

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

**Year 11 ATAR GEOGRAPHY**

**Unit 2 only**

**Semester 2, 2020**

**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 most obvious error in options (a) to (c) are the first point: closed track, foot track and telephone line are all incorrect, as are; a valley, a beacon, a wind turbine and a trig station. Candidates will need to read the legend correctly. |
| **Syllabus** | Interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale). |
| 2 | (b) | Comment | The scale of the map in Source 1 is shown as a ratio 1:50 000, this means one centimetre on the map represents 50 000 centimetres on the ground. 50 000 cm equals 500 metres; therefore, 1 centimetre represents 500 metres. |
| **Syllabus** | Interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one form to another. |
| 3 | (c) | Comment | The general direction is South, South West (SSW) and closest to a bearing of 215 degrees. |
| **Syllabus** | Establish direction on a map using general compass directions and bearings. |
| 4 | (a) | Comment | Candidates need to identify the power line symbol on the map and the key; measure the length of this across the area indicated (approximately 30 centimetres) and then apply the map scale to convert this into km. 15 kilometres the closest answer. |
| **Syllabus** | Interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale).  Apply the map scale to basic calculations to determine time, speed, distance and area. |
| 5 | (b) | Comment | Using the information provided on the border of Source 1, students can approximate the latitude and longitude of Deep Gully Bay at GR 813704 is closest to 43° 37’ S 172° 46’ E. Other answers/distractors use a combination of Eastings and Northings or are back to front latitude & longitude coordinates. |
| **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 | (c) | Comment | The area between the two points indicated in option (c) contains the contour lines that are closest together and the map symbol for cliffs. |
| **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. |
| 7 | (b) | Comment | By counting the whole squares and part squares indicated as being ocean by the blue shading on the map, the closest answer is 20 square kilometres. |
| **Syllabus** | Apply the map scale to basic calculations to determine time, speed, distance and area. |
| 8 | (c) | Comment | By looking at the pattern of contour lines, a saddle is the most clearly identified landform feature from the list provided. |
| **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 | (c) | Comment | The distance is approximately 9 cm, which equates to 4.5 km. 30 km in 60 minutes (30 km/h) is the equivalent of 4.5 km in 9 minutes. |
| **Syllabus** | Apply the map scale to basic calculations to determine time, speed, distance and area. |
| 10 | (d) | Comment | The GR is in the middle of the symbols used to indicate the racecourse. Clearly labeled below the feature. |
| **Syllabus** | Identify and interpret natural features and cultural features on a map. |
| 11 | (a) | Comment | Students will need to recognise two features shown on both sources and then measure their distance apart on Source 1 and then on Source 2, determining the scale of source 2 compared to source 1. Source 2 is the larger scale. |
| **Syllabus** | Interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale). |

|  |  |  |  |
| --- | --- | --- | --- |
| **Qu** | **Ans** | **Description** | |
| 12 | (d) | Comment | The feature located by the yellow arrow on Source 2 is a blue line on Source 1. The key indicates that this is a watercourse. (a) and (c) are not natural features. |
| **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 | The key for Source 1 indicates that this area contains ‘large buildings’ (grey colour for ‘residential’ not present). Source 2 shows storage tanks and facilities associated with the port. Industrial and storage is the best description. |
| **Syllabus** | Use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps. |
| 14 | (b) | 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 | (d) | Comment | Similar to definition found in most texts and online searches. |
| **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. |
| 16 | (c) | Comment | Candidates will need to demonstrate correct and accurate graph interpretation skills. |
| **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.  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 | (a) | Comment | By looking at the bar graph and key it is evident that in the majority of world cities listed ‘business activity and cultural influence’ are the two biggest categories. |
| **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 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. |
| 18 | (b) | Comment | Candidates will need to carefully examine the rankings on the left of the source to determine the variations and ranges in rankings over the period shown. |
| **Syllabus** | Calculate and interpret descriptive statistics, including central tendency (arithmetic mean, median, mode), variation (maximum, minimum and range) and frequency.  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. |
| 19 | (d) | Comment | Candidates will need to carefully examine the numerical data presented on the value of imports and exports. |
| **Syllabus** | Interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps).  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 | (a) | Comment | Candidates will need to examine the size and number of proportionate circles, and what they represent, for each of the continents listed. |
| **Syllabus** | Interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps)  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** Christchurch topographic map 2015 to answer Questions 21 – 23.

**Question 21 (2 marks)**

Describe **two (2)** characteristics of the situation of the town of Rapaki located at GR 743717.

**Syllabus:**

Describe the site and situation of places.

**Key word:**

*Describe:* provide characteristics and features.

**Teacher Notes:**

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

* Distance and direction from other settlements or major features – e.g. 8 km south or SSE of the centre of Christchurch (note a lot of variation will need to be accepted in reference to Christchurch due to the size and spread of its built-up area), or 3 km west of Lyttleton. Others as appropriate.
* Latitude and longitude, E.g. 43° 36’ S 172° 40/41’ E .
* Location in relation to or on major transport routes. - e.g. adjacent to or immediately south of Governors Bay Road.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 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** | **2** |

**Question 22 (2 marks)**

Identify **two (2)** specific pieces of evidence from the map that indicate that the road between GR 700698 and GR 760733 is sited on a ridge.

**Syllabus:**

Describe the site and situation of places.

Identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs), types of natural vegetation cover and hydrological features (land subject to inundation, perennial and intermittent water bodies).

**Key word:**

*Identify*: recognise and name.

**Teacher Notes:**

Students should apply their understanding of contour lines, drainage features and their ability to identify relevant cultural features named on the map to answer this question.

Evidence could include:

* nature of contours lines decreasing in height either side of the road
* relevant spot heights
* nature and pattern of watercourses flowing either NW or SE away from the road
* name of the road – Summit Road
* name of parallel walkway – Crater Rim Walkway
* other evidence as deemed appropriate

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly identifies **one (1)** specific piece of evidence from the map that indicate that the road is sited on a ridge. | 1 |
| Correctly identifies **one (1) other** specific piece of evidence from the map that indicate that the road is sited on a ridge. | 1 |
| **TOTAL** | **2** |

**Question 23 (6 marks)**

1. In the frame below draw sketch map of the area on Source 1 bordered by Easting 80 to the west, Easting 83 to the east, Northing 68 to the south and Northing 71 to the north. Include the outline of the coast and then the elements requested in Part (b).

(2 marks)

1. Locate and label, by using an appropriate symbol or colour, the following features on your sketch map. Complete the key below.

(3 marks)

1. Under your sketch map, draw a line scale or write a ratio to correctly indicate the scale of your sketch map.

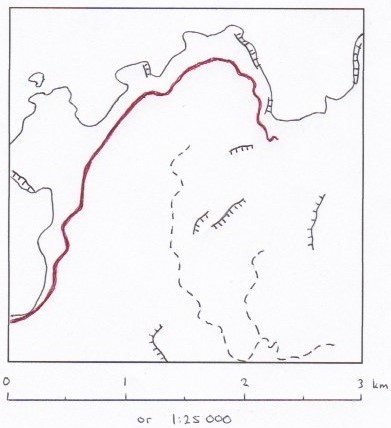
(1 mark)

Camp Bay Road

Vehicle tracks

Cliffs

**Sketch Map**



**OR**

**Vehicle tracks**

**Camp Bay Road**

**Cliffs**

**Syllabus:**

Construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale).

Interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale).

Interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another.

**Key word:**

*Draw*: an instruction, as in draw a circle [or sketch map or diagram]

**Teacher Notes:**

Students should apply their knowledge of drawing simple annotated sketch maps to complete the map. This should be done as accurately as possible.

**Marking Key:**

|  |  |
| --- | --- |
| Description | Marks |
| Correctly completes the sketch map to an accurate level in relation to the correct section of the map and positioning of the coastline. | 2 |
| Completes the sketch map to a satisfactory level in relation to correct section of the map and positioning of the coastline. May contain one small variation or error. | 1 |
| Correctly annotates/labels the:   * Camp Bay Road. * Vehicle tracks. * The locations of cliffs. | 3x1 |
| Correctly identifies a scale of **1:25 000** as a ratio or appropriate line scale where 1 cm represents 250 m. | 1 |
| TOTAL | 6 |

Refer to **Source 1:** Christchurch topographic map 2015 and **Source 2:** Christchurch Satellite image 2020 to answer Question 24

**Question 24 (3 marks)**

Locate and describe a change in land use that can be observed to have occurred between 2015 and 2020 in **Source 1** and **2.**

**Syllabus:**

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

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

**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 or possibly latitude and longitude.

*Describe*: provide 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 2015 and 2020 as shown on the satellite image include:

* AR 6577 – 2020 location of sports facilities (running track, hockey fields), previously vacant land in 2015. (Note: some candidates may describe the change as market gardening or swimming pools – teacher discretion required).
* GR 660755 – 2020 site works occurring, possibly for new roads and housing, previously cleared or vacant land.
* GR 670755 – 2020 site works occurring, previously cleared or vacant land.

Other examples may be identified and deemed correct – teacher discretion required.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Correctly locates an area of land use change * Describes what the land use was in 2015 * Describes what the land use is in 2020 | 3 |
| Provides correct answer for two of the above points | 2 |
| Provides a correct answer for one of the above points | 1 |
| **TOTAL** | **3** |

Refer to **Source 1:** Christchurch topographic map 2015, and **Source 3** Lyttelton Harbour satellite image 2020 to answer Question 25.

**Question 25 (4 marks)**

Describe one natural feature and one cultural feature that indicate that the majority of the harbour area at Lyttelton is human made.

**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.

**Key word:**

*Describe*: provide characteristics and features.

**Teacher Notes:**

There are both natural features and cultural features that indicate that large areas of land reclamation have taken place to create both Lyttelton Harbour and the facilities associated with it. (Individual teachers will know what type of terminology they may expect from their students based on teaching and learning that has taken place.)

**Natural features** – both the map (contour lines) and satellite image (3D effect and shadow showing steep land) indicate that there is a steep escarpment that virtually extends right down to the shoreline either side of Lyttelton Harbour. The original outline of this can be clearly seen behind the port facilities in the satellite image. This indicates that the port facilities have been ‘built onto’ this human made landscape.

**Cultural features** – The satellite image shows large expanses of flat land, often with straight edges, with a number of different storage and associated shipping facilities built on this area. The extreme right or eastern side of the area in the image also shows that this area has been expanded compared to the area shown on the map (new square shape). On the map this area of land is also suddenly devoid of any contour lines, whilst no other area of the greater Lyttelton Harbour displays this pattern. These features indicate that this area of land has been human made.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **2 x 2 marks** | **2x2** |
| Correctly and concisely describes a (natural/cultural) feature that indicates that the land and harbour have been human made. Refers to evidence from the sources. | 2 |
| May identify but struggles to describe a (natural/cultural) feature that indicates that the land and harbour have been human made. Makes limited or no reference to evidence from the sources. | 1 |
| **TOTAL** | 1 |
|  | **4** |

Refer to **Source 5:** Zoom versus the largest 7 airlines stock performance (% change, 31 Jan – 12 May, 2020) to answer Question 26.

**Question 26 (4 marks)**

Referring to specific data from **Source 5**, describe how the relative importance of transport and communication technologies fluctuated as facilitators of international integration over the period shown between January and May 2020.

**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

**Key word:**

*Describe*: provide characteristics and features.

**Teacher Notes:**

The overall pattern displayed by the source is that the reliance on and relative importance of airline transport as a facilitator of international integration has plummeted in the first half of 2020, as reflected in the stock or share values of the world’s seven largest airline groups, whilst the reliance on and relative importance of video communication and online meeting platforms as facilitators of international integration has soared.

Better answers will make specific reference to the data and examples provided in the source as well as some of the fluctuations within the overall pattern.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description is given of how the relative importance of transport and communication technologies fluctuated as facilitators of international integration over the period shown. Specific reference is made to data and examples in the source and to fluctuations within the overall pattern. Clear understanding of the key concepts is demonstrated. The description is concise and articulate, with well-developed sentences. | 4 |
| An adequate description is given of how the relative importance of transport and communication technologies fluctuated as facilitators of international integration over the period shown. Specific reference is made to data and examples in the source. An understanding of the key concepts is demonstrated. The description is concise and articulate, with well-developed sentences. | 3 |
| A limited description is given of how the relative importance of transport and communication technologies fluctuated as facilitators of international integration over the period shown. Limited evidence from the source is used to support statements and generalisations. Understanding of the key concepts is not clear. The description is lacking in structure. | 2 |
| A poor description is given of how the relative importance of transport and/or communication technologies fluctuated as facilitators of international integration over the period shown. Limited or no reference is made to specific data in the source. Understanding of the key concepts is not evident. The description is lacking in structure and poor literacy skills may contribute to a response that is difficult to understand. | 1 |
| **TOTAL** | **4** |

Refer to **Source 6:** Share of the population using the Internet to answer Question 27.

**Question 27 (4 marks)**

Describe the conditions that exist in countries like Japan, Australia and the United States of America that have enabled them to be early adopters, and conditions that exist in countries like Mali and Chad that have caused them to be late adopters of internet technology.

**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*: provide characteristics and features.

**Teacher Notes:**

The two categories of adoption highlighted in the question have the following characteristics:

**Early Adopters** – generally higher socio-economic status individuals or more economically developed countries (MEDC), higher levels of education attainment, higher income levels, higher levels of economic integration and trade.

**Late Adopters** – last to adopt an innovation. Low income individuals or less economically developed countries (LEDC). Tend to be focused on traditional ways and how things have always been done. Often a history of subsistence-based economies. Show a strong resistance to change by choice or circumstance.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **2 x 2 marks** | **2x2** |
| A concise description is given of the conditions that exist in countries that have enabled them to be early adopters/conditions that exist in countries that have caused them to be late adopters of internet technology. Reference is made to the countries named and data in the source. Clear understanding of the key concepts is demonstrated. The description contains well-developed sentences. | 2 |
| An adequate description is given of the conditions that exist in countries that have enabled them to be early adopters/conditions that exist in countries that have caused them to be late adopters of internet technology. Reference is made to the countries named but no data is quoted. Poor understanding of the key concepts is demonstrated. The description is lacking in structure and poor literacy skills may contribute to a response that is difficult to understand. | 1 |
| **TOTAL** | **4** |

Refer to **Source 7:** Top 20 world cities 2019 – dimensions of influence to answer Question 28.

**Question 28 (6 marks)**

Explain how **two (2)** of the dimensions of influence shown in **Source 7** contribute to the economic and cultural importance of world cities. Refer to specific examples from the source to support your explanation.

Explain how **two (2)** of the dimensions of influence shown in **Source 7** contribute to the economic and cultural importance of world cities. Refer to specific examples from the source to support your explanation.

**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:**

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

**Teacher Notes:**

Candidates need to make clear the relationship between the ‘dimension of influence’ and how it contributes to the economic and cultural importance of world cities. Some dimensions will lend themselves more strongly to the economic aspects and others to the cultural aspects. For each of the dimensions, points could include:

* Business Activity – the high volume of head offices of multi-national corporations (MNC’s) or TNCs, major stock exchanges, major banks and finance corporations. Leading to great economic influence and power plus cultural influence through the nature of products and their international marketing.
* Cultural Influence – centres of cultural innovation in the arts, including music, television, digital platforms, fashion, design, architecture, lifestyle and cuisine. Associated economic activity and wealth associated with the dissemination of these products to a world market.
* Information exchange – centres of origin and diffusion of new ideas through the arts. Centres of research and development with presence of major universities, research institutions and MNC s. Increasing both cultural and economic influence and importance.
* Professional Workforce – often a high proportion of tertiary educated, highly paid professionals reflecting the high level of business activity stated above.
* Political Influence – centres of government, often influencing the international community through economic and social policies, ideals and world views. Large corporations and institutions may also wield political influence and consequently economic and cultural influence.

Specific cities, from Source 7, should be used as examples to support the explanations.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **2 x 3 marks** | **2x3** |
| A detailed explanation is provided of how each chosen dimension contributes to the economic and cultural importance of world cities. A number of examples from the source are used to strengthen the explanation. The use of geographical terminology helps to demonstrate a clear understanding of the key concepts. The explanation contains well-developed sentences. | 3 |
| An explanation is provided of how each chosen dimension contributes to the economic and cultural importance of world cities. An example from the source is used to strengthen the explanation. The use of geographical terminology helps to demonstrate an understanding of the key concepts. The description contains well-developed sentences. | 2 |
| A limited description is provided of how each chosen dimension contributes to the economic and cultural importance of world cities. Examples from the source are not referred to. Poor understanding of the key concepts is demonstrated. There is limited use of geographical terminology and poor literacy skills may contribute to a response that is difficult to understand. | 1 |
| **TOTAL** | **3** |

Refer to **Source 8:** World’s largest ports and top importers and exporters 2018to answer Question 29.

**Question 29** **(4 marks)**

Referring to specific data and locations shown in **Source 8**, describe the global shifts occurring in the location of the world’s global economic powers, as reflected by world trade.

**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**

*Describe*: provide characteristics and features.

**Teacher Notes:**

The dominance of ports, in terms of cargo volume per year, in Asia, and particularly in China, reflects the growing economic influence and power that these regions are displaying. Five of the world’s top six importers or exporters are found within Asia. This reflects both the increasing levels of consumption and therefore affluence of these nations and the increasing level of production and provision of goods and services from these nations. This may be contrasted with the relatively lower numbers of cargo volumes in ports in Europe and the USA. Candidates may refer to the top importers, the top importers, cargo volumes and specific locations to support their answer.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description demonstrates the concept of global shifts and the location of global economic powers. Specific reference is made to the data in the source to provide supporting evidence and examples 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. | 4 |
| An adequate description demonstrates the concept of global shifts and the location of global economic powers. Specific reference is made to data and examples in the source. The description is concise and articulate, with well-developed sentences. | 3 |
| A limited description fails to fully demonstrate the concept of global shifts and the location of global economic powers. Limited evidence from the source is used to support statements and generalisations. The description is lacking in structure. | 2 |
| A poor description fails to demonstrate the concept of global shifts and the location of global economic powers. Limited or no reference is made to specific data in the source. The description is lacking in structure and poor literacy skills may contribute to a response that is difficult to understand. | 1 |
| **TOTAL** | **4** |

**Question 30 (2 marks**)

Describe what is meant by the term, *integrated global economy*.

**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*: provides characteristics and features.

**Teacher notes:**

The integrated global economy is a phrase used in the syllabus. It combines the ideas of economic integration and globalisation. One single definition is not given in the syllabus glossary. Good answers should make reference to notions of the:

* increasingly global (integrated) nature of marketplaces and economies
* expanding global nature of production and consumption
* increasing global trade
* desire to reduce costs and expand markets for producers and consumers.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Describes a number of characteristics of the term integrated global economy in a concise, well-structured answer. | 2 |
| Attempts a basic description, only referring to one or maybe two characteristics, that doesn’t fully convey the meaning of this term. | 1 |
| **TOTAL** | **2** |

**Question 31 (3 marks)**

Explain how advances in telecommunication technologies 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.

**Key word:**

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

**Teacher Notes:**

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, global online shopping. Overall logistics
* 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 explanation is provided of how advances in telecommunication technologies have facilitated international integration. A range of appropriate supporting evidence and examples are used to strengthen the explanation. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer. A clear understanding of the key concepts is demonstrated. The explanation contains well-developed sentences. | 3 |
| An explanation is provided about how advances in telecommunication technologies have facilitated international integration. Some supporting evidence and examples are used to strengthen the explanation. Some relevant geographical terminology and concepts help to develop the answer. An understanding of the key concepts is demonstrated. The description contains well-developed sentences. | 2 |
| A limited description is provided about the how advances in telecommunication technologies have facilitated international integration. Little supporting evidence and few, if any, examples are used to strengthen the description. Poor understanding of the key concepts is demonstrated. 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** |

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

**Question 32 (20 marks)**

1. Describe the changes occurring in the spatial distribution of the production of a commodity, good or service you have studied.

(8 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 words:**

*Describe*: provide characteristics and features.

*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 the changes occurring in the spatial distribution (locations) of the production of a commodity, good or service (C, G or S) they have studied. A description of the changes in the spatial distribution of production will include changes in location, such as away from More Developed Countries and towards Less Developed or developing Countries.

A description of change implies that the original distribution and locations are described and then the latest or newest distribution and locations are described. If both are not included in the description, then it is not a description of change. Examples should be given for their chosen commodity, good or service relating to Australia, USA, Japan, Western Europe or other developed countries/regions and countries/regions where production is growing, typically in Asia, South America and other appropriate locations.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description is given and accurate information is provided on changes occurring in the spatial distribution of the production and 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 changes occurring in the spatial distribution of the production 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 changes occurring in the spatial distribution of the production 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 changes occurring in the spatial distribution of the production of a 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 32 (20 marks)**

1. Explain the causes of the changes occurring in the spatial distribution of both the production and consumption of the commodity, good or service you described 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.

**NOTE:** The term ‘geographical factors’ in the syllabus dot point has long been a point of contention and confusion for teachers and students. In its purest form ‘geographical factors’ refers to naturally occurring factors in the natural environment. If this were the syllabus writers’ intent, then there would not be a lot to write on the natural factors causing a change in the location of international production and consumption. The exam writer has opened up the wording of the question so that candidate answers may include geographical factors and/or the type of factors included in the next two syllabus dot points. Answers will reflect the nature and focus of individual teachers and their interpretation of the syllabus.

**Key words:**

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

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.

An 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 explanation of the causes 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 explanation. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 11-12 |
| A detailed explanation of the causes 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 explanation. 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 explanation of the causes 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 explanation. Geographical terminology and concepts are applied to construct a response, which shows some detail, but may have difficulty articulating ideas. | 6-8 |
| A limited description and some explanation of the causes 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 causes 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 33 (20 marks)**

1. Describe the ways in which people and places embrace, adapt to, or resist the forces of international economic integration in relation to a commodity, good or service you have studied.

(8 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 words:**

*Describe*: provide characteristics and features.

*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 describing 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.

When describing 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.

When describing 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.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description is given that considers all three possible responses to international economic integration. Integrated and accurate information is provided regarding all three of the responses in relation to an identified C, G or S. 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 that considers all three possible responses to international economic integration. Complete and accurate information is provided regarding all three of the responses in relation to an identified C, G or S. 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 that briefly refers to all three possible responses to international economic integration. General information is provided regarding all three of the responses in relation to an identified C, G or S. (Alternatively, only two responses to international economic integration may be described, but at a higher level as described above). 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 that considers only one or two possible response to international economic integration. Little to no information is provided regarding the responses in relation to an identified C, G or S. 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. Explain the impact on less developed countries of likely future changes in the nature and spatial distribution of the production and consumption of the commodity, good or service you referred to in part (a), in terms of sustainability.

(12 marks)

**Syllabus:**

The impact of these changes on less developed countries (LDC) in terms of sustainability.

**Key words:**

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

*Less Developed Country*: is a country that is considered to be lacking in terms of its economy, infrastructure and industrial base. The population of a less developed country has a relatively low standard of living as measured by low income levels, high unemployment, abundant poverty and a number of negative social indices, particularly those related to education and health.

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

**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 well-structured answer will explain the impacts of future changes in the nature and spatial distribution of the production and consumption of a C, G or S in terms of sustainability, that is the: economic, social and environmental impacts in LDCs.

Examples of Impacts could include:

|  |  |  |  |
| --- | --- | --- | --- |
| **Impacts** | **Env** | **Econ** | **Social** |
| Greater emissions, poorly managed waste disposal |  |  |  |
| Potential for the local environment and resources to be exploited in an  unsustainable manner |  |  |  |
| Implementation of international environmental standards, improving local standards |  |  |  |
| New enterprises or corporations may bring with them more environmentally  sustainable work practices, such as sustainable resource use, cleaner/less emissions,  less wastes |  |  |  |
| Improved economic links with different nations, leading to increased economic and  political influence |  |  |  |
| Choice and product range may increase as distribution networks increase |  |  |  |
| Access to new products |  |  |  |
| Loss of traditional ways and knowledge |  |  |  |
| Choice and product range may decline |  |  |  |
| Family dislocation due to the need to work where the jobs are |  |  |  |
| Increase in local industries and employment |  |  |  |
| Wages and standard of living may increase |  |  |  |
| Gain in local knowledge and expertise as industries open in new locations |  |  |  |
| Wellbeing and employment linked to the global economy, a positive in LDC’s as  new industries are established |  |  |  |
| Decline in local industries and employment as transnational corporation moves in |  |  |  |
| Global markets become more important than local markets |  |  |  |
| Potential exploitation of workers |  |  |  |

Other specific points may be of relevance to the specific C, G or S that a candidate has studied.

A good answer will refer to specific examples.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive explanation of the impact of the changes in the nature and spatial distribution of the production and consumption of a C, G or S in LDCs is given. Detailed and accurate information is provided about the impacts of these changes in relation to economic, social and environmental sustainability. 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 format. | 11-12 |
| A detailed explanation of the impact of the changes in the nature and spatial distribution of the production and consumption of a C, G or S in LDCs is given. Accurate information is provided about the impacts of these changes in relation to economic, social and environmental sustainability. A range of supporting evidence is used to develop and expand 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 format. | 9-10 |
| An explanation of the impact of the changes in the nature and spatial distribution of the production and consumption of a C, G or S in LDCs is given. General, relatively accurate information is provided about the impacts of these changes in relation to economic, social and environmental sustainability. Some supporting evidence is used to develop the explanation. Geographical terminology and concepts are applied to construct a response that shows some detail but may have difficulty articulating ideas. | 6-8 |
| A limited explanation, mainly description of the impact of the changes in the nature and/or spatial distribution of the production and/or consumption of a C, G or S in LDCs is given. Generalised information is provided about the impacts of these changes in relation to some but not all aspects of sustainability. 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 the impact of the changes in the nature and/or spatial distribution of the production and/or consumption of a C, G or S in LDCs is attempted, if at all. Limited information is provided about the impacts of these changes in relation to some but not all aspects of sustainability. Insufficient evidence is used to support statements and generalisations with no reference to the three aspects of sustainability. 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 34 or Question 35 20% (20 Marks)**

**Question 34 (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.

*Nature of the element of culture:*  refers to what it is, its characteristics and how it is produced and provided to the consumer.

*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. 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 and living standards improve.

**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 34 (20 marks)**

1. Evaluate the role played by transnational institutions and/or corporations in the dispersion of the element of culture you referred to in part (a).

(12 marks)

**Syllabus:**

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

**Key word:**

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

*Enterprise or 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, and elements of culture. 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.

Enterprises, also commonly referred to as multinational corporations (MNCs) and transnational corporations (TNCs), 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 TNCs 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 evaluation of the role played by the institution or TNCs identified in relation to the specific element of culture.
* The more general conditions enabling the TNCs 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.
* An overall evaluation of the value, amount or significance of the role and influence of a TNC(s) in the dispersion in the element of culture.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive evaluation is given and accurate information is provided on the role of institutions and TNCs (named) in the dispersion of an identified element of culture. 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 evaluation 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 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 evaluation is given and general, relatively accurate information is provided on the role of institutions and TNCs (named) in the dispersion of an identified element of culture. 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 evaluation, comprising mainly description, is given and some generalised information is provided on the role of institutions and TNCs in the dispersion of an identified 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 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 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 35 (20 marks)**

1. Describe ways in which the sustainability of indigenous cultures is likely to change in an increasingly integrated world, making reference to an element of culture you have studied.

(8 marks)

**Syllabus:**

The likely future changes to the sustainability of indigenous cultures in an increasingly integrated world.

**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.

Indigenous cultures display a wide variety of individual, unique and rich cultural identities, customs and values often demonstrated in areas closely associated with many of the elements of culture studied in Unit 2, Depth Study 2.

Candidates’ answers may refer to aspects of an increasingly integrated world and international integration that may increase or decrease the sustainability of indigenous cultures.

**Positive aspects** that may increase the sustainability of indigenous cultures include:

* increased exposure to and awareness of indigenous cultures
* increased opportunities for participation in the wider culture which raises profile and awareness of indigenous culture
* pride in indigenous culture improved through role models and leadership
* wider cultural appreciation through exposure which reinforces cultural importance and uniqueness of indigenous cultures
* financial rewards that support individuals and programs designed to uphold the sustainability of indigenous cultures
* the preservation and continuance of indigenous languages, dance, art and dance.

**Negative aspects** that may decrease the sustainability of indigenous cultures include:

* traditional methods abandoned due to exposure to new methods and ways of doing things
* traditional languages, dance, art and dance lost as integrated with other forms and holders of traditional knowledge pass away
* loss of key personnel and leadership from traditional communities as integration increases
* cultural appropriation as others copy, integrate or exploit aspects of traditional cultures for profit or popularity without acknowledging or truly understanding the culture.

The means by which the above may occur will vary with the aspect of culture that has been studied.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description is given and accurate information is provided about the ways the sustainability of indigenous cultures is likely to change in an increasingly integrated world. 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 ways the sustainability of indigenous cultures is likely to change in an increasingly integrated world. 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 ways the sustainability of indigenous cultures is likely to change in an increasingly integrated world. 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 ways the sustainability of indigenous cultures is likely to change in an increasingly integrated world. 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 35 (20 marks)**

(b) Evaluate the role played by technological advances in transport and /or telecommunications in the diffusion of the element of culture you referred to in part (a).

(12 marks)

**Syllabus:**

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

**Key word:**

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

*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 evaluate 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.

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

An overall evaluation of the value, amount or significance of the role and influence played by identified technological advances in transport and /or telecommunications in the diffusion of the element of culture must be given.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive evaluation is given. Complete and accurate information is provided about the role played by technological advances in transport and /or telecommunications in the diffusion of the 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 of the role played by technological advances in transport and /or telecommunications in the diffusion of the 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 played by technological advances in transport and /or telecommunications in the diffusion of the 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 played by technological advances in transport and /or telecommunications in the diffusion of the 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 description is given. Insufficient information is provided about the role played by technological advances in transport and /or telecommunications in the diffusion of the 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** |