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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.

Merit

TOTAL

5

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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.

QUESTION

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(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.

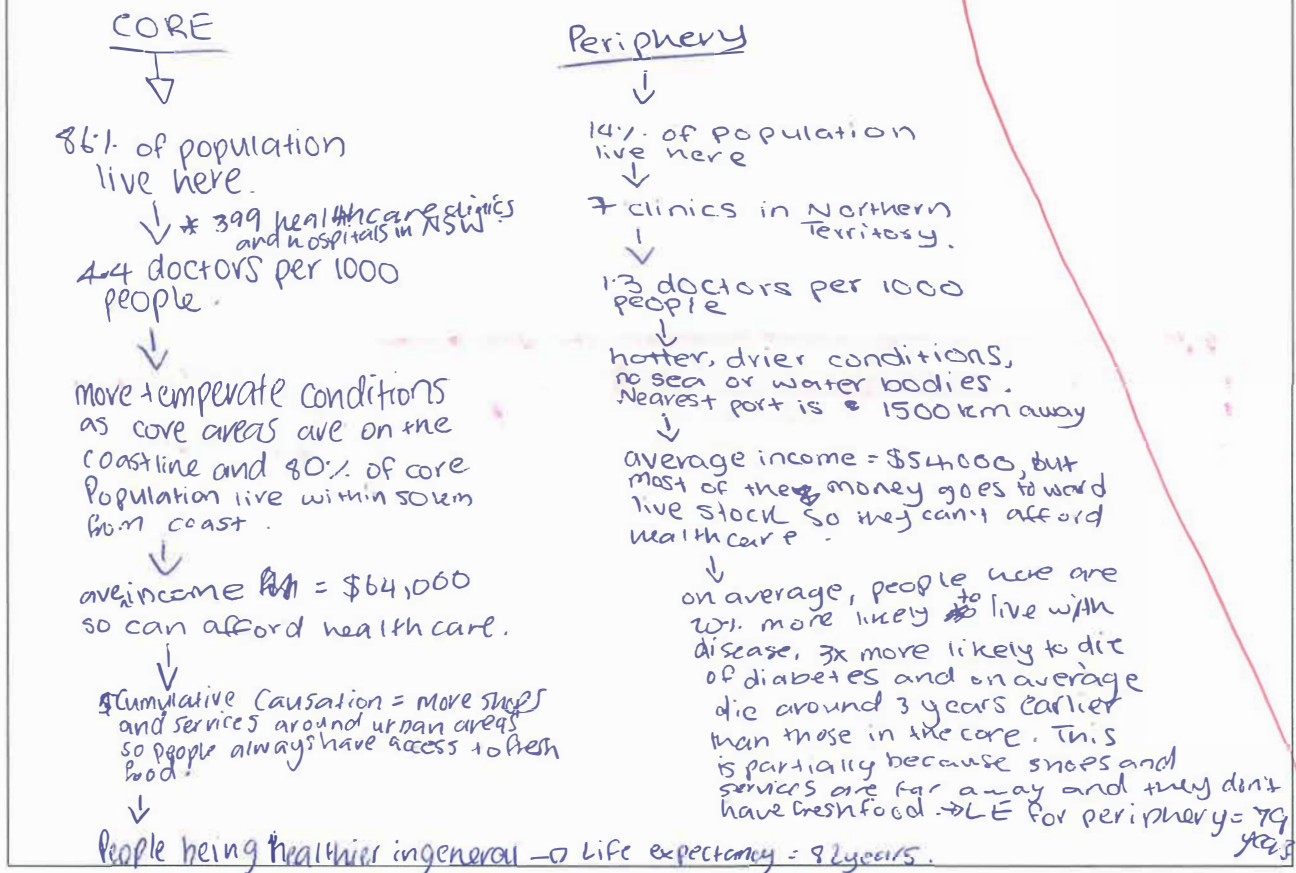
Indicator (1): Quantitative - Life expectancy

Indicator (2): ~~Measuring~~ income

PLANNING (OPTIONAL)

Indicator (1): Life expectancy

(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 indicator that is explained in the diagram above is life expectancy. The core parts of Australia include Perth, which is on the western coast, Sydney, Melbourne, and Adelaide (which are located in the Eastern core). The core consists of the major cities, which are highly developed. 86% of the Australian population live in the core, and there are 399 hospitals in New South Wales, and medical health facilities. This leads to there being plenty of medical staff such as doctors and nurses. In the core, there are 4.4 doctors per 1000 people. There are quite a few doctors in this area because there is more work here and the environment is

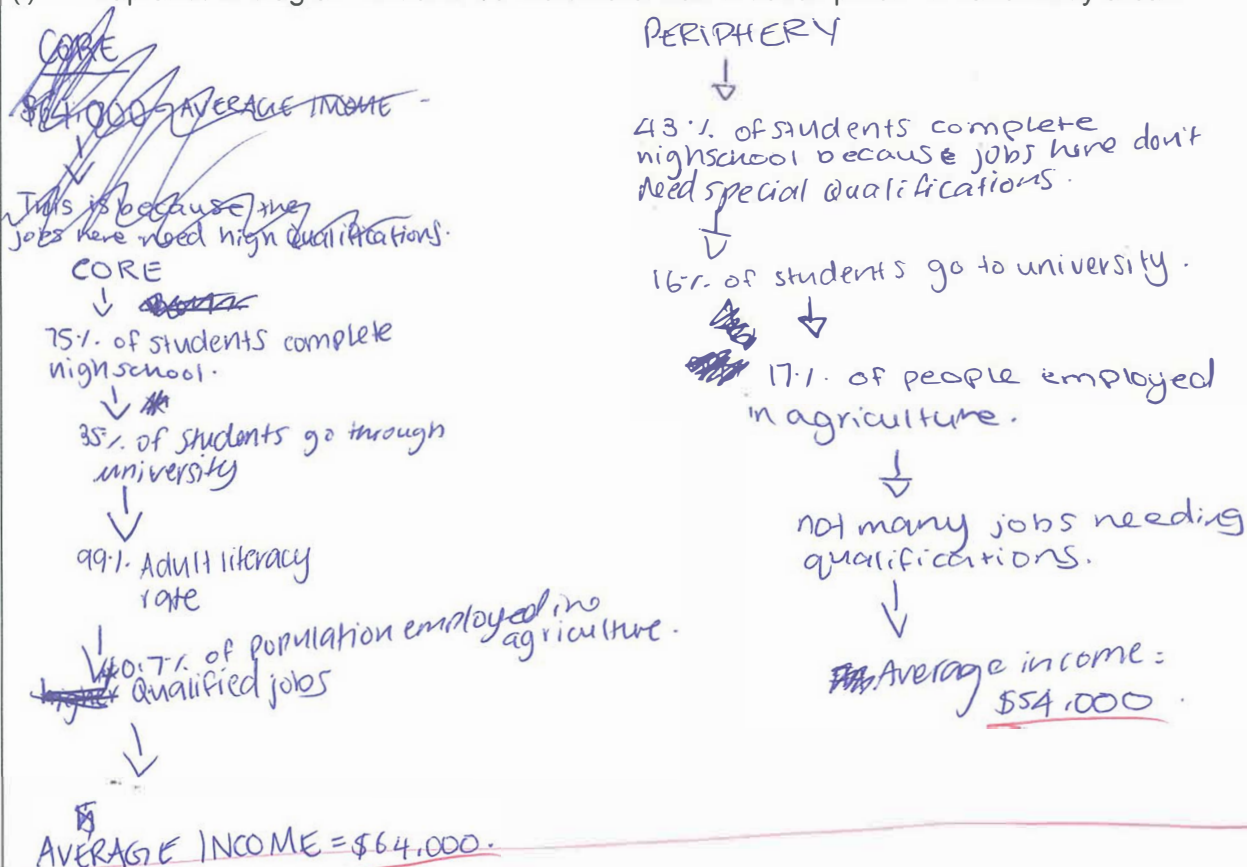
more comfortable, and the conditions are more temperate, as 80% of the core population lives within 50 kilometres of the coast. The average income for someone living in the ~~periphery~~ parts of Australia, like Myall Creek, Alice Springs, Mungah and in Queensland, the ~~av~~ The average income for someone living in core areas is \$64,000, so ~~the~~ they are able to afford healthcare.

Healthcare is easy to access for people living in these parts, like in Sydney, due to cumulative causation, which ~~the~~ means there are more shops and services around where people live and work. More shops means people who live in the area can easily have access to fresh foods and therefore don't get sick as often as people in the periphery. This leads to a high life expectancy in the core areas, of 82 years, and shows us that core areas are highly developed.

The periphery of Australia includes the Northern Territory, Alice Springs, Myall Creek, and Queensland. 14% of the Australian population live here, and in the Northern Territory there are 7 medical clinics. This shows a chronic shortage in medical staff in the rural and remote areas. In the periphery, there are 1.3 doctors per 1000 people. This is because the conditions here are hotter and drier, and the nearest seaport is 1500 km away. The average income is \$54,000, but most of it goes towards people's livestock, so they can't afford healthcare and travel costs. On average, because people in rural Australia can't afford healthcare, ^{they are 3 times} ~~they are~~ more likely to die of diabetes and 20% more people are living disease, which is also partly because shops and supermarkets are far away too, so they lack fresh food in their diet. All of these factors lead to a life expectancy of 79 years, which is 3 years earlier than the life expectancy for people living in the core. This shows that the periphery areas of Australia ~~are not~~ are poorly developed.

Indicator (2): Income.

(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.

~~In the income received per~~

In the core areas of Australia, the average income received ^{per} year is \$64,000. This is higher than the income for the periphery because more jobs in the core require certain qualifications. In core areas such as Sydney, 75% of students complete high school and 35% go to university. There is also a 99% adult literacy rate. This is because a majority of jobs ~~the~~ in the core require special qualifications, and only 0.7% of people in these areas are employed in Agriculture. This leads to the average income of \$64,000 in core areas.

In Australia's periphery areas, the average income is \$54,000, which is lower than the average income for core areas. In rural areas such as Alice Springs, 43% of students complete high school, and only 16% go to university. This is because 17% of the rural population is employed in agriculture and most jobs don't require special qualifications. This leads to the average income of \$54,000.

(b) Strategies for reducing differences in development

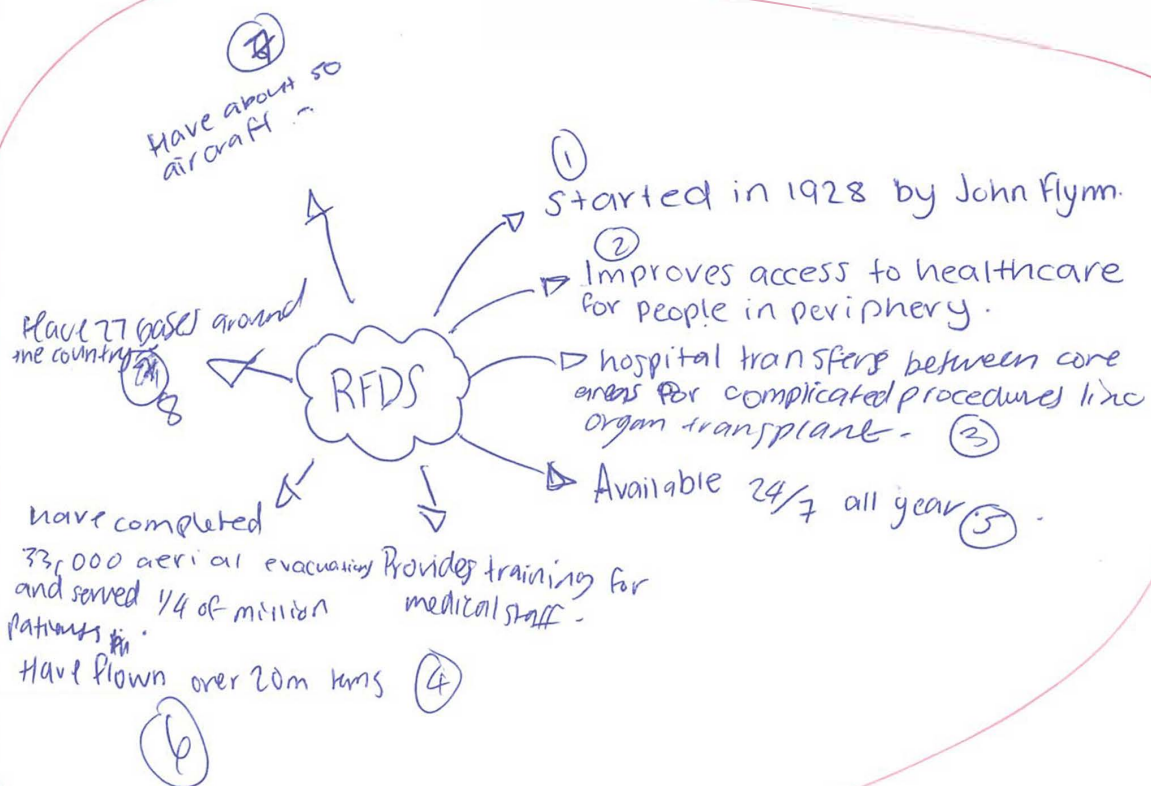
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Fully explain how a government or non-government organisation has taken (or could take) action, or has adopted (or could adopt) a strategy to reduce differences in development in case study communities, areas, or countries.

Government or non-government organisation: The Royal Flying
DOCTORS SERVICE (RFDS)

Action or strategy: Improve access to healthcare.

PLANNING (OPTIONAL)



The Royal Flying Doctor's Service was started in 1928 by a man named John Flynn. Their strategy is to improve access to healthcare so that everyone in Australia can access it. They fly to every part of Australia, even the Outback, which covers ~~5.6~~ ^{5.6} million square kilometres. They provide transport ~~services~~ ^{services} for people living in the core and periphery and ~~provide~~ transportation for people who need to move between hospitals for complicated procedures such as organ ~~transplants~~ transplants.

The Royal Flying Doctors Service also provides training for medical staff such as ~~doctors~~ ^{and} doctors ^{and} nurses, to try and remedy the chronic shortage of medical staff across the periphery areas.

The Royal Flying Doctors Service is available 24 hours a day, ~~7~~ ⁷ days a week all year ~~round~~ ^{round}, and have completed over 33,000 aerial evacuations, ~~serviced~~ ^{treated} 1/4 of a million patients and have flown over 20 million kilometres.

They have 50 aircraft that are equipped with modern day, top of the range ~~technology~~ ^{medical} technology and equipment.

The Royal Flying Doctors Service has 27 bases around the country and ~~and~~ is always available.

The Royal Flying doctors Service has reduced the differences in development ~~and~~ between the core and periphery parts of Australia by improving access to healthcare for everyone.

Overall this paper is of Merit level. The explanation is in depth and well linked to the difference in development in different places in Australia. The candidate uses a range of different areas of Australia to illustrate these differences well.

Part A includes an essay plan rather than a diagram or map to show the differences. The explanation of the reasons for the differences in life expectancy is in depth and shows a good understanding of the factors that have contributed to the differences in development in Australia.

Part B explains the differences in income in different locations in Australia and shows a good level of understanding of the factors that have contributed to the differences in income.

Part C has a description of how the Flying Doctors Service improves the access to healthcare and some mention of development is included.

Holistically, the candidate has explained the differences in depth and has described how a strategy has impacted development. They have included detailed case study information across the paper and have also used geographic terminology to good effect.