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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 2 Geography, 2017

91242 Demonstrate geographic understanding of differences in development

2.00 p.m. Wednesday 15 November 2017
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate geographic understanding of differences in development.	Demonstrate in-depth geographic understanding of differences in development.	Demonstrate comprehensive geographic understanding of differences in development.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL parts of the question in this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Achievement

TOTAL

3

ASSESSOR'S USE ONLY

INSTRUCTIONS

Development refers to the standard of living and quality of life of people. Living standards and quality of life vary spatially, and undergo change, at the individual, local, national, and global scales.

Case study evidence refers to information about communities, areas, or countries across the globe at different stages of development.

Note: You may use the same or different case studies to answer parts (a) and (b).

In your answers, you should:

- integrate comprehensive supporting case study evidence from communities, areas, or countries at different stages of development
- use appropriate geographic terminology and relevant geographic concepts, showing insight.

Relevant Geographic Concepts

Environments

Environments may be natural and / or cultural. They have particular characteristics and features, which can be the result of natural and / or cultural processes.

Location

Location is where something is found. It can be an advantage or a constraint. Location can be described in absolute or relative terms.

Perspectives

Ways of seeing the world that help explain differences in decisions about, responses to, and interactions with environments. Perspectives are bodies of thought, theories, or world views that shape people's values and have built up over time. They involve people's *perceptions* (how they view and interpret environments) and *viewpoints* (what they think) about geographic issues. Perceptions and viewpoints are influenced by people's *values* (deeply held beliefs about what is important or desirable).

Change

Change involves any alteration to the natural or cultural environment. Change can be spatial and / or temporal. Change is a normal process in both natural and cultural environments. It occurs at varying rates, at different times, and in different places.

Interaction

Interaction involves elements of an environment affecting each other and being linked together. Interaction incorporates movement, flows, connections, links, and interrelationships, which work together and may be one-way or two-way interactions. Landscapes are the visible outcome of interactions. Interaction can bring about environmental change.

QUESTIONASSESSOR'S
USE ONLY**(a) Different ways development can be measured**

Characteristics of development refer to descriptions of development based on economic, social, and political factors and features. Qualitative or quantitative indicators are used to measure characteristics of development.

Examples of indicators include Human Development Index (HDI), life expectancy, income, literacy rate, GDP, physical quality of life, well-being, political freedom, and gender equality.

Name TWO different indicators you have studied, and for EACH:

- (i) Draw a map and/or diagram to describe the differences in development that exist in case study areas, in the spaces on pages 4 and 6.
- (ii) Fully explain the differences in development shown on the map and/or diagram.

Indicator (1): HDI (Human development Index)

Indicator (2): _____

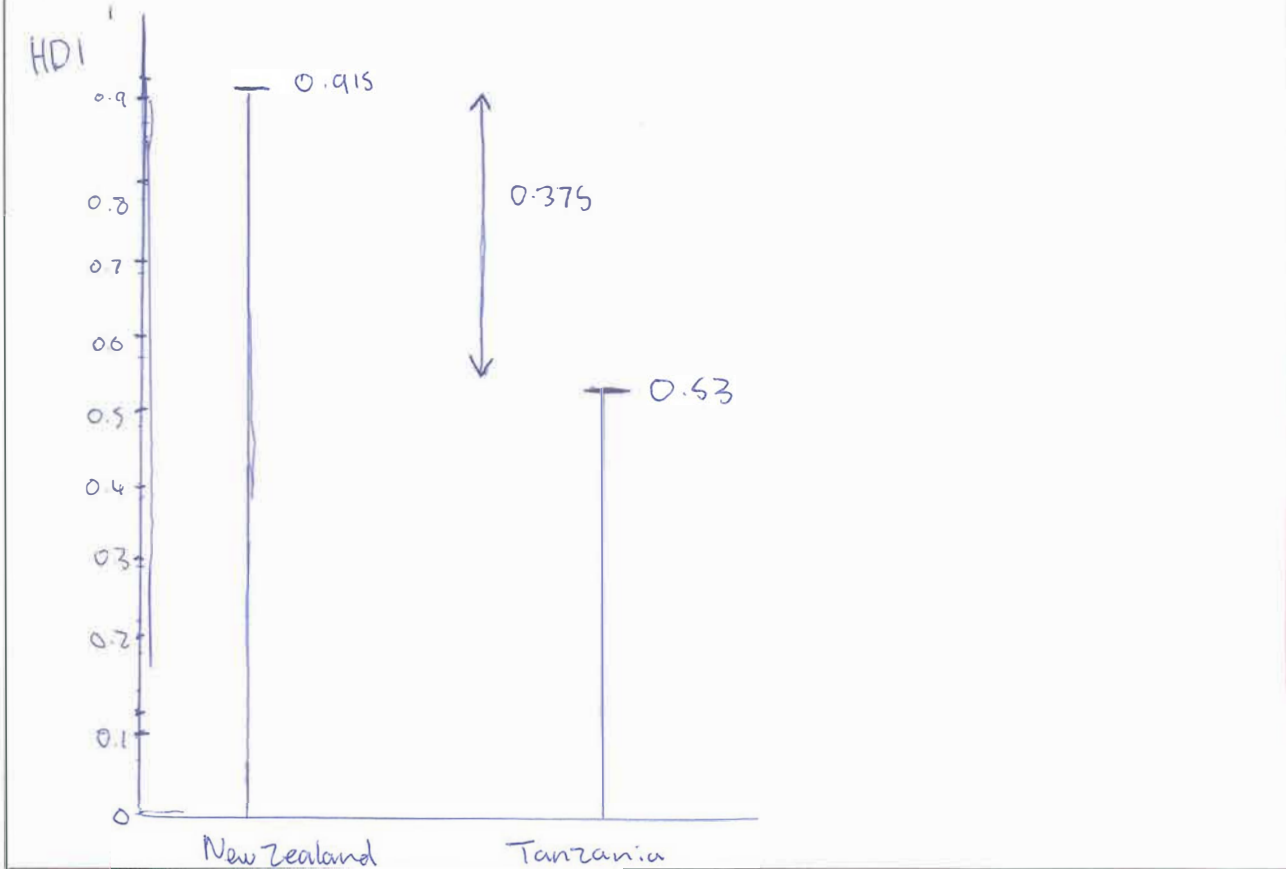
PLANNING (OPTIONAL)

Indicator (1):

HDI (Human Development Index)

ASSESSOR'S
USE ONLY

(i) Map and/or diagram to describe the differences in development in case study areas.



(ii) Fully explain the differences in development shown on the map and/or diagram above.

In your answer, refer to communities, areas, or countries you have studied that are at different stages of development.

The HDI is one of the most commonly used indicators when measuring the development of a country. The HDI takes into account 3 quantitative indicators: life expectancy, GDP and literacy rate and uses a formula to give a score between 0 and 1 (1 being the best).

The HDI for New Zealand scores 0.375 more than that of Tanzania. Since the HDI uses the life expectancy, GDP and literacy rate, the HDI's of both countries suggest that

New Zealand is more developed in health care, economy and education.

HDI is a quantitative indicator meaning it displays statistics and facts. Quantitative indicators are best used for measuring development as they leave no room for bias. The HDI uses fact and data to show the difference in development between New Zealand and Tanzania. These facts are for New Zealand: Life expectancy - 81, GDP - 174 billion and literacy rate - 99%. ~~and~~ For Tanzania: Life expectancy 65, GDP - 150 billion and literacy rate - 77.9%. The differences in development shown ~~judging by~~ by the HDI and the quantitative indicators that make up the HDI.

Indicator (2): Gender equality

(i) Map and/or diagram to describe the differences in development in case study areas.

New Zealand:	Tanzania
<u>Income</u>	<u>Income</u>
Male: \$38,500	male: \$3,800
Female: \$36,500	Female: \$2,600
<u>Literacy rate</u>	<u>Literacy rate</u>
Male: 99%	male: 80.6%
Female: 99%	Female: 61.5%

(ii) Fully explain the differences in development shown on the map and/or diagram above.

In your answer, refer to communities, areas, or countries you have studied that are at different stages of development.

Gender equality indicators show a difference in development between New Zealand and Tanzania. As seen in the diagram above, Males ~~earn~~ ^{earn} (on average between New Zealand and Tanzania) more money and are better educated (equal in New Zealand). These indicators that show gender equality show that women, especially in Tanzania, are less privileged than men are. Females in both Tanzania and New Zealand earn less than males, however literacy rates in New

Zealand are the same for males and females.

This shows that the gender equality in New Zealand is a lot better than that of Tanzania, but still isn't perfect.

Men and women in New Zealand are educated equally meaning New Zealand has a larger educated population, which then affects the economy and health care of New Zealand in a positive way. Tanzania's gap in equality means less women are educated meaning there are fewer means of income for them.

This shows that New Zealand is more developed with gender equality as the literacy rates for male and female in New Zealand are 99%.

(b) **Strategies for reducing differences in development**

ASSESSOR'S
USE ONLY

Fully explain how a government or non-government organisation has taken (or could take) action, or has adopted (or could adopt) a strategy to reduce differences in development in case study communities, areas, or countries.

Government or non-government organisation: KIVA - non profit
organisation

Action or strategy: Micro finance - to reduce disparities
in developing countries

PLANNING (OPTIONAL)

KIVA is a non-government and non-profit organization created to reduce disparities and poverty in developing countries. Their strategy, Micro finance, is directed at unemployed or low income individuals. Through KIVA people can ^{lend or loan} donate as little as \$25 to individuals who have no other forms of financial aid because of their collateral. These individuals in Tanzania can't get loans from banks as they have no collateral.

KIVA's ~~and Africa~~ strategy of Micro finance helps reduce differences in development between New Zealand and Tanzania. My class donated \$25 dollars to a man in Tanzania who wanted to refurbish medical record storages and computers in Tanzania. He needed \$15,000 dollars to start his initiative, but earned a low income of \$3,200 a year. An Initiative like this would make a huge impact on the difference in development as keeping health records would help to prevent and treat illnesses in Tanzania. Through KIVA he has accumulated enough funds to get his project started.

KIVA and Micro finance is a great strategy for reducing differences in development as there are many people in Tanzania who either need the money to survive, or to get a project or business started but do not meet the requirements for other financial services.

Tanzania has a low GDP per capita of \$3,100 meaning that many people can not afford to sustain themselves and family or help their community by creating a

business to earn more money.

There are however risks when loaning money through KIVA. People requesting money through kiva often have no credit history or collateral and there is no way of being certain that their need or cause is legitimate.

Overall KIVA and their strategy of Micro finance helps to reduce differences in development because it can give people in tanzania the money to survive, or the money to start something that will affect the economy, health or happiness of people in tanzania.

Extra space if required.
Write the question part(s) if applicable.

ASSESSOR'S
USE ONLY

QUESTION
PART

Overall this paper is at Achievement level. The paper has some explanation of differences in development and explains how a strategy has been used to improve development in Tanzania.

Part A includes a diagram that describes the different levels of development between Tanzania and New Zealand via a graph.

The explanation gives some reasons for the different levels of development contributing to the HDI in each location.

Part B did not include an appropriate diagram, it was only a list of statistics.

The rest of this part was mainly descriptive in nature but had some explanation of the reasons for the difference in gender equality between the countries.

Part C described the use of a strategy to improve the level of development in Tanzania.

Holistically this paper is at Achievement level as it has some explanation and describes the use of a strategy to improve development. Specific case study information is included across the paper.