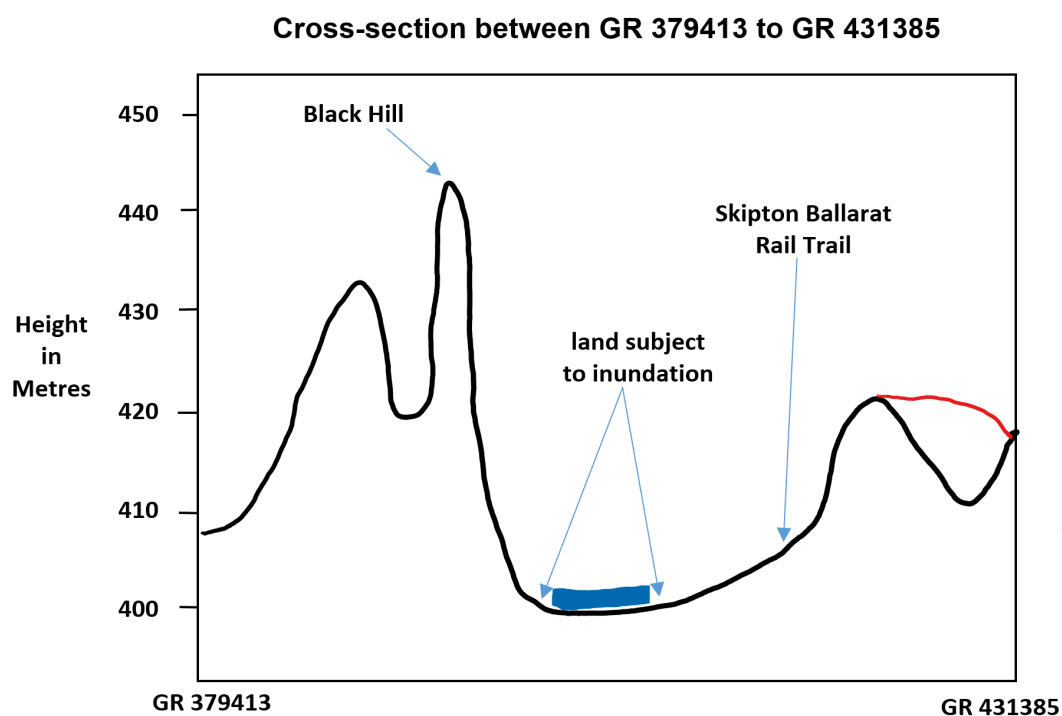
Key word:

Complete: finish an outlined task.

Label: Identify by placing a name or word used to describe the object or thing

Teacher Notes:

Some teacher discretion is required with the accuracy of the completed cross section.



| Description | Marks |
|--|----------|
| Correctly competes the cross section to a very accurate level in relation to variations in height, slope and relief of the land in the area indicated. | 3 |
| Correctly competes the cross section to an accurate level in relation to variation in height, slope and relief. May contain one small variation or error. | 2 |
| Attempts the cross section, however the cross section shows little resemblance to the actual height, slope and relief of the land in the area indicated. | 1 |
| <p>Correctly annotates/labels:</p> <ul style="list-style-type: none"> • Black Hill • Skipton Ballarat Rail Trail • land subject to inundation | 3x1 |
| TOTAL | 6 |

Refer to **Source 1**: Ballarat topographic map 2019, **Source 2**: Cardigan Village satellite image 2011 and **Source 3**: Cardigan Village satellite image 2021 to answer Question 24 and Question 25.

Question 24

(2 marks)

Identify a location (giving a specific map reference) and describe a change of land use that can be observed between 2011 and 2021 in the area contained in **Source 2 and Source 3**.

Syllabus:

- compare the different types of information available from remote sensing products with the information depicted on a topographic map
- use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps

Key word:

Identify: recognise and name

Describe: provide characteristics and features.

Teacher Notes:

Students may identify other changes that are not included as examples below. While the satellite images are 10 years apart, there are actually very few clearly identifiable changes over that time.

Examples changes include:

- Increase in built up area around Cardigan Village, mainly along Windemere Way to the South East of the main settlement in the vicinity of GR 401437. In the 2011 satellite image (Source 2) there are very few houses visible and in Source 3, there are numerous in that location.
- Increase in buildings (most likely houses) on Creek Road in the vicinity of GR 428453. In the 2011 satellite image (Source 2) there are some houses visible and in Source 1, the area has additional visible manmade structures evident.

Marking Key:

| Description | Marks |
|---|----------|
| Accurately locates and describes an example of a change between 2011 and 2021. Supports with good use of geographical terminology and map evidence (e.g. GR, street names). | 2 |
| Describes an example of a change between 2011 and 2021 but does not support with good use of geographical terminology or map evidence (e.g. GR, street names) OR Gives accurate map evidence / location of the change, but does not accurately describe the change itself. | 1 |
| TOTAL | 2 |

Question 25**(2 marks)**

State the latitude and longitude of 'Location B', labelled on **Source 3** and identify one natural feature that accounts for lack of residential development in this location.

Syllabus:

compare the different types of information available from remote sensing products with the information depicted on a topographic map

identify, describe and interpret spatial patterns, including land use, settlement and transport, and spatial relationships between natural and cultural features on maps

Key word:

State: Express the main points of an idea or topic, perhaps in the manner of 'describe'

Teacher Notes:

- Point B on Source 3 is a creek line at GR 403415 and has the latitude and longitude of 37°33'S 143°43' E
- There are several natural features that explain logical reasoning for a lack of residential development in this location:
 - Creeks are not suitable for building on or near
 - This area is also subject to inundation

Marking Key:

| Description | Marks |
|---|----------|
| Correctly states the lat. and long. as 37°33'S 143°43' E and describes a logical natural feature that explains why residential development is not in the location. | 2 |
| Correctly states the lat. and long. as 37°33'S 143°43' E OR describes a logical natural feature that explains why residential development is not in the location. | 1 |
| TOTAL | 2 |

Refer to **Source 7**: Global Cities: index, rank and score to answer Question 26.

Question 26

(4 marks)

Using specific examples from **Source 7**, outline the economic and cultural importance of world cities.

Syllabus:

outline the economic and cultural importance of world cities

Key word:

Outline: Sketch in general terms; indicate the main features of

Teacher Notes:

Student responses should refer to the definition of a world city:

World cities (sometimes referred to as global cities) are centres of global economic and cultural authority. They are the places where the world's most important financial and corporate institutions are based and where decisions that 'drive' the global economy are made. They also play a globally significant role in the production and dissemination of knowledge (i.e. news, entertainment) and art. They are the centres of research and innovation.

Whilst there is no specific number of examples stipulated in the question, students should use at least two as the question implies plural (examples). Responses must address both economic and cultural importance of world cities, and it is therefore logical for an example to be drawn from the source for each. Some examples include:

- Business activity is weighted at 30% of the overall score, indicating this as a significant contribution to a city's rank as a world city. Beijing, for example, has relatively low scores in the other four categories, but scores very high in business activity (almost equal to the highest ranked city, New York), placing it 9th overall.
- London has lower scores in business activity than several other cities (such as Paris and Beijing) however, due to its very high score in cultural experience, it ranks 2nd overall.

Marking Key:

| Description | Marks |
|---|----------|
| A highly accurate definition of world cities is supported by at least two specific examples drawn from the source that very clearly highlight both the economic and cultural importance of world cities. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer. | 4 |
| An accurate definition of world cities is supported by at least two specific examples drawn from the source that clearly highlight both the economic and cultural importance of world cities. The use of relevant geographical terminology and concepts helps to develop a cohesive and concise answer. | 3 |
| A definition of world cities is provided. One or two examples are drawn from the source that highlight both the economic and cultural importance of world cities. The use of relevant geographical terminology and concepts may be used in the response. | 2 |
| An inaccurate or no definition of world cities is provided. Only one example is given that highlights either the economic or cultural importance of world cities. The use of relevant geographical terminology and concepts are not well used. | 1 |
| TOTAL | 4 |

NOTE: If only economic or cultural importance is outlined in the response, a maximum of two marks are to be awarded.

Refer to **Source 8**: Decline of Transport and Communication Costs to answer Question 27.

| | |
|--|------------------|
| Question 27 | (7 marks) |
| (a) Briefly describe the trends observed in Source 8 . | (3 marks) |
| (b) With reference to Source 8 , explain how advances in transport and telecommunications technologies have aided globalisation in relation to either the expansion of world trade or the diffusion of elements of culture. | (4 marks) |

Syllabus:

identify and analyse relationships, spatial patterns and trends, and make predictions and inferences

explain how advances in transport and telecommunications technologies have aided globalisation in relation to: the expansion of world trade and the diffusion of elements of culture

Key word:

Describe: provide characteristics and features

Explain: relate cause and effect; make the relationships between things evident;
provide why and/or how

Teacher Notes:

- (a) Students need to identify and describe the declining trend of transport and communication costs in Source 8. Responses should refer to all three measures in the source (sea freight, passenger transport, calling costs) and using specific data from the graph in their description. The most rapid decline occurred in all three measures from 1930 – 1950, despite a rise in sea freight costs, over 100% compared to 1930's costs, during the 1940's. All three measures continued to decline between 1950 – 1980, with the most significant decline in calling costs, reaching almost 0% relative to their costs in 1930.
- (b) Responses must address how advances in both transport and telecommunications have aided globalisation. A definition of globalisation should be provided in order to aid the explanation. Responses need to expand beyond the data provided in Source 8 and may include:
- Telecommunications aided satellite communications from the 1960's.
 - Invention of the shipping container 1960's transformed the sea freight industry drastically reduced the costs of freight transport around the world.

Marking Key:

| Description | Marks |
|---|----------|
| (a) | |
| Correctly identifies the declining trend in all three measures on the source and provides specific examples from the source to illustrate the trend. | 3 |
| Identifies the declining trend but may not highlight all three measures or provide specific examples from the source to illustrate the trend. | 2 |
| Incorrectly identifies the trend and/or provides very little detail / inaccurate examples to illustrate the trend. | 1 |
| (b) | |
| Gives a clear and accurate explanation of how advances in both transport and telecommunications have aided globalisation. Specific reference to the source is given. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer. | 4 |
| Gives a clear explanation of how advances in both transport and telecommunications have aided globalisation. Reference to the source is given. The use of relevant geographical terminology and concepts helps to develop a cohesive and concise answer. | 3 |
| Gives an explanation of how advances in either or both transport and telecommunications have aided globalisation. Reference to the source may be given. The use of relevant geographical terminology and concepts is limited. | 2 |
| Limited explanation of how advances in transport or telecommunications have aided globalisation. Very limited or no reference to the source is given. Relevant geographical terminology and concepts are not used. | 1 |
| TOTAL | 7 |

NOTE: If only telecommunications or transport is explained in the response, a maximum of two marks are to be awarded for part (b).

Refer to **Source 9**: U.S. Recorded Music Revenue 2014 & 2021 to answer Question 28.

Question 28

(4 marks)

Define the concept of adaptation and outline **one** (1) possible reason that accounts for the changes in US recorded music revenue seen in **Source 9**.

Syllabus:

define the concepts of globalisation, diffusion, adaptation and sustainability

explain how advances in transport and telecommunications technologies have aided globalisation in relation to: the expansion of world trade and the diffusion of elements of culture

Key word:

Define: state meaning and identify essential qualities

Outline: Sketch in general terms; indicate the main features of

Teacher Notes:

A clear and accurate definition of the term adaptation is required, which should include an example (either from the source or elsewhere).

Adaptation: Alteration or adjustment in response to a changed environment

The question requires students to demonstrate an understanding of the concept of adaptation rather than have detailed knowledge of the diffusion / adaptation of the US recorded music industry.

The most prominent change observed between 2014-2021 is the growth in dominance of music streaming services, however, the question does allow for students to identify and account for reductions in some formats of recorded music (e.g. physical)

Possible reasons that can account for the growth in streaming services may include increased prevalence of handheld technology (smartphones), improvements in internet and wifi technology / accessibility, growth of multinational corporations (e.g. Spotify), consumer demand shifting to immediate access of information (an aspect of the relative shrinking of space and time, time-space convergence to almost zero), customer data collection and subsequent online platforms 'recommending' music encourages more usage. Teacher discretion may need to be applied to aspects of the individual student response.

Marking Key:

| Description | Marks |
|--|----------|
| Provides an accurate definition of adaptation including an example. | 2 |
| Defines adaptation with some omissions / errors and/or limited/poor example | 1 |
| Gives a clear outline of a reason that accounts for change in the source. Specific reference to the source is given. The accurate use of relevant geographical terminology and concepts helps to develop an articulate answer. | 2 |
| Gives a limited outline of a reason that accounts for change in the source. Some/limited reference to the source is given. The use of some geographical terminology and concepts helps to develop the response. | 1 |
| TOTAL | 4 |

Refer to **Source 10: Globalisation Impacts** to answer Question 29.

Question 29

(6 marks)

Describe the social, economic and environmental impacts of increased globalisation.

Syllabus:

describe the social, economic and environmental impacts of increased globalisation

Key word

Describe: provide characteristics and features

Teacher Notes:

Responses could define the term globalisation and further describe the various impacts from increasing globalisation under social, economic and environmental categories. Student will need to draw examples from the source and ensure their response does not focus on the pros and cons of globalisation, despite this being the focus of the source.

Responses should accurately use examples from the source and categorise them accordingly as social, economic and environmental, thereby demonstrating their understanding of the concept.

Examples include:

- Social: increased consumer choice, cultural intermingling, increase in poor working conditions in some places
- Economic: job losses in some industries, shifts in price of goods and services, injection of foreign capital into developing nations
- Environmental: growth in CO₂ emissions, air pollution, habitat destruction, sharing of information may lead to enhancements in sustainable practices.

Marking Key:

| Description | Marks |
|--|----------|
| A wide range of appropriate supporting evidence and examples from the source are used to describe social, economic and environmental impacts. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer. | 5-6 |
| A range of supporting evidence and examples from the source are used to describe social, economic and environmental impacts. The use of relevant geographical terminology and concepts helps to develop a cohesive and concise answer. | 3-4 |
| Some evidence and examples from the source are used to describe some or all social, economic and environmental impacts. The use of relevant geographical terminology and concepts is limited. | 1-2 |
| TOTAL | 6 |

NOTE: A maximum of TWO (2) marks are to be awarded for each aspect of globalisation impacts (social, economic and environmental)

Question 30**(2 marks)**

Define the concept of sustainability.

Syllabus:

define the concepts of globalisation, diffusion, adaptation and sustainability

Key word:

Define: state meaning and identify essential qualities

Teacher Notes:

Sustainability: Meeting the needs of current and future generations through simultaneous environmental, social and economic adaptation and improvement.

Top responses could include an appropriate example to support the definition.

Marking Key:

| Description | Marks |
|---|----------|
| Provides an accurate definition of sustainability, which must include reference to current and future generations and all three aspects (environment, social and economic). | 2 |
| Defines sustainability with some omissions/errors. | 1 |
| TOTAL | 2 |

Question 3**4 marks)**

Outline processes of globalisation in relation to changes in the spatial distribution of the production and consumption of commodities, goods and services.

Syllabus:

outline processes of globalisation in relation to: changes in the spatial distribution of the production and consumption of commodities, goods and services

Key word:

Outline: Sketch in general terms; indicate the main features of

Teacher Notes:

Students are not expected to outline changes in the spatial distribution (production and consumption) of specific commodities, goods and services, but are expected to provide general examples to support their outline of the processes. Responses should address more than one process of globalisation and address changes in production and consumption of commodities, goods and services.

Some examples of processes that could be outlined include:

- Historical trade routes impacted on the consumption of goods, in particular items such as gunpowder, paper and spices.
- Colonialism (1500's – 1960's) impacted both production and consumption of certain goods and services. Navigation and warfare skills gave colonialists control and therefore influence on the distribution of production and consumption.
- Transport and telecommunication technologies further build interconnections e.g. production of wool shifted to Australia when it became viable to transport large volumes back to Britain.

Marking Key:

| Description | Marks |
|--|----------|
| Accurately demonstrates understanding of the processes of globalisation that influence changes in both production and consumption of commodities, goods and services. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer. | 4 |
| Demonstrates an understanding of the processes of globalisation that influence changes in both production and consumption of commodities, goods and services. The use of relevant geographical terminology and concepts helps to develop an articulate answer. | 3 |
| Demonstrates some understanding of the processes of globalisation that influence changes in both production and consumption of commodities, goods and services. Some geographical terminology and concepts helps to develop an adequate response. | 2 |
| Demonstrates limited/poor understanding of the processes of globalisation that influence changes in both production and consumption of commodities, goods and services. Limited geographical terminology and concepts are used in a largely unclear response. | 1 |
| TOTAL | 4 |

Section Three: Extended response 40% (40 marks)

PART A: Unit 2 Depth Study 1 Answer either Question 32 or Question 33 20% (20 Marks)

Question 32

(20 marks)

- (a) Describe the process of diffusion and the spatial distribution of a commodity, good or service you have studied.

(10 marks)

Syllabus:

describe the process of diffusion of the commodity, good or service and its spatial distribution

Key word:

Describe: provide characteristics and features.

Teacher Notes:

Students can refer to any commodity, good or service that they have studied to answer this question. Teacher discretion is required to determine the relevance of a student's answer in response to the question.

Students will need to clearly identify their commodity, good or service. A good response will need to describe both the process of diffusion and the spatial distribution of their chosen commodity, good or service. This may include a description of the spatial distribution changing over time.

Marking Key:

| Description | Marks |
|---|-----------|
| A detailed and comprehensive description of both the process of diffusion and spatial distribution of the commodity, good or service is given. A wide range of appropriate supporting evidence and examples are used to develop and strengthen the description. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 9-10 |
| A detailed description of both the process of diffusion and spatial distribution of the commodity, good or service is given. A range of appropriate supporting evidence and examples are used to develop and strengthen the description. The use of relevant geographical terminology and concepts helps to develop an articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 7-8 |
| A general description of both the process of diffusion and spatial distribution of the commodity, good or service is given. Supporting evidence and examples are used to develop and strengthen the description. Some use of geographical terminology and concepts helps to develop a structured response. | 5-6 |
| A basic description of both the process of diffusion and spatial distribution of the commodity, good or service is given. Limited evidence and examples are used to develop and strengthen the description. Limited use of geographical terminology and concepts helps to develop a largely unstructured response. | 3-4 |
| A very basic / poor description of one or both the process of diffusion and spatial distribution of the commodity, good or service is given. Very limited / poor evidence and examples are used to develop and strengthen the description. There is limited use of geographical terminology and concepts, and poor literacy skills may contribute to a response that is difficult to understand. | 1-2 |
| TOTAL | 10 |

Question 32**(20 marks)**

- (b) Explain the role played by governments and/or enterprises in the distribution of the production and consumption of a commodity, good or service you have studied.

(10 marks)**Syllabus:**

explain the role played by governments and/or enterprises in the distribution of the production and consumption of the commodity, good or service

Key words:

Explain: relate cause and effect; make the relationships between things evident; provide why and/or how.

Teacher Notes:

Students can refer to any commodity, good or service they have studied to answer this question. Teacher discretion is required to determine the relevance of a student's answer in response to the question.

Students are not required to explain both government and enterprises roles in their response. If they elect to focus on just one of these, the response must provide greater detail. However, responses must explain how the distribution of both the production and consumption has been influenced.

Marking Key:

| Description | Marks |
|--|-----------|
| A detailed and comprehensive explanation of the role of government and/or enterprises in the distribution of the production and consumption of a commodity, good or service is given. A wide range of appropriate supporting evidence and examples are used to develop and strengthen the explanation. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 9-10 |
| A detailed explanation of the role of government and/or enterprises in the distribution of the production and consumption of a commodity, good or service is given. A range of appropriate supporting evidence and examples are used to develop and strengthen the explanation. The use of relevant geographical terminology and concepts helps to develop an articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 7-8 |
| A general explanation of the role of government and/or enterprises in the distribution of the production and consumption of a commodity, good or service is given. Supporting evidence and examples are used to develop and strengthen the explanation. Some use of geographical terminology and concepts helps to develop a structured response. | 5-6 |
| A basic explanation of the role of government and/or enterprises in the distribution of the production and consumption of a commodity, good or service is given. Limited evidence and examples are used to develop and strengthen the explanation. Limited use of geographical terminology and concepts helps to develop a largely unstructured response. | 3-4 |
| A very basic/poor explanation of the role of government and/or enterprises in the distribution of the production and consumption of a commodity, good or service is given. Very limited/poor evidence and examples are used to develop and strengthen the explanation. There is limited use of geographical terminology and concepts, and poor literacy skills may contribute to a response that is difficult to understand. | 1-2 |
| TOTAL | 10 |

Question 33**(20 marks)**

- (a) Describe the changes occurring in the spatial distribution of the production and consumption of a commodity, good or service you have studied.

(8 marks)**Syllabus:**

describe the changes occurring in the spatial distribution of the production and consumption of the commodity, good or service

Key word:

Describe: provide characteristics and features.

Teacher Notes:

Students can refer to any commodity, good or service that they have studied to answer this question. Teacher discretion is required to determine the relevance of a student's answer in response to the question.

Students must address both the changes in production and consumption of their chosen commodity, good or service.

Marking Key:

| Description | Marks |
|--|----------|
| A detailed and comprehensive description of the changes in the spatial distribution of the production and consumption of a commodity, good or service is given. A wide range of appropriate supporting evidence and examples are used to develop and strengthen the description. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 7-8 |
| A detailed description of the changes in the spatial distribution of the production and consumption of a commodity, good or service is given. A range of appropriate supporting evidence and examples are used to develop and strengthen the description. The use of relevant geographical terminology and concepts helps to develop an articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 5-6 |
| A general description of the changes in the spatial distribution of the production and consumption of a commodity, good or service is given. Supporting evidence and examples are used to develop and strengthen the description. Some use of geographical terminology and concepts helps to develop a structured response. | 3-4 |
| A limited/basic description of the changes in the spatial distribution of the production and/or consumption of a commodity, good or service is given. Limited/poor evidence and examples are used to develop and strengthen the description. There is limited use of geographical terminology and concepts, and poor literacy skills may contribute to a response that is difficult to understand. | 1-2 |
| TOTAL | 8 |

Question 33**(20 marks)**

- (b) Evaluate the social, economic and environmental implications of the changes in the production and distribution a commodity, good or service you have studied.

(12 marks)**Syllabus:**

evaluate the social, economic and environmental implications of the changes in the production and distribution of the commodity, good or service.

Key words:

Evaluate: To ascertain the value or amount of; appraise carefully.

Teacher Notes:

Students can refer to any commodity, good or service that they have studied to answer this question. Teacher discretion is required to determine the relevance of a student's answer in response to the question. In order to adequately address the task word of evaluation, students must demonstrate a judgement on the value / scale / extent of their chosen implications. Simply describing the implications does not adequately address the question fully. Responses must include at least one implication from each of the three categories of social, economic and environmental.

Marking Key:

| Description | Marks |
|---|-----------|
| A detailed and comprehensive evaluation of the social, economic and environmental implications of the changes in the production and distribution of the commodity, good or service is given. A clear and concise statement demonstrating a judgement / appraisal of the implication is provided. A wide range of appropriate supporting evidence is used to develop and strengthen the evaluation. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer. | 11-12 |
| A detailed evaluation of the social, economic and environmental implications of the changes in the production and distribution of the commodity, good or service is given. A clear statement demonstrating a judgement / appraisal of the implication is provided. A range of appropriate supporting evidence is used to develop and strengthen the evaluation. The use of relevant geographical terminology and concepts helps to develop a cohesive and articulate answer, with well-developed sentences and paragraphs in an extended answer. | 9-10 |
| A general evaluation of the social, economic and environmental implications of the changes in the production and distribution of the commodity, good or service is given. A statement demonstrating a judgement / appraisal of the implication is provided. Some supporting evidence is used to develop and strengthen the evaluation. Some use of geographical terminology and concepts helps to develop a structured answer. | 6-8 |
| A limited evaluation of the social, economic and environmental implications of the changes in the production and distribution of the commodity, good or service is given. A poor or no statement demonstrating a judgement / appraisal of the implication is provided. Limited supporting evidence is used to develop and strengthen the evaluation. There is limited use of geographical terminology and concepts in a largely unstructured response. | 3-5 |
| A very limited / no evaluation of the social, economic and environmental implications of the changes in the production and distribution of the commodity, good or service is given. A very poor or no statement demonstrating a judgement / appraisal of the implication is provided. Very limited or no supporting evidence is used to develop and strengthen the evaluation. There is limited use of geographical terminology and concepts, and poor literacy skills may contribute to a response that is difficult to understand. | 1-2 |
| TOTAL | 12 |

*Note: A maximum of four (4) marks are to be awarded for each of the social, economic and environmental implications.

Question 34**(20 marks)**

(a) Describe an element of culture you have studied and the process of its diffusion.

(8 marks)**Syllabus:**

describe the element of culture

describe the process of diffusion of the element of culture and its spatial distribution

Key words:*Describe:* provide characteristics and features.**Teacher Notes:**

Students can refer to any element of culture they have studied to answer this question. Teacher discretion is required to determine the relevance of a student's answer in response to the question.

Marking Key:

| Description | Marks |
|---|----------|
| A detailed and comprehensive description of an element of culture and the process of its diffusion is given. A wide range of appropriate supporting evidence and examples are used to develop and strengthen the description. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 7-8 |
| A detailed description of an element of culture and the process of its diffusion is given. A range of appropriate supporting evidence and examples are used to develop and strengthen the description. The use of relevant geographical terminology and concepts helps to develop an articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 5-6 |
| A general description of an element of culture and the process of its diffusion is given. Supporting evidence and examples are used to develop and strengthen the description. Some use of geographical terminology and concepts helps to develop a structured response. | 3-4 |
| A limited / basic description of an element of culture and the process of its diffusion is given. Limited / poor evidence and examples are used to develop and strengthen the description. There is limited use of geographical terminology and concepts, and poor literacy skills may contribute to a response that is difficult to understand. | 1-2 |
| TOTAL | 8 |

Question 34**(20 marks)**

- (b) Explain the role played by transnational institutions and/or corporations in the diffusion of an element of culture you have studied.

(12 marks)**Syllabus:**

explain the role played by transnational institutions and/or corporations in the diffusion of the element of culture

Key word:

Explain: relate cause and effect; make the relationships between things evident; provide why and/or how.

Teacher Notes:

Students can refer to any element of culture that they have studied to answer this question. Teacher discretion is required to determine the relevance of a student's answer in response to the question.

Marking Key:

| Description | Marks |
|---|-----------|
| Very detailed and thorough explanation of the role played by transnational institutions and/or corporations in the diffusion of an element of culture is given. A wide range of appropriate supporting evidence and specific examples are used to develop and strengthen the explanation. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 11-12 |
| A detailed explanation of the role played by transnational institutions and/or corporations in the diffusion of an element of culture is given. A range of appropriate supporting evidence and specific examples are used to develop and strengthen the explanation. The use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 9-10 |
| An appropriate explanation of the role played by transnational institutions and/or corporations in the diffusion of an element of culture is given. Some supporting evidence is used to develop the explanation. Geographical terminology and concepts are applied to construct a response, which shows some detail, but may have difficulty articulating ideas. | 6-8 |
| A limited explanation of the role played by transnational institutions and/or corporations in the diffusion of an element of culture is given. Limited evidence is used to support statements and generalisations. There is limited use of geographical terminology and concepts in a largely unstructured response. | 3-5 |
| A very limited /unclear explanation of the role played by transnational institutions and/or corporations in the diffusion of an element of culture is given. Insufficient evidence is used to support statements and generalisations. There is limited use of geographical terminology and concepts, and poor literacy skills may contribute to a response that is difficult to understand. | 1-2 |
| TOTAL | 12 |

Question 35**(20 marks)**

- (a) Explain the role played by media and emerging technologies in the generation and diffusion of an element of culture you have studied.

(8 marks)**Syllabus:**

explain the role played by media and emerging technologies in the generation and diffusion of the element of culture

Key words:

Explain: relate cause and effect; make the relationships between things evident; provide why and/or how.

Teacher Notes:

Students can refer to any element of culture that they have studied to answer this question. Teacher discretion is required to determine the relevance of a student's answer in response to the question. Student responses must refer to both media and emerging technologies and their role in both the generation and diffusion of an element of culture.

Marking Key:

| Description | Marks |
|--|----------|
| A detailed explanation of the role played by media and/or emerging technologies in the generation and diffusion of an element of culture is given. A range of appropriate supporting evidence and specific examples are used to develop and strengthen the explanation. The use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 7-8 |
| A general explanation of the role played by media and/or emerging technologies in the generation and diffusion of an element of culture is given. Some supporting evidence is used to develop the explanation. Geographical terminology and concepts are applied to construct a response, which shows some detail, but may have difficulty articulating ideas. | 5-6 |
| A limited explanation of the role played by media and/or emerging technologies in the generation and diffusion of an element of culture is given. Limited evidence is used to support statements and generalisations. There is limited use of geographical terminology and concepts in a largely unstructured response. | 3-4 |
| A very limited /unclear explanation of the role played by media and/or emerging technologies in the generation and diffusion of an element of culture is given. Insufficient evidence is used to support statements and generalisations. There is limited use of geographical terminology and concepts, and poor literacy skills may contribute to a response that is difficult to understand. | 1-2 |
| TOTAL | 8 |

Question 35**(20 marks)**

- (b) Evaluate the social, economic and environmental implications of the changes in the spatial distribution of an element of culture you have studied.

(12 marks)**Syllabus:**

evaluate the social, economic and environmental implications of the changes in the spatial distribution of the element of culture.

Key words:

Evaluate: To ascertain the value or amount of; appraise carefully.

Teacher Notes:

Students can refer to any element of culture that they have studied to answer this question. Teacher discretion is required to determine the relevance of a student's answer in response to the question. In order to adequately address the task word of evaluation, students must demonstrate a judgement on the value / scale / extent of their chosen implications. Simply describing the implications does not adequately address the question fully. Responses must include at least one implication from each of the three categories of social, economic and environmental.

Marking Key:

| Description | Marks |
|--|-----------|
| A detailed and comprehensive evaluation of the social, economic and environmental implications of the changes in the spatial distribution of an element of culture is given. A very clear and concise statement demonstrating a judgement / appraisal of the implication is provided. A wide range of appropriate supporting evidence is used to develop and strengthen the evaluation. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer. | 11-12 |
| A detailed evaluation of the social, economic and environmental implications of the changes in the spatial distribution of an element of culture is given. A clear statement demonstrating a judgement / appraisal of the implication is provided. A range of appropriate supporting evidence is used to develop and strengthen the evaluation. The use of relevant geographical terminology and concepts helps to develop a cohesive and articulate answer, with well-developed sentences and paragraphs in an extended answer. | 9-10 |
| A general evaluation of the social, economic and environmental implications of the changes in the spatial distribution of an element of culture is given. A general statement demonstrating a judgement / appraisal of the implication is provided. Some supporting evidence is used to develop and strengthen the evaluation. Some use of geographical terminology and concepts helps to develop a structured answer. | 6-8 |
| A limited evaluation of the social, economic and environmental implications of the changes in the spatial distribution of an element of culture is given. A poor or no statement demonstrating a judgement / appraisal of the implication is provided. Limited supporting evidence is used to develop and strengthen the evaluation. There is limited use of geographical terminology and concepts in a largely unstructured response. | 3-5 |
| A very limited / no evaluation of the social, economic and environmental implications of the changes in the spatial distribution of an element of culture is given. A very poor or no statement demonstrating a judgement / appraisal of the implication is provided. Very limited or no supporting evidence is used to develop and strengthen the evaluation. There is limited use of geographical terminology and concepts, and poor literacy skills may contribute to a response that is difficult to understand. | 1-2 |
| TOTAL | 12 |

*Note: A maximum of four (4) marks are to be awarded for each of the social, economic and environmental implications.