



GEOGRAPHICAL ASSOCIATION OF WESTERN AUSTRALIA [Inc.]

Year 11 ATAR GEOGRAPHY

**Unit 1 & Unit 2
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 linear 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: Speed = d / t x 60 i.e. 7.9 / 5 X 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. 1.25 x 1.7km equating to 2.125km ² multiply by 100 (to find hectares) = 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 2: satellite image = 5.5cm.
		Syllabus	Interpret the difference in scale between a photograph and a topographic map of the same place.
15	(a)	Comment	The mean is calculated by adding the high estimate figures for each flu type and dividing by the number of results. Spanish flu: (39+100+17)/3 = 52million, Asian: (1.5+4)/2 = 2.75million, Hong Kong: (4+2)/2 = 3million, making option (a) correct.
		Syllabus	calculate and interpret descriptive statistics, including arithmetic mean, median, mode, maximum, minimum, range and frequency
16	(b)	Comment	The total number of cyclones for each date period is indicated in the legend of each map: – May total =33, September total =205. From the cumulative data provided in each map, 205/33 = 6.2, therefore, it can be assumed that it is approximately 6 times more likely a cyclone would occur in from September 21-30, when compared to May 21-31, making option (b) correct.
		Syllabus	interpret and apply data from different types of statistical maps (e.g. isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)
17	(a)	Comment	Option (b) is incorrect because there are far more cyclones on the East coast in September, not the West coast. Option (c) is incorrect because the map does not show cyclones originating near South America, only North and Central America. Option (d) is incorrect because the pattern is more scattered, not dense, in the North Atlantic Ocean. Therefore, option (a) is the best description of the spatial distribution.
		Syllabus	identify, describe and interpret spatial patterns, including land use, settlement and transport, and spatial relationships between natural and cultural features on maps
18	(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
19	(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
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:

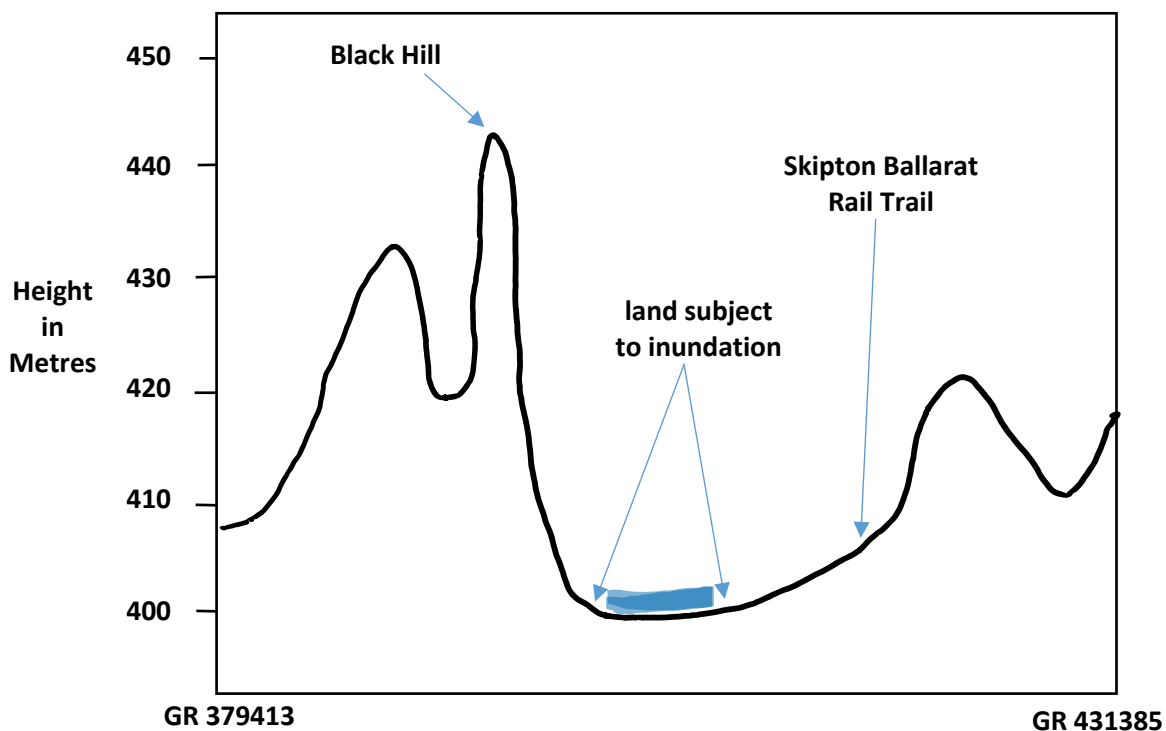
Complete: finish an outlined task.

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.

Cross-section between GR 379413 to GR 431385



Description	Marks
Correctly completes 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 completes 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
Correctly annotates/labels: <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 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 two main natural features that account 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 gives 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 gives a logical natural feature that explains why residential development is not in the location.	1
TOTAL	2

Refer to **Source 4**: Global number of deaths from influenza pandemics and **Source 6**: Historical Tropical Cyclone Points of Origin May/September to answer Question 26.

Question 26

(6 marks)

With reference to Source 4 and Source 6, outline the concepts of spatial and temporal distribution and magnitude in relation to hazards.

Syllabus:

outline the concepts of spatial and temporal distribution, magnitude, duration, frequency, probability and scale of spatial impact in relation to natural and ecological hazards

Key words:

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

Teacher Notes:

Responses should give a clear and accurate definition of each concept, supported with examples drawn from the two sources.

Spatial distribution: The arrangement of geographical phenomena or activities across the Earth's surface.

Temporal distribution: The distribution of geographical phenomena over time.

Magnitude: The strength of a hazard, or how large and important a natural hazard event is. Most hazards are measured on a scale, e.g. the Richter scale or the volcanic explosivity index (VEI). Generally speaking, the higher the magnitude, the more severe the hazard is. For an ecological hazard, the magnitude can be measured by the number of deaths and/or number of people infected

Students can draw several examples from Source 4 to illustrate the concept of temporal and spatial distribution, including that significant influenza pandemics have occurred predominantly in the 20th century and most last for around 2 years duration and two of the four largest have been centred in the Asia Pacific region. Source 4 can also illustrate the magnitude of these hazards has diminished over time from deaths over 100 million (1920) to less than 4 million (1968/69).

Source 6 indicates the patterns of cyclone distribution around North America, with spatial distribution predominantly scattered off the East coast and more densely clustered around the West coast. Temporal distribution is highlighted by the higher number of cyclones in September than in May.

Marking Key:

Description	Marks
For each key term: temporal distribution, spatial distribution, magnitude: A very clear and accurate outline is given. A wide range of appropriate supporting evidence and examples from either of the two sources are used to develop and strengthen the outline of the concepts. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer.	5-6
For each key term: temporal distribution, spatial distribution, magnitude: A clear and accurate outline is given. A range of appropriate supporting evidence and examples from either of the two sources are used to develop the outline of the concepts. The use of relevant geographical terminology and concepts helps to develop a cohesive answer.	3-4
For each key term: temporal distribution, spatial distribution, magnitude: A limited / basic outline is given. Some supporting evidence and examples from either of the two sources are used to outline the concepts. Some geographical terminology and concepts are used to help develop the response.	1-2
TOTAL	6

NOTE: A maximum of two marks are to be awarded for each key term. e.g. if only two (2) key terms are outlined, a maximum of four marks are to be awarded.

Refer to **Source 5: Asia Pacific COVID Emergency Response Highlights** to answer Question 27.

Question 27

(5 marks)

- (a) In reference to **Source 5**, is the response to COVID-19 in the Asia Pacific mostly targeting environmental, economic or social impacts? Briefly justify your answer, using **one** example from the source.

(2 marks)

- (b) Explain the concept of preparedness using **two** specific data examples from **Source 5**.

(3 marks)

Syllabus:

For both an ecological and natural hazard event and/or place: discuss the environmental, economic and social impacts of the hazard

explain the concepts of preparedness and mitigation in relation to hazard risk management

Key word:

Justify: Support an argument or conclusion; give reasons for your statements or comments

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

Teacher Notes:

Preparedness: As it relates to hazards, preparedness involves planning the interventions required to prevent the effects of the hazard. This includes being able to respond to and cope effectively with the impacts.

- (a) Source 5 provides data predominantly relating to supporting families, children and the health sector, all of which relate most closely with social impacts of COVID-19. Students should identify that the responses are targeting social impacts. Whilst these responses do carry a financial cost and therefore will have an economic impact, the source does not provide explicit data on this aspect, therefore, social impacts are the most accurate response. Some examples of data that students could use to justify their response include: 3943 public hand washing stations, 23,412 sanitation kits provided to healthcare facilities.
- (b) The definition of preparedness should be provided in response to part (b) of the question. Data examples from the source must help clarify the explanation of the term, in that examples should relate to actions that relate to preventative actions. Examples include 1,333,044 people reached through promotion of preventative behaviours and 330 medical facilities assisted with preventative or response support.

Marking Key:

Description	Marks
(a)	
Correctly identifies the source relates to social impacts and clearly justifies the response using one example.	2
Correctly identifies the source relates to social impacts but does not clearly justify the response or give an example.	1
(b)	
Accurately defines preparedness. Gives two (2) clear examples from the source that demonstrate preventative actions and very clearly explains the concept. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer.	3
Defines preparedness. Gives two (2) examples from the source that demonstrate preventative actions and clearly explains the concept. The use of relevant geographical terminology and concepts helps to develop a cohesive and concise answer.	2
Provides an inaccurate / incomplete definition of preparedness. Gives one or two examples from the source that demonstrate preventative actions and attempts to explain the concept. Some geographical terminology and concepts may be used.	1
TOTAL	5

Refer to **Source 7**: Global Cities: index, rank and score to answer Question 28.

Question 28

(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 could 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
The main features of world cities are outlined, 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
Features of world cities are outlined, 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
Some features of world cities are 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
Inaccurate or no features of world cities are provided. Only one example or two inaccurate / poor examples are 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 29.

Question 29

(6 marks)

- (a) Briefly describe the trends observed in **Source 8**.
(2 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 could be provided in order to aid the explanation. Responses can use examples / explanations for either global trade or elements of culture. Top responses may 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.	2
Identifies the declining trend but may not highlight all three measures or provide specific examples from the source 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	6

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 10: Globalisation Impacts** to answer Question 30.

Question 30

(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 should be awarded for each social, economic and environmental example. Responses must address all three aspects to be awarded full marks.

Section Three: Extended response

40% (40 marks)

PART A: Unit 1

Answer either Question 31 or Question 32 20% (20 Marks)

Question 31

(20 marks)

- (a) Describe the characteristics of a natural hazard you have studied.

(8 marks)

Syllabus:

For one natural hazard type, describe the characteristics of the hazard

Key word:

Describe: provide characteristics and features.

Teacher Notes:

Students can refer to any natural hazard 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 chosen natural hazard and provide detailed description of a broad number of its characteristics.

Marking Key:

Description	Marks
A detailed and comprehensive description is given, and accurate information is provided about the characteristics of the natural hazard. 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 concise description is given and accurate information is provided about the characteristics of the natural hazard. A range of appropriate supporting evidence and examples are used to develop and strengthen the description. Relevant geographical terminology and concepts helps to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer format.	5-6
A limited description is given and generalised information is provided about the characteristics of the natural hazard. 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 basic description is given about the characteristics of the natural hazard. Insufficient evidence is presented in the description. There is limited or no 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 31**(20 marks)**

- (b) Discuss the environmental, economic and social impacts of an ecological hazard event and/or place you have studied.

(12 marks)**Syllabus:**

For one ecological hazard event and/or place, discuss the environmental, economic and social impacts of the hazard

Key words:

Discuss: Identify issues and provide points for and/or against

Teacher Notes:

Students can refer to any ecological hazard event and/or place 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.

Impacts will vary depending on the ecological hazard selected but may include:

- Environmental: long term pollution / contamination, specific species decline or modification
- Economic: loss of productivity due to illness, ongoing and long-term mitigation costs, loss of employment, medical costs, emergency response costs
- Social: isolation due to containment of the hazard, loss of employment, physical and mental health impacts

Marking Key:

Description	Marks
Identification of a specific ecological hazard event and/or place is given. Very detailed and thorough discussion of environmental, economic and social impacts is given. A wide range of appropriate supporting evidence and specific examples are used to develop and strengthen the discussion. 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
Identification of a specific ecological hazard event and/or place is given. A detailed discussion of environmental, economic and social impacts is given. A range of appropriate supporting evidence and specific examples are used to develop and strengthen the discussion. 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
Identification of a specific ecological hazard event and/or place is given. An appropriate discussion of environmental, economic and social impacts is given. Some supporting evidence and specific examples are used to develop and strengthen the discussion. Geographical terminology and concepts are applied to construct a response, which shows some detail, but may have difficulty articulating ideas. A structured, extended answer format is still evident.	6-8
Identification of a specific ecological hazard event and/or place is given. A limited discussion of environmental, economic and social impacts is given. Limited evidence and specific examples are used to develop the discussion. There is limited use of geographical terminology and concepts and the response is largely unstructured.	3-5
Identification of a specific ecological hazard event and/or place is given. A very limited discussion of environmental, economic and social impacts is given. Insufficient evidence and specific examples are used to develop the discussion. 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 category of impacts (social, economic and environmental)

Question 32**(20 marks)**

(a) Describe the spatial and temporal distribution of an ecological hazard you have studied.

(8 marks)**Syllabus:**

For one ecological hazard: describe the spatial and temporal distribution of the hazard

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

Students can refer to any ecological hazard 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.

Description	Marks
Identification of a specific ecological hazard is given. A detailed and comprehensive description is given, and accurate information is provided about the distribution of the hazard. Both the spatial and temporal distribution are described in detail. 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
Identification of a specific ecological hazard is given. A concise description is given, and accurate information is provided about the distribution of the hazard. Both the spatial and temporal distribution are described. A range of appropriate supporting evidence and examples are used to develop and strengthen the description. Relevant geographical terminology and concepts helps to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer format.	5-6
Identification of a specific ecological hazard is given. A limited description is given, and generalised information is provided about the distribution of the hazard. Both the spatial and temporal distribution are described but one type of distribution may be lacking details. 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 specific ecological hazard may be given. A very basic description is given about the distribution of the hazard. Insufficient evidence is presented in the description. There is limited or no 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 32**(20 marks)**

- (b) Explain the physical and human factors that make less developed countries more vulnerable than developed countries to a natural hazard you have studied.

(12 marks)**Syllabus:**

For one natural hazard type: compare the physical and human factors that explain why less developed countries are more vulnerable to the hazard than more developed countries.

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 natural hazard 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.

Examples of possible factors that could be explained include:

Physical factors – developed on low lying land / river deltas; vulnerable to tropical storms, storm surges etc, marginal lands (low rainfall, high average temps); vulnerable to a range of natural hazards

Human factors – limited economic resources to maintain infrastructure to protect against / respond to natural hazards, limited medical resources to prepare and respond, lower quality construction methods / quality control, lower levels of education / awareness of risk

Marking Key:

Description	Marks
A specific natural hazard is identified. A broad range of evidence and examples of physical and human factors are used to clearly and accurately explain the variation in vulnerability between developed countries and less developed countries. 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 specific natural hazard is identified. A range of evidence and examples of physical and human factors are used to accurately explain the variation in vulnerability between developed countries and less developed countries. The use of relevant geographical terminology and concepts helps to develop a cohesive and concise answer, with well-developed sentences and paragraphs in an extended answer format.	9-10
A specific natural hazard is identified. Evidence and examples of physical and human factors are used to explain the variation in vulnerability between developed countries and less developed countries. Some use of relevant geographical terminology and concepts helps to develop a cohesive answer, with sentences and paragraphs in an extended answer format.	6-8
A specific natural hazard is identified. Limited evidence and examples of physical and human factors are used to briefly explain the variation in vulnerability between developed countries and less developed countries. There is limited use of relevant geographical terminology and concepts answer format in a largely unstructured response.	3-5
A specific natural hazard may be identified. Very limited or no evidence and examples of physical and human factors are used. A poor explanation of the variation in vulnerability between developed countries and less developed countries is given. There is very limited or no 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 33**(20 marks)**

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

(8 marks)**Syllabus:**

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

Key words:

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.

Diffusion: The transfer or dispersal of cultural elements from one group of people to other groups of people

Marking Key:

A specific commodity, good or service is identified, and a detailed and comprehensive description of its diffusion and spatial distribution 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 specific commodity, good or service is identified, and a detailed description of its diffusion and spatial distribution is given. A range of appropriate supporting evidence and examples are used to develop and strengthen the description. Relevant geographical terminology and concepts helps to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer format.	5-6
A specific commodity, good or service is identified, and a general description of its diffusion and spatial distribution is given. Some supporting evidence and examples are used to develop and strengthen the description. Some use of geographical terminology and concepts helps to develop the response, with sentences and paragraphs in a somewhat structured response.	3-4
A specific commodity, good or service may be identified, and a very limited description of its diffusion and spatial distribution is given. Very limited evidence and examples are used to develop and strengthen the description. There is limited or no 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) Explain the role played by transnational institutions and/or corporations in the diffusion of an element of culture you have studied.

(12 marks)**Syllabus:**

For the selected element of culture, where applicable: 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 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. The question allows flexibility in the response for students to focus solely on transnational institutions or corporations or both. The response must also refer to the diffusion of the element of culture and therefore the best responses should incorporate a description of such.

Marking Key:

Description	Marks
A detailed and comprehensive explanation of the role played by transnational institutions and/or corporations in the diffusion of a clearly identified element of culture is given. A wide range of appropriate supporting evidence is 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.	11-12
A detailed explanation of the role played by transnational institutions and/or corporations in the diffusion of a clearly identified element of culture is given. A range of appropriate supporting evidence is used to develop and strengthen the explanation. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer.	9-10
A general explanation of the role played by transnational institutions and/or corporations in the diffusion of a clearly identified element of culture is given. Supporting evidence is used to develop and strengthen the explanation. Geographical terminology and concepts are applied to construct a response, which shows some cohesiveness in a structured extended answer.	6-8
A limited explanation of the role played by transnational institutions and/or corporations in the diffusion of an identified element of culture is given. Limited evidence is used to develop and strengthen the explanation. There is limited use of geographical terminology and concepts in a largely unstructured response.	3-5
A very limited explanation of the role played by transnational institutions and/or corporations in the diffusion of an identified 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 34**(20 marks)**

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

(8 marks)**Syllabus:**

For the selected element of culture, where applicable:

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 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. Responses must describe both the element of culture itself and its diffusion.

Marking Key:

Description	Marks
A detailed and comprehensive description is given, and accurate information is provided on a specific element of culture and its diffusion. 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 is given, and accurate information is provided on a specific element of culture and its diffusion. A range of appropriate supporting evidence and examples are used to develop and strengthen the description. Relevant geographical terminology and concepts helps to develop a cohesive and detailed answer, with sentences and paragraphs in an extended answer format.	5-6
A general description is given, and information is provided on a specific element of culture and its diffusion. Some evidence and examples are used to develop and strengthen the description. Some geographical terminology and concepts helps to develop the response, in structured format.	3-4
A very basic description is given, and basic information is provided on a specific element of culture and its diffusion. A range of appropriate supporting evidence and examples are used to develop and strengthen the description. Insufficient evidence is presented in the description. There is limited or no 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) Evaluate the social, economic and environmental implications of the changes in the production and distribution of 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 specific commodity, good or service is identified. A detailed and comprehensive evaluation of social, economic and environmental implications is given, including a clear and concise demonstration of an appraisal of those implications. 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 specific commodity, good or service is identified. A detailed evaluation of social, economic and environmental implications is given, including a clear demonstration of an appraisal of those implications. A 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.	9-10
A specific commodity, good or service is identified. A general evaluation of social, economic and environmental implications is given, including a demonstration of an appraisal of those implications. Some supporting evidence is used to develop and strengthen the evaluation. Relevant geographical terminology and concepts helps to develop a cohesive and detailed answer, with sentences and paragraphs in an extended answer format.	6-8
A specific commodity, good or service is identified. A limited evaluation of social, economic and environmental implications is given, with limited demonstration of an appraisal of those implications. Limited 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 specific commodity, good or service may be identified. A very limited or no evaluation of social, economic and environmental implications is given, with very limited or no demonstration of an appraisal of those implications. 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

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