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91243



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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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SUPERVISOR'S USE ONLY

Level 2 Geography, 2017

91243 Apply geography concepts and skills to demonstrate understanding of a given environment

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

Achievement	Achievement with Merit	Achievement with Excellence
Apply geography concepts and skills to demonstrate understanding of a given environment.	Apply geography concepts and skills with precision to demonstrate in-depth understanding of a given environment.	Apply geography concepts and skills with precision to demonstrate comprehensive understanding of a given environment.

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.

Pull out Resource Booklet 91243R from the centre of 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 2–14 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

4

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QUESTION: Perspectives on the increase in the number of walkers on the Tongariro Alpine Crossing, relating to sustainability

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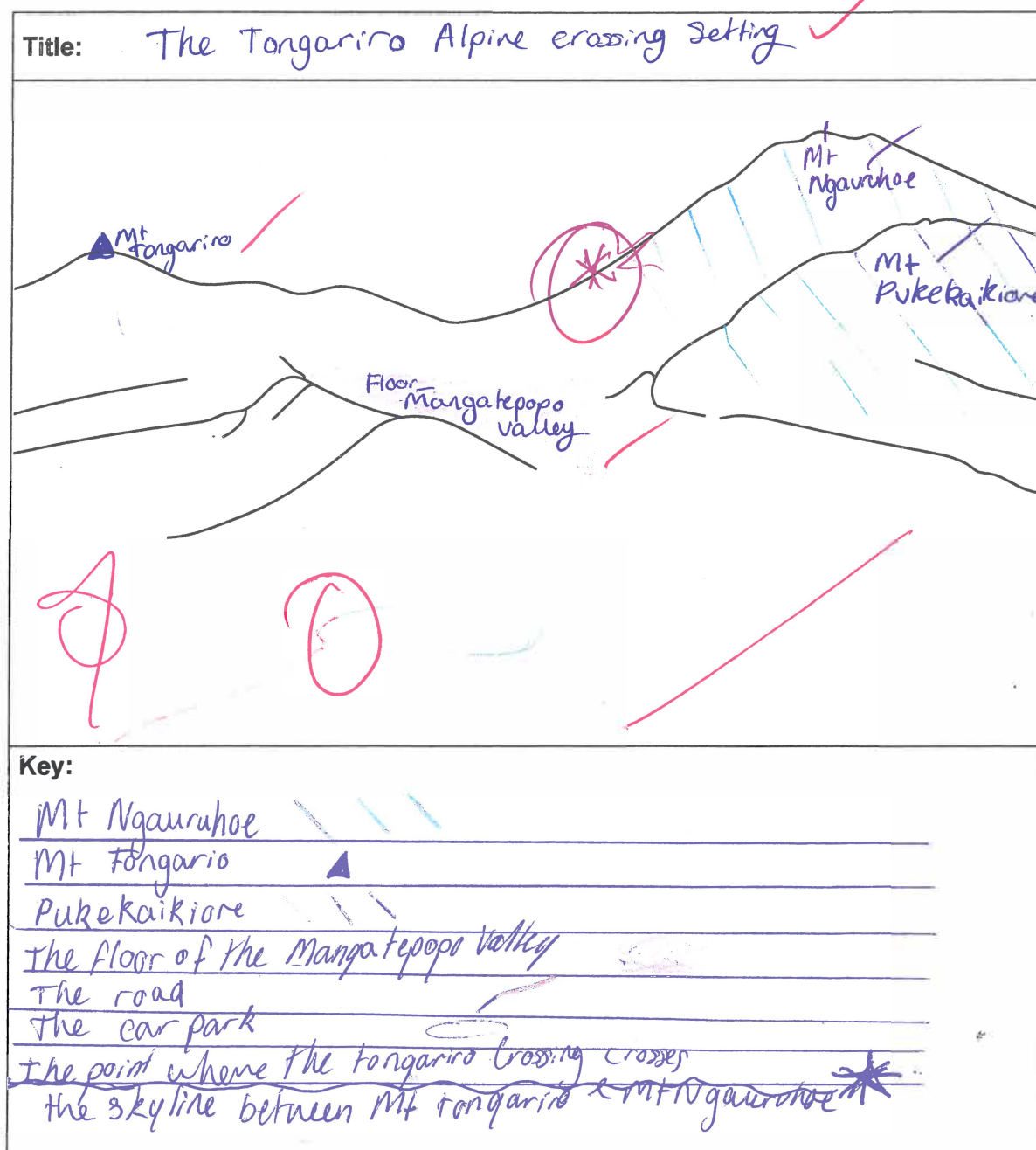
(a) The Tongariro Alpine Crossing setting

Refer to **Resources A and B** on page 5 of the resource booklet, when answering (a).

On the précis sketch below, locate and label the following features:

- (i) Mt Ngauruhoe
- (ii) Mt Tongariro
- (iii) Pukekaikio
- (iv) the floor of the Mangatepopo Valley (by shading and labelling)
- (v) the road
- (vi) the car park
- (vii) the point where the Tongariro Crossing crosses the skyline between Mt Tongariro and Mt Ngauruhoe.

Include a title, key, and the north direction.

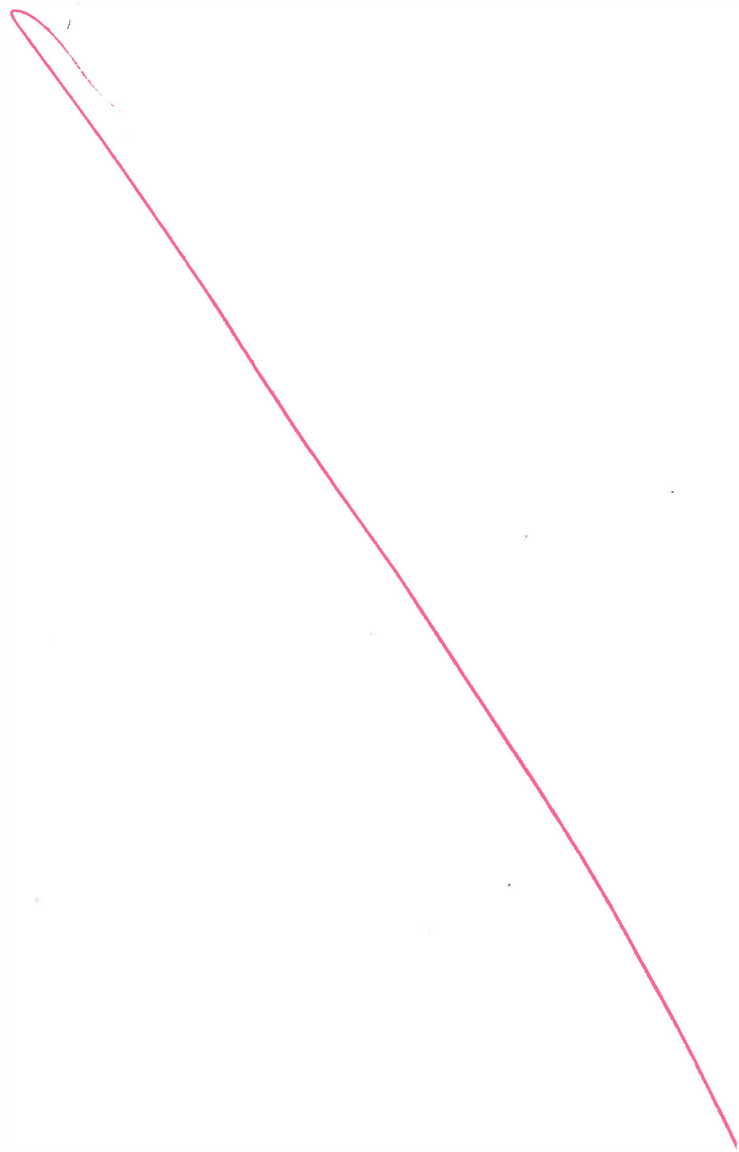


(b) **Profile of the Tongariro Alpine Crossing**

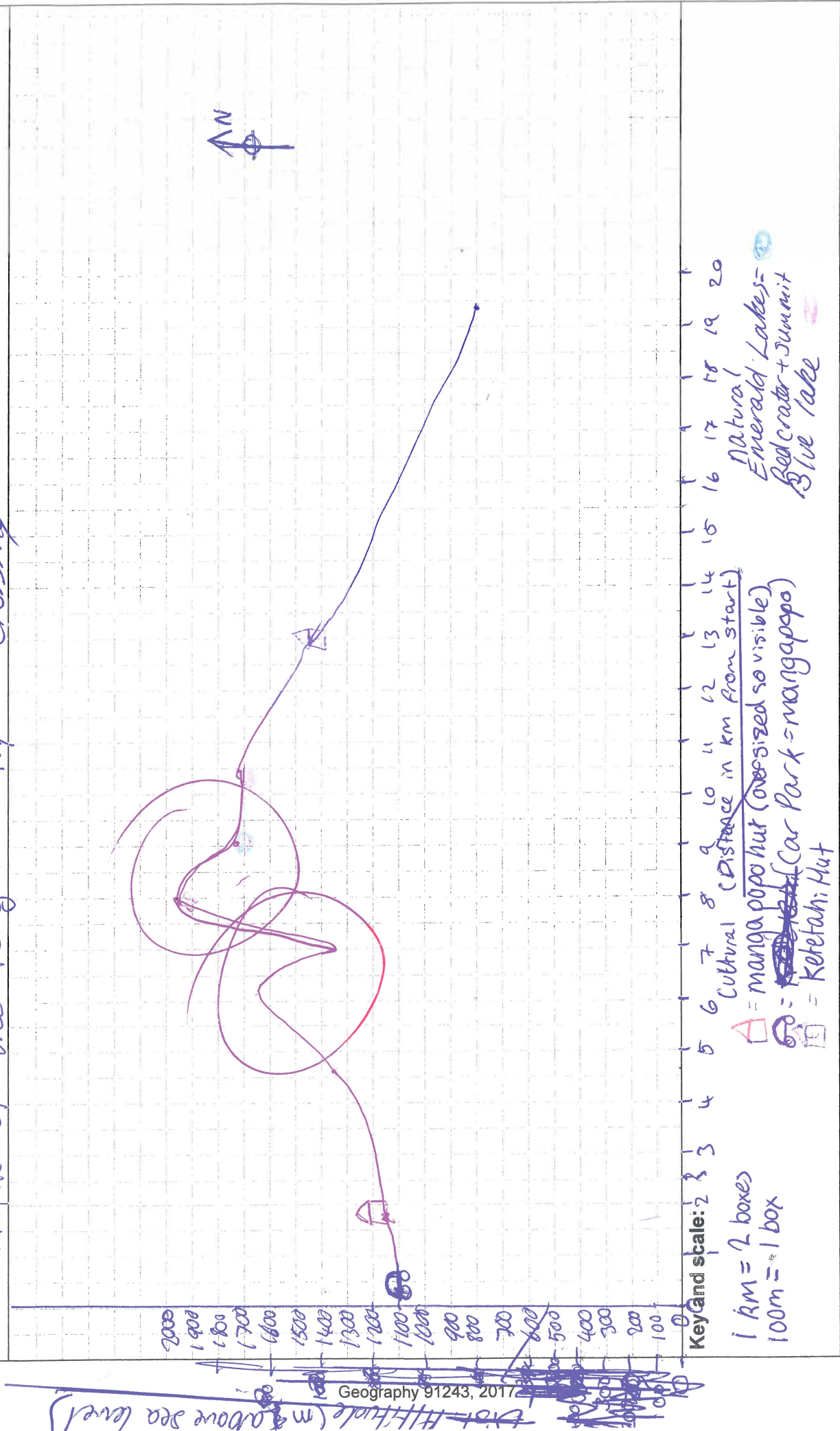
Refer to **Resources C–E** on pages 6 and 7 of the resource booklet, when answering (b).

- (i) Draw a profile (cross section) of the Tongariro Alpine Crossing on the following page, using the GPS distance and altitude readings from Resource C.
- (ii) Locate and label the locations of **THREE** natural features and **THREE** cultural features on your profile, using specific information from Resources C–E.

Include all appropriate conventions (direction, horizontal and vertical scales, and use of a key).



Title: Profile of the Tongariro Alpine Crossing



(c) **Change and the Tongariro Alpine Crossing**

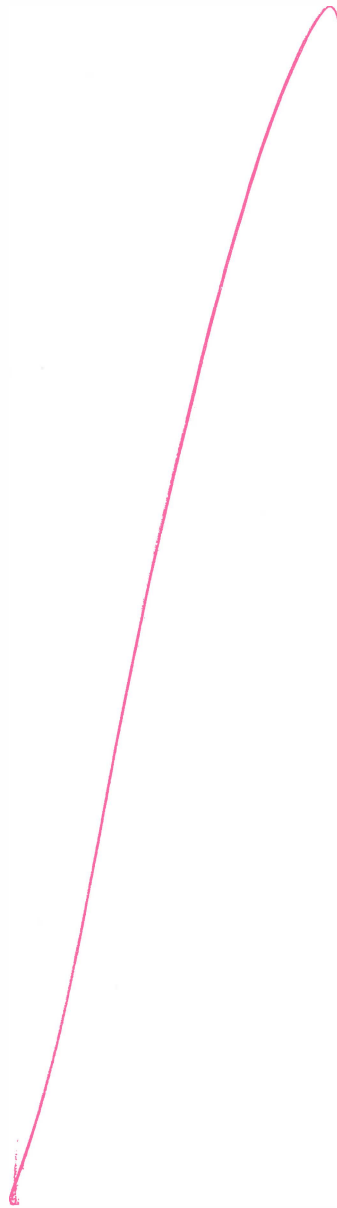
Refer to **Resource F** on page 8 of the resource booklet, when answering (c).

- (i) Complete the diagram on the following page to explain how an increase in the number of walkers has brought about changes for National Park Village, AND for the environment of the Tongariro Alpine Crossing.

Clearly identify on your diagram, TWO changes that can be perceived as positive, and TWO changes that can be perceived as negative.

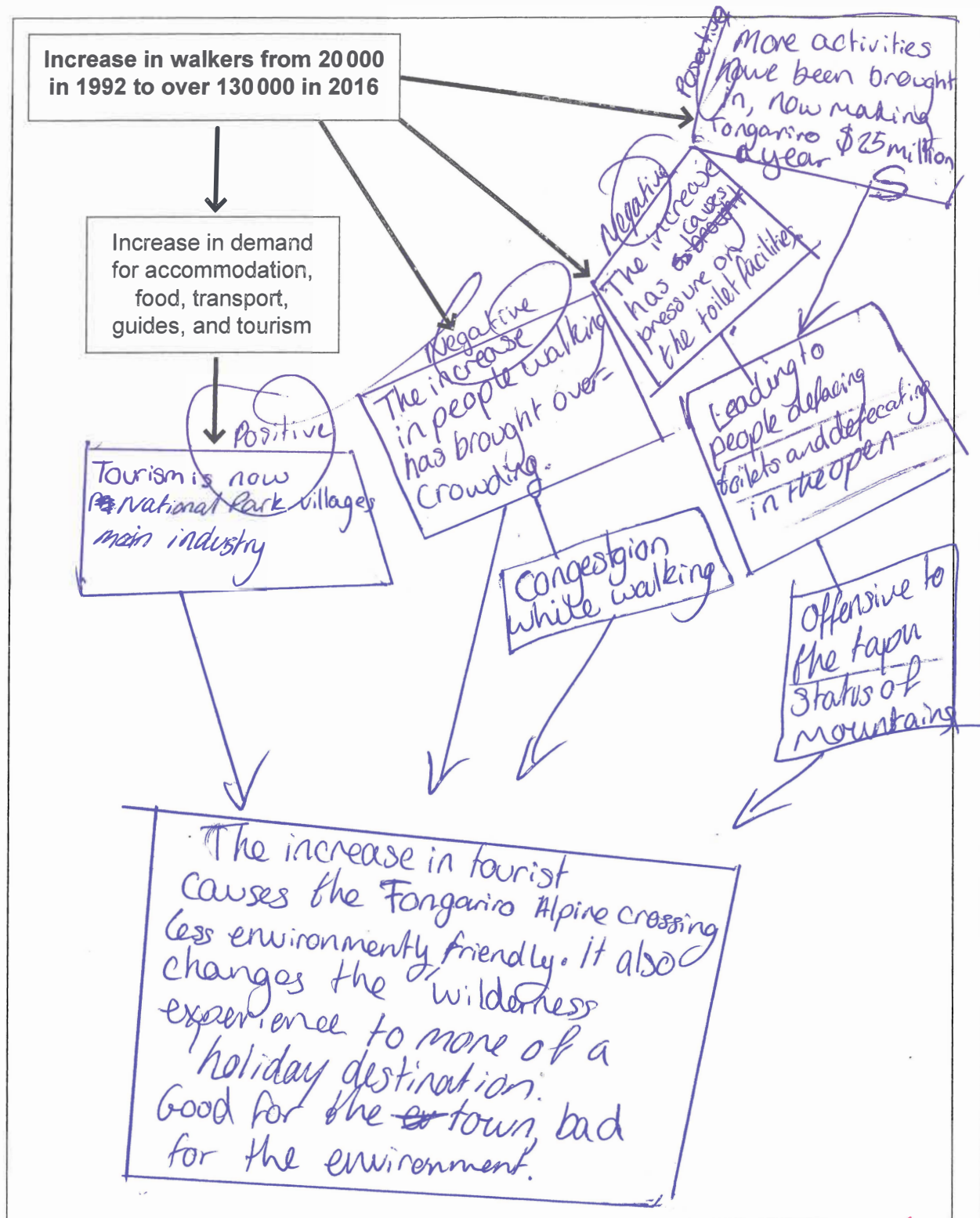
Use specific information from Resource F in your answer.

- (ii) Select ONE specific sentence from the geographic concept of change on page 2 of the resource booklet that best describes your diagram, and copy the sentence into the space provided at the bottom of page 7.



- (i) Changes resulting from an increase in the number of walkers on the Tongariro Alpine Crossing:

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- (ii) Sentence from the geographic concept of change that best describes the diagram above:

Change: Involves any alteration to the natural and environment for cultural environment

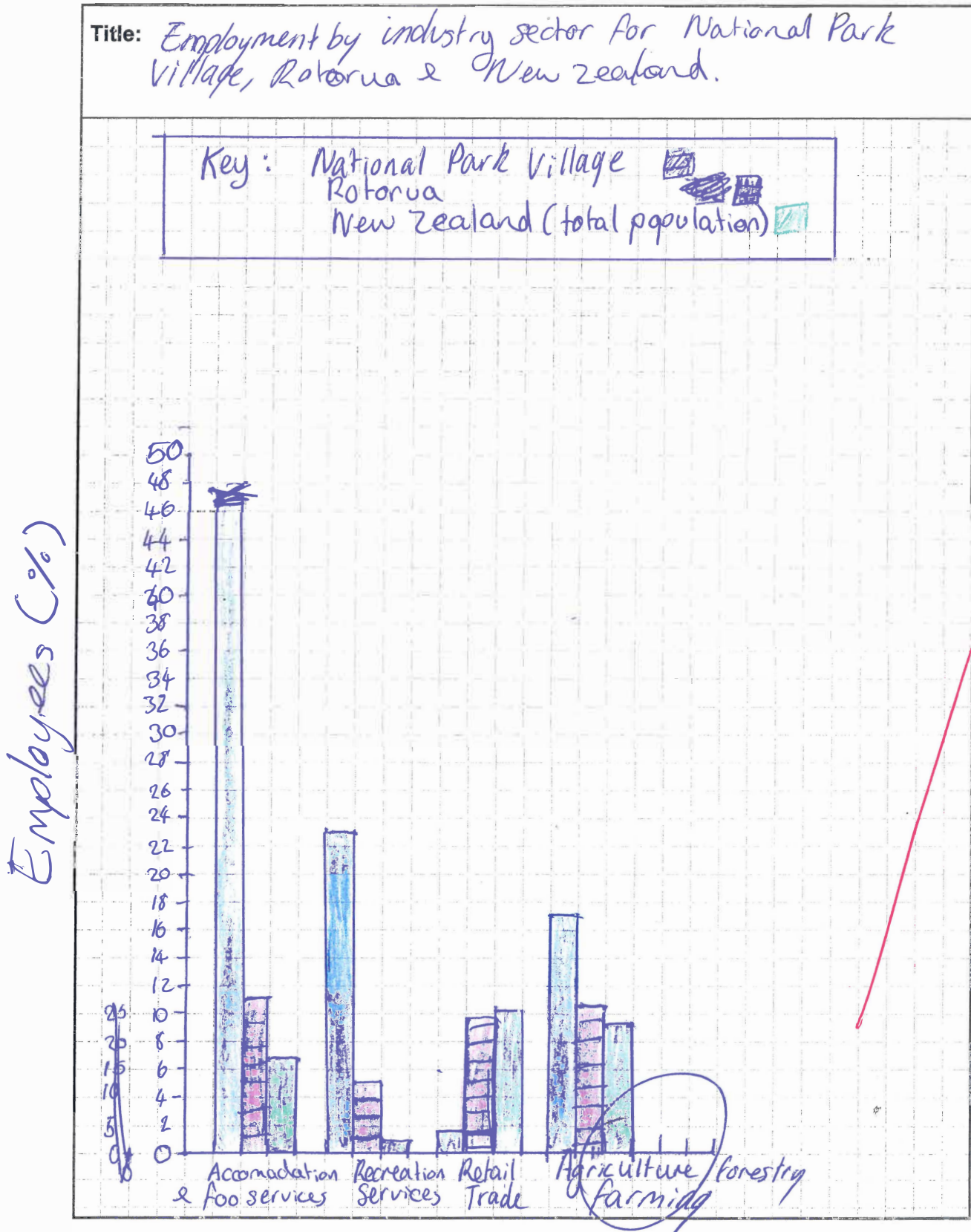
Perspectives: ways of seeing the world that help explain differences and decisions about responses to and interactions with the environment. Perspectives are bodies of thought, + theories or world views that shape people's values

(d) The characteristics of National Park Village

Refer to **Resource H** on page 9 of the resource booklet, when answering (d).

Draw a multi-column (multi-bar) graph to compare the percentage employed in both the accommodation and food services sector and the recreation services sector for National Park Village, Rotorua, and New Zealand, using specific information from Resource H.

Include all appropriate graphing conventions.



**This page has been deliberately left blank.
The examination continues on the following page.**

(e) **Different perspectives on the increase in the number of walkers on the Tongariro Alpine Crossing, relating to sustainability**

Refer to **Resource I** on pages 10 and 11 of the resource booklet, when answering (e).

Explain the different perspectives on the increase in the number of walkers on the Tongariro Alpine Crossing, AND for each perspective, justify whether or not a future increase in the number of walkers is sustainable for the environment.

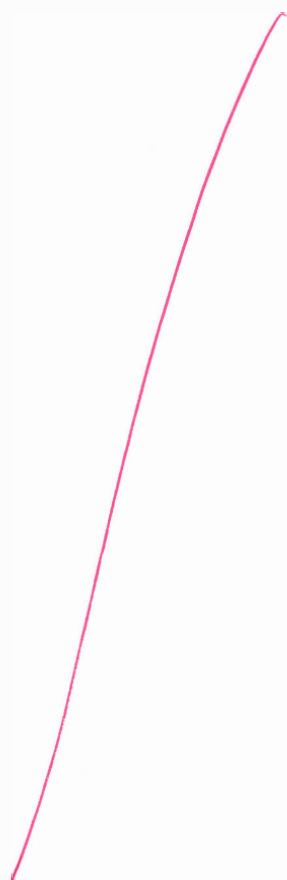
Note: Relevant perspectives may include, but are not limited to, economic, environmental, Māori, and gender.

In your answer, you should refer to:

- the geographic concepts of perspectives, and sustainability, on page 2 of the resource booklet
- **Resource I**, and other resources as appropriate
- specific information from your answers in (a) to (d) relating to the Tongariro Alpine Crossing.

PLANNING (OPTIONAL)

Jean (Forest + Bird)



Jean (Forest & bird) thinks the increase has put a lot of pressure on the environment.

She has knowledge about the park, she seems to be an environmentalist, and in her perspective the future increase is not sustainable.

Gerald (Cafe + Bar owner) Gerald is benefiting from the increase in tourists economically which in a way will shape his perspective positively. For him a continued growth would be perceived as sustainable economically, as 80% of his customers are tourists. He fully supports the increase, as would many other food services and accommodation services would, as 40% of workers are in this industry.

Anne (hospitality services) sees a benefit in the increase for women, as many women were severely depressed as there were so few opportunities when the National Park was not an attraction. She would support the growth as long as it benefitted women. 4

Seen
Over

Moana (social worker) has a different perspective than the others. This is due to the mountains being spiritually important to the Maori people. The lack of respect shown towards the mountains. Many Maori people have shown concern ~~about~~ ^{about} the breaches of tapu due to rubbish being left on the crossing, including human waste.

Her perspective ~~is~~ is that it is not currently sustainable but if people were educated on the spiritual significance it could become bearable.

Gail (Park Manager) is able to clearly see a lot of flaws. Her perspective is also shaped by her line of work as she is park manager and able to see the faults with the current system.

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

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QUESTION
PART

Achievement 2017

Subject:		Geography	Standard:	91243	Grade score:	4
Q	Grade score	Annotation				
1	4	<p>The candidate demonstrates the use of skills and geographic conventions in the precis sketch, profile, and graph as required for Achievement but without a high level of accuracy, as is required by Merit. In the precis sketch, conventions are used and the mountains are accurately labelled correctly. However, the crossing point and location of the car park is outside the limits of the assessment schedule for Merit and the direction is missing. In the profile, conventions such as labelled axes and the key to identify natural and cultural features are used, as required for Achievement. However, the plotting of data does not have a high level of accuracy, as required for Merit. The graph uses conventions with some accuracy but not at a high enough level for Merit.</p> <p>The candidate demonstrates an understanding of geographic concepts of change, perspectives and sustainability as required for Achievement. However, they do not show the detailed understanding required for merit because:</p> <ul style="list-style-type: none"> the diagram lacks the use of detailed or specific information or examples in discussing perspectives, only the perceptions or viewpoints of the individual people are given, rather than the different types of perspectives (e.g. economic, environmental, Māori, and gender), and again detailed information or examples are lacking, and while two individuals' perceptions are linked to sustainability they lack the detailed explanation required for Merit. 				

Note: This annotation is based on holistic judgements.