

See back cover for an English translation of this cover

1

91010M



910105



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

Matawhenua, Kaupae 1, 2012

91010M Te whakahāngai i ngā huatau me ngā pūkenga matawhenua māmā hei whakaatu i te māramatanga ki tētahi taiao noa

9.30 i te ata Rāmere 23 Whiringa-ā-rangi 2012
Whiwhinga: Whā

Paetae	Paetae Kaiaka	Paetae Kairangi
Te whakahāngai i ngā huatau me ngā pūkenga matawhenua māmā hei whakaatu i te māramatanga ki tētahi taiao noa.	Te whakahāngai i ngā huatau me ngā pūkenga matawhenua māmā hei whakaatu i te māramatanga hōhonu ki tētahi taiao noa.	Te whakahāngai i ngā huatau me ngā pūkenga matawhenua māmā hei whakaatu i te mārama matawhānui ki tētahi taiao noa.

Tirohia mehemea e ōrite ana te Tau Ākonga ā-Motu (NSN) kei tō pepa whakauru ki te tau kei runga ake nei.

Me whakautu e koe ngā wāhanga KATOA ki ngā pātai KATOA kei roto i te pukapuka nei.

Kumea mai te Pukaiti Rauemi 91010MR i waenganui o tēnei pukapuka.

Ki te hiahia koe ki ētahi atu wāhi hei tuhituhi whakautu, whakamahia ngā whārangi kei muri i te pukapuka nei.

Tirohia mehemea kei roto nei ngā whārangi 2–21 e raupapa tika ana, ā, kāore hoki he whārangi wātea.

HOATU TE PUKAPUKA NEI KI TE KAIWHAKAHAERE HEI TE MUTUNGA O TE WHAKAMĀTAUTAU.

TAPEKE

MĀ TE KAIMĀKA ANAKE

Kia 60 meneti hei whakautu i ngā pātai o tēnei pukapuka.

PĀTAI TUATAHI, TE PĀHEKOHEKO¹, NGĀ TAUIRA ME TE PANONI

Pānuitia ēnei **Huatau Matawhenua**, ka kōrero hoki mō ēnei ina whakautu i tēnei pātai.

Ngā Huatau Matawhenua

Te pāhekohekotanga: Ka whai wāhi ko ngā nekenekenga, ngā rerenga, ngā hononga, ngā tūhononga me ngā pātahitanga. Ko ngā takotoranga whenua ngā otinga kitea ka puta i ngā pāhekohekotanga. Mā te pāhekoheko ka hua ko te panoni ā-taiao.

Ngā tauira: Te whakariteritenga o ngā āhuatanga i te mata o te whenua, ko te panoni haere RĀNEI o ngā āhuatanga i te haere o te wā.

Te panoni: Ka whai wāhi ko ngā whakarerekētanga ki te taiao tūturu, ki te taiao ahurea rānei.

Ka taea te whakamahi ngā mahere me ngā atahanga² hei whakaatu i ngā taiao tūturu me te whakariteritenga o ngā āhuatanga ahurea, ngā hononga, ngā tūhononga me te āhua e panoni haere ai aua āhuatanga i te haere o te wā.

Te Āwhata me te Momo Atahanga

Ka kapi tētahi wāhi whenua iti i tētahi mahere āwhata nui, i tētahi atahanga āwhata nui rānei. Ka kapi tētahi wāhi whenua nui i tētahi mahere āwhata iti, i tētahi atahanga āwhata iti rānei.

Kōrero mō te **Rauemi A** ME te **Rauemi B** HOKI i te whārangi 4 o te pukaiti rauemi i tō whakautu i (a).

(a) Whakaotia te tūtohi kei raro:

- tuhia raupapatia ngā reta o IA **atahanga** e whakaaturia ana i te Rauemi B, atu i te āwhata iti ki te āwhata nui
- tuhia te **momo atahanga** e whakaaturia ana i te Rauemi A.

Kia mōhio ai koe: Kua whakaotia te mea tuatahi mōu.

Atahanga		Momo atahanga
<i>D</i>	Āwhata Iti	<i>Amiorangi</i>
	↓	
	Āwhata Nui	

¹ TAUHEKEHEKE

² whakaahua

You are advised to spend 60 minutes answering the questions in the booklet.

QUESTION ONE: INTERACTION, PATTERNS AND CHANGE

Read the following **Geographic Concepts** and refer to them when answering this question.

Geographic Concepts

Interaction: Involves movement, flows, connections, links, and interrelationships. Landscapes are the visible outcomes of interactions. Interaction can bring about environmental change.

Patterns: The arrangement of features on the earth's surface, OR how characteristics change over time.

Change: Involves any alteration to the natural or cultural environment.

Maps and images can be used to show natural environments and the arrangement of cultural features, links, and connections, and how these features change over time.

Scale and Image Type


A large scale map or image covers a small area of land. A small scale map or image covers a large area of land.

Refer to BOTH **Resource A** AND **Resource B** on page 5 of the resource booklet, when answering (a).

(a) Complete the table below:

- write the letter of EACH **image** shown in Resource B in order, from small scale to large scale
- write the **type of image** shown in Resource A.

Note: The first one has been done for you.

Image		Type of image
<i>D</i>	Small Scale  Large Scale	<i>Satellite</i>

Te Mahere Matawhenua me te Whakaaturanga ā-Whakaahua

Kōrero mō te **Rauemi C** i ngā whārangi 6 me te 7 o te pukaiti rauemi i tō whakautu i te pātai (b).

(b) (i) E hia ngā wāpu iti ki te Kokori o Poihākena?

(ii) Mā te whakamahi i te āwhata mahere, inea te tawhiti o te ara raro wai o te Anaroa o te Whanga o Poihākena mai i te tohu mātiti 348521 ki te tohu mātiti 347529.

(iii) Whakaingoatia ngā moutere e RUA he wāhanga nō te Pāka ā-Motu o te Whanga o Poihākena.

(1): _____

(2): _____

(iv) Whakamārama katoatia te hira o te Whanga o Poihākena me ōna takiwā ki te iwi whānui.

Whakaurua he mōhiohio tauwhāiti mai i te Rauemi C me ngā Huatau Matawhenua i te whārangi 2 hei tautoko i tō whakautu.

Topographic Map and Photographic Interpretation

Refer to **Resource C** on pages 8 and 9 of the resource booklet when answering (b).

(b) (i) How many Jetties are located in Sydney Cove?

(ii) Using the map scale, measure the distance of the underwater path of the Sydney Harbour Tunnel from grid reference 348521 to grid reference 347529.

(iii) Name the TWO islands that are part of the Sydney Harbour National Park.

(1): _____

(2): _____

(iv) Fully explain the importance of Sydney Harbour and its surrounding area for people.

Include specific information from Resource C and the Geographic Concepts on page 3 to support your answer.

Ngā Tūhononga me ngā Hononga

Kōrero mō te **Rauemi D** i te whārangi 10 o te pukaiti rauemi i tō whakautu i (c).

- (c) (i) Āhea te wā tōmuri rawa me tae koe ki te Tūnga Waka Kōpiko o Manly hei hopu i te waka kōpiko i te 10:00 i te ata?

- (ii) Ka tae te Waka Kōpiko mai i Manly i te 10.00 i te ata ki tēhea wāpu, i te Tūnga Waka Kōpiko o Circular Quay?

Kōrero mō te **Rauemi C** ME te **Rauemi D** HOKI i ngā whārangi 6, 7 me te 10 o te pukaiti rauemi i tō whakautu i (d).

- (d) Whakaingotia kia TORU ngā momo ikiiki rerekē e tūhono ana i Poihākena ki te takiwā i te Raki o Poihākena.

Momo (1): _____

Momo (2): _____

Momo (3): _____

Kōrero mō te **Rauemi C** ME te **Rauemi E** HOKI i ngā whārangi 6, 7 me te 10 o te pukaiti rauemi i tō whakautu i (e).

- (e) E ahu atu ana te kaitango whakaahua ki tēhea ahunga o te kapehu i tāna tango i te whakaahua i te Rauemi E?

Ahunga: _____

Connections and Links

Refer to **Resource D** on page 11 of the resource booklet when answering (c).

- (c) (i) What is the latest time you would need to be at the Manly Ferry Terminal to catch the 10:00 am ferry?

- (ii) Which wharf does the 10.00 am Manly Ferry arrive into, at the Circular Quay Ferry Terminal?

Refer to BOTH **Resource C** AND **Resource D** on pages 8, 9 and 11 of the resource booklet, when answering (d).

- (d) Name THREE different transport methods that connect Sydney with the North Sydney area.

Method (1): _____

Method (2): _____

Method (3): _____

Refer to BOTH **Resource C** AND **Resource E** on pages 8, 9 and 11 of the resource booklet, when answering (e).

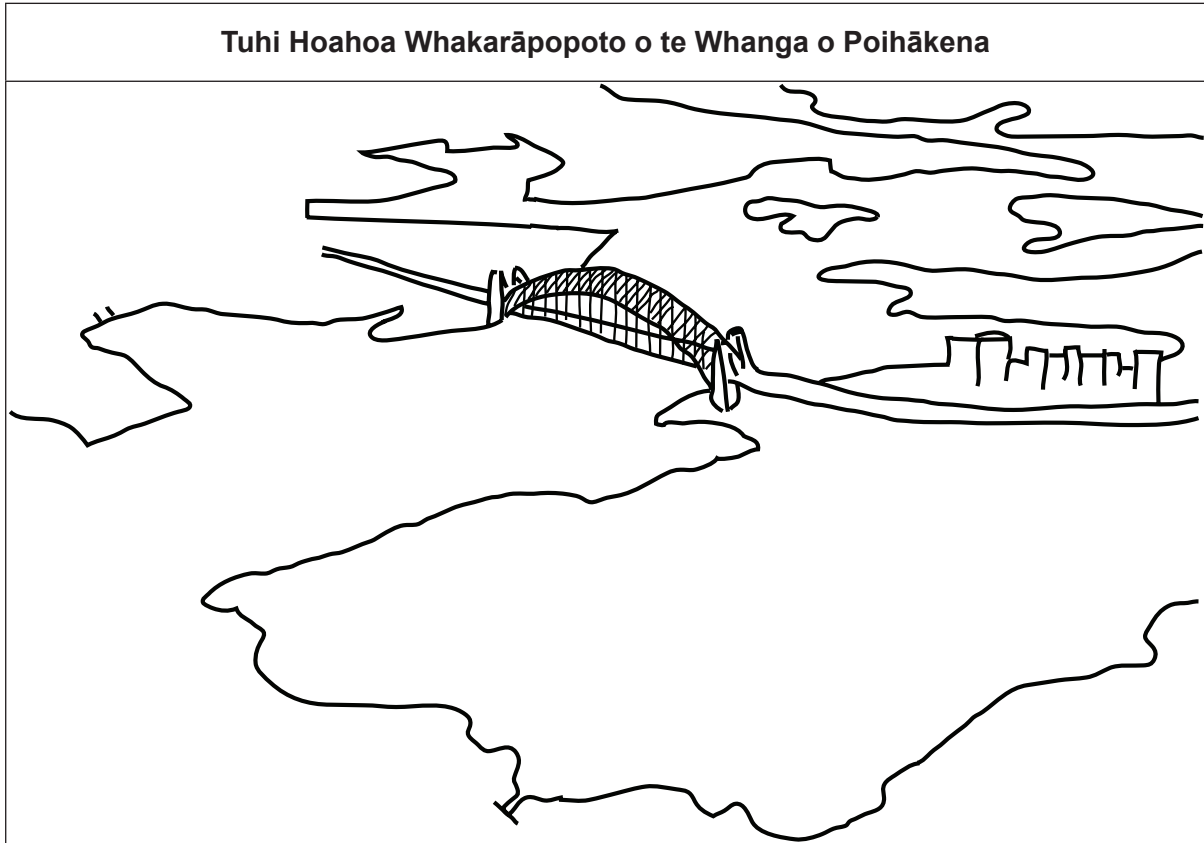
- (e) Which compass direction was the photographer facing when the photograph in Resource E was taken?

Direction: _____

Tuhi Hoahoa Whakarāpopoto

Kōrero mō te **Rauemi C** ME te **Rauemi E** HOKI i ngā whārangi 6, 7 me te 10 o te pukaiti rauemi i tō whakautu i (f).

- (f) Kei te **tuhi hoahoa whakarāpopoto** o te Whanga o Poihākena i raro, **kimihia, ka tapa hoki**:
- i te moutere e whai wāhi ana te ki Pāka ā-Motu o te Whanga o Poihākena
 - i te ara raro wai o te Anaroa o te Whanga o Poihākena
 - te horahanga i kapi i te Sydney Opera House
 - te hōpua kaukau o Kirribilli Point.



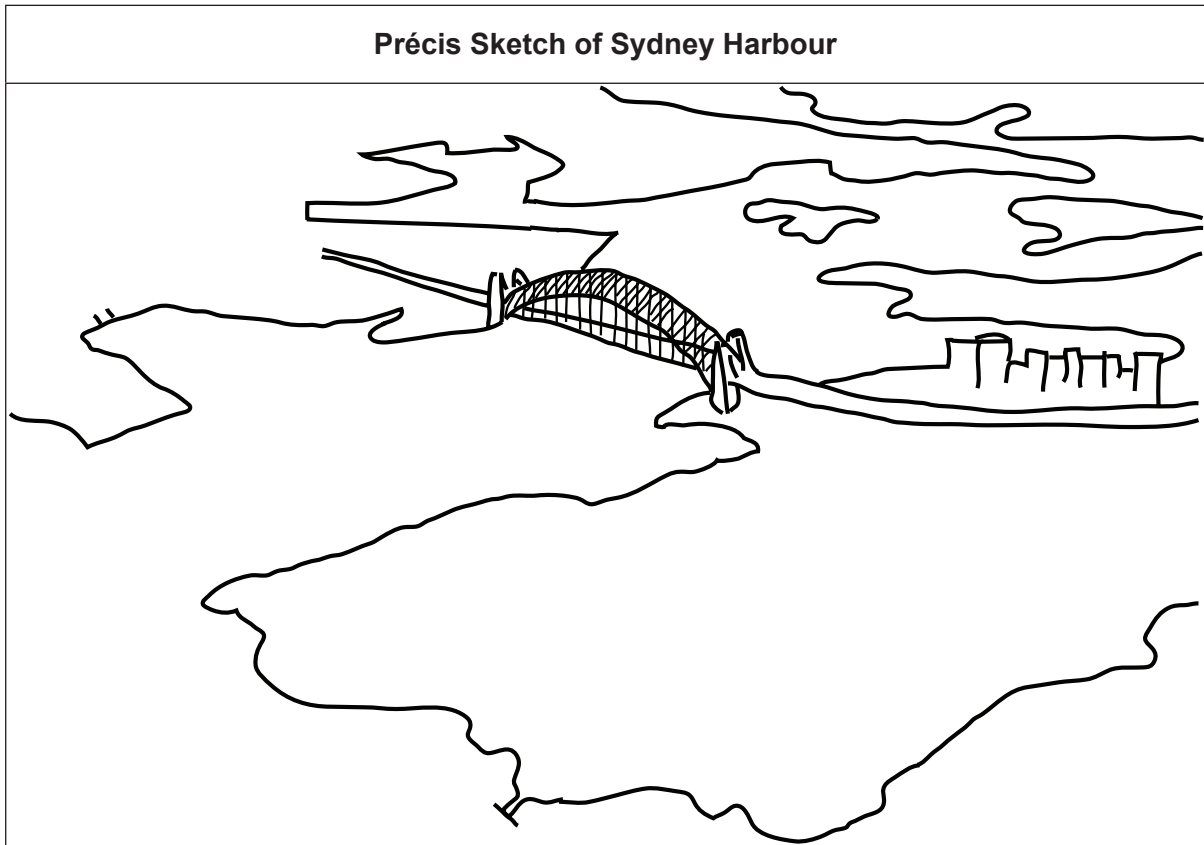
Kī:

	He moutere e whai wāhi ana te Pāka ā-Motu o te Whanga o Poihākena
	Te ara raro wai o te Anaroa o te Whanga o Poihākena
	Sydney Opera House
	Te hōpua kaukau kei Kirribilli Point

Précis Sketching

Refer to BOTH **Resource C** AND **Resource E** on pages 8, 9 and 11 of the resource booklet, when answering (f).

- (f) On the **précis sketch** of Sydney Harbour below, **locate and label**:
- the island that contains part of the Sydney Harbour National Park
 - the underwater path of the Sydney Harbour Tunnel
 - the area covered by the Sydney Opera House
 - the swimming pool on Kirribilli Point.



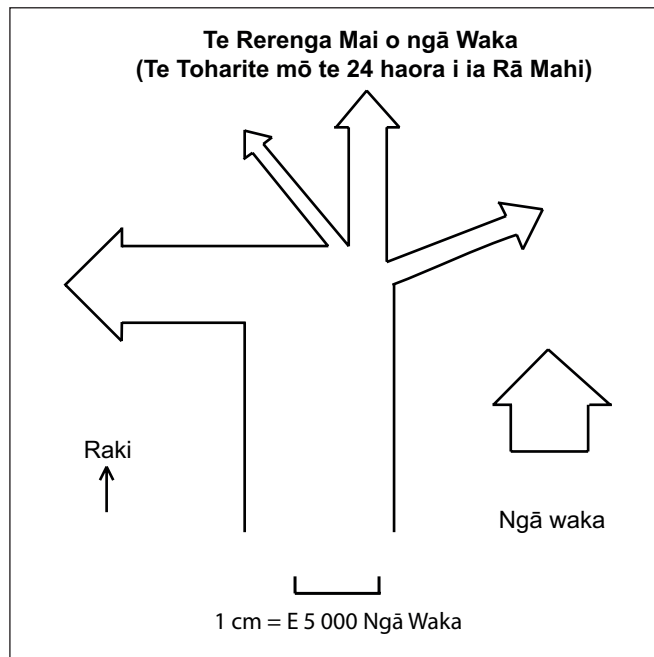
Key:

	Island containing part of the Sydney Harbour National Park
	Underwater path of the Sydney Harbour Tunnel
	Sydney Opera House
	Swimming pool on Kirribilli Point

PĀTAI TUARUA: NGĀ KAUPHATA ME NGĀ TAUANGA

E whakaatu ana te mahere rerenga i raro i te ahunga o ngā nekenga waka ki roto i te pokapū tāone i roto i te wā 24 haora. Ka whakaatu te whānui o te pere i te rōrahi o ngā waka.

Mahere Rerenga o ngā Waka i Poihākēna



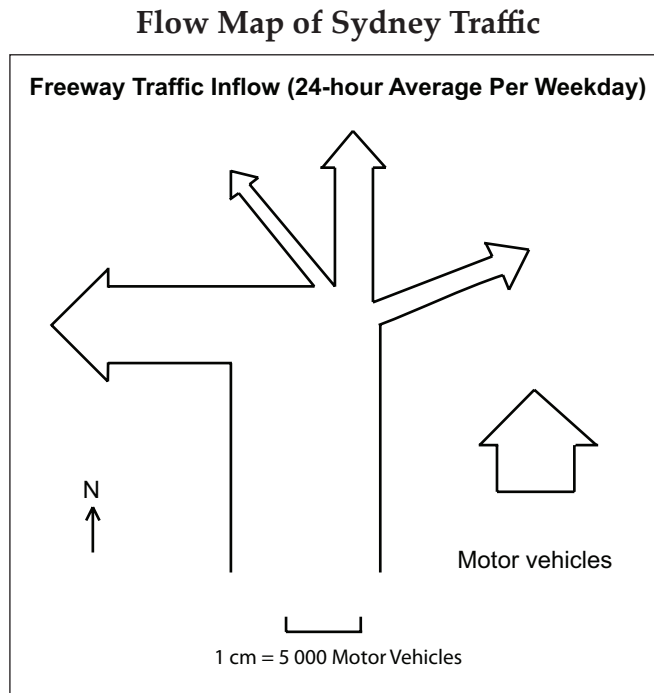
Kōrero mō te mahere rerenga me te āwhata kei runga, i tō whakautu i (a).

(a) (i) E hia ngā waka ka uru ki te takiwā o te tāone nui i roto i te 24 haora?

(ii) E hia ngā waka ka haere whakateraki tonu i roto i te 24 haora?

QUESTION TWO: GRAPHING AND STATISTICS

The flow map of Sydney traffic below shows the direction of motor vehicle movement into the city centre in a 24-hour period. The width of the arrow shows the volume of motor vehicles.



Refer to the flow map and the scale above, when answering (a).

- (a) (i) How many motor vehicles enter the city area in a 24-hour period?

- (ii) How many motor vehicles continue going north in a 24-hour period?

Kōrero mō te **Rauemi F** i te whārangi 12 o te pukaiti rauemi i tō whakautu i te pātai (b).

- (b) Hangaia tētahi **kauwhata pae ōrau** hei whakaatu i ngā mahi i mahia e te hunga manuhiri ki Poihākena i te tau 2011.

Taitara:

<table border="1"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>											

Kī:

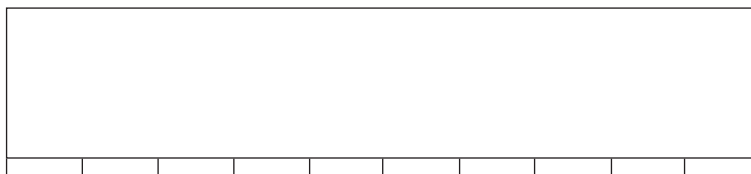
	He kai i ngā whare kai
	He haere kia kite i ngā hoa, whanaunga hoki
	He hoko mō te harakoa noa
	He hōpara haere noa
	He toro karapu, whare kanikani, me ērā atu

Āwhata:

Refer to **Resource F** on page 13 of the resource booklet when answering (b).

- (b) Construct a **percentage bar graph** to show the activities that visitors to Sydney took part in during 2011.

Title:



Key:

	Eat out at restaurants
	Visit friends and relatives
	Shop for pleasure
	General sightseeing
	Clubs, discos, etc

Scale:

E haere ana a McKenzie me tōna whānau ki Poihākena. I tuku kāripōhi ia ki tōna kuia e noho ana i Te Whanganui-a-Tara, i Aotearoa.

Kōrero mō te **Rauemi G** ME te **Rauemi H** HOKI i ngā whārangi 12 me 14 o te pukaiti rauemi i tō whakautu i (c).

- (c) (i) Porowhitatia ki raro te rangi he kaha atu te pupuhi o ngā hau i **Te Whanganui-a-Tara, i Aotearoa**.

Rātū

Rāpare

- (ii) E whakaatu ana te mahere huarere mō te Rāpare i tētahi pūnaha pēhanga hau ki te taha tonga o Ahitereiria.

Whakaingoatia tēnei pūnaha pēhanga hau me te whakaahua i ngā āhuatanga huarere ka kawea mai.

Pūnaha pēhanga hau: _____

Ngā āhuatanga huarere: _____

- (iii) Mā te kōrero mō ngā mahere huarere, whakamārama katoatia he aha i pai ake ai te Rāpare ki te whānau McKenzie hei whakaoti i tā rātou pikinga i te piriti.

McKenzie and her family are visiting Sydney. She sent a postcard to her grandmother who lives in Wellington, New Zealand.

Refer to BOTH **Resource G** AND **Resource H** on pages 13 and 15 of the resource booklet, when answering (c).

- (c) (i) Circle below the day that **Wellington, New Zealand**, will experience the stronger winds.

Tuesday

Thursday

- (ii) The weather map for Thursday shows an air pressure system to the south of Australia.

Name this air pressure system and describe the weather conditions it brings.

Air pressure system: _____

Weather conditions: _____

- (iii) With reference to the weather maps, fully explain why Thursday would be a more suitable day for McKenzie and her family to complete their bridge climb.

PĀTAI TUATORU: NGĀ PŪKENGA AROTAKE ME NGĀ HUATAU MATAWHENUA

Pānuitia ēnei **Huatau Matawhenua**, ka kōrero hoki mō ēnei ina whakautu i tēnei pātai.

Ngā Huatau Matawhenua

Ngā Tirohanga: Te āhua e kite ai, e whakaaro ai te tangata ki ngā taiao. Ka whakaawetia pea ngā tirohanga me ngā uara e te ahurea, e te taiao, e ngā pūnaha pāpori, e te hangarau, e ngā ariā ōhanga, tōrangapū hoki / rānei. Ka whakaawe pea i te pāhekoheko a te tangata ki ngā taiao me ngā whakataunga, urupare hoki ka mahia e ia.

Ngā Taiao: He tūturu, he ahurea hoki / rānei. He āhuratanga me ngā āhua tauwhāiti ō ēnei, e hua mai ai pea i ngā tukanga tūturu, ahurea hoki / rānei. Tērā pea ka ōrite ngā āhuratanga o tētahi taiao ki tētahi atu, ka rerekē hoki / rānei i tētahi atu.

Kōrero mō te **Rauemi I** ME te **Rauemi J** HOKI i ngā whārangi 16, 18 me te 19 o te pukaiti rauemi i tō whakautu i (a) me (b).

E whakaatu ana te Rauemi I i tētahi rārangi whare tawhito i te Pokapū o Poihākena ka tāoro wawetia. Ko te whakaaro kia hangaia tētahi wāhi kākārīki, tētahi pāka rānei ki tenei wāhi, e whai wāhi ai tētahi whare tapere i waho mō ngā konohete, tētahi hōpua kaukau me tētahi wāhi tākaro mā ngā tamariki. Ka taea tēnei wāhi e te hunga noho tūruwīra, e ngā pereme hoki.

Ka hoatu te Rauemi J i ētahi tirohanga kua tuhia ki te paetukutuku a te Komiti o ngā Pāka o Poihākena.

- (a) Whakamāramatia TĒTAHI **papātanga huapai** me TĒTAHI **papātanga huakino** ki te **taiao** mā ngā panoni i whakapuakina, kua tautohutia i ngā tirohanga kua tukuna.

Whakaurua he mōhiohio tauwhāiti mai i ngā Rauemi I me J hei tautoko i ō whakautu.

- (i) Papātanga huapai ki te taiao: _____

- (ii) Papātanga huakino ki te taiao: _____

QUESTION THREE: VALUING SKILLS AND GEOGRAPHIC CONCEPTS

Read the following **Geographic Concepts** and refer to them, when answering this question.

Geographic Concepts

Perspectives: The way people view and interpret environments. Perspectives and values may be influenced by culture, environment, social systems, technology, and / or economic and political ideology. They may influence how people interact with environments and the decisions and responses that they make.

Environments: May be natural and / or cultural. They have particular characteristics and features, which can be the result of natural and / or cultural processes. The particular characteristics of an environment may be similar to and / or different from another.

Refer to BOTH **Resource I** AND **Resource J** on pages 17, 20 and 21 of the resource booklet, when answering (a) and (b).

Resource I shows a row of old buildings in Central Sydney due for demolition. It has been proposed that a green space or park, which will include an outdoor theatre for concerts, a swimming pool, and a children's playground, will be built on this site. This area will be accessible for wheelchairs and prams.

Resource J gives viewpoints that have been recorded on the Sydney Parks' Committee website.

- (a) Explain ONE **positive** and ONE **negative impact** on the **environment** of the proposed changes, identified in the viewpoints given.

Include specific information from Resources I and J to support your answers.

- (i) Positive impact on the environment: _____

- (ii) Negative impact on the environment: _____

Ka taea te whakarōpū ngā tirohanga hei mea taiao, pāpori, ōhanga, tōrangapū rānei.

(b) Whakaotia te tūtohi kei raro mō IA tirohanga:

- tīpakohia, ka whakaingoa i TĒTAHI tangata mai i **Rauemi J** i ngā whārangi 18 me 19 o te pukaiti rauemi e whakaata ai ōna kōrero i taua tirohanga
- tuhia **whakaae**, **whakahē** RĀNEI hei tautohu i tōna tirohanga ki te take o te whakawhanake i te pāka
- whakamārama katoatia te (ngā) pūtake he aha ia tangata i tīpakohia e koe i **whakaae** ai, i **whakahē** ai rānei i te whakawhanake o te pāka.

Whakaurua he mōhiohio tauwhāiti mai i Rauemi J me ngā Huatau Matawhenua i te whārangi 16 hei tautoko i ō whakautu. Kia **kotahi** anake te kōrero mō tētahi tangata me tōna tirohanga.

Kia mōhio ai koe: Kua whakaotia te mea tuatahi mōu.

TAIAO		
INGOA	WHAKAAE / WHAKAHĒ	(NGĀ) PŪTAKE
Aaron	Whakaae	<i>Ki a Aaron he waiwai ngā wāhi kākārīki hei whakapai ake i te taiao me te tāpiri hāora ki te takotoranga tāone.</i>
PĀPORI		
INGOA	WHAKAAE / WHAKAHĒ	(NGĀ) PŪTAKE
ŌHANGA		
INGOA	WHAKAAE / WHAKAHĒ	(NGĀ) PŪTAKE
TŌRANGAPŪ		
INGOA	WHAKAAE / WHAKAHĒ	(NGĀ) PŪTAKE

Viewpoints can be classified as environmental, social, economic, or political.

- (b) Complete the table below for EACH viewpoint:
- select and name ONE person from **Resource J** on pages 20 and 21 of the resource booklet whose comments reflect that viewpoint
 - write **for** OR **against** to identify their viewpoint on the issue of the park development
 - fully explain the reason(s) why EACH person you have selected is either **for** or **against** the park development.

Include specific information from Resource J, and the Geographic Concepts on page 17, to support your answers. Refer **once** only to a person and their viewpoint.

Note: The first one has been done for you.

ENVIRONMENTAL		
NAME	FOR/AGAINST	REASON(S)
Aaron	For	Aaron sees green spaces as essential to improve the environment and add oxygen to the urban landscape.
SOCIAL		
NAME	FOR/AGAINST	REASON(S)
ECONOMIC		
NAME	FOR/AGAINST	REASON(S)
POLITICAL		
NAME	FOR/AGAINST	REASON(S)

English translation of the wording on the front cover

Level 1 Geography, 2012

91010 Apply concepts and basic geographic skills to demonstrate understanding of a given environment

9.30 am Friday 23 November 2012

Credits: Four

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

91010M

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 ALL questions in this booklet.

Pull out Resource Booklet 91010R 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 2–21 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.