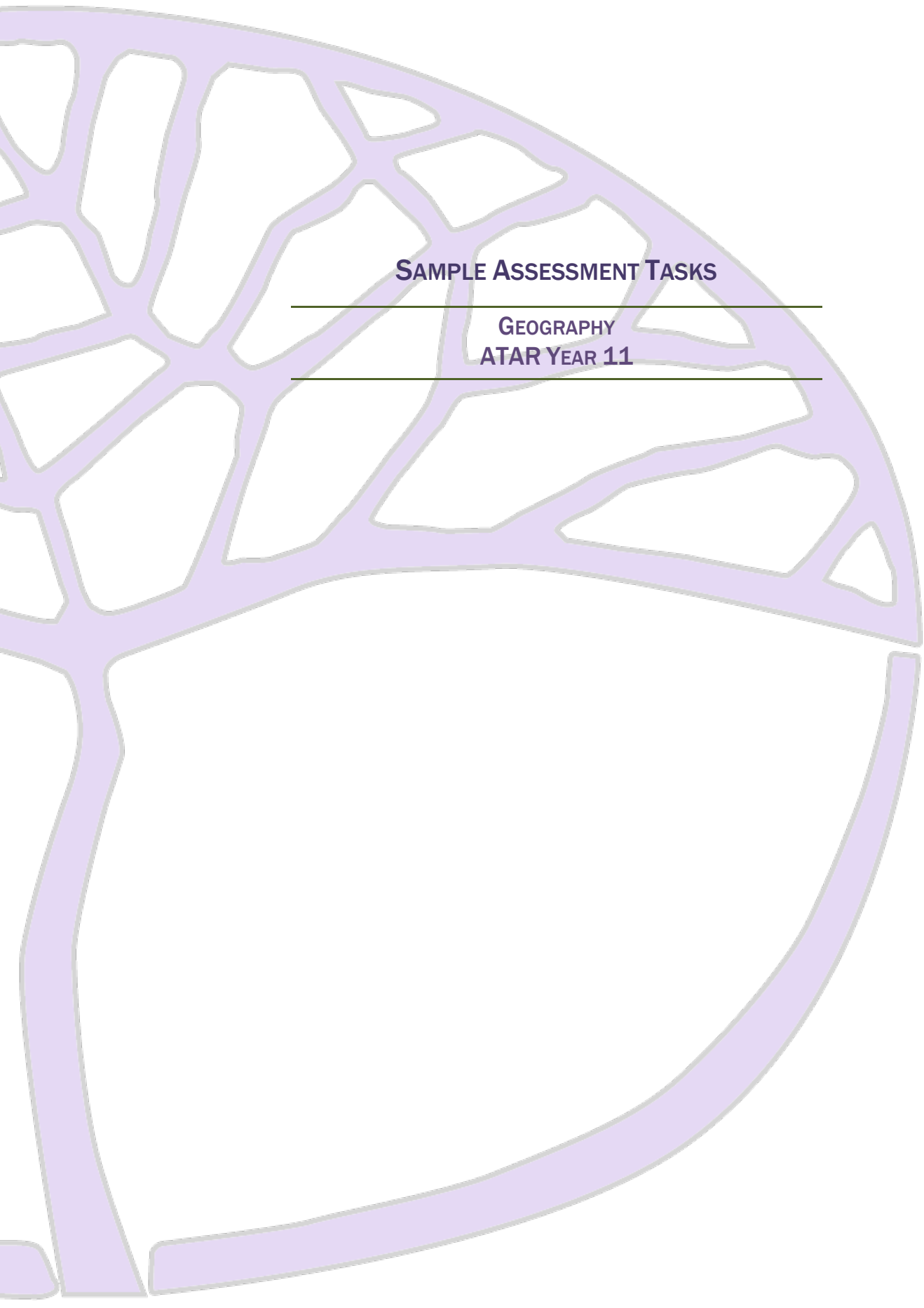




SAMPLE ASSESSMENT TASKS

GEOGRAPHY
ATAR YEAR 11



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Sample assessment task

Geography – ATAR Year 11

Task 1 – Unit 1

Assessment type: Fieldwork/practical skills

Conditions

This task is to be completed in class under standard test conditions.

Time for the task: 40 minutes

Task weighting

5% of the school mark for this pair of units

Mapping skills and statistical data analysis (23 marks)

Section One: Multiple-choice (10 marks)

Refer to Side 1 of the 2012 Stage 2 WACE Geography Examination Broadsheet.

Study **Source 1** on the Broadsheet then answer Questions 1–7.

- Which of the following statements best describes the scale of the Mount Napier topographic map?
 - one centimetre equals 3 kilometres
 - one centimetre equals 0.3 kilometres
 - one centimetre represents 300 metres
 - one centimetre represents 3000 metres
- The intersection of Harmans Road and Mt Napier Road is nearest to grid reference
 - 979029.
 - 978033.
 - 977027.
 - 978032.
- The bearing of Mount Napier (GR 932054) from the intersection of Harmans Road and Mt Napier Road is closest to
 - 300° WNW.
 - 330° NNW.
 - 150° SSE.
 - 030° NNE.
- Which of the following best describes the dominant land use shown in area reference 9905?
 - forest
 - plantation
 - cleared land
 - orchard or vineyard

5. The eastern slope of Mount Napier (area reference 9305) can best be described as
 - (a) irregular.
 - (b) uniform.
 - (c) convex.
 - (d) concave.
6. The average gradient of the slope from the start of the Mount Napier Access Track (GR 942066) to the summit of Mount Napier is closest to
 - (a) 1:1.
 - (b) 1:2.
 - (c) 1:8.
 - (d) 1:20.
7. Hannahs Road (GR 876063) is accessible by
 - (a) foot only.
 - (b) four wheel drive (4WD) vehicles only.
 - (c) forest maintenance vehicles only.
 - (d) two wheel drive (2WD) vehicles.

Study **Source 1** and **Source 2** on the Broadsheet then answer Question 8.

8. The photograph in **Source 2** was taken from a position just outside the map area in **Source 1**. Using the latitude and longitude given for the position of the camera in **Source 2**, determine the direction the camera was facing when the photograph was taken.
 - (a) South-west
 - (b) North-east
 - (c) South-east
 - (d) West

Study **Source 3** then answer Questions 9 and 10.

Source 3: Average number of people reported killed, per million inhabitants, by continent/region and origin of disaster (1991–2005)

Continent/Region	Atmospheric/Hydrological	Geomorphic	Ecological/Biological
Africa	1.30	0.37	7.31
North and South America	6.23	0.31	1.13
Asia	5.19	7.54	0.39
Europe	4.77	0.23	0.03
Oceania	1.92	5.06	0.62

9. Which of the following continents/regions experienced the highest average number of people killed, per million inhabitants, by atmospheric and hydrological disasters between 1991 and 2005?
 - (a) North and South America
 - (b) Asia
 - (c) Europe
 - (d) Oceania

10. Which of the following continents/regions experienced the highest total proportion of people killed by all disasters between 1991 and 2005?
- (a) Africa
 - (b) North and South America
 - (c) Asia
 - (d) Europe

Section Two: Short response**(13 marks)**

Answer all questions by writing your response in the space provided.

Refer to Side 1 of the 2012 Stage 2 WACE Geography Examination Broadsheet.

Study **Source 1** on the Broadsheet then answer Questions 11–12.

11. Calculate:

- (a) the length of the Mount Napier Access Track from its intersection with Mount Napier Access Road to the summit of Mount Napier.

(1 mark)

- (b) the time it would take a bush walker to travel the length of the Mount Napier Access Track, from its intersection with Mount Napier Access Road to the summit of Mount Napier, at an average speed of 5 km per hour (show your working).

(1 mark)

12. Describe **one (1)** piece of map evidence which suggests that Mount Napier is an extinct volcano. Support your answer with specific grid references.

(2 marks)

Study **Source 1 and Source 2** on the Broadsheet then answer Question 13.

13. Construct an annotated field sketch from **Source 2**, using the frame below, and identify the following natural and cultural features:

- summit of Mount Napier
- natural vegetation
- farmland.

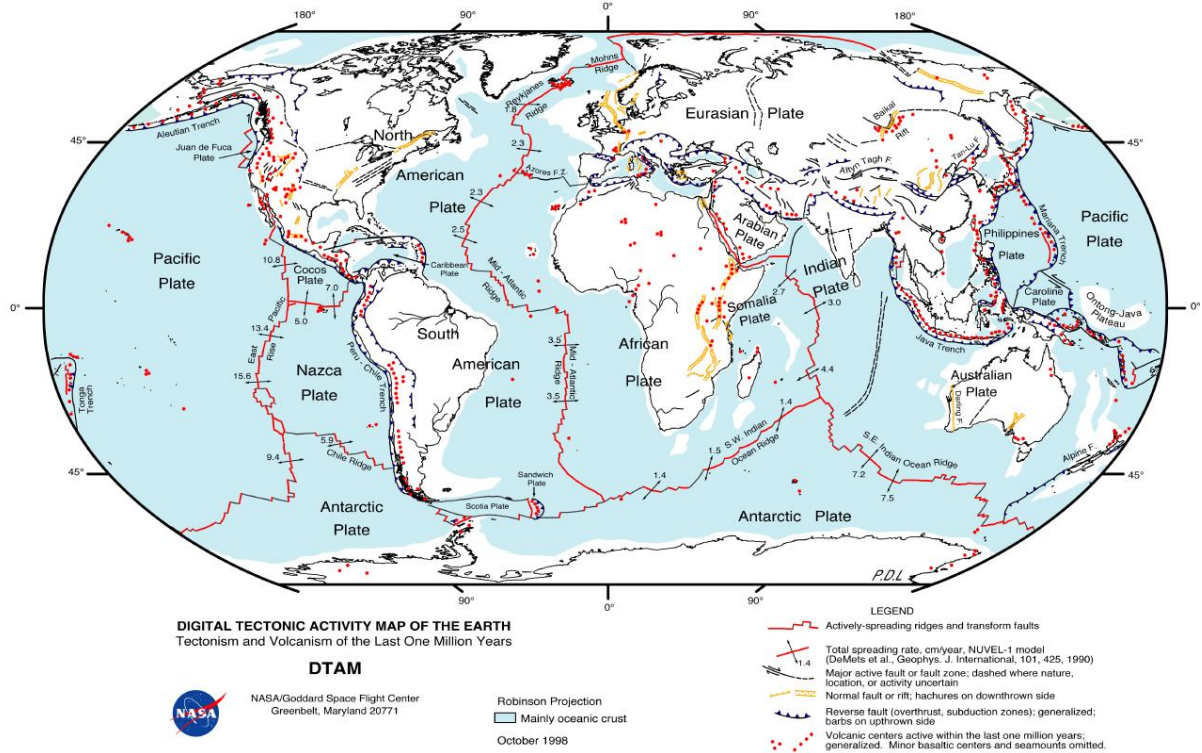
(3 marks)

Field sketch of Mount Napier and surrounds



Study **Source 4** then answer Question 14.

Source 4: Tectonic activity and volcanism over the last one million years



14. Describe **two (2)** spatial associations between the location of volcanic centres active within the last one million years, and tectonic plate boundaries/faults. Provide specific evidence from **Source 4** to support your answer.

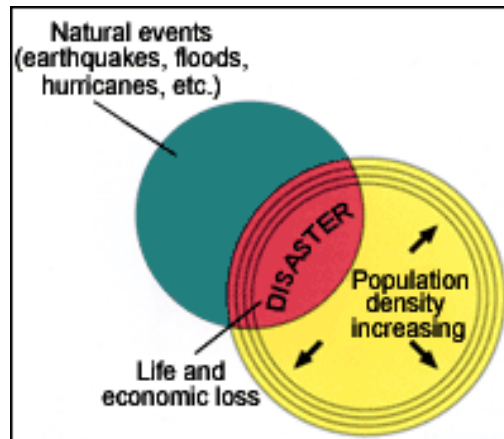
(4 marks)

Spatial association 1

Spatial association 2

Study **Source 5** then answer Question 15.

Source 5: Natural disasters – forecasting economic and life losses



15. Briefly explain how the **two (2)** factors shown in **Source 5** have the potential to influence loss of life and property.

(2 marks)

Factor 1

Factor 2

ACKNOWLEDGEMENTS

- Questions 9–10** Table adapted from: United Nations International Strategy for Disaster Reduction. (n.d.). *Disaster statistics: Impact: Killed* (p. 1). Retrieved May, 2014, from http://drm.cenn.org/Trainings/Multi%20Hazard%20Risk%20Assessment/Lectures_ENG/Session%2001%20Introduction%20to%20risk%20management/background/isdr-disaster-statistics-impact.pdf
- Question 15** Image: NASA. (2002). *Digital tectonic activity map of the earth*. Retrieved May, 2014, from www.globalchange.umich.edu/globalchange1/current/lectures/evolving_earth/tectonic_map.jpg
- Question 16** Image: United States Geological Survey. (n.d.). *Natural disasters—forecasting economic and life losses: USGS fact sheet*. Retrieved May, 2014, from <http://pubs.usgs.gov/fs/natural-disasters/>

Marking key for sample assessment task 2 – Unit 1

Section One: Multiple-choice

Question	Answer
1	C
2	A
3	A
4	B
5	D
6	C
7	D
8	B
9	A
10	C

Description	Mark
1 mark each	0–10
Total	/10

Section Two: Short response

Study **Source 1** on the Broadsheet then answer Questions 11–12.

11. Calculate:

- (a) the length of the Mount Napier Access Track from its intersection with Mount Napier Access Road to the summit of Mount Napier.

Description	Marks
The answer is 2.2 km (allow between 2 and 2.4 km)	1

- (b) the time it would take a bush walker to travel the length of the Mount Napier Access Track, from its intersection with Mount Napier Access Road to the summit of Mount Napier, at an average speed of 5 km per hour (show your working).

Description	Marks
Time = distance x 60 / speed Time = 2.2 x 60 / 5 Time = 26.4 minutes (26 minutes and 4 seconds) Note: as long as working is shown, allow between 24 minutes and 28 minutes due to variations in measurement for Part A.	1

12. Describe **one (1)** piece of map evidence which suggests that Mount Napier is an extinct volcano. Support your answer with specific grid references.

Description	Marks
Provides any valid piece of evidence, such as: <ul style="list-style-type: none"> dotted line on map showing edge of lava flow surrounding Mt Napier (GR 942015) circular shape of contours on Mt Napier shows distinctive crater at summit (GR 931055). 	1
Provides a specific grid reference to support the answer.	1
Total	/2

Study **Source 1 and Source 2** on the Broadsheet then answer Question 13.

13. Construct an annotated field sketch from **Source 2**, using the frame below, and identify the following natural and cultural features:
- summit of Mount Napier
 - natural vegetation
 - farmland.

Description	Marks
Draws and correctly annotates the following natural and cultural features: <ul style="list-style-type: none"> summit of Mount Napier natural vegetation farmland. 	1–3 (1 mark each)
Total	/3

Study **Source 4** then answer Question 14.

14. Describe **two (2)** spatial associations between the location of volcanic centres active within the last one million years, and tectonic plate boundaries/faults. Provide specific evidence from **Source 4** to support your answer.

Description	Marks
Correctly identifies a spatial association between the location of volcanic centres active within the last one million years, and tectonic plate boundaries/faults.	1
Provides specific evidence from Source 4 to support the answer.	1
For example: Volcanic centres active within the last one million years are found along the boundaries of reverse faults (1 mark), such as along the up thrown side of the Java Trench and the Mariana Trench (1 mark).	
Correctly identifies another different spatial association between the location of volcanic centres active within the last one million years, and tectonic plate boundaries/faults.	1
Provides specific evidence from Source 4 to support the answer.	1
For example: Volcanic centres active within the last one million years are found along normal faults (1 mark), such as along the Baikal Fault in Europe and the Great Rift Valley in Africa (1 mark).	
Total	/4

Study **Source 5** then answer Question 15.

15. Briefly explain how the **two (2)** factors shown in **Source 5** have the potential to influence loss of life and property.

Description	Marks
Briefly explains that the blue sphere in Source 5 represents natural events, such as earthquakes, floods and hurricanes, which have the potential to cause loss of life to people in the affected region, and economic loss resulting from damage to property or businesses.	1
Briefly explains that the yellow sphere in Source 5 represents increasing population density. As the population continues to grow, so does the area of intersection, leading to costlier and deadlier disasters.	1
Total	/2

Sample assessment task

Geography – ATAR Year 11

Task 7 – Unit 2

Assessment type: Short and extended response

Topic for Depth Study One: A complex manufactured good (consumer electronics)

Conditions

This task is to be completed in class under standard test conditions.

Time for the task: 50 minutes

Task weighting

10% of the school mark for this pair of units

Depth Study One (30 marks)

Section One: Multiple-choice (5 marks)

1. The increased interconnectedness and interdependence of people and countries resulting from the expanding integration of trade, finance, people, and ideas in one global marketplace is known as
 - (a) diffusion.
 - (b) socio-spatial inequality.
 - (c) globalisation.
 - (d) hybridisation.
2. The process by which cultures around the world adopt a certain degree of homogenised global culture while clinging to aspects of their own traditional cultures is known as
 - (a) diffusion.
 - (b) socio-spatial inequality.
 - (c) globalisation.
 - (d) hybridisation.
3. Economic integration is caused by
 - (a) the increasing barriers to the flow of goods, services and factors of production between nations.
 - (b) the reduction or elimination of the barriers to the flow of goods, services and factors of production between nations.
 - (c) the unequal access to essential goods and services depending on the area or location in which a person lives.
 - (d) the unequal access to factors of production between nations.

4. Which of the following best illustrates the concept of global shift?
- (a) re-emergence of Asia, particularly China and India, as global economic and cultural powers
 - (b) relative economic decline but sustained cultural authority of Asia, particularly China and India
 - (c) re-emergence of USA and Europe as global economic and cultural powers
 - (d) sustained economic and cultural authority of USA and Europe
5. Which of the following best describes the likely future trend in the nature of the production and consumption of consumer electronics?
- (a) The cost of production is likely to decrease while the cost of consumption is likely to increase.
 - (b) The cost of production is likely to increase while the cost of consumption is likely to decrease.
 - (c) The cost of both production and consumption are likely to decrease.
 - (d) The cost of both production and consumption are likely to increase.

Section Two: Short response**(15 marks)**

6. Briefly describe the nature of consumer electronics production.

(2 marks)

7. Identify **one (1)** technological advancement in transport and/or telecommunications and briefly explain how it has facilitated change in the spatial distribution of consumer electronics production or consumption.

(3 marks)

8. Over time, the spatial distribution of the production of consumer electronics has changed. With reference to specific examples or a case study:

(a) Briefly describe **one (1)** way in which governments can facilitate change in the spatial distribution of the production of consumer electronics.

(3 marks)

(b) Discuss **one (1)** advantage and **one (1)** disadvantage of the changes in the spatial distribution of the production of consumer electronics for people or places.

(4 marks)

9. Briefly explain how the concept of sustainability can be applied to **two (2)** outcomes of increased globalisation.

(3 marks)

Marking key for sample assessment task 7 – Unit 2

Section One: Multiple-choice

Award one mark for each correct answer in Questions 1–10

Question	Answer
1	C
2	D
3	B
4	A
5	C

Description	Mark
1 mark each	0–5
Total	/5

Section Two: Short response

6. Briefly describe the nature of consumer electronics production.

Description	Marks
Provides a brief, but clear, description of the nature of consumer electronics, e.g. consumer electronics refers to any device containing an electronic circuit board that is intended for everyday use. Examples of products include digital cameras, computers, MP3 players, mobile phones, televisions and gaming consoles.	1
Briefly describes the nature of consumer electronics production, e.g. production is generally driven by gains in manufacturing efficiency and automation, low labour costs, and improvements in technology design.	1
Total	/2

7. Identify **one (1)** technological advancement in transport and/or telecommunications and briefly explain how it has facilitated change in the spatial distribution of consumer electronics production or consumption.

Description	Marks
Correctly identifies one technological advancement in transport and/or telecommunications applicable to the consumer electronics industry and provides a clear explanation of the way in which it has facilitated change in the spatial distribution of consumer electronics production or consumption. The relationship between cause and effect is evident, i.e. the candidate demonstrates how the change has caused the industry to expand geographically.	3
Correctly identifies one technological advancement in transport and/or telecommunications applicable to the consumer electronics industry and provides a brief explanation of how the technological advancement has facilitated change, or briefly describes where the consumer electronics industry has expanded geographically but is unable to link cause and effect.	2
Correctly identifies one technological advancement in transport and/or telecommunications applicable to the consumer electronics industry, but provides no explanation of cause and effect.	1
Total	/3

8. With reference to a specific example or a case study:

(a) Briefly describe **one (1)** way in which governments can facilitate change in the spatial distribution of the production of consumer electronics.

Description	Marks
Provides a clear description of one way in which governments can facilitate change in the spatial distribution of the production of consumer electronics. Refers to a specific example or a case study to enhance the description.	3
Provides a brief, but clear, description of one way in which governments can facilitate change in the spatial distribution of the production of consumer electronics. Refers to an example or a case study, but does not clearly link it to the description.	2
Provides a brief but clear description of one way in which governments can facilitate change in the spatial distribution of the production of consumer electronics. Reference to a specific example or case study may be used but is inaccurate or irrelevant.	1
For example: Governments can facilitate change in the spatial distribution of the production of goods, such as consumer electronics, by eliminating the barriers which prevent movement between countries. For example, in the mid 1990's, the Polish Government set up special economic zones (SEZ) characterised by tax rebates, cheap land, customs reductions, and direct subsidies, in order to attract transnational capital investments.	
Total	/3

(b) Discuss **one (1)** advantage and **one (1)** disadvantage of the changes in the spatial distribution of the production of consumer electronics for people or places.

Description	Marks
Advantage Discusses one advantage of the changes in the spatial distribution of the production of consumer electronics for people or places.	1
Reference to a specific example or a case study is used to enhance the description	1
For example: The internationalisation of production of consumer electronics creates employment opportunities for people in the local area. For example, special economic zones (SEZs) were set up in Poland after 1989 when the collapse of former state industry caused an increase of unemployment to more than 20 percent. Transnational companies, such as Chung Hong Electronics (producer of components for LG), set up in the region soon after offering employment to local peoples.	
Disadvantage Discusses one disadvantage of the changes in the spatial distribution of the production of consumer electronics for people or places.	1
Reference to specific examples or a case study is used to enhance the description.	1
For example: Shifting the production of consumer electronics to countries or regions characterised by low wages can lead to the over-exploitation of human resources. For example, in 2011, Polish workers employed by Chung Hong Electronics in Poland's SEZ organised a strike against the company due to poor work conditions, including low wages and long working hours.	
Total	/4

9. Briefly explain how the concept of sustainability can be applied to two outcomes of increased globalisation.

Description	Marks
Demonstrates a thorough understanding of the concept of sustainability, including both intergenerational equity and the triple bottom line goals, i.e. meeting the needs of current and future generations while considering environmental, social and economic adaptation and improvement.	1
Clearly explains how sustainability principles can be applied to two outcomes of increased globalisation. For example: Lower carbon emissions from manufacturing industries (environmental); cultural internationalisation/cultural diffusion (social); reduction in the costs incurred by both consumers and producers (economic).	1–2 (1 mark for each application)
Total	/3

Section Three: Extended response

10. With reference to specific examples, explain the changes occurring in the spatial distribution of the production and consumption of consumer electronics on a global scale.

Description	Marks
Provides a detailed, comprehensive and accurate explanation of the changes occurring in the spatial distribution of the production of consumer electronics on a global scale. The relationship between cause and effect is evident, i.e. factors such as: lower labour costs; mechanised assembly lines (automation); and proximity to major customers, are used to account for the changes in spatial distribution described. Refers to specific examples and the correct application of a wide range of appropriate supporting evidence (such as quotations, sources, statistics, data, maps, diagrams and/or sketches) to enhance the explanation. Accurately applies geographical terminology and concepts.	9–10
Provides a less detailed but still accurate explanation of the changes occurring in the spatial distribution of the production of consumer electronics on a global scale. The relationship between cause and effect is evident but more generalised. Some specific examples and the application of supporting evidence are used to enhance the explanation. Accurately applies geographical terminology and concepts.	7–8
Provides a generalised explanation of the changes occurring in the spatial distribution of the production of consumer electronics on a global scale. Gives basic information about factors responsible for change, but the relationship between cause and effect is unclear. Uses limited examples, supporting evidence and geographical terminology to enhance the explanation.	5–6
Provides a limited explanation of the changes occurring in the spatial distribution of the production of consumer electronics on a global scale. May use limited examples or supporting evidence, but these are either unsuitable or inaccurate.	3–4
Provides some discussion but with little to no relevant explanation of the changes occurring in the spatial distribution of the production of consumer electronics on a global scale. Uses no relevant examples or supporting evidence to support the discussion.	1–2
Total	/10

Sample assessment task

Geography – ATAR Year 11

Task 8 – Unit 2

Assessment type: Geographical inquiry

Conditions

Period allowed for completion of Part A of the task: 4 weeks (including 90 minutes of class time per week)

Period allowed for completion of Part B of the task: 40 minutes in class

Task weighting

5% of the school mark for this pair of units

Investigating music

(65 marks)

Select **one (1)** of the following elements of culture:

- fashion
- a sport or leisure activity
- religion
- language
- architecture
- political/social ideas.

Part A: 5%

Geographical inquiry skills

(21 marks)

- Devise and present a plan for a geographical inquiry based on the questions provided below.
- Collect information from a range of primary and/or secondary sources.
- Use appropriate methods to record your observations in a range of graphic representations using spatial and/or information and communication technologies. (8 marks)
- Communicate your findings as a report using appropriate written, cartographic and graphic forms. (10 marks)
- Provide a bibliography which follows the referencing style approved by your school. (3 marks)

Geographical knowledge and understandings questions

(44 marks)

- Describe the transfer or dispersal of the selected element of culture over time, from its place/region of origin to other places/regions in the world. Include maps and/or diagrams to support your answer. (8 marks)
- Explain how **two (2)** of the factors listed below have contributed to the diffusion of the selected element of culture.
 - advancements in transport and telecommunications technologies
 - other emerging technologies
 - the role played by transnational institutions and/or corporations
 - the role played by media. (12 marks)

- With reference to at least **one (1)** case study, describe the ways in which people and places have embraced, adapted to, or resisted, the integration of the selected element of culture. (8 marks)
- Discuss the 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. (10 marks)
- Predict the likely future changes in the nature and spatial distribution of the element of culture. (6 marks)

Marking key for sample assessment task 8 – Unit 2

Part A – Geographical inquiry skills

Devise and present a plan for a geographical inquiry based on the questions provided.

Collect information from a range of primary and/or secondary sources.

Use appropriate methods to record your observations in a range of graphic representations using spatial and/or information and communication technologies.

Description	Marks
<p>Presents a very detailed and comprehensive plan which includes clearly defined aims, geographical inquiry questions, and appropriate methodology.</p> <p>Collects geographical information from a range of primary sources (e.g. interviews, questionnaires, student’s own experiences, and field observations) and/or secondary sources (e.g. online maps, websites, spatial software applications, print resources and visual media), and records very detailed observations in a range of graphic representations using spatial technologies and information and communication technologies, where appropriate.</p> <p>Acknowledges all sources of information using an approved referencing style.</p>	7–8
<p>Presents a less detailed plan which includes appropriate geographical inquiry questions and methodology.</p> <p>Collects geographical information from a range of primary and/or secondary sources, and records detailed observations in a range of graphic representations using spatial technologies and information and communication technologies, where appropriate.</p> <p>Acknowledges most sources of information using an approved referencing style.</p>	5–6
<p>Presents a generalised plan which includes some geographical inquiry questions, and some indication of methodology.</p> <p>Collects geographical information from a limited range of primary and/or secondary sources, and records generalised observations in a limited range of graphic representations using spatial technologies and information and communication technologies.</p> <p>Acknowledges some sources of information using an approved referencing style.</p>	3–4
<p>Presents a limited plan with few geographical inquiry questions, and little to no indication of methodology.</p> <p>Collects information from a limited range of sources and may lack geographical context, and be largely plagiarised, with limited reference to the sources of information used.</p>	1–2
Total	/8

Communicate your findings as a report using appropriate written, cartographic and graphic forms.

Description	Marks
Includes a comprehensive range of accurate supporting evidence (including quotations, sources, statistics, data, maps, sketches and/or diagrams) to develop and enhance explanations. Correctly applies relevant geographical terminology and concepts to develop cohesive and concise discussions.	8–10
Report includes a less comprehensive range of accurate supporting evidence to develop and enhance explanations. Applies relevant geographical terminology and concepts to develop discussions.	6–7
Report includes some appropriate supporting evidence to develop and enhance explanations. Applies some geographical terminology and concepts to develop discussions.	4–5
Report includes limited supporting evidence which may enhance explanations. Rarely or inaccurately uses geographical terminology and concepts.	1–3
Total	/10

Provide a bibliography which follows the referencing style approved by your school.

Description	Marks
Provides a bibliography that includes a comprehensive list of primary sources (e.g. interviews, questionnaires, student's own experiences, and field observations) and/or secondary sources (e.g. online maps, websites, spatial software applications, print resources and visual media) which correctly follow the referencing style approved by the school.	3
Provides a bibliography that includes a smaller range of sources which mostly follow the referencing style approved by the school.	2
Provides a bibliography that includes a limited list of sources which may follow the referencing style approved by the school.	1
Total	/3

Part B – Geographical knowledge and understanding

Describe the transfer or dispersal of the selected element of culture over time, from its place/region of origin to other places/regions in the world. Include maps and/or diagrams to support your answer.

Description	Marks
<p>Provides a very detailed, comprehensive and accurate description of the transfer or dispersal of the selected element of culture over time, from its place/region of origin to other places/regions in the world.</p> <p>Makes use of appropriate maps and/or diagrams to enhance the description and accurately applies relevant geographical terminology and concepts.</p>	7–8
<p>Provides a less detailed and mostly accurate description of the transfer or dispersal of the selected element of culture over time, from its place/region of origin to other places/regions in the world.</p> <p>Makes use of appropriate maps and/or diagrams to enhance the description and applies some relevant geographical terminology and concepts.</p>	5–6
<p>Provides a generalised description of the transfer or dispersal of the selected element of culture over time, from its place/region of origin to other places/regions in the world.</p> <p>Uses maps and/or diagrams to enhance the description, but may lack accuracy.</p> <p>Attempts to apply some relevant geographical terminology and concepts.</p>	3–4
<p>Provides a limited description of the transfer or dispersal of the selected element of culture over time.</p> <p>Uses maps and/or diagrams to enhance the description, but lacks accuracy. Makes limited or inaccurate reference to geographical terminology and concepts.</p>	1–2
Total	/8

Explain how **two (2)** of the factors listed below have contributed to the diffusion of the selected element of culture.

- advancements in transport and telecommunications technologies
- other emerging technologies
- the role played by transnational institutions and/or corporations
- the role played by media.

Description	Marks
Factor 1	
Demonstrates a clear understanding of the first selected factor and provides a detailed, comprehensive and accurate explanation of how the factor has contributed to the diffusion of the selected element of culture. Correctly applies a wide range of appropriate supporting evidence (including quotations, sources, statistics, data, maps, diagrams and/or sketches) to enhance the explanation, and accurately applies relevant geographical terminology and concepts.	5–6
Demonstrates a general understanding of the first selected factor and a basic explanation of how the factor has contributed to the diffusion of the selected element of culture. Provides some supporting evidence to enhance the explanation, and attempts to apply some geographical terminology and concepts.	3–4
Demonstrates a limited understanding of the first selected factor. Attempts to explain how the factor has contributed to the diffusion of the selected element of culture, but information may be inaccurate. Uses limited supporting evidence and reference to geographical terminology and concepts.	1–2
Factor 2	
Demonstrates a clear understanding of the second selected factor and provides a detailed, comprehensive and accurate explanation of how the factor has contributed to the diffusion of the selected element of culture. Correctly applies a wide range of appropriate supporting evidence to enhance the explanation, and accurately applies relevant geographical terminology and concepts.	5–6
Demonstrates a general understanding of the second selected factor and a basic explanation of how the factor has contributed to the diffusion of the selected element of culture. Provides some supporting evidence to enhance the explanation, and attempts to apply some geographical terminology and concepts.	3–4
Demonstrates a limited understanding of the second selected factor. Attempts to explain how the factor has contributed to the diffusion of the selected element of culture, but information may be inaccurate. Uses limited supporting evidence and reference to geographical terminology and concepts.	1–2
Total	/12

With reference to **at least one (1)** case study, describe the ways in which people and places have embraced, adapted to, or resisted the integration of the selected element of culture.

Description	Marks
<p>Provides a detailed, comprehensive and accurate description of how people and places relevant to at least one case study have embraced, adapted to, or resisted the integration of the selected element of culture. Correctly applies a wide range of appropriate supporting evidence (including quotations, sources, statistics, data, maps, diagrams and/or sketches) and accurately applies relevant geographical terminology and concepts.</p>	7–8
<p>Provides a less detailed and mostly accurate description of how people and places relevant to a case study have embraced, adapted to, or resisted the integration of the selected element of culture. Makes reference to appropriate supporting evidence and applies some relevant geographical terminology and concepts.</p>	5–6
<p>Provides a generalised description of how people and places have embraced, adapted to, or resisted the integration of the selected element of culture. Makes some reference to evidence associated with a case study and attempts to apply some geographical terminology and concepts.</p>	3–4
<p>Provides a limited or inaccurate description of how people and places have embraced, adapted to, or resisted the integration of the selected element of culture. Uses limited supporting evidence and reference to geographical terminology and concepts.</p>	1–2
Total	/8

Discuss the 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.

Description	Marks
Provides a very detailed, comprehensive and accurate discussion of the advantages and/or disadvantages associated with the changes in the nature and spatial distribution of the selected element of culture. Uses specific examples of peoples and places that have been affected at a range of scales, including the local. Applies a wide range of appropriate supporting evidence (including quotations, sources, statistics, data, maps, diagrams and/or sketches) and relevant geographical terminology and concepts to enhance the discussion.	9–10
Provides a less detailed and accurate discussion of some of the advantages and/or disadvantages associated with the changes in the nature and spatial distribution of the selected element of culture. Uses specific examples of peoples and places that have been affected at a range of scales, including the local. Applies some supporting evidence and geographical terminology and concepts to support the discussion.	7–8
Provides a generalised discussion of some of the advantages and/or disadvantages associated with the changes in the nature and spatial distribution of the selected element of culture. Uses some examples of peoples and places that have been affected. Applies some supporting evidence and geographical terminology and concepts to support the discussion.	5–6
Provides a limited discussion of the advantages and/or disadvantages associated with the changes in the nature or spatial distribution of the selected element of culture. Uses some examples of peoples and places that have been affected. Applies limited supporting evidence to support the discussion.	3–4
Provides a little to no relevant discussion of the advantages and/or disadvantages associated with the changes in the nature or spatial distribution of the selected element of culture. Examples of peoples and places that have been affected are inaccurate or not included. Applies little to no supporting evidence to support the discussion.	1–2
Total	/10

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

Description	Marks
Makes a generalised prediction about the future diffusion, adoption and/or adaptation of the selected element of culture, based on available evidence. Provides maps and/or diagrams to support the suggested trend.	5–6
Attempts to predict the likely future changes in the nature and/or spatial distribution of the selected element of culture; however, the suggestion is based on limited evidence. Uses a map and/or diagram to support the suggested trend.	3–4
Makes a limited attempt to predict the changes in the nature or spatial distribution of the selected element of culture; however, no evidence is provided to support the suggestion. Omits maps and/or diagrams from the response.	1–2
Total	/6