

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

**Year 11 ATAR GEOGRAPHY**

**Unit 2 ONLY**

**Semester 2, 2021**

**MARKING GUIDE**

**for**

**Teacher Use Only**

**Section One: Multiple-choice 20% (20 marks)**

**2.**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Qu** | **Ans** | **Description** | |
| 1 | (a) | Comment | The map has a scale whereby one centimetre represents 250 metres, as shown in the line scale in the bottom right of the map. |
| Syllabus | Interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another. |
| 2 | (b) | Comment | The contour interval of the map is 10 metres, as is revealed immediately below the line scale. |
| Syllabus | Interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale). |
| 3 | (d) | Comment | The map legend shows that the ‘E’ symbol represents an ‘emergency headquarters’. |
| Syllabus | Interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scale). |
| 4 | (b) | Comment | The map distance is equal to approximately 28 cm. This represents an actual distance of 7 kilometres, making (b) the best answer. |
| Syllabus | Apply the map scale to basic calculations to determine time, speed, distance and area |
| 5 | (c) | Comment | The communication tower is located above a 140 m contour line. Therefore, we know that it must be higher than 140m and lower than 150 m. This makes (c) the most correct 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. |
| 6 | (a) | Comment | The slope is steeper at the top (indicated by closely spaced contour lines) and more gentle as you move to the bottom of the slope (“to the north east”), as indicated by the more widely spaced contour lines. This is therefore a concave slope, |
| 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 | A saddle is a low-lying area between two peaks along a ridge. In this instance, the saddle is slightly indistinct; however, in the absence of the other three topographic features in the southern half of this grid square, we are left only with answer (b) a saddle. |
| Syllabus | 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) |
| 8 | (b) | Comment | The horizontal “run” is approx. 350m (the equivalent of 1.4cm on the ruler between the contour lines). The elevation of the two points in question are approx. 60 metres and approximately 130 metres (both locations are very close to contour lines). Therefore, the rise is approximately 70 metres. Using the following calculations:  Gradient =RISE or rise**:**run (expressed as a ratio)  RUN  = 70**:**350 *and then divide both sides of the ratio by 70 to get* **1:5**. |
| Syllabus | Interpret relief on a map using contours and height information (spot heights), to describe the steepness and shape of a slope (concave, convex and uniform), and calculate the average gradient |
| 9 | (c) | Comment | This question requires students to read the latitude and longitude to the nearest minute. Reading the latitude first, Cape Byron sits almost exactly on the latitude of 28° 38’ S. Its longitude (to the nearest minute) is 153° 38’ E, the easternmost point of the Australian mainland. The correct answer is (c). |
| Syllabus | Establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes. |
| 10 | (a) | Comment | The lake only takes up a very small proportion of the grid square in question. If carefully measured by its length and width as a rough “square shape”, this lake is just less than 200 metres by 200 metres (which would be 4 hectares). With this in mind, it can be seen that the correct answer is 3 hectares; much smaller than the next closest answer which is four-fold larger in area. |
| Syllabus | Apply the map scale to basic calculations to determine time, speed, distance and area. |

**3.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qu** | **Ans** | **Description** | |
| 11 | (d) | Comment | While this is not a straight-line movement, the walker would mainly be travelling approximately south south-west (202.5°). The correct answer is therefore (d). |
| Syllabus | Establish direction on a map using general compass directions (16 points) and bearings. |
| 12 | (c) | Comment | The built-up areas have mainly been positioned on gently undulating topography, reflected by moderately spaced contour lines. The built-up areas are mainly between 0 and 30 metres above sea level; relatively “low-lying” relative to the surrounding topography. |
| Syllabus | Identify, describe and interpret spatial patterns (including land use, settlement and transport), and spatial relationships between natural and cultural features on maps. |
| 13 | (a) | Comment | Objects appear larger on Source 1 (topographic map). This can be checked by measuring the distance between the same two recognisable points on the two sources. The larger distances on Source 1 is representative of its larger scale. |
| Syllabus | Interpret the difference in scale between a photograph and a topographic map of the same place |
| 14 | (d) | Comment | This question tests students’ spatial awareness. Using reference points such as Cape Byron, the lighthouse and perhaps the coastline, all of which appear in the photograph, it can be determined that the photograph was taken facing south-west. |
| Syllabus | Determine direction on remote sensing products |
| 15 | (a) | Comment | With many lighter shaded areas, one can only conclude that (a) Africa has the lowest number of mobile phone subscriptions per 100 people. |
| Syllabus | Interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps) |
| 16 | (a) | Comment | It can be inferred from the data (and, most likely, students’ prior knowledge) that there is a spatial association between high levels of mobile phone subscriptions and economic development. Answer (b) is based on generalised assumptions that are not represented in the data. Answer (c) involves countries that have much larger populations than Australia and would therefore have much higher *total* subscriptions. Answer (d) is an irrational inference. |
| Syllabus | Interpret and apply data from different types of statistical maps (isopleth/isoline maps, choropleth maps, proportional circle maps, overlay and dot distribution maps) |
| 17 | (c) | Comment | The curves for the adoption of computers intersects with the curve for landlines in 2010, making answer (c) correct. |
| Syllabus | Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids |
| 18 | (a) | Comment | In the 1960s, 1970s and 1980s, the steepest upward adoption curve was that of the colour television, indicating it was the technology most rapidly adopted at those times. In more recent decades, the cellular (mobile) phone (1990s and 2000s) and tablet (2010s) were the most rapidly adopted. In all cases, it is the steepness (gradient) of a given curve which is relevant to the question. The best answer is therefore (a). |
| Syllabus | Interpret and construct tables and graphs, including: picture graphs; line, bar and compound graphs; histograms; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids |
| 19 | (a) | Comment | The definition given relates to the term *commodities,* a term that appears in multiple places within the Unit 2 syllabus. |
| 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. |
| 20 | (d) | Comment | While almost every aspect of international integration (globalisation) was disrupted by the COVID-19 pandemic, the flow which was most affected was the movement of (d) people and/or labour. The other three (a, b and c) continued, at times, relatively unimpeded in some regions, largely due to communication and transport technologies. |
| 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. |

**4.**

**NOTE:**

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

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

Refer to **Source 1:** Byron Bay topographic map 2017

**Question 21 (1 mark)**

Describe **one** characteristic of the site of the caravan park at GR 581322.

**Syllabus:**

*Describe the site and situation of places*

**Key word:**

*Describe: provide characteristics and features of*

**Teacher Notes:**

Site refers to the characteristics of the land on which some man-made feature is built. When describing the site of a given location, students may refer to:

* elevation above sea level
* topographic features
* drainage features
* slope, gradient, aspect
* vegetation and soil characteristics (if data provided)

Good answers might include points such as:

* The caravan park is sited on low-lying, flat land.
* The caravan park is sited on land between 0 and 10 metres above sea level.
* The caravan park is bordered by the Belongil Creek to the east.
* The caravan park is sited on the floodplain of the Belongil Creek.
* The caravan park is sited on land not subject to inundation.
* The caravan park is sited on land cleared of natural vegetation.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly describes **one** site characteristic (e.g. elevation, natural drainage, natural vegetation, slope, soil). | 1 |
| **TOTAL** | **0** |

Refer to **Source 1:** Byron Bay topographic map - 2017

**5.**

**Question 22 (2 marks)**

Describe **two** characteristics of the situation of Byron Bay High School (AR 6028).

**Syllabus:**

*Describe the site and situation of places*

**Key word:**

*Describe: provide characteristics and features of*

**Teacher Notes:**

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

With reference to distance and direction from settlements or major features, good answers for this question could include:

* Byron Bay High School is situated approximately 2.5 km south of the Byron Bay Post Office.
* Byron Bay High School is situated approximately 2 km south of the centre of the town of Byron Bay.
* Byron Bay High School is situated 250m to the north-east of the major intersection of Broken Head Rd and Bangalow Rd.
* Byron Bay High School is situated approximately 4.5 km south south-west of Cape Byron.
* Byron Bay School is situated between Broken Head Road and Tallow Beach, 2.5km south south-west of Cape Byron.

With reference to latitude and longitude:

* Byron Bay High School is situated at a latitude and longitude of 28° 40′ S 153° 37′ E.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly describes any **two** situation characteristics (e.g. latitude and longitude, distance and direction from other places or features, location in relation to major transport routes). | 1 |
| Correctly describes only **one** situation characteristic (e.g. latitude and longitude, distance and direction from other places or features, location in relation to major transport routes). | 2 |
| **TOTAL** |  |

Refer to **Source 1:** Byron Bay topographic map - 2017

**6.**

**Question 23 (6 marks)**

1. In the frame below draw a sketch map of the area bounded by Eastings 60 and 63 and Northings 30 and 33.

(2 marks)

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

(4 marks)

**Syllabus:**

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

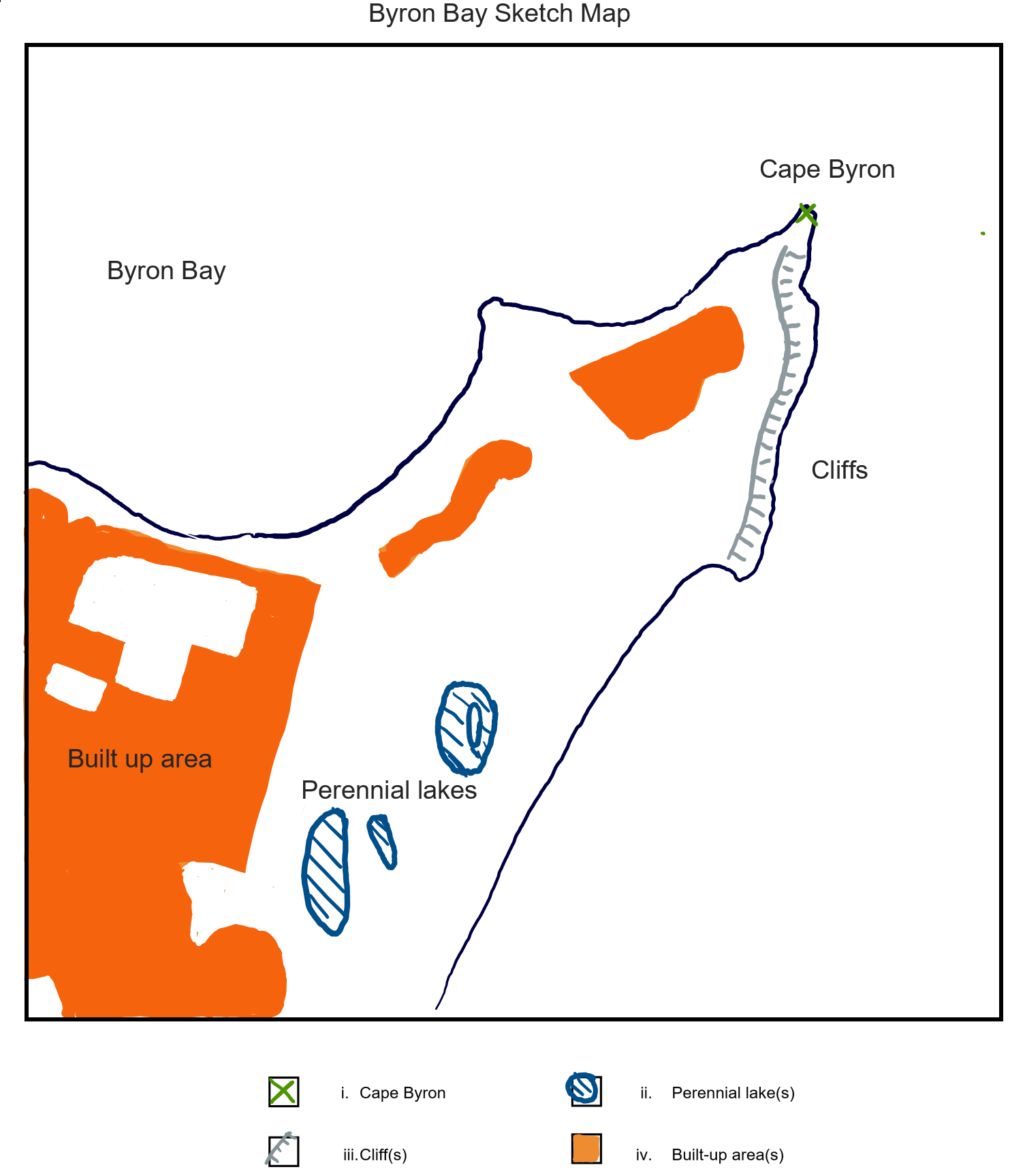
**Key word:**

*Draw: an instruction, as in draw a circle..*

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

**Teacher Notes:**

Suggested response:



0

1

Kilometres

N

**Marking Key:**

**7.**

**(a)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Draws a sketch map that neatly and accurately represents the stated area. | 2 |
| Draws a sketch map that contains minor flaws in the accuracy of the stated area, | 1 |
| **TOTAL** | **2** |

**(b)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accurately locates and clearly labels a given feature using an appropriate symbol or colour. | 1 |
| *Repeated for each of the four features x 4 .* | |
| **TOTAL** | **4** |

Refer to **Source 1:** Byron Bay topographic map – 2017 and **Source 2:** Byron Bay aerial photograph - 1958.

**8.**

**Question 24 (2 marks)**

Locate and describe **one** example of a change in land use that can be observed in **Source 1** when compared to **Source 2**.

**Syllabus:**

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

**Key word:**

*Describe: provide characteristics and features of*

**Teacher Notes:**

Students should identify a clearly visible change in land use by stating:

* The apparent land use (or land cover) in Source 2 (1958).
* The change to a new land use (or land cover) in Source 1, with supporting map evidence, most likely in the form of an area reference or grid reference from Source 1.

Good answers may refer to (but are not limited to) one of the following:

* The expansion the main built-up area of Byron Bay southward into AR 6029 (Source 1) into an area that appears to be native vegetation in 1958 (Source 2).
* There is a new built up area centred on GR 620320 (Source 1) on Cape Byron that appears to have been largely native vegetation with some scattered buildings transport routes in 1958 (Source 2).
* There is greater evidence of land use around Main Beach (for example the construction of Lawson Street, AR 6031) that appears to have previously been a combination of sand dunes and native vegetation in 1958 (Source 2).
* The built-up area has expanded westward into AR 5732 and AR 5832 (Source 1), which appears to have previously been vacant (native vegetation) in 1958 (Source 2).



* There appears to be a significant culture feature such as a jetty stretching out to sea in 1958 (Source 2) which since appears to have been removed (on or about GR 587324).

*nb. The jetty was in fact a whaling jetty used for whaling ships. From 1954 to 1962, there were 1,146 humpback whales slaughtered at this location, before it became apparent that the industry was unsustainable.*

* Bangalow Road (a major road) has been constructed, heading westward from AR 5928 (Source 1) in an area that was previously farmland and native vegetation in 1958 (Source 2).

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accurately and clearly locates an example of a change between Source 2 (1958) and Source 1 (2017). Clearly describes (or makes a reasonable geographical interpretation regarding the nature of) the original land use of the area in 1958 from Source 2. Describes clearly the more recent land use of the area in 2017 from Source 1. | 2 |
| May describe the original land use of the area from Source 2 and the more recent land use of the area in 2017 from Source 1 however, the response may lack clarity or an accurate location from the sources provided. | 1 |
| **TOTAL** | **2** |

Refer to **Source 1:** Byron Bay topographic map – 2017 and **Source 2:** Byron Bay aerial photograph - 1958 and **Source 3:** Byron Bay oblique aerial photograph to answer Question 24 below.

**9.**

**Question 25 (2 marks)**

Describe **two** pieces of source evidence that indicate this area may experience a high degree of tourism.

**Syllabus:**

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

**Key word:**

*Describe: provide characteristics and features of*

**Teacher Notes:**

Good answers may include:

* Dozens of appealing natural features such as Cape Byron (See Source 3), the associated conservation areas and National Parks (e.g. Arakwal National Park).
* The Cape Byron Lighthouse (GR 622319) sitting atop a 100m cliff with ocean views on three sides (Source 3) indicates the area has an aesthetic appeal; is likely appealing to tourists, especially when coupled with the surrounding reserve and conservation area.
* Other natural features such as beaches are prominent across the sources (e.g. Byron Bay Main Beach in AR 6031). These natural features take up a significant area - Source 2 and 3 show these beaches as expansive masses of white sand and would therefore be attractive to tourists.
* The beachside town (“built-up area”) of Byron Bay (AR 6031), in itself, with its provision of goods and services to customers (including tourists).
* There are many tracks and trails that intersect the National Parks and reserves (e.g. Tallow Ridge Track at AR 6131) and connect to the beaches (e.g. Ocean Trail in AR 6029).
* There are several caravan parks in the map area. Examples of these can be seen at AR 5731, AR 5832, AR 5926, AR 5928, AR 5930, AR 5931 and AR  6031.
* Picnic areas and scenic lookouts (e.g. Fisherman’s Lookout in AR 6132), also indicate that there have been provisions for tourism and recreation.
* There are land uses related to recreational activities such as the Byron Bay golf course (AR 5927).
* Cultural activities such as the art gallery in AR 5832 may also indicate that tourism is relevant here.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Describes two clear and accurate pieces of map evidence that indicate this area may experience tourism, with reference to Source 1. | 2 |
| Describes one clear and accurate piece of map evidence that indicates this area may experience tourism, with reference to Source 1. | 1 |
| **TOTAL** | **2** |

**10.**

Refer to **Source 8:** Survey responses to the question: “What is globalisation?”

**Question 26 (6 marks)**

With reference to the concept of sustainability, explain how globalisation may lead to both positive **and** negative outcomes.

**Syllabus:**

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

**Key word:**

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

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

**Teacher Notes:**

* Students should begin by providing a definition of the term *sustainability* and focusing on its three pillars – social, economic and environmental outcomes for the present and future.
* A good answer will look at two or more positive outcomes and two or more negative outcomes.
* Source 8 provides students with some good prompts; however, it must be remembered that the Source is based on survey responses, presumably including individuals with a biased or limited understanding of the impacts of globalisation.

To this end, the source refers to flawed generalisations such as “China taking advantage of other countries” and “immigrants taking our jobs”. Students should be careful to avoid repeating those same opinions as if they are *fact.*

In order to gain marks, any points raised in students’ answers should, as always, be based in sound geographical concepts, rather than subjective opinion and/or biased generalisations.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accurately defines sustainability and refers to this concept in explaining in detail how it leads to two or more positive outcomes and two or more negative outcomes. Provides relevant supporting data, evidence and/or examples from both the source and own geographical knowledge. | 5-6 |
| Defines sustainability and refers to this concept in explaining how it leads to positive and negative outcomes. Provides some supporting data, evidence and/or examples from both the source and own geographical knowledge. | 3-4 |
| Does not accurately define sustainability nor explain in any detail how it leads to both positive and negative outcomes. Provides limited supporting data, evidence and/or examples from the source and own geographical knowledge. | 1-2 |
| No relevant attempt made. | 0 |
| **TOTAL** | **6** |

Refer to **Source 9:** Mobile phone subscriptions (per 100 people), 2017 to answer Question 27 below.

**11.**

**Question 27 (4 marks)**

With reference to **Source 9**, comment on the statement that *“some countries exhibit higher levels of international integration than others”*.

**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.*

**Key word:**

*Comment on: make reference to and expand upon*

**Teacher Notes:**

A good answer to this question should address points such as the following:

* Some countries are better connected to others, both economically and culturally through international integration.
* Access to communications technologies, such as those shown in Source 9, reflect this inequality of access to international integration.
* The map shows that much of Europe (e.g. each of Spain, France and Italy) has more than 100 mobile phone subscriptions per 100 people. This means that a typical European will have immediate access to communication, global markets, finance, news, information, culture, entertainment and more.
* On the contrary, countries in Africa (eg. Democratic Republic of Congo with 25-50 mobile phone subscriptions per 100 people) generally have less access to this form of communication technology. They are therefore less likely to have immediate access to aspects of international integration.
* This map reinforces the notion that “some countries exhibit higher levels of international integration than others”.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Comments with a high degree of clarity on the statement that “some countries exhibit higher levels of international integration than others”. Displays strong understanding of relevant geographical concepts and provides supporting data/evidence from Source 9 to support answer. May also elaborate further by referring to other examples from own geographical knowledge. | 4 |
| Comments on the statement that “some countries exhibit higher levels of international integration than others”, displays sound understanding of relevant geographical concepts and provides supporting data/evidence from Source 9 to support answer. | 3 |
| Comments on the statement that “some countries exhibit higher levels of international integration than others”, displays some understanding of relevant geographical concepts and provides data/evidence from Source 9 to support answer. | 2 |
| Comments, with limited clarity, on the statement that “some countries exhibit higher levels of international integration than others”. Does not apply relevant supporting data/evidence from Source 9. | 1 |
| **TOTAL** | **4** |

**12.**

Refer to **Source 10:** A diagram of time-space convergence to answer Question 28 below.

**Question 28 (3 marks)**

With reference to **Source** **10**, explain the concept of time-space convergence.

**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:**

For full marks, students should:

* Define the concept of time-space (or space-time) convergence through *a shrinking of the time and apparent distance between places on the Earth’s surface due to advancements in communication and transport technologies.*
* Provide supporting explanation of the sort of changes that have led to this change over time (and into the future). Better response will reference example(s) from their own study, such as the time taken to circumnavigate the globe, which dropped from 100 days to one day during the 20th Century.
* Include reference to selected advancements referenced in Source 10.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Defines the concept of time-space convergence as *a shrinking of the time and apparent distance between places on the Earth’s surface due to advancements in communication and transport technologies over time.* Provides accurate and detailed supporting explanation of the changes that have led to this convergence over time. Include references to selected advancements in Source 10. | 3 |
| Defines the concept of time-space convergence through *a shrinking of the time and apparent distance between places on the Earth’s surface.* Provides some supporting explanation of the changes that have led to this change over time. Include some reference to selected advancements in Source 10. | 2 |
| Defines, with minimal accuracy, the concept of time-space convergence. Provides little, if any valid elaboration, including that from the source provided. | 1 |
| **TOTAL** | **3** |

**13.**

**Question 29 (2 marks)**

Outline, with examples, the concept of world cities.

**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:**

*Outline: sketch in general terms; indicate the main features of*

**Teacher Notes:**

From the glossary of the Yr 11 ATAR Geography syllabus:*World cities (sometimes referred to as global cities) are centres of global economic and cultural authority. They are the places where the world’s most important financial and corporate institutions are based and where decisions that ‘drive’ the global economy are made. They also play a globally significant role in the production and dissemination of knowledge (i.e. news, entertainment) and art. They are the centres of research and innovation.*

For full marks, students should:

* acknowledge that world cities are centres of economic and cultural significance
* provide two or more examples (the question asks for examples plural) such as:
  + New York (a centre for global economic activity)
  + Paris (a world city with significant cultural influence)
  + London, Tokyo, Beijing and Singapore and others also considered globally significant world cities.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Defines world cities as centres of global economic and cultural significance / authority / influence. May also refer to other aspects such as politics, labour, leadership, innovation and information exchange. Supports with relevant examples of world cities. | 2 |
| Defines world cities in an incomplete way and/or supports with inexact examples of world cities. | 1 |
| **TOTAL** | **2** |

**14.**

Refer to **Source 11:** Technology adoption in the US, 1950-2019 to answer Question 30 below:

**Question 30 (4 marks)**

Describe and account for the adoption curve of **one** form of technology during the time period shown.

**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.

**Key word:**

*Describe: provide characteristics and features of*

*Account for: state reasons for.*

**Teacher Notes:**

In describing the curve, students should:

* give an indication of its general shape/steepness and changes therein over time
* use supporting data (percentages) form the graph to provide specific detail and accuracy.

In accounting for the nature of the curve, students should:

* provide reasons for the change over time
* refer to an accepted model such as the S-curve of adoption.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Provides an accurate and detailed description of the curve for a selected technology, referring to data provided in the graph. Supports with a relevant account for the change over time, referring to an accepted model such as the S-curve for adoption. | 4 |
| Provides a mostly accurate and detailed description of the curve for a selected technology, referring to data provided in the graph. Supports with a relevant account for the change over time but may lack reference to an accepted model such as the S-curve for adoption. | 3 |
| Provides a mostly accurate description of the curve for a selected technology, referring, perhaps indirectly, to data provided in the graph. Attempts to support with a relevant account for the change over time. | 2 |
| Provides a limited description of the curve for a selected technology; lacks reference to the data in the graph. | 1 |
| No relevant attempt. | 0 |
| **TOTAL** | **4** |

**Question 31 (4 marks)**

Identify **one** advancement in transport technology and **one** advancement in telecommunications technologies and explain how they have facilitated international integration over time.

**15.**

**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:**

*Identify: recognise and name.*

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

**Teacher Notes:**

This question allows students to show off their understanding of two forms of technology that have influenced globalisation around the world. It requires a more specific and in-depth explanation than that of “time-space convergence” in Question 27.

Common choices include (but are not limited to):

|  |  |
| --- | --- |
| Transport technology | Telecommunications technology |
| * bulk shipping * containerisation * mass car production * high speed rail * jet aircraft | * electric power * development of computers * advent of the Internet * mobile phone technology * social media |

Example for transport technology:

Selected advancement in technology: *Containerisation.*

*In 1937, an American truck driver named Malcom McLean, frustrated by inefficiencies in transferring cargo from trucks to ships and vise versa, devised a system of stackable sea containers of uniform size that would heavily reduce the time taken for cargo to be moved. The result is that large volumes of goods can be quickly transported around the world by trucks, trains and bulk carrier ships, from producers, to wholesalers, and then on to retailers and eventually consumers. This has made international trade more efficient over time and has therefore greatly accelerated international integration.*

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Identifies a relevant advancement in technology. Explains in detail, with supporting evidence from own geographical knowledge, the way in which the chosen technology has facilitated global integration over time. | 2 |
| Identifies a relevant advancement in technology. Explains, in limited detail, the way in which the chosen technology has facilitated global integration over time, | 1 |
| *Repeated for the second advancement in technology x 2 .* | |
| **TOTAL** | **4** |

**16.**

**Question 32 (4 marks)**

Explain how the process of adaptation has changed the nature of a commodity, good **or** service in **one or more** locations around the world.

**Syllabus:**

*With respect to a commodity, good, service in Depth Study 1 (Unit 2):*

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

**Key word:**

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

**Teacher Notes:**

Adaptation of a commodity, good or service refers typically to the local scale modification of a product that has been adopted from another region. These adaptations may occur for economic, political, socio-cultural, religious or environmental regions. In some instances, the adaptation may have been formally introduced by a foreign company (multinational corporation). In other instances, the adaptation may have occurred at the local scale in a “grassroots” fashion. In any case, an adaptation must improve characteristics such as the efficiency, price, appeal and/or practicality of a given good, service or commodity for it to take hold at the local level. With many global products being effectively adapted at the local scale, this process is often termed “*glocalisation*”.

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Explains in detail the process of adaptation by referring to a commodity, good or service that has undergone adaptation and accurately explains the relevant adaptation. Refers to one or more specific locations around the world that have had this adaptation occur, supporting the explanation with relevant data, evidence and/or examples. | 4 |
| Explains the process of adaptation by referring to a commodity, good or service that has undergone adaptation and explains the relevant adaptation. Refers to one or more locations around the world that have had this adaptation occur, supporting the explanation with data, evidence and/or examples. | 3 |
| Explains in limited detail the process of adaptation by referring to a commodity, good or service that has undergone adaptation and explains the relevant adaptation. Refers to one or more locations around the world that have had this adaptation occur. Supports the explanation with limited or no data, evidence and/or examples. | 2 |
| Insufficient explanation of the process of adaptation by referring to a commodity, good or service that has undergone adaptation and explains the relevant adaptation. May not refer to specific locations around the world that have had this adaptation occur. Does not support the explanation with relevant data, evidence and/or examples. | 1 |
| **TOTAL** | **4** |

**17.**

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

**PART A: Depth Study 1 Answer either Question 33 or Question 34 20% (20 Marks)**

**Question 33 (20 marks)**

1. Describe the role played by advances in either transport **or** telecommunications in facilitating changes in the spatial distribution of a commodity, good **or** service.

(8 marks)

**Syllabus:**

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

**Key word:**

*Describe: provide characteristics and features of.*

*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 describe the role and impact of technological advances in transport or telecommunications in facilitating changes in the spatial distribution of the commodity, good **or** service.

|  |  |
| --- | --- |
| Advances in **transport** technology could include:   * advances in shipping – sail to steam to modern combustion engine shipping, becoming faster and larger   + Bulk carriers and container ships * advances in road transport   + Horse/cart to modern trucking. * advances in rail   + Steam 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 * forms of automated and ‘smart’ transport systems which may aid road, rail and shipping. | Advances in **telecommunications** technology could include:   * computerisation and internet (fibre optics and broadband) and their impacts on inventories, sales, overall logistics * the move from telegraph and postal mail (“snail mail”) to email as a primary mode of written communication * the move over time from telephone to mobile phones to facilitate verbal communication * global online shopping * the role of social media in promotion, marketing to increased international integration * smart phone applications (apps) used to share information globally and promote products. |

**Marking Key:**

**18.**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description is given. Complete and accurate information is provided about the role of technological advances in transport 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 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. | 7-8 |
| A detailed description is given. Accurate information is provided about the role of technological advances in transport 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 description. 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. | 5-6 |
| A general description is given. Some generalised information is provided about the role and/or impact of technological advances in transport 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. | 3-4 |
| A very basic description is given, if at all. Insufficient information is provided about the role or impact of technological advances in transport 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** | **8** |

**Question 33 (20 marks)**

(b) Explain the implications of changes in the nature **and** spatial distribution of a commodity, good **or** service for people, places **and/or** the biophysical environment.

(12 marks)

**19.**

**Syllabus:**

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

**Key word:**

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

**Teacher Notes:**

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

Candidates need to describe the changes in the nature and spatial distribution of the production of the selected good service of commodity (abbreviated here as C, G or S) and relate to people, places and/or the biophysical (natural) environment. These changes could be classified as being either positive or negative, as outlined below:

|  |  |
| --- | --- |
| **Positive** implications for people, places and the biophysical environment may include:   * increase in new industries and employment, especially in LEDCs * gain in local knowledge and expertise as industries open in new locations * new industries are established in LEDCs. * wages and standard of living may increase in LEDCs * improved international economic links leading to increased economic and political influence * increased choice of new and innovative products may increase as distribution networks increase * increased awareness of environmental issues may lead to greater efforts for conservation. | **Negative** implications for people, places and the biophysical environment may include:   * decline in local industries and employment in MEDCs * loss of knowledge and expertise as industries close * potential exploitation of workers in LEDCs * family dislocation resulting from labour availability, often separating rural families with labour centred in urban areas. * global supply chains may be vulnerable to disruption * reliance and interdependence on other nations increases resulting in a loss of economic autonomy * increased environmental impacts, such as carbon emissions from expansive supply chains. |

**20.**

**Marking Key:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive explanation of changes in the nature and spatial distribution of the production of a C, G or S. Integrated and accurate information is provided about the implications of these changes for people, places and/or the biophysical environment. A wide range of appropriate supporting evidence and specific examples are used to develop and strengthen the discussion. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 11-12 |
| A detailed explanation of changes in the nature and spatial distribution of the production of a C, G or S. Complete and accurate information is provided about the implications of these changes for people, places and/or the biophysical environment. 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 explanation of changes in the nature and spatial distribution of the production of a C, G or S. General, relatively accurate information is provided about the implications of these changes for people, places and/or the biophysical environment. 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 explanation of changes in the nature and/or spatial distribution of the production of a C, G or S. Some generalised information is provided about the implications of these changes for people, places and/or the biophysical environment. 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 of changes in the nature or spatial distribution of the production of a C, G or S, if at all. Little detail is provided about the implications of these changes for people, places and/or the biophysical environment. 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** |

**21.**

**Question 34 (20 marks)**

1. Describe the role played by government and enterprises in the internationalisation of the production and consumption of a commodity, good **or** service.

(8 marks)

**Syllabus:**

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

**Key word:**

*Describe: Provide characteristics and features.*

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

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

**Teacher Notes:**

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

Governments have typically influenced the internationalisation of the production and consumption of commodities, goods or services by:

* Introducing policies to reduce international trade tariffs and protection duties.
* Entering into free trade agreements with their trading partners or a block of countries.
* Offering incentives for corporations to invest and establish production in their country, such as tax-free production and transport hubs, cheap land, access to infrastructure such as rail and ports and subsidised workforces.

Enterprises, especially multinational corporations (MNC’s) and transnational corporations (TNC’s), largely control the production, distribution and consumption of global commodities in the twenty first century. Aspects of the role played by enterprises in the internationalisation of the production and consumption of a commodity could include the following points:

* A statement as to what an enterprise or TNC is and identification of those involved in the production and consumption of the C, G or S they have chosen.
* A specific description of the role played by the enterprise identified in relation to the specific C, G, or S.
* The more general conditions enabling enterprises or TNC’s to flourish that may be of relevance for the specific C, G or S include:
* improved systems of moving goods, services and/or information between countries
* the removal of high import and export duties and tariffs (linked to role of governments)

**Marking Key:**

**22**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description is given and accurate information is provided on the role of governments and enterprises (named) in the internationalisation of the production and consumption of an identified commodity, good or service. A wide range of appropriate supporting evidence and examples are used to develop and strengthen the description. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 7-8 |
| An appropriate description is given and general, relatively accurate information is provided on the role of governments and enterprises (named) in the internationalisation of the production and consumption of an identified commodity, good or service. A range of appropriate supporting evidence and examples are used to develop and strengthen the description. Relevant geographical terminology and concepts helps to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer format. | 5-6 |
| A limited description is given and some generalised information is provided on the role of governments and enterprises in the internationalisation of the production and consumption of an identified commodity, good or service. Limited evidence and examples are used to support statements and generalisations. There is limited use of geographical terminology and concepts in a largely unstructured response. | 3-4 |
| A very basic description is given and little information is provided on the role of governments and/or enterprises in the internationalisation of the production and consumption of any commodity, good or service. Insufficient evidence is presented in the description. There is limited or no use of geographical terminology and concepts, and poor literacy skills may contribute to a response that is difficult to understand. | 1-2 |
| No relevant attempt. | 0 |
| **TOTAL** | **8** |

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

**Question 34 (20 marks)**

(b) Explain the likely future changes in the nature **and** spatial distribution of the production and consumption of a commodity, good **or** service.

(12 marks)

**23.**

**Syllabus:**

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

**Key word:**

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

**Teacher Notes:**

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

Candidates need to describe the likely future changes in the nature and spatial distribution of the production and consumption of a commodity, good or service (abbreviated here as C, G or S) they have studied. These changes will be based on current trends and changes that have been occurring in recent times.

The nature of production will continue to reflect:

* increasing automation
* increasing where components are produced wherever the competitive advantage is found
* ongoing changes in where products are assembled
* adaptations to a changing environment due to issues such as climate change - this is relevant at a number of industries such as agriculture (e.g. viticulture for wine), forestry and fishing.

The overall spatial trend is likely to see:

* A further move away from the traditional production centres of Western Europe, North America, Japan and even South Korea.
* Whilst SE Asia and Central and South America have seen increasing production of certain types of C, G and S for a global market over the last two decades, and are expected to continue this growth, the areas of future growth are often referred to as the BRICS nations.
* This refers to Brazil, Russia, India, China and South Africa as the nations that will display both increased production and consumption of global C, G and S.
* It is expected that a combination, in varying degrees, of cheap labour markets and rapidly increasing middle classes with increasing disposable incomes will facilitate the increased consumption in these growing markets.
* Some C, G and S moving to new locations as a result of community and/or environmental pressures such as climate change.

**Marking Key:**

**24.**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive explanation is given and accurate information is provided on likely changes in the nature and spatial distribution of the production and consumption of a specific C, G or S that has been studied. A wide range of appropriate supporting evidence and examples are used to develop and strengthen the 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. | 10-12 |
| A detailed explanation is given and accurate information is provided on likely changes in the nature and spatial distribution of the production and consumption of a specific C, G or S that has been studied. A range of appropriate supporting evidence and examples are used to develop and strengthen the explanation. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive answer, with well-developed sentences and paragraphs in an extended answer format. | 8-9 |
| An appropriate explanation is given and general, relatively accurate information is provided on likely changes in the nature and spatial distribution of the production and consumption of a specific C, G or S that has been studied. Appropriate supporting evidence and examples are used to develop and strengthen the explanation. Relevant geographical terminology and concepts help to develop the answer, with some well-developed sentences and paragraphs in an extended answer format. | 6-7 |
| A limited explanation is given and some generalised information is provided on likely changes in the nature and spatial distribution of the production and consumption of a C, G or S that has been studied. Limited evidence is used to support statements and generalisations. There is limited use of geographical terminology and concepts in a largely unstructured response. | 4-5 |
| A very basic explanation is given and little information is provided on likely changes in the nature and spatial distribution of the production and consumption of C, G or S’s in general. Insufficient evidence or examples are presented in the explanation. 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. | 1-3 |
| No relevant attempt. | 0 |
| **TOTAL** | **12** |

**25.**

**Question 35 (20 marks)**

(a) Describe the role played by media and emerging technologies in the generation and dispersion of an element of culture.

(8 marks)

**Syllabus:**

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

**Key word:**

*Describe: provide characteristics and features.*

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

**Teacher Notes:**

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

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

* newspapers, magazines and other print media
* radio and television
* satellite technology
* the Internet and streaming services
* social media in promotion and marketing
* bloggers and social influencers
* smart phone and tablet applications (apps) used to share information globally.

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

**Marking Key:**

**26.**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description is given and accurate information is provided on the role of the media and emerging technologies in the generation and dispersion of a chosen element of culture. A wide range of appropriate supporting evidence and examples are used to develop and strengthen the description. The accurate use of relevant geographical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 7-8 |
| An appropriate description is given and generally accurate information is provided on the role of the media and emerging technologies in the generation and dispersion of a chosen element of culture. A range of appropriate supporting evidence and examples are used to develop and strengthen the description. Relevant geographical terminology and concepts helps to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer format. | 5-6 |
| A limited description is given and generalised information is provided on the role of the media and emerging technologies in the generation and dispersion of a chosen element of culture. Limited evidence is used to support statements and generalisations. There is limited use of geographical terminology and concepts in a largely unstructured response. | 3-4 |
| A very basic description is given and little information is provided on the role of the media and emerging technologies in the generation and dispersion of a chosen 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 35 (20 marks)**

(b) Discuss ways people embrace, adapt to **and/or** resist the forces of international cultural integration, with reference to an element of culture you have studied.

(12 marks)

**27.**

**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 that 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 that 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 that 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:**

**28.**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive discussion that considers response(s) to international cultural integration is presented. Integrated and accurate information is provided regarding 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. | 10-12 |
| A detailed discussion that considers response(s) to international cultural integration is presented. Complete and accurate information is provided regarding the response(s) 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. | 8-9 |
| An appropriate discussion that considers response(s) to international cultural integration is presented. General and relatively accurate information is provided regarding the response(s) in relation to an identified element of culture that may be integrated. 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. | 6-7 |
| A limited discussion that considers response(s) to international cultural integration is presented. Very little information is provided regarding the responses in relation to an identified element of culture that may be integrated. 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 response(s) 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** |

**29.**

**Question 36 (20 marks)**

1. Describe the implications of changes in the nature **and** spatial distribution of an element of culture for people and places at a range of scales.

(8 marks)

**Syllabus:**

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

*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.*

**Key word:**

*Describe: provide characteristics and features of.*

**Teacher Notes:**

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

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

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

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

**Marking Key:**

**30.**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive description of the changes in the nature and spatial distribution of an element of culture. Integrated and accurate information is provided about the implications of these changes at the local, national/regional and global scales. The value, outcomes and/or results of these changes are described. A wide range of appropriate supporting evidence and specific 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 of the changes in the nature and spatial distribution of an element of culture. General, relatively accurate information is provided about the implications of these changes at the local, national/regional and global scales. The value, outcomes and/or results of these changes are described. Some supporting evidence is used to develop the description. Geographical terminology and concepts are applied to construct a response, which shows some detail, but may have difficulty articulating ideas. | 5-6 |
| A limited description of changes in the nature and/or spatial distribution of an element of culture. Some generalised information is provided about the implications of these changes at the local, national/regional and global scales. 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 of changes in the nature or spatial distribution of an element of culture, if at all. Little detail is provided about the implications of these changes at the local, national/regional and global scale. Insufficient evidence is used to support statements and generalisations. There is limited use of geographical terminology and concepts, and poor literacy skills may contribute to a response that is difficult to understand. | 1-2 |
| No relevant attempt. | 0 |
| **TOTAL** | **8** |

**Question 36 (20 marks)**

(b) Discuss the role of the media and new technologies in shaping people’s perceptions of place and events with respect to an element of culture.

(12 marks)

**31.**

**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:**

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

**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:

* newspapers, magazines and other print media
* radio and television
* satellite technology
* the Internet and streaming services
* social media in promotion and marketing
* bloggers and social influencers
* smart phone and tablet applications (apps) used to share information globally.

Depending on the element of culture chosen, candidates may also include other emerging technologies relevant to people’s perceptions of place and events.

Some initial description of and reference to these forms of media and new technologies should be made in the candidates’ answer before discussing 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.

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 discussed.

**Marking Key:**

**32.**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A detailed and comprehensive discussion 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 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. | 10-12 |
| A detailed discussion 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 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. | 8-9 |
| A appropriate discussion 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 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. | 6-7 |
| A limited discussion 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 discussion 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** |

**END OF SECTION THREE**

**End of Answers**