

**GEOGRAPHICAL ASSOCIATION OF WESTERN AUSTRALIA** [Inc.]

**ATAR GEOGRAPHY**

**Unit 2**

**Semester 2, 2018**

**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 | (b) | Comment | A scan of the map, particularly in the south west corner, will reveal that the contour interval is 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). |
| 2 | (d) | Comment | The steeper the land the closer the contour lines are drawn to each other. This is clearly evident in AR 0911. |
| **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). |
| 3 | (b) | Comment | Using the information provided on the border of Source 1, students can approximate the latitude and longitude of the Ti Tree Bend at GR 098147 is closest to 41° 25’ S 147° 07’ E. |
| **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. |
| 4 | (c) | Comment | The scale of the map in Source 1 is shown as a ratio above the scale bar (1:25 000). At this scale, one centimetre on the map represents 25 000 centimetres on the ground, which is the same as 250m. |
| **Syllabus** | Interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one form to another. |
| 5 | (b) | Comment | The black and white divisions along the border of Source I indicate 1 minute of latitude or longitude. When comparing the length of these divisions (for 1 minute of latitude along the western or eastern border of the map) to the corresponding grid squares which represent 1 kilometre in length, (or alternatively using the line scale for comparison), one minute of latitude is closest in distance to 2 kilometres. |
| **Syllabus** | Apply the map scale to basic calculations to determine time, speed, distance and area. |
| 6 | (c) | Comment | Students need to locate the GR, ascertain the type of hydrological feature symbol present and then find what it is representing using the legend. NOTE: ‘submerged trees’ looks similar, however it is not a hydrological feature and is grouped under the ‘vegetation’ symbols on the key. |
| **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).  Interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale). |
| 7 | (d) | Comment | The contour lines in the area identified form U shapes with higher contour values towards the inside of the U (top) than on the outside, indicating a spur. |
| **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). |
| 8 | (a) | Comment | The spatial relationships between the variables in choices b, c and d show a weak correlation. Sporting facilities, such as the golf course and training track in AR 0915 and York Park and the adjacent ovals at GR 116140 are found on flat land (no contour lines), thus displaying the strongest spatial association correlation. |
| **Syllabus** | identify, describe and interpret spatial patterns (including land use, settlement and transport), and spatial relationships between natural and cultural features on maps. |
| 9 | (d) | Comment | The general direction of travel would be North West. North West is closest to a bearing of 315 degrees. |
| **Syllabus** | Establish direction on a map using general compass directions and bearings. |
| 10 | (c) | Comment | Students need to locate the rowing club on the map and then photo, then ascertain where the end of the road on the photo corresponds to the same point on the map. Distance should then be measured on the map. Approximately 6.5 cm, representing 1600 m on the line scale. (Even if measured as 6 cm, 1600 m is the closest answer). |
| **Syllabus** | Apply scale to the calculation of distance on remote sensing products. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Qu** | **Ans** | **Description** | |
| 11 | (a) | Comment | A cultural feature is a human made feature. The feature located at GR 114120 is square in shape with two walking paths passing through from corner to corner. Further examination of source 2 shows that this area contains many trees and has a green base. A park is the most suitable conclusion. |
| **Syllabus** | Identify and describe natural and cultural features and their patterns on the Earth’s surface using ground level photographs, aerial photographs (vertical and oblique), radar imagery and satellite imagery (Landsat, weather satellites and Google Earth). |
| 12 | (a) | Comment | Features on Source 2 appear larger and in more detail than they do on Source 1. Therefore, the scale of the satellite image is larger than that of the topographic map, meaning that (a) is correct. Students should pick the same feature, or features, found on both the map and photograph and measure their size or distance apart. |
| **Syllabus** | Interpret the difference in scale between a photograph and a topographic map of the same place. |
| 13 | (d) | Comment | The boats to the left in the photo represent the jetties at GR 111133. The bare hill in the centre background is found at approximately GR 106 122 and the hill with housing seen at the background right is at approximately GR 105126. Therefor the photographer is facing SSW. |
| **Syllabus** | Establish direction on a map using general compass directions and bearings.  Determine direction on remote sensing products. |
| 14 | (c) | 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 | (a) | 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 diffusionand adaptation of ideas, meanings and values that continuously transform and renew cultures. |
| 16 | (b) | Comment | Close examination of the source indicates that the four applications listed in option (b) have the highest usages in a minute. |
| **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.  Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids. |
| 17 | (b) | Comment | Students may attempt to determine the answer by visually looking at the graph sizes. A more accurate method is by adding up the numbers for each of the six factors for each of the top 10 cities. Cultural interaction has the lowest total number, therefore ranking the highest. |
| **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.  Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids.  Calculate and interpret descriptive statistics, including, … frequency. |
| 18 | (d) | Comment | To ascertain the arithmetic mean, students will need to add up the 10 values for liveability, indicated by the lighter blue columns, on the top ten city graphs (= 161) and divide by ten to get the mean of 16.1. |
| **Syllabus** | Calculate and interpret descriptive statistics, including central tendency, (arithmetic mean, median, mode), variation (maximum, minimum, range) and frequency. |
| 19 | (c) | Comment | (a) and (b) are clearly descriptions of the spatial distribution of production and consumption reflecting the 18th to mid 20th centuries. (d) is simply an incorrect trend. |
| **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 … |
| 20 | (b) | Comment | Source 7 contains information on the increasing use of digital media platforms that instantly transfer information and enable the sharing of popular elements of culture. |
| **Syllabus** | The process of international integration, especially as it relates to the transformations taking place in the, … the diffusionand adaptation of ideas, meanings and values that continuously transform and renew cultures. |

**Section Two: Short response 40% (40 marks)**

Refer to **Source 1** Launceston topographic map 2010 to answer Questions 21 to 24.

**Question 21 (6 marks)**

1. On the diagram below complete the cross section that extends from GR 036111 to

GR 059120.

(3 marks)

1. On the cross section above, correctly annotate (label) the extent or location of the following features:
2. the vehicle track
3. the drain
4. the area of dense forest

(3 marks)

**Syllabus:**

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

**Key word:**

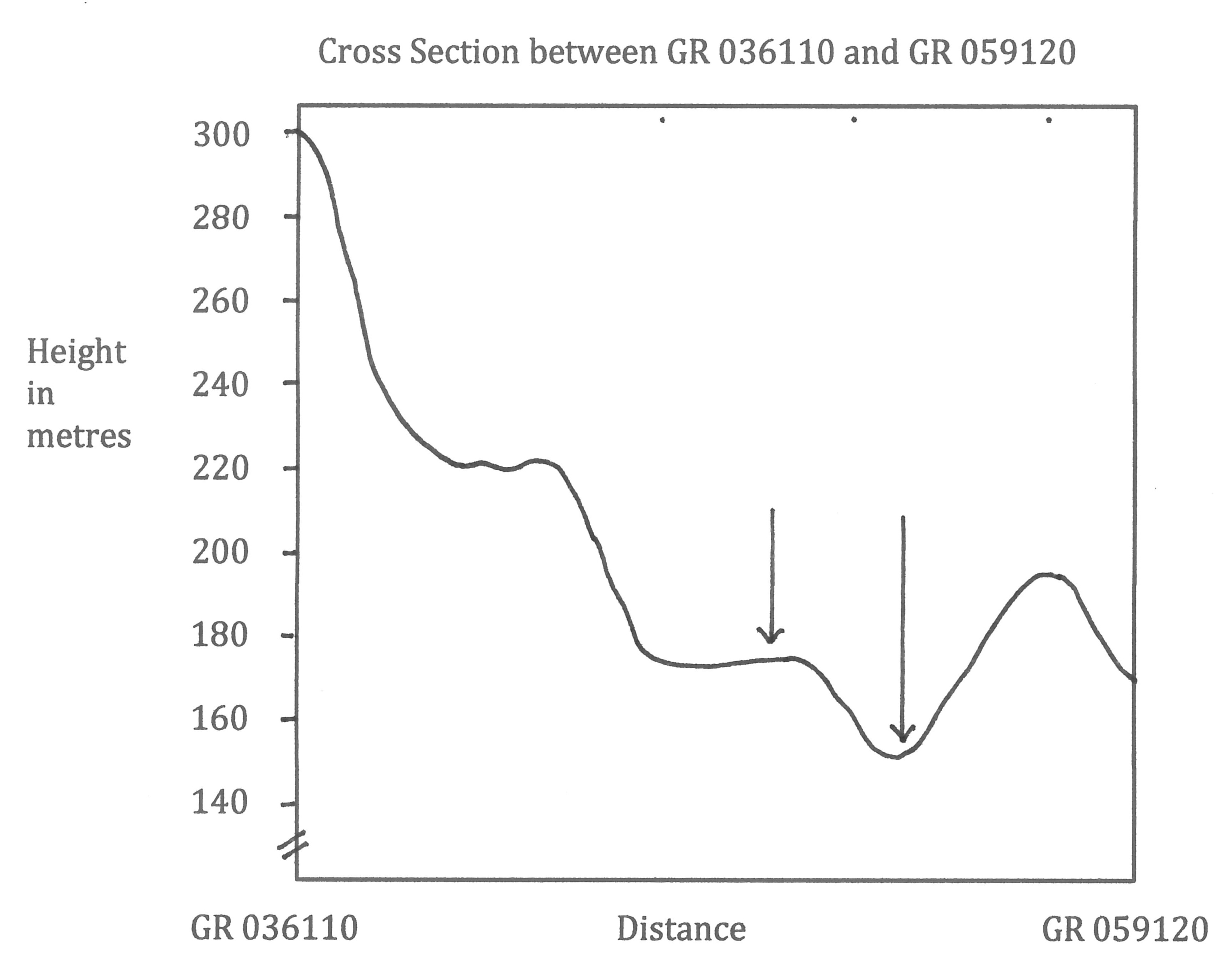
Interpret: draw meaning from

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.



**Dense Forest**

**Dense Forest**

**Vehicle Track**

**Drain**

**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:   * location of the vehicle track. * location of the drain. * extent of the area of dense forest. | 3x1 |
| **TOTAL** | **6** |

**Question 22 (4 marks)**

Describe **two (2)** characteristics of the site and **two (2)** characteristics of the situation of the residential area of Riverside.

**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, (0 – 138 metres) gradient, slope (significantly sloping)
* Landforms – a ridge running NW/SE with slopes facing NE and SW
* Drainage – small creeks at base of slopes to the SW and SE of suburb
* Vegetation – evidence of original medium forest as remnant vegetation exists in area
* Soils – probably alluvial associated with the river and 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. 2.5 to 3.75 km NW of Launceston town centre of CBD (Depending if measured from edges or centre).
* Latitude and longitude, E.g. 41° 25’ S 147° 06’ E
* Location in relation to or on major transport routes. E.g. West Tamar Road, Pamona Road, Ecclestone Road

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly describes any **one (1)** site characteristic (e.g. elevation, natural drainage, natural vegetation, slope, soil). | 1 |
| Correctly describes any **one (1) other** site characteristic (e.g. elevation, natural drainage, natural vegetation, slope, 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 23 (2 marks)**

Calculate the average gradient of the slope between GR 031112 and GR 040116. Show both your method of calculation and your answer.

**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.

**Key word:**

Calculate: ascertain/determine from given facts, figures or information.

**Teacher Notes:**

Height at GR 031112 is 370 m and at GR 040116 is 200 m. Distance between the two points is 1000 metres

Rise Difference in vertical height 370 m - 200 m 170

Run Distance between the 2 points 1000 m 1000 **Gradient 1:5.88**

**This can also be expressed as**

Rise:Run = Difference in vertical height:Distance between the two points

= 370m – 200m:1000m

= 170:1000

= **1:5.88**

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly shows **calculations** to determine their answer. (Answer may be correct or incorrect depending on whether they determined correct heights and distances – this mark is for correct and logical method of calculation demonstrated). | 1 |
| Correct answer is provided due to correct determination of heights and distance. | **1** |
| **TOTAL** | **2** |

**Question 24 (2 marks)**

If you were travelling along Route C734 at 95 km/h, between the intersection at GR 066144 and where this road meets the western border of the map at Easting 02, how many minutes would your journey take? Show both your method of calculation and your answer.

.

**Syllabus:**

Apply the map scale to basic calculations to determine time, speed, distance and area.

**Key word:**

Calculate: ascertain/determine from given facts, figures or information.

**Teacher notes:**

The distance between to two points on the map is 19 cm (accept 18.5 – 19.5 cm), which represents 4.75 km (accept 4.62km – 4.87km) in the real world. The time taken is 4.75 minutes. (Mental arithmetic tells us the that if we are travelling 95 km in 60 minutes we will travel 4.75 km in 3 minutes).

Students need to show how they worked this out. The cross multiplication method is a common way to calculate this this.

Speed (95 km) Distance (4.75 km)

Time (60 mins) X Time (??mins) = 60 x 4.75 / 95 = **3 minutes**

**Another method is**

Distance

Time = Speed X 60

4.75

=95 X 60

= **3 minutes** (accept slight variation in accordance with distance – teacher discretion).

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly shows **calculations** to determine their answer. (Answer may be correct or incorrect depending on whether they determined correct distance between the two features – this mark is for correct and logical method of calculation demonstrated). | 1 |
| Correct answer is provided due to correct determination of distance and application of formula. | 1 |
| **TOTAL** | **2** |

Refer to **Source 1** Launceston topographic map and **Source 2** Launceston satellite image to answer Question 25.

**Question 25 (3 marks)**

Identify the dominant land use found in AR 1013 and AR 1014. Describe two pieces of evidence from **Source 1** and/or **Source 2** to suggest why this type of land use was originally located here.

**Syllabus:**

Use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps.

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

**Key word:**

Identify: recognise and name.

Describe: provide characteristics and features.

**Teacher Notes:**

Students should identify the land use in this area as Industrial due to the large size and shape of the buildings present. NOTE that the map key does label the grey coloured buildings as commercial and this may result in a number of students using this term. Teacher discretion as to whether this is accepted as an answer.

Evidence as to why this land use is located here may vary.

* Ample flat land present for large building (lack of contour lines in AR 1014 and AR 1013)
* Presence of river for port and movement of products (Kings Wharf GR 103137)
* Land may be subject to flooding, not suitable for residential use.
* Close to sewerage works (GR 102146), not suitable for residential.
* Close to road transport for movement of goods (A8 Tamar Highway/Gooderich Street, Forster Street, Interway Road).
* Close to Central Launceston (AR 1112, AR 1113)

NOTE: we are looking for evidence based on the map and/or photo, (spatial patterns/relationships) which may be physical or cultural factors, NOT knowledge of factors of Industrial location, which is not in the syllabus.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly identifies the land use. | 1 |
| Correctly describes a piece of evidence from the map or photo that suggests why this type of land use is found in this location. | 1 |
| Correctly describes a second piece of evidence from the map or photo that suggests why this type of land use is found in this location. | 1 |
| **TOTAL** | **3** |

Refer to **Source 6** Factors influencing global integration to answer Question 26.

**Question 26 (6 marks)**

Describe how **three (3)** of the factors listed on **Source 6** have 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.

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

**Key word:**

Describe: provide characteristics and features.

International Integration: A process whereby the nature of the relationship among economic and cultural entities changes in ways that erode the autonomy or uniqueness of individual nation states and makes them part of a larger aggregation. (SCSA)

**Teacher Notes:**

Students may choose three aspects listed in the source by heading or by individual points, such as ‘internet’ and ‘jet transport’ under the heading ‘decreasing distance’, as there is some overlap in some of the categories listed and talking about all points under one of the five major headings is a lot for two marks each. (This is reflected by the general wording in the question). A good answer will include specific examples to illustrate the point being made.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **3 (factors) x 2 marks** |  |
| A thorough and concise description is provided detailing how developments or changes in the identified factor have facilitated international integration. Reference to the source is made (uses terminology from the source) and an example is given relating to a commodity or cultural element. Correctly uses geographical terminology and full sentences. | 2 |
| A description is attempted detailing how developments or changes in the identified factor have facilitated international integration. May use terminology from the source, makes no reference to specific examples. Geographical terminology not evident and poor sentence structure or dot points used. | 1 |
| **TOTAL** | **6** |

**Question 27 (3 marks)**

Describe how the increased globalisation of production may lead to lower levels of sustainability.

**Syllabus:**

The application of the concept of sustainability when considering the outcomes of increased globalisation.

**Key word:**

Describe: provide characteristics and features.

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

**Teacher notes:**

For a three mark question students may not actually define globalisation and sustainability, however their answer should demonstrate knowledge of these terms and how aspects of sustainability may be diminished through increased globalisation of production. A good answer will include actual examples.

Examples of lower levels of sustainability may include, but are not restricted to:

* Low wages and increased hours for workers in developing countries (economic).
* Lower standard of living for workers in developing countries (social).
* High environmental impacts for places where new factories and manufacturing taking place (environmental).

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Includes a definition of sustainability and a good description of how **two** aspects of sustainability may be diminished through increased globalisation of production **OR** provides a susinct description of how **three** aspects of sustainability may be diminished through increased globalisation of production. Specific examples provided. | 3 |
| Includes a definition of sustainability and a description of how **one** aspect of sustainability may be diminished through increased globalisation of production **OR** provides a description of how **two** aspects of sustainability may be diminished through increased globalisation of production. Examples may be provided. | 2 |
| A limited description of how **one** aspect of sustainability may be diminished through increased globalisation of production. No specific examples provided. | 1 |
| **TOTAL** | **2** |

Refer to **Source 7** 2018: This is what happens in an internet minute to answer Question 28.

**Question 28 (4 marks)**

Describe how emerging digital media platforms are enabling the process of international integration through the diffusion and adaptation of new ideas, shared meanings and elements of culture across the globe.

**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.

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; climate graphs; pie graphs; flowcharts and population pyramids.

**Key word:**

Describe: provide characteristics and features.

International Integration: A process whereby the nature of the relationship among economic and cultural entities changes in ways that erode the autonomy or uniqueness of individual nation states and makes them part of a larger aggregation. (SCSA)

**Teacher Notes:**

Students should be able to identify some of the social media platforms presented in the source and describe how they have enhanced the diffusion and adaptation of new ideas and elements of culture across the globe, at a faster rate and to a wider audience than has ever previously been possible. This has lead to shared meanings and elements of culture across similar demographic groups worldwide. This may be reflected in popular culture, such as music and fashion, sporting interests, political views and religion.

Good answers will refer to data in the source and provide examples to illustrate their answer.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed description is given of how emerging digital media platforms are enabling the process of international integration through the diffusion and adaptation of new ideas, shared meanings and elements of culture across the globe. Reference is made to the data in the source and a 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 concise and articulate answer, with well-developed sentences. | 3-4 |
| A limited description is given and some generalised information is provided on how emerging digital media platforms are enabling the process of international integration through the diffusion and adaptation of new ideas, shared meanings and elements of culture across the globe. Limited reference to is made to data in the source and little, if any, evidence and examples are used to support statements and generalisations. There is limited use of geographical terminology and concepts in a largely unstructured response. | 1-2 |
| **TOTAL** | **4** |

Refer to **Source 8** Global city power indexto answer Question 29.

**Question 29 (6 marks)**

Explain the economic and cultural importance of world cities, as demonstrated in **Source 8**, in the integrated global economy and their role as centres of cultural innovation.

**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.

Interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)

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

**Key word:**

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

**Teacher Notes:**

Better answers will contain information on both the economic importance of world cities in the integrated global economy and the cultural importance of world cities in their role as centres of cultural innovation. Candidates will need to explain what these terms mean and how world cities play their role. Specific cities should be identified from the source and reference made to their area(s) of importance. Examples may include, Paris, New York, London – fashion and art. New York, London – music, the arts and popular culture. Top 5 – food and cuisine. New York, Tokyo, London – Finance, banking, stock exchanges, trade, head offices of Trans National Organisations, centres of research and development.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Detailed explanation is provided about the importance of world cities in the integrated global economy and their role as centres of cultural innovation. A wide range of appropriate supporting evidence and examples are used to strengthen the explanation, including reference to the source. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer. | 5-6 |
| An explanation is provided about the importance of world cities in the integrated global economy and their role as centres of cultural innovation. Some supporting evidence and examples are used to strengthen the explanation, including reference to the source. Some relevant geographical terminology and concepts help to develop the answer. | 3-4 |
| Limited information is provided about the importance of world cities in the integrated global economy and their role as centres of cultural innovation. Little supporting evidence and few, if any, examples are used to strengthen the explanation. The source is either not referred to. 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** | **6** |

Refer to **Source 9** The rise of east and south to answer question 30.

**Question 30 (4 marks)**

Clarify how the evidence of change presented in **Source 9** demonstrates the concept of global shifts with the re-emergence of Asia, particularly China and India, as global economic powers.

**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:**

Clarify: make clear or plain

**Teacher Notes:**

For four marks students could make direct reference to the four statistics presented numerically in the source. The first two pieces of data represent general trends in the global shift of GDP to developing countries, accompanied by rapid urbanisation. The second two pieces of data directly relate to the growing size and potential shift in global power to China and India, which will account for 25% of global GDP by 2030. A poorer answer may just make general references to global shifts and the conditions of economic growth in Asia and economic decline in more developed countries due to global outsourcing and the global changes in production and consumption of commodities, goods and services.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Answer clearly clarifies and demonstrates the concept of global shifts with the re-emergence of Asia, particularly China and India, as global economic powers. Reference is made to the data in the source and a range of appropriate supporting evidence and examples are used to develop and strengthen the clarification. The accurate use of relevant geographical terminology and concepts helps to develop concise and articulate answer, with well-developed sentences. | 3-4 |
| Answer attempts to clarify and demonstrate the concept of global shifts with the re-emergence of Asia, particularly China and India, as global economic powers. Limited reference to is made to data in the source and little, if any, evidence and examples are used to support statements and generalisations. There is limited use of geographical terminology and concepts in a largely unstructured response. | 1-2 |
| **TOTAL** | **4** |

**Section Three: Extended response 40% (40 marks)**

**PART A: Depth Study 1 Answer either Question 31 or Question 32 20% (20 Marks)**

**Question 31 (20 marks)**

1. Describe the nature of a commodity, good or service you have studied.

(8 marks)

**Syllabus:**

The nature of a commodity, good or service.

**Key word:**

Describe: provide characteristics and features.

**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.

The nature of a commodity, good or service could include the following points, where applicable**:**

* Name of the commodity, good or service
* Statement of the category of commodity, good or service it falls under as per the four groupings listed in the syllabus
* Description of where and how the commodity, good or service is produced, including where it is produced, the steps involved, where the components (if any) are sourced, how the final product(s) are brought together and assembled
* Description of how the commodity, good or service is transported to the consumer
* Description of how the consumer purchases the commodity, good or service
* Description of the use(s) of the commodity, good or service and where it is consumed or purchased

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description is given and accurate information is provided on the nature 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 nature 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 nature 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 the on nature 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** |

**Question 31 (20 marks)**

1. Describe and explain the changes occurring in the spatial distribution of the production and consumption of the commodity, good or service you referred to in part (a), in Australia and overseas.

(12 marks)

**Syllabus:**

The changes occurring in the spatial distribution of the production and consumption of the commodity, good or service in Australia and overseas, and the geographical factors responsible for these changes.

**Key word:**

Describe: provide characteristics and features.

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

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.

**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 and explain the changes occurring in the spatial distribution of the production and consumption of the commodity, good or service both in Australia and overseas locations.

A description of the changes in the spatial distribution of **production** will include changes in location, such as away from MDC’s and towards LDC’s. Examples should be given for their chosen commodity, good or service relating to Australia and other countries, typically in Asia and/or South America as appropriate.

A description of the changes in the spatial distribution of **consumption** may refer to the rapidly increasing markets for products in Asia, particularly India and China and other developing countries as appropriate for their chosen commodity, good or service.

An explanation of the changes in the spatial distribution of **production** of their chosen commodity, good or service may include, where appropriate, references to:

* The role of changes in transport technology
* The role of changes in telecommunication technology
* Changing labour markets and outsourcing (lower wages, access to skilled labour force)
* Commodity prices and accessibility too required resources/components
* The role of multinational corporations in production
* The removal of trade barriers, tariffs and implementation free trade agreements. Incentives to relocate, lower production costs (government influences)
* The ability to move people, money and information quickly and relatively safely

A explanation of the changes in the spatial distribution of **consumption** of their chosen commodity, good or service may include, where appropriate, references to:

* Increase in the size of the middle classes, and therefore disposable income, in developing countries such as India and China
* Growth in the size of the domestic markets in developing countries
* Recognition by producers in developed countries of the large and growing potential markets in developing countries and a stronger emphasis in marketing and distribution to these markets
* Relative wage stagnation in developed countries resulting in a downturn in consumer spending
* Downturn in government spending in some developed countries
* Consumption directly from producers and sources facilitated through online/digital shopping and marketing. Local producers bypassed

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description and explanation of the changes occurring in the spatial distribution of the production and consumption of a commodity, good or service in Australia and overseas is provided. Complete and accurate information is provided about these changes. A wide range of appropriate supporting evidence and specific examples are used to develop and strengthen the description and explanation. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 11-12 |
| A detailed description and explanation of the changes occurring in the spatial distribution of the production and consumption of a commodity, good or service in Australia and overseas is provided. Accurate information is provided about these changes. A range of supporting evidence and specific examples are used to develop and expand the discussion. 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 description and explanation of the changes occurring in the spatial distribution of the production and consumption of a commodity, good or service in Australia and overseas is provided. General, relatively accurate information is provided about these changes. Some supporting evidence is used to develop the discussion. Geographical terminology and concepts are applied to construct a response, which shows some detail, but may have difficulty articulating ideas. | 6-8 |
| A limited description and some explanation of the changes occurring in the spatial distribution of the production and consumption of a commodity, good or service in Australia and overseas is provided. Some generalised information is provided about these changes. 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 and little if any explanation of the changes occurring in the spatial distribution of the production and consumption of a commodity, good or service in Australia and overseas is provided. Little detail is provided about these changes. 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 32 (20 marks)**

1. Describe the process of diffusion and the spatial outcomes for a commodity, good or service you have studied.

(8 marks)

**Syllabus:**

The process of diffusion of the commodity, good or service 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 commodity good or service 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 commodity, good or service in terms of location and era.
* How and why the commodity, good or service originally began to diffuse (process).
* Ongoing steps and changes in the diffusion process over time (process).
* The locations that the commodity, good or service 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 commodity, good or service 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 commodity, good or service 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 commodity, good or service 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 commodity, good or service 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 32 (20 marks)**

1. Explain the role played by technological advances in transport and/or telecommunications in facilitating changes in the spatial distribution of the commodity, good or service you referred to in part (a).

(12 marks)

**Syllabus:**

**T**he role played by technological advances in transport and/or telecommunications in facilitating these changes in the spatial distribution.

**Key word:**

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

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.

**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.

A good answer will include specific examples of changes in the spatial distribution.

Candidates need to explain the role and impact of technological advances in transport and/or telecommunications in facilitating changes in the spatial distribution of the commodity, good or service. 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.

Advances in transport technology that could be referred to include:

* Advances in shipping – sail to steam to modern combustion engine shipping, 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.
* The role of **containerisation** is relevant to road, rail and shipping.

Advances in telecommunications technology that could be referred to include:

* Telegraph to telephone to mobile phones.
* Computerisation and internet (fibre optics and broadband) and their impacts on stock and component inventories and sales records, ordering and moving stock, overall logistics.
* Global online shopping.
* The role of social media in promotion, marketing and influencing leading to increased international integration. Facebook, twitter, Instagram, Snapchat and others.
* Smart phone applications (apps) used to share information globally and promote products.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive explanation is given. Complete and accurate information is provided about the role of technological advances in transport and/or telecommunications in facilitating changes in the spatial distribution of the commodity, good or service. 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 is given. Accurate information is provided about the role of technological advances in transport and/or telecommunications in facilitating changes in the spatial distribution of the commodity, good or service. 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 |
| An appropriate explanation is given. General, relatively accurate information is provided about the role and impact of technological advances in transport and/or telecommunications in facilitating changes in the spatial distribution of the commodity, good or service. Geographical terminology and concepts are applied to construct a response, which shows some detail, but may have difficulty articulating ideas. | 6-8 |
| A limited explanation is given. Some generalised information is provided about the role and/or impact of technological advances in transport and/or telecommunications in facilitating changes in the spatial distribution of the commodity, good or service. 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 explanation is given, if at all. Insufficient information is provided about the role or impact of technological advances in transport and/or telecommunications in facilitating changes in the spatial distribution of the commodity, good or service . 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** |

**PART B: Depth Study 2 Answer either Question 33 or Question 34 20% (20 Marks)**

**Question 33 (20 marks)**

(a) Describe the likely future changes in the nature and spatial distribution of an element of culture you have studied.

(8 marks)

**Syllabus:**

Likely future changes in the nature and spatial distribution of the element of culture.

**Key words:**

Describe: provide characteristics and features.

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 an element of culture they have studied. These changes will be based on current trends and changes that have been occurring in recent times. The nature of the element of culture refers to what it is, its characteristics and how it is produced and provided to the consumer. Changes will continue to reflect increasing globalisation in production and dispersion, resulting in increasing international integration. The nature of consumption may continue to see the trends of online purchases of elements of culture that lend themselves to this type of transaction.

The overall changes in spatial distribution are likely to see a further move away from the traditional markets of developed countries in Western Europe, North America and Japan. Whilst S. E. Asia plus Central/South America and Africa will see increasing consumption of globalised elements of culture as a global market trend continues.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description is given and accurate information is provided on likely future changes in the nature and spatial distribution of an element of culture that has been identified. 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 future changes in the nature and spatial distribution of an element of culture that has been identified. 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 future changes in the nature and spatial distribution of an element of culture that has been identified. 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 elements of culture 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 33 (20 marks)**

1. Evaluate the role of the media and new technologies in shaping people’s perceptions of places and events through the images and information they present in relation to the element of culture you referred to in part (a).

(12 marks)

**Syllabus:**

The role of media and new technologies in shaping people’s perceptions of place and events through the images and information presented.

**Key word:**

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

**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.

Some initial description of and reference to these forms of media and new technologies should be made in the candidates’ answer before evaluating their role in shaping people’s perceptions of places and events through the images and information they present. A reference to the types or forms of images and information they present should also be made. An evaluation cannot be made until what is being evaluated has been described to some extent, in relation to an identified element of culture.

With almost instant access and exposure to elements of culture through various media and new technologies, those engaged with the element of culture receive a somewhat curated presentation of the element that is not without bias. As new methodologies, ways of doing things, ways of thinking, ideologies, values and lifestyles are presented and engaged in through music, fashion, religion, language, sport, politics or architecture, the recipient of this information will begin to form perceptions and beliefs about the source and origin of these elements of culture. These perceptions may be real, false, based on fact, based on fantasy or false belief.

Perceptions of places such as New York City, Paris, California, West Coast/East Coast, Milan, New Orleans, The Vatican, Tokyo, Florence, London and other places, relevant to the element of culture being referred to, may be formed.

Perceptions of events such as Paris Fashion Week, Coachella, numerous other music festivals, famous sporting events, political campaigns, award ceremonies, gala events and other events, relevant to the element of culture being referred to, may be formed.

The role of media and new technologies in shaping these perceptions must be evaluated.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive evaluation of the role of the media and new technologies in shaping people’s perceptions of places and events through the images and information they present in relation to the element of culture is given. Detailed and accurate information is provided about the nature of the media and new technologies, what they present and the potential perceptions created. A wide range of appropriate supporting evidence and 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 of the role of the media and new technologies in shaping people’s perceptions of places and events through the images and information they present in relation to the element of culture is given. Accurate information is provided about the nature of the media and new technologies, what they present and the potential perceptions created. A range of appropriate supporting evidence and examples are used to develop and strengthen 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 evaluation of the role of the media and new technologies in shaping people’s perceptions of places and events through the images and information they present in relation to the element of culture is given. Relatively accurate information is provided about the nature of the media and new technologies, what they present and the potential perceptions created. Some supporting evidence and examples are used to develop and strengthen 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. | 6-8 |
| A limited evaluation (may be more of a description) of the role of the media and new technologies in shaping people’s perceptions of places and/or events through the images and information they present in relation to the element of culture is given. Generalised information may be provided about the nature of the media and new technologies, possibly what they present and the potential perceptions created. 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 (may be more of a description) of the role of the media and new technologies in shaping people’s perceptions of places and/or events through the images and information they present in relation to the element of culture is attempted, if at all. Limited information is provided about the nature of the media and new technologies, possibly what they present and the potential perceptions created. Insufficient evidence is used to support statements and generalisations. 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** | **12** |

**Question 34 (20 marks)**

1. Describe the role played by transnational institutions and/or corporations in the dispersion of an element of culture you have studied.

(8 marks)

**Syllabus:**

The role played by transnational institutions and/or corporations in the dispersion of the element of culture.

**Key word:**

Describe: provide characteristics and features.

Enterprise of transnational corporations: a corporation that has its 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:**

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, including various elements of culture such as fashion, sport/leisure, music and architecture. Transnational institutions may play a strong role in religion and political/social ideas.

Aspects of the role played by TNC’s and institutions in the dispersion of an element of culture could include the following points:

* Identification of the element of culture being referred to.
* Statement as to what an institution or TNC is and identification of those involved in the dispersion of the element of culture that has been identified.
* A specific description of the role played by the institution or TNC’s identified in relation to the specific element of culture.
* The more general conditions enabling TNC’s to flourish that may be of relevance for the specific element of culture include:
* Improved systems of moving money between countries
* The removal of high import and export duties
* The ability to move information, goods and money safely
* The ability to move people, money and information quickly
* The ability to disperse the element of culture from where it originated to where it is consumed due to ownership of all aspects of production, transmission, transport and consumption
* The increasing ownership and use of electronic and digital media platforms to transfer aspects of the element of culture

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description is given and accurate information is provided on the role of institutions and TNC’s (named) in the dispersion of an identified 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 and general, relatively accurate information is provided on the role of institutions and TNC’s (named) in the dispersion of an identified 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 description is given and some generalised information is provided on the role of institutions and TNC’s in the dispersion of an identified element of culture. . 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 institutions and TNC’s in the dispersion of any element of culture. 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 34 (20 marks)**

1. Discuss the ways people and places embrace, adapt to or resist the forces of international cultural integration, in relation to the element of culture you referred to in part (a).

(12 marks)

**Syllabus:**

The ways people embrace, adapt to, or resist the forces of international cultural integration.

**Key word:**

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

International Cultural Integration: The increasing integration of the different cultures found throughout the world and the diffusion of a dominant ‘global culture’. It can be argued that the hybridisation of culture is an outcome of the process. (SCSA ‘cultural internationalisation’)

**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 element of culture the candidate has identified, terms such as: buying, supporting, downloading, abandoning traditional practices, imitating, copying, accessing more choice, becoming global citizens, ease of purchase, ease/benefits of adopting, positive impacts, could be used by the candidate. This part of the discussion should identify points for.

When discussing ways people and places **adapt to** the element of culture the candidate has identified, terms such as: increased acceptance of diversity, acceptance of change, tolerance, understanding, incorporating into other forms, combining with, fusion, gaining economic benefit, gaining political benefit, broadening perspectives, becoming global citizens, increased cultural integration, could be used by the candidate. This part of the discussion may identify issues.

When discussing ways people and places **resist** the element of culture the candidate has identified, 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, choice, could be used by the candidate. This part of the discussion may identify points against.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive discussion that considers all three possible responses to international cultural integration is presented. Integrated and accurate information is provided regarding all three of the responses in relation to an identified element of culture that may be integrated. 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 cultural integration is presented. Complete and accurate information is provided regarding all three of the responses in relation to an identified element of culture that may be integrated. 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 cultural integration is presented. General and relatively accurate information is provided regarding all three of the responses in relation to an identified element of culture that may be integrated. (Alternatively only two responses to international cultural 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 cultural integration is presented. Very little information is provided regarding all three of the responses in relation to an identified element of culture that may be integrated. (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 responses to international cultural integration is presented. Little to no information is provided regarding one of the responses in relation to an identified element of culture that may be integrated. 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**