



GEOGRAPHICAL ASSOCIATION OF WESTERN AUSTRALIA [Inc.]

Year 11 ATAR GEOGRAPHY

Semester 2, 2019

Unit 2 only Exam

MARKING GUIDE

for

Teachers Only

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 One: Multiple-choice

20% (20 marks)

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

Qu	Ans	Description	
1	(d)	Comment	The scale of the map in Source 1 is shown as a line scale where 1centimetre represents 500 metres. At this scale, this converts to one centimetre on the map represents 50 000 centimetres on the ground.
		Syllabus	Interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one form to another.
2	(a)	Comment	An examination of the labelling of the contours on the map will indicate that they rise or fall by intervals of 10 metres.
		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.
3	(c)	Comment	The purple linear symbol shown following the waterway in this area is shown on the fourth last line of the map legend as Crown land.
		Syllabus	Interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale).
4	(d)	Comment	The general direction is West, South West and closest to a bearing of 250 degrees.
		Syllabus	Establish direction on a map using general compass directions and bearings.
5	(a)	Comment	Using the information provided on the border of Source 1, students can approximate the latitude and longitude of the small dam at GR 569654 is closest to 38° 14' S 144° 13' E. Other answers use a combination of Eastings and Northings or are back to front.
		Syllabus	Establish position on a map using alphanumeric grid coordinates, easting and northings, four figure area references, six figure grid references and latitude and longitude expressed in degrees and minutes.
6	(b)	Comment	By counting the whole squares and part squares indicated as being 'built up area' by the legend symbol and those squares with functions associated with the built up area, such as AR 6368, the closest answer is 8 square kilometres.
		Syllabus	Apply the map scale to basic calculations to determine time, speed, distance and area.
7	(d)	Comment	The difference in height between the two points is 250 m (GR 518682) – 140 m (GR 500674) = 110m . The distance between these two points is 4cm = 2000m . 110/2000 = 1:18.18. Closest answer provided is 1:18 .
		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
8	(c)	Comment	By looking at the pattern of contour lines, a spur is the most clearly identified feature.
		Syllabus	Identify different relief features (landforms including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs and hydrological features (land subject to inundation, perennial and intermittent water bodies).
9	(d)	Comment	(a) won't stop the operation of planes, (b) sun moves east/west not north/south, (c) is not true, (d) is supported by the map symbol at southern end of runway.
		Syllabus	Interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale). Identify different relief features (landforms including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs and hydrological features (land subject to inundation, perennial and intermittent water bodies).
10	(a)	Comment	The distance as measured along Barrabool Road is between 23 ½ and 24 centimetres. At a scale of 1:50 000 this measurement represents a distance closest to 12 kilometres.
		Syllabus	Apply the map scale to basic calculations to determine time, speed, distance and area.
11	(c)	Comment	Students will need to recognize two features shown on both sources and then measure their distance apart on Source 1 and then on Source 3, determining whether the scale on source 3 is larger or smaller and by approximately how much.
		Syllabus	Interpret the difference in scale between a photograph and a topographic map of the same place.

Qu	Ans	Description	
12	(b)	Comment	One or more of the features listed in alternatives (a), (c) and (d) are not located in the area covered by Source 3.
		Syllabus	use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps compare the different types of information available from remote sensing products with the information depicted on a topographic map
13	(a)	Comment	Candidates need to determine the section of the M1 Freeway shown on Source 3 and find the equivalent section on Source 1. They then need to measure the length of this section on source 1 (4 cm) and use the map scale to determine its length (2 km).
		Syllabus	apply scale to the calculation of distance on remote sensing products
14	(d)	Comment	Definition as found in the glossary of the SCSA syllabus documents.
		Syllabus	the process of international integration, especially as it relates to the transformations taking place in the spatial distribution of the production and consumption of commodities, goods and services, and the diffusion and adaptation of ideas, meanings and values that continuously transform and renew cultures.
15	(b)	Comment	Definition as found in the glossary of the SCSA syllabus documents.
		Syllabus	the application of the concept of sustainability when considering the outcomes of increased globalisation
16	(a)	Comment	Alternatives (b), (c) and (d) all contain at least one example of advancement in transport technology. The question only focuses on telecommunication technology.
		Syllabus	advances in transport and telecommunications technologies as a facilitator of international integration, including their role in the expansion of world trade, the emergence of global financial markets, and the dissemination of ideas and elements of culture
17	(b)	Comment	Alternatives (a), (c) and (d) are not supported by the data presented in the graph.
		Syllabus	the process of international integration, especially as it relates to the transformations taking place in the spatial distribution of the production and consumption of commodities, goods and services, and the diffusion and adaptation of ideas, meanings and values that continuously transform and renew cultures. 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	(c)	Comment	Candidates need calculate the average volume of trade generated by the nine Chinese ports ($173.2/9 = 19.24$) and compare this to the other combinations presented. Only (c) is correct.
		Syllabus	calculate and interpret descriptive statistics, including central tendency (arithmetic mean, median, mode), variation (maximum, minimum and range) and frequency 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	Consideration of the concepts presented will indicate that world cites (a), population growth (c) and sustainability (d) are not indicated on the info graph. Global shifts (b) are.
		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 the concept of global shifts with the re-emergence of Asia, particularly China and India, as global economic and cultural powers, and the relative economic decline, but sustained cultural authority, of the United States of America and Europe
20	(c)	Comment	Examination of the proportionate circles and calculations using the data presented for the four alternatives will indicate that Egypt (c) will experience the greatest growth.
		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 extrapolate trends over time to forecast future conditions the concept of global shifts with the re-emergence of Asia, particularly China and India, as global economic and cultural powers, and the relative economic decline, but sustained cultural authority, of the United States of America and Europe

Section Two: Short response

40% (40 marks)

Refer to **Source 1**: Mount Moriac topographic map 2017 to answer Questions 21 – 23.

Question 21

(4 marks)

Describe **two (2)** characteristics of the site and **two (2)** characteristics of the situation of the town of Moriac located at AR 5262 and AR 5263.

Syllabus:

Describe the site and situations 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 a full sentence, using good geographical terminology. Features referred to should be for the site of the settlement, not areas two or three grid squares away (two or three kilometres away)! Surrounding natural vegetation does provide evidence of vegetation type before clearing. Site features may include:

- topography – height, (85 - 105 metres asl) gradient, slope (flat to undulating, rising to the north)
- landforms – river valley to the south, rising to a small plateau, or flatter land, in the north
- drainage – small creeks adjacent to south west edge of town
- vegetation – remnant dense tree cover in centre of town, indicating previous tree cover
- soils – possibly alluvial associated with the drainage features.

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 a full sentence, using appropriate geographical terminology. Can include:

- distance and direction from other settlements or major features. E.G. 5 km south or SSE of Mount Moriac, 11.5 - 12 km west, south west of the large urban area in the NE corner of the map (Geelong – could name printed suburb names or refer to major freeway/road intersections)
Latitude and longitude, E.g. 38° 15' S 144° 10' E
- location in relation to or on major transport routes. E.g. 3 km south of the Princes Highway on Hendy Main Road, Immediately SW of the intersections of Cape Otway Road and Hendy Main Road, Immediately south of unnamed railway line (note – not a disused spur line through the town – a water pipeline).

Marking Key:

Description	Marks
Correctly describes any one (1) site characteristic (e.g. elevation, natural drainage, natural vegetation, slope, and soil).	1
Correctly describes any one (1) other site characteristic (e.g. elevation, natural drainage, natural vegetation, slope, and soil).	1

Correctly describes any one (1) situation characteristic (e.g. latitude and longitude, distance and direction from other places or features, location in relation to major transport routes).	1
Correctly describes any one (1) other situation characteristic (e.g. latitude and longitude, distance and direction from other places or features, location in relation to major transport routes).	1
TOTAL	4

Question 22**(6 marks)**

- (a) On the framework below complete a cross section that extends from GR 520650 to GR 520710. (3 marks)
- (b) On the cross section above correctly annotate (label) the location or extent of the following features:
- (i) the Princes Highway
 - (ii) Heaths Road
 - (iii) any drainage features.
- (3 marks)

Syllabus:

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

Key word:

Interpret: Draw meaning from

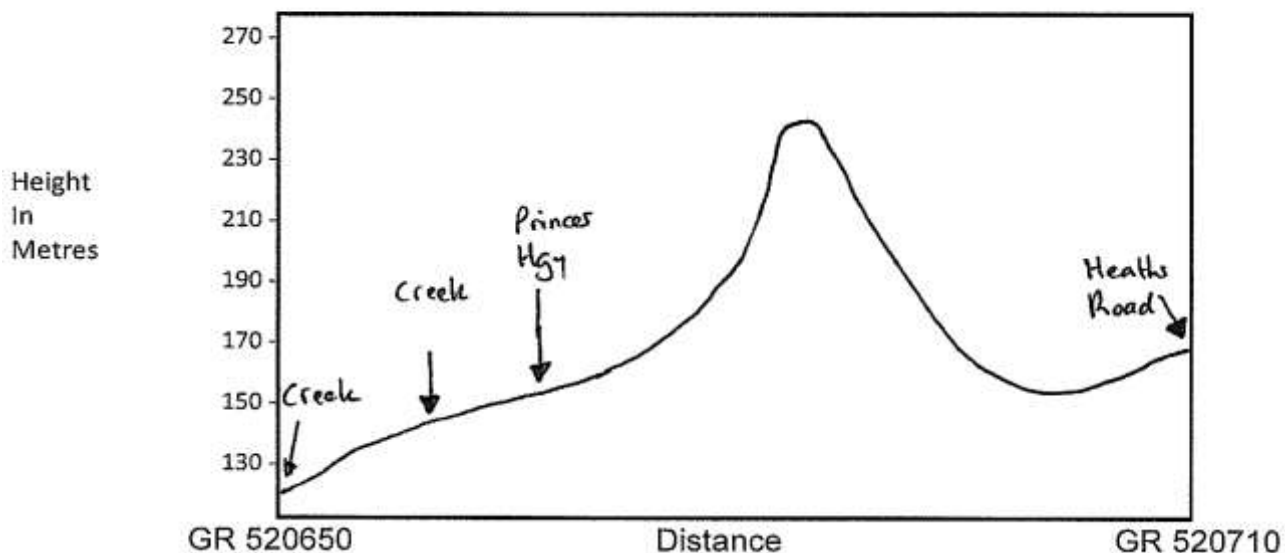
Construct: Make, build, put together ...

Annotate/Label: Clearly identify by placing a name or word used to describe the object or thing.

Teacher Notes:

Students should apply their knowledge of constructing cross sections to complete the diagram. This should be done as accurately as possible. Additionally, through measurement along the cross-section students can correctly annotate/label the location of the required features.

Cross Section between GR 520650 and GR 520 710



Marking Key:

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 end product shows little resemblance to the actual height, slope and relief of the land in the area indicated.	1
Correctly annotates/labels the: <ul style="list-style-type: none"> location of the Princes Highway Heaths Road any drainage features. 	3x1
TOTAL	6

Question 23**(4 marks)**

- (a) Compare the characteristics of the transport network in the area north of Princes Highway, west of Easting 63 to the area south of Princes Highway, west of Easting 63.

(3 marks)**Syllabus:**

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

Key word:

Compare: show how things are similar and different

Teacher Notes:

Students should talk about the transport network in terms of types of transport, pattern of, and density of the transport network.

North of Princess Highway the network is made up of predominantly sealed local roads. These display a rectangular grid/linear pattern of medium density.

South of Princess Highway the network is made up of a mixture of sealed and unsealed local roads. These are in a square grid pattern to the east. Overall the network is of a higher density. A railway road cuts through the area. (Other variations may be noted by students).

Similarities – mainly local roads, linear patterns.

Differences – more unsealed roads to the south, a higher density in the south, more of a square grid pattern in the south, plus a railway.

Marking Key:

Correctly compares THREE characteristics of the type, pattern and density of the transport networks north and south of Princes Highway.	3
Correctly compares TWO characteristics of the type, pattern and density of the transport networks north and south of Princes Highway.	2
Correctly compares ONE characteristic of the type, pattern and density of the transport networks north and south of Princes Highway.	1
TOTAL	3

Question 23**(4 marks)**

- (b) State one spatial relationship between transport and landforms that helps to explain any difference observed.

(1 mark)**Syllabus:**

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

NOTE: the syllabus uses the word term 'spatial relationship' and yet it does not include it in the syllabus glossary, it only includes the term 'spatial association'.

Spatial association: The relationship between the distribution patterns of different phenomena on the Earth's surface.

Teacher Notes:

The most obvious relationship between transport and landforms observed in these two areas is that to the north the landforms, as shown by the contour line patterns, are higher, hillier and steeper than those to the south. This appears to correspond with the lower density of roads in the north and their more linear pattern compared to those in the south. Would also account for the location of the railway line.

Teachers may award a mark for other correct spatial relationships between transport and landforms identified by candidates.

Marking Key:

Description	Marks
Correctly states one spatial relationship between transport and landforms that helps to explain any differences observed.	1
TOTAL	1

Refer to **Source 1**: Mount Moriac topographic map 2017, **Source 2** Satellite image 2011 and **Source 3** Satellite image 2019 to answer Question 24.

Question 24

(4 marks)

With the aid of **Source 1**, locate and describe **two (2)** examples of changes in land use that can be observed to have occurred between 2011 and 2019 in **Source 2** and **3**.

Syllabus:

Use combinations of remote sensing products and topographic maps to provide information based on change over time.

Key word:

Locate: Indicates where on the topographic map the feature is located, typically by using an Area Reference or Grid reference or making reference to transport links, distance and direction from a significant feature.

Describe: provides characteristics and features.

Teacher notes:

To describe a change in land use it is expected that a good answer will describe what was present and what is now present. Stating only what is now in a location is not describing a change.

Examples of changes of land use between 2011 and 2019 as shown on the satellite images include:

- location of hospital at GR 639692, previously cleared land/paddock
- new athletics track at GR 635688, previously cleared land/playing field
- new buildings at GR 637685, previously cleared land
- new building in extreme NW corner of satellite image at gr 634692, previously cleared land
- new road round about at GR 638682, appears to be under construction in 2011
- expansion of shops/warehouses at GR 645682, previously smaller buildings and cleared vacant land
- expansion of shops to the east of the previous example (area exceeds that of the topo map).

Other examples may be identified and deemed correct.

Marking Key:

Description	Marks
2x2 marks	
Correctly locates (GR or specific description) and describes a change of land use observed between 2011 and 2019, stating what the new land use is and what it has changed from. Full sentences are used.	2
Correctly locates (GR or specific description) and describes a change of land use observed between 2011 and 2019, only states the new land use.	1
TOTAL	4

Question 25**(3 marks)**

- (a) Define the concept of time-space convergence. (1 mark)
- (b) Using a specific example, describe how the concept of time-space convergence has contributed to the changes taking place in the spatial distribution of production and/or consumption of a commodity, good or service. (2 marks)

Syllabus:

Advances in transport and telecommunications technologies as a facilitator of international integration, including their role in the expansion of world trade, the emergence of global financial markets, and the dissemination of ideas and elements of culture.

Key word:

Define: State meaning and identify essential qualities.

Describe: Provides characteristics and features.

Teacher Notes:

The concept of time-space convergence refers to the process by which places can be said to be becoming closer to each other as the time taken to travel between them is reduced. People, goods and services can be moved between them more quickly thus giving the illusion that the places are physically closer to each other.

Marking Key:

Description	Marks
Correctly defines the concept of time-space convergence, emphasising the reduction in time that people, goods and information take to travel	1
Correctly identifies an example or means by which the time-space convergence has occurred and describes how this has led to changes taking place in the spatial distribution of production and/or consumption of a commodity, good or service.	2
May identify an example or means by which the time-space convergence has occurred, but struggles to clearly describe how this has led to changes taking place in the spatial distribution of production and/or consumption of a commodity, good or service.	1
TOTAL	3

Refer to **Source 6**: The five categories of product adopters to answer Question 26.

Question 26

(4 marks)

Choose **two (2)** categories of product adopters shown in **Source 6** and describe the characteristics of these stages of adoption, referring to an example of a product or idea.

Syllabus:

The process of international integration, especially as it relates to the transformations taking place in the spatial distribution of the production and consumption of commodities, goods and services, and the diffusion and adaptation of ideas, meanings and values that continuously transform and renew cultures.

Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids

Key word:

Describe: Provides characteristics and features.

Teacher notes:

The categories of adoption have the following characteristics:

Innovators – Willing to take risks, often have high incomes, highest social status, willing to try something new straight away. Opinion Leaders. High level of wealth and position means that they can absorb the cost if the innovation fails or not taken up by many. (E.g. Blue-ray or HD-DVD)

Early Adopters – also generally higher socio-economic status, higher education, seen as opinion leaders (some would say tech geeks!) Keen to get, use and show others. (Might line up for a phone)!

Early Majority – Adopt an innovation after a varying degree of time, longer than the innovators and early adopters. They have average social and economic status and are seldom opinion leaders.

Late Majority – These individuals adopt an innovation after the average length of time and the majority of society. Are often skeptical about the worth of the new product/idea. Low social status, possibly lower income, not opinion leaders.

Laggards – last to adopt an innovation. Show a strong resistance to change. Tend to be focused on tradition, how it was, and the good old days. Often low income, older, smaller social group.

Marking Key:

Description	Marks
2 x 2 marks	
Describes a number of characteristics of the chosen type of adopter/stage of adoption such as: timing of adoption, socio economic status, influence on others, level of risk taking. Refers to an example of a product or idea.	2
Provides a basic description, only referring to one or two characteristics. Does not refer to an example.	1
TOTAL	2

Refer to **Source 7**: Established and emerging world cities to answer Question 27.

Question 27**(6 marks)**

Referring to specific examples from **Source 7**, describe the characteristics of world cities that contribute to the integrated global economy and cultural innovation due to their economic and cultural importance.

Syllabus:

The economic and cultural importance of world cities in the integrated global economy and their emergence as centres of cultural innovation, transmission and integration of new ideas about the plurality of life throughout the world.

Key word:

Describe: Provide characteristics and features.

Teacher Notes:

Characteristics of world cities' that contribute to the integrated global economy due to their economic importance, include: presence of banking and finance corporations' head offices and branches, major stock exchanges, head offices of Transnational Organisations, centres of particular industries and associated product research and development. May be referred to as 'powerhouses', 'mega-hubs' and centres of 'innovation'.

Characteristics of world cities' that contribute to their role as centres of cultural innovation due to their cultural importance include: centres and 'innovators' of fashion, art, music, performance districts and venues, renown galleries and museums, film/TV/broadcasting hubs and studios, 'lifestyle', and cuisine. Regarded as centres of 'influence', 'innovation' and research and development.

Specific cities, from Source 7, should be identified and reference made to their area(s) of importance.

Marking Key:

Description	Marks
2 x 3 marks	
Detailed description is provided of the characteristics of world cities that contribute to - the integrated global economy and their role as centres of cultural innovation. Refers to the source and provides a number of specific examples to strengthen the description. Relevant geographical terminology and full sentences are used.	3
A description is provided of some of the characteristics of world cities that contribute to - the integrated global economy and their role as centres of cultural innovation. Refers to the source and specific examples to strengthen the description. Relevant geographical terminology and full sentences are used.	2
A limited description is provided of some of the characteristics of world cities that contribute to - the integrated global economy and their role as centres of cultural innovation. No specific examples to strengthen the description are provided. Limited use of geographical terminology, full sentences and poor literacy skills may contribute to a response that is difficult to understand.	1
TOTAL	6

Refer to **Source 8: The world's busiest ports 2016** to answer Question 28.

Question 28**(3 marks)**

Describe how the advancement in transport, of containerisation, has facilitated international integration.

Syllabus:

Advances in transport and telecommunications technologies as a facilitator of international integration, including their role in the expansion of world trade, the emergence of global financial markets, and the dissemination of ideas and elements of culture.

Key word:

Describe: Provide characteristics and features.

Teacher Notes:

Candidates will need to describe **what** containerisation is (the use of large, stackable metal containers that can be easily transferred between road, rail and sea transport modes without the need to unpack and repack the contents), **when** it evolved (1950's) and **how** it has facilitated international integration (by the expansion of world trade as literally hundreds of containers and their contents can be shipped between continents on some of the worlds' largest ships, with minimum labour input, lowering overall freight costs per kilometre. This has enabled the cheap, safe and relatively quick transfer of commodities to almost anywhere in the world).

Marking Key:

Description	Marks
Detailed information is provided about how containerisation has facilitated international integration by expanding world trade. A range of appropriate supporting evidence and examples are used to strengthen the description, including reference to the source. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer.	3
Information is provided about how containerisation has facilitated international integration by expanding world trade. Some supporting evidence and examples are used to strengthen the description, including reference to the source. Some relevant geographical terminology and concepts help to develop the answer.	2
Limited information is provided about the how containerisation has facilitated international integration by expanding world trade. Little supporting evidence and few, if any, examples are used to strengthen the description. The source is either not referred to or, alternatively, is the only example given. There is limited use of geographical terminology and concepts and poor literacy skills may contribute to a response that is difficult to understand.	1
TOTAL	3

Refer to **Source 9**: The world's largest 10 economies 2017 and 2030 to answer Question 29.

Question 29

(6 marks)

Referring to specific locations and data shown on **Source 9**, identify and explain changes predicted to occur in the relative economic power of Asia, North America and Europe.

Syllabus:

The concept of global shifts with the re-emergence of Asia, particularly China and India, as global economic and cultural powers, and the relative economic decline, but sustained cultural authority, of the United States of America and Europe.

Key word:

Identify: Recognise and name.

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

Teacher Notes:

Candidates should specifically identify the rise in economic importance of Asia, the relative decline of North America and the decline of Europe from their general studies and geographical knowledge. This should be supported by reference to data and locations in the info graphic. Five of the top 10 and four of the top five world's largest economies will be Asian countries in 2030. The size of the increases in these countries from 2017 – 2030 are generally larger than the size of the increases in the non-Asian countries, except for Egypt. China, India, Indonesia and Turkey are all experiencing strong growth. The decline of USA from 2nd to 3rd plus its lower rate of growth is indicative of what is happening in North America. The traditional European powerhouse of Germany will drop from a ranking of 5th to 10th reflecting the decreasing economic power of Europe. Many other general and specific facts and figures can be extrapolated from the info graphic, particularly to the left regarding China and Asia and the right regarding India, to support points identified and explanations given.

Explanations of the predicted changes in economic power could include reasons linked to:

- rural–urban drift
- creating domestic demand for infrastructure projects
- establishment of industrial centres (often initially due to lower wage costs), leading to skilled labour forces – higher wages, growth of a wealthy middle class and increased domestic demand for goods and services
- global outsourcing – changes in production and consumption of commodities, goods and services
- better education
- population growth
- exploitation of local resources for a world market
- establishment of trade hubs, servicing the transport goods and services
- establishment and reinforcement of global networks and interconnections.

Other relative points may be presented.

Marking Key:

Description	Marks
Correctly identifies and clearly explains changes predicted to occur in the relative economic power of Asia, North America and Europe. A range of appropriate supporting evidence and examples are used to strengthen the explanation, including specific reference to locations and data in the source. Relevant geographical terminology and full sentences are used.	5-6
Identifies and explains changes predicted to occur in the relative economic power of Asia, North America and Europe. (Possibly only two of the three regions are referred to for a score of three). Some supporting evidence and examples are used to strengthen the explanation, including reference to the source. Geographical terminology and full sentences are used.	3-4
May identify a change(s), but provides a limited explanation of how or why they will occur. May not refer to the source. Limited use of geographical terminology, full sentences and poor literacy skills may contribute to a response that is difficult to understand.	1-2
TOTAL	6

Section Three: Extended response**40% (40 marks)****PART A: Depth Study 1****Answer either Question 30 or Question 31****20% (20 Marks)****Question 30****(20 marks)**

- (a) Describe how the nature and spatial distribution of the production and consumption of a commodity, good or service you have studied is likely to change in the future.

(8 marks)**Syllabus:**

Likely future changes in the nature and spatial distribution of the production and consumption of the commodity, good or service.

Key words:

Describe: Provide characteristics and features.

Nature of: In this context, how production and consumption of the C,G or S occurs.

Spatial distribution: The arrangement of geographical phenomena or activities across the earth's surface; the location of features of a place; how features are arranged across the surface of the earth.

Teacher Notes:

Due to the scope of depth studies that can be used in this unit the teacher will have to use their discretion when deciding if the student's answer supports the question.

Candidates need to describe the likely future changes in the nature and spatial distribution of the production and consumption of a commodity, good or service (C, G or S) they have studied. These changes will be based on current trends and changes that have been occurring in recent times. The nature of production will continue to reflect increasing automation plus the trend where components are produced wherever the price advantage is found and often assembled in different locations. The nature of consumption may depend on the type C, G or S being studied. Online purchases and ordering, narrowing of retail/wholesale through specialty outlets and agencies, plus diversification of retail through both high end and large 'outlet centre' retailing are all changes occurring in consumption. The overall spatial trend is likely to see a further move away from the traditional production centres of Western Europe, North America, Japan and even South Korea. Whilst S. E. Asia plus Central and South America have seen increasing production of C, G and S's for a global market over the last two decades, and are expected to continue this growth, the areas of future growth are often referred to as the BRICS nations. This refers to Brazil, Russia, India, China and South Africa as the nations that will display both increased production and consumption of global C, G and S's. It is expected that a combination, in varying degrees, of cheap labour markets and rapidly increasing middle classes with increasing disposable incomes will facilitate these changes.

Marking Key:

Description	Marks
A detailed and comprehensive description is given and accurate information is provided on likely changes in the nature and spatial distribution of the production and consumption of a specific C, G or S that has been studied. 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
An appropriate description is given and general, relatively accurate information is provided on likely changes in the nature and spatial distribution of the production and consumption of a specific C, G or S that has been studied. 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 some generalised information is provided on likely changes in the nature and spatial distribution of the production and consumption of a C, G or S that has been studied. 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 and little information is provided on likely changes in the nature and spatial distribution of the production and consumption of C, G or S's in general. Insufficient evidence or examples are 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
No relevant attempt.	0
TOTAL	8

Question 30**(20 marks)**

- (b) Assess the implications of the changes in the nature and spatial distribution of the production and distribution of the commodity, good or service you referred to in part (a), for people and places at the local and national scales.

(12 marks)**Syllabus:**

Implications of the changes in the nature and spatial distribution of the production and distribution of the commodity, good or service for people, places and the biophysical environment at a variety of scales, including the local.

Key word:

Assess Make a judgement of value, quality, outcomes, results or size.

Spatial distribution: The arrangement of a phenomena across the earth's surface; the location of features of a place; how features are arranged across the surface of the earth.

Local scale: Typically a small region, town or city. **National scale:** a country as a whole.

Teacher Notes:

Due to the scope of depth studies that can be used in this unit the teacher will have to use their discretion when deciding if the student's answer supports the question.

Candidates need to describe the changes in the nature and spatial distribution of the production and distribution of the C, G or S and discuss the implications of these changes at the local and national scales. Changes in the nature and spatial distribution of production will refer to changing technologies associated with production methods, transportation of components and distribution of the finished product. Changes in access to labour markets, particularly in LDC's should also be referred to.

The implications of these changes may be negative or positive at local (L) or national (N) scales.

- Negative Implications could include:
 - decline in local industries and employment in MDC's (L,N)
 - loss of knowledge and expertise as industries close (L,N)
 - choice and product range may decline (L,N)
 - global markets become more important than local markets (L,N)
 - quality of products may initially be poor (L and N)
 - wellbeing and employment now linked to the global economy (L) particularly a negative in MDC's
 - potential exploitation of workers in LDC's (L)
 - family dislocation due to the need to work where the jobs are (L,N)
 - global supply chains may breakdown due to unforeseen events in one location (L)
 - reliance and interdependence on other nations increases, a loss of economic autonomy (N).
- Positive implications could include
 - increase in local industries and employment in LDC's (L)
 - gain in local knowledge and expertise as industries open in new locations (L,N)
 - wellbeing and employment linked to the global economy (L) a positive in LDC's as new industries are established
 - Wages and standard of living may increase in LDC's (L,N)
 - increased economic base for some nations leading to increased government revenue, spending, GDP and standard of living increase (N)
 - choice and product range may increase as distribution networks increase (L,N).

Good answers will refer to specific examples, link production and distribution and make an overall assessment of the value, outcomes and/or results of the changes.

Marking Key:

Description	Marks
A detailed and comprehensive assessment of the changes in the nature and spatial distribution of the production and distribution of a C, G or S. Integrated and accurate information is provided about the implications of these changes at the local and national scales. The value, outcomes and/or results of these changes are assessed. A wide range of appropriate supporting evidence and specific examples are used to develop and strengthen the assessment. 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 assessment of the changes in the nature and spatial distribution of the production and distribution of a C, G or S. Complete and accurate information is provided about the implications of these changes at the local and national scales. The value, outcomes and/or results of these changes are assessed. A range of supporting evidence and specific examples are used to develop and expand the assessment. Relevant geographical terminology and concepts help to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer format.	9-10
An appropriate assessment of the changes in the nature and spatial distribution of the production and distribution of a C, G or S. General, relatively accurate information is provided about the implications of these changes at the local and national scales. The value, outcomes and/or results of these changes are assessed. Some supporting evidence is used to develop the assessment. Geographical terminology and concepts are applied to construct a response, which shows some detail, but may have difficulty articulating ideas.	6-8
A limited assessment or only a description of changes in the nature and/or spatial distribution of the production and/or distribution of a C, G or S. Some generalised information is provided about the implications of these changes at the local and/or national scale. 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 basic description of changes in the nature or spatial distribution of the production or distribution of a C, G or S, if at all. Little detail is provided about the implications of these changes at the local or national scale. 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
No relevant attempt.	0
TOTAL	12

Question 31**(20 marks)**

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

(8 marks)**Syllabus:**

The role played by governments and enterprises in the internationalisation of the production and consumption of the commodity, good or service, such as the reduction or elimination of the barriers to movement between countries.

Key word:

Describe: Provide characteristics and features.

Government: The group of people with the authority to govern a country or state.

Enterprises: Corporations that have their headquarters in one country and operates wholly or partially owned subsidiaries in other countries. The subsidiaries are directly involved in the production, distribution and consumption of various commodities, goods and services. They typically market their products to a global audience.

Teacher Notes:

Due to the scope of depth studies that can be used in this unit the teacher will have to use their discretion when deciding if the student's answer supports the question.

Governments have typically influenced the internationalisation of the production and consumption of commodities, goods or services by introducing policies to reduce international trade tariffs and protection duties and by entering into free trade agreements with their trading partners or a block of countries. Governments may also offer incentives for corporations to invest and establish production in their country, such as tax-free production and transport hubs, cheap land, access to infrastructure such as rail and ports and subsidised workforces. Candidates will need to identify examples related to their chosen C, G or S.

Enterprises, also commonly referred to as multinational corporations (MNC's) and transnational corporations (TNC's), largely control the production, distribution and consumption of global commodities in the twenty first century.

Aspects of the role played by enterprises in the internationalisation of the production and consumption of a commodity could include the following points:

- A statement as to what an enterprise or TNC is and identification of those involved in the production and consumption of the C, G or S they have chosen.
- A specific description of the role played by the enterprise identified in relation to the specific C, G, or S.
- The more general conditions enabling enterprises or TNC's to flourish that may be of relevance for the specific C, G or S include:
 - improved systems of moving money between countries
 - the removal of high import and export duties (linked to role of governments)
 - the ability to move goods and money safely
 - the ability to move people and information quickly
 - the ability to move commodities from where they are produced to where they are consumed due to ownership of all aspects of production, transport and consumption.

Marking Key:

Description	Marks
A detailed and comprehensive description is given and accurate information is provided on the role of governments and enterprises (named) in the internationalisation of the production and consumption of an identified commodity, good or service. 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
An appropriate description is given and general, relatively accurate information is provided on the role of governments and enterprises (named) in the internationalisation of the production and consumption of an identified commodity, good or service. 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 some generalised information is provided on the role of governments and enterprises in the internationalisation of the production and consumption of an identified commodity, good or service. Limited evidence and examples are 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 and little information is provided on the role of governments and/or enterprises in the internationalisation of the production and consumption of any commodity, good or service. 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
No relevant attempt.	0
TOTAL	8

NOTE: Markers may decide to award a maximum of four marks for a description of the role of governments and a maximum of four marks for a description of the role of enterprises.

Question 31**(20 marks)**

- (b) Discuss the ways people and places embrace, adapt to, or resist the forces of international economic integration and the likely economic and social consequences of these responses, in relation to the commodity, good or service you referred to in part (a).

(12 marks)**Syllabus:**

The ways people and places embrace, adapt to, or resist the forces of international economic integration, and the spatial, economic, social and geopolitical consequences of these responses.

Key word:

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

International economic integration: An outcome of the reduction or elimination of the barriers to the flow of goods, services and factors of production between nations. The stated aims of economic integration are a reduction in the costs incurred by both consumers and producers, as well as to increase trade between countries. (SCSA 'economic integration').

Teacher Notes:

Due to the scope of depth studies that can be used in this unit the teacher will have to use their discretion when deciding if the student's answer supports the question.

When discussing ways people and places **embrace** the commodity, good or service referred to, the candidate could use terms such as: buying, supporting, downloading, abandoning traditional items, imitating, copying, accessing more choice, becoming global citizens, ease of purchase, ease/benefits of adopting and positive impacts. This part of the discussion should identify points for or benefits of the C, G or S both **economically** and **socially** for the people and place.

When discussing ways people and places **adapt to** the commodity, good or service referred to, the candidate could use terms such as: increased acceptance of choice, acceptance of change, tolerance, understanding, incorporating into other forms, combining with, fusion, changing lifestyle, gaining economic benefit, gaining political benefit, broadening perspectives, becoming global citizens and increased economic integration. This part of the discussion should identify issues relating to the adaptation of the C, G or S both **economically** and **socially** for the people and place.

When discussing ways people and places **resist** the commodity, good or service referred to, the candidate may use terms such as: loss of autonomy, loss of identity, loss of distinctiveness, limiting choice, negative impacts, protecting: customs, belief, religion, ideology, lifestyle, language, music, knowledge, expertise and choice. This part of the discussion should identify points against or disadvantages of embracing the C, G or S both **economically** and **socially** for the people and place, or alternatively advantages both **economically** and **socially** of resisting the C, G, or S.

Marking Key:

Description	Marks
A detailed and comprehensive discussion that considers all three possible responses to international economic integration is presented. Integrated and accurate information is provided regarding all three of the responses in relation to an identified C, G or S and the economic and social consequences – advantages and disadvantages – of each response. A wide range of appropriate supporting evidence is 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
A detailed discussion that considers all three possible responses to international economic integration is presented. Complete and accurate information is provided regarding all three of the responses in relation to an identified C, G or S and the economic and social consequences – advantages and disadvantages – of each response. A range of supporting evidence is used to develop and expand the discussion. 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 format.	9-10
An appropriate discussion that considers all three possible responses to international economic integration is presented. General and relatively accurate information is provided regarding all three of the responses in relation to an identified C, G or S and some of the economic and social consequences of each response. (Alternatively, only two responses to international economic integration may be discussed, but to a high level as described above). Some supporting evidence is used to develop the discussion. Geographical terminology and concepts are applied to construct a response that shows some detail, but may have difficulty articulating ideas.	6-8
A limited discussion that considers all three (very briefly), or only two possible responses to international economic integration is presented. Very little information is provided regarding all three of the responses in relation to an identified C, G or S with little reference to specific economic or social consequences. (Alternatively, only two or even one response to international cultural integration may be discussed at the 6 - 8 level as described above). 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 basic discussion that considers only one possible response to international economic integration is presented. Little to no information is provided regarding the responses in relation to an identified C, G or S with no specific consequences stated. 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
No relevant attempt.	0
TOTAL	12

PART B: Depth Study 2**Answer either Question 32 or Question 33****20% (20 Marks)****Question 32****(20 marks)**

- (a) Describe the role played by technological advances in transport and/or telecommunications in the diffusion of an element of culture you have studied.

(8 marks)**Syllabus:**

The role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture.

Key words:

Describe: Provide characteristics and features.

Diffusion: The transfer or dispersal of cultural elements from one group of people to other groups of people. The spread of a phenomenon over time and space; the spreading of something more widely from its point of origin.

Teacher Notes:

Due to the scope of depth studies that can be used in this unit the teacher will have to use their discretion when deciding if the student's answer supports the question.

Candidates need to describe the role and impact of technological advances in transport and/or telecommunications in the diffusion of their chosen element of culture. As the syllabus states '*transport **and/or** telecommunications*', those who only select one aspect (transport or telecommunications) should not be penalised and can receive full marks if their response is of high quality.

Technological advances in transport that may be relevant to the diffusion of their chosen element of culture include:

- advances in shipping – sail to steam to modern combustion engine, becoming faster and larger. Roll-on roll-off shipping. Bulk carriers. Container ships
- advances in road transport – horse and cart through to modern trucking
- advances in rail – steam through to modern freight trains
- advances in air transport – small propeller driven through to super jumbo, freight, jet aircraft
- digital transport of the element of culture (could come under transport or telecommunications).

Technological advances in telecommunications technology that may be relevant to the diffusion of their chosen element of culture include:

- telegraph to telephone to mobile phones
- computerisation and the Internet (fibre optics and broadband) and their impacts on stock inventories and sales records, ordering and moving stock. Logistics
- the role of the Internet in downloading the element of culture to store or view
- global online shopping
- the role of satellite technology in transmitting the element of culture to store or view
- the role of social media in promotion, marketing and influencing people to engage with the element of culture. Facebook, Twitter, Instagram, Snapchat and others
- smart phone applications (apps) used to share information globally and promote products.

A good answer will include specific examples of when and where the diffusion has occurred.

Marking Key:

Description	Marks
A detailed and comprehensive description is given. Complete and accurate information is provided about the role and impact of technological advances in transport and/or telecommunications in the diffusion of the chosen element of culture. 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
An appropriate description is given. General, relatively accurate information is provided about the role and impact of technological advances in transport and/or telecommunications in the diffusion of the chosen element of culture. 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 evaluation is given. Some generalised information is provided about the role and/or impact of technological advances in transport and/or telecommunications in the diffusion of the chosen element of culture. 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 evaluation is given, if at all. Insufficient information is provided about the role or impact of technological advances in transport and/or telecommunications in the diffusion of the chosen element of culture. 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
No relevant attempt.	0
TOTAL	8

Question 32**(20 marks)**

- (b) Assess the implications of the changes in the nature and spatial distribution of the element of culture, you referred to in part (a), for people and places at the local and national scales.

(12 marks)**Syllabus:**

Implications of the changes in the nature and spatial distribution of the element of culture for peoples and places at a range of scales, including the local.

Key word:

Assess: Make a judgement of value, quality, outcomes, results or size.

Spatial distribution: The arrangement of a phenomena across the earth's surface; the location of features of a place; how features are arranged across the surface of the earth.

Local scale: typically a small region, town or city. **National scale:** a country as a whole.

Teacher Notes:

Due to the scope of depth studies that can be used in this unit the teacher will have to use their discretion when deciding if the student's answer supports the question.

Candidates need to describe the changes in the nature and spatial distribution of the element of culture and assess the implications of these changes at the local and national scales. Changes in the nature and spatial distribution could refer to changing technologies associated with the nature of the element of culture, changes in how the element of culture is diffused, marketed, transported or accessed and changes in the spatial distribution of the final product.

NOTE: that unlike the corresponding dot point for the C, G or S, this dot point does NOT specify changes in production!

The implications of these changes may be negative or positive at local (L) or national (N) scales.

- Negative Implications could include:
 - decline in local industries and employment associated with the element of culture (L,N)
 - loss of local cultural knowledge and expertise (L,N)
 - loss of cultural identity (L)
 - erosion of cultural autonomy and uniqueness (L and N)
 - global markets become more important than local markets (L,N)
 - quality of local products associated with the element of culture may decline (L and N)
 - wellbeing and employment now linked to the global economy (L)
 - global supply chains may breakdown due to unforeseen events in one location (L)
 - reliance and interdependence on other nations increases, a loss of cultural autonomy (N).
- Positive implications could include
 - greater awareness of other cultures and traditions (L,N)
 - increased access to products and aspects of the element of culture (L,N)
 - gain in local knowledge and expertise as industries open in new locations (L,N)
 - wellbeing and employment linked to the global economy (L)
 - job creation and income generation (L)
 - positive impacts on well being (L)
 - increased economic base for some nations leading to increased government revenue, spending, GDP and standard of living increase (N)
 - choice and product range may increase as distribution networks increase (L,N).

Good answers will refer to specific examples and make an overall assessment of the value, outcomes and/or results of the changes.

Marking Key:

Description	Marks
A detailed and comprehensive assessment of the changes in the nature and spatial distribution of an element of culture. Integrated and accurate information is provided about the implications of these changes at the local and national scales. The value, outcomes and/or results of these changes are assessed. A wide range of appropriate supporting evidence and specific examples are used to develop and strengthen the assessment. 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 assessment of the changes in the nature and spatial distribution of an element of culture. Complete and accurate information is provided about the implications of these changes at the local and national scales. The value, outcomes and/or results of these changes are assessed. A range of supporting evidence and specific examples are used to develop and expand the assessment. Relevant geographical terminology and concepts help to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer format.	9-10
An appropriate assessment of the changes in the nature and spatial distribution of an element of culture. General, relatively accurate information is provided about the implications of these changes at the local and national scales. The value, outcomes and/or results of these changes are assessed. Some supporting evidence is used to develop the assessment. Geographical terminology and concepts are applied to construct a response, which shows some detail, but may have difficulty articulating ideas.	6-8
A limited assessment or only a description of changes in the nature and/or spatial distribution of an element of culture. Some generalised information is provided about the implications of these changes at the local and/or national scale. 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 basic description of changes in the nature or spatial distribution of an element of culture, if at all. Little detail is provided about the implications of these changes at the local or national scale. 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
No relevant attempt.	0
TOTAL	12

Question 33**(20 marks)**

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

8 marks)**Syllabus:**

The process of diffusion of the element of culture and its spatial outcomes.

Key word:

Describe: Provide characteristics and features.

Diffusion: The transfer or dispersal of cultural elements from one group of people to other groups of people. The spread of a phenomenon over time and space; the spreading of something more widely from its point of origin.

Teacher Notes:

Due to the scope of depth studies that can be used in this unit the teacher will have to use their discretion when deciding if the student's answer supports the question.

This question has two parts and for full marks candidates should address both aspects – the process of diffusion of the chosen cultural element as well as its spatial outcomes. When referring to spatial outcomes, candidates could refer to its spatial distribution over time and/or its spatial location on a global scale. A good answer will describe:

- the origin of the cultural element in terms of location and era
- how diffusion of the cultural element began and the continuing changes in the diffusion process over time (process)
- the locations that the element of culture has diffused to – when and where (spatial outcomes).

Marking Key:

Description	Marks
A detailed and comprehensive description is given and accurate information is provided about the process of diffusion for a chosen element of culture from its point of origin, including the resulting spatial outcomes of this process. 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
An appropriate description is given and relatively accurate information is provided about the process of diffusion for a chosen element of culture from its point of origin, including the resulting spatial outcomes of this process. 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 some generalised information is provided about the process of diffusion for a chosen element of culture from its point of origin, including some details of the resulting spatial outcomes of this process. 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 process of diffusion for a chosen element of culture from its point of origin, with little or no details of the resulting spatial outcomes of this process. 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
No relevant attempt.	0
TOTAL	8

Question 33**(20 marks)**

- (b) Evaluate the role of media and emerging technologies in the generation and dispersion of the element of culture you referred to in part (a).

(12 marks)**Syllabus:**

The role played by media and emerging technologies in the generation and dispersion of the element of culture.

Key word:

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

Generation: Similar to production or creation of.

Dispersion: Similar to diffusion (spread from point of origin from one group to others).

Teacher Notes:

Due to the scope of depth studies that can be used in this unit the teacher will have to use their discretion when deciding if the student's answer supports the question.

Media and emerging technologies encompass all forms of mass communication methods and digital technologies. Media and emerging technologies that may be referred to where appropriate include:

- radio
- newspapers, magazines and other print media
- television
- satellite technology
- the Internet
- streaming services
- social media in promotion, marketing and influencing people to engage with the element of culture
- Facebook, Twitter, Instagram, Snapchat and others
- bloggers and social influencers
- smart phone applications (apps) used to share information globally and promote products.

Depending on the element of culture chosen candidates may also include other emerging technologies relevant to the generation and dispersion of the element.

Marking Key:

Description	Marks
A detailed and comprehensive evaluation is given. Complete and accurate information is provided about the role of the media and emerging technologies in the generation and dispersion of the chosen element of culture. A wide range of appropriate supporting evidence and specific examples are 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 format.	11-12
A detailed evaluation is given. Accurate information is provided about the role of the media and emerging technologies in the generation and dispersion of the chosen element of culture. A range of supporting evidence and specific examples are used to develop and expand the evaluation. Relevant geographical terminology and concepts help to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer format.	9-10

An appropriate evaluation is given. General, relatively accurate information is provided about the role of the media and emerging technologies in the generation and dispersion of the chosen element of culture. Some supporting evidence is used to develop the evaluation. Geographical terminology and concepts are applied to construct a response, which shows some detail, but may have difficulty articulating ideas.	6-8
A limited evaluation is given, most likely only a description. Some generalised information is provided about the role of the media and/or emerging technologies in the generation and dispersion of the chosen element of culture. 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 basic evaluation is given, or only a brief description. Insufficient information is provided about the role of the media and/or emerging technologies in the generation and dispersion of the chosen element of culture. 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
No relevant attempt.	0
TOTAL	12

End of Section Three

End of Questions