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## Level 2 Geography, 2019

### 91242 Demonstrate geographic understanding of differences in development

2.00 p.m. Thursday 14 November 2019  
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 2–8 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.**

TOTAL

ASSESSOR'S USE ONLY

## INSTRUCTIONS

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

In your answers, you should integrate case study evidence as well as geographic terminology and concepts.

**Development** refers to people's standard of living and quality of life. 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.

Concepts you may choose to use in your answer are:

### **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. A cultural environment includes people and / or the built environment.

### **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 worldviews 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).

### **Processes**

A sequence of actions, natural and / or cultural, that shape and change environments, places, and societies. Processes can have temporal or spatial variations. Some examples of geographic processes include erosion, migration, desertification, and globalisation.

### **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- or two-way interactions. Landscapes are the visible outcome of interactions. Interaction can bring about environmental change.

### **Change**

Involves any alteration to the natural and / 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. Change can bring further change. Some changes are predictable, recurrent, or cyclic, while others are unpredictable or erratic.

### **Sustainability**

Involves adopting ways of thinking and behaving that allow individuals, groups, and societies to meet their needs and aspirations without preventing future generations from meeting theirs. Sustainable interaction with the environment may be achieved by preventing, limiting, minimising or correcting environmental damage to water, air, and soil, as well as considering ecosystems and problems related to waste, noise, and visual pollution.

**QUESTION****(a) Strategies for reducing differences in development**

Fully explain TWO strategies that have been or may be taken by governments and/or non-governmental organisations to reduce differences in development between your case study areas.

In your answer, you should:

- refer to communities, areas, or countries you have studied that are at different stages of development
- explain what effects the strategies had or may have on differences in development.

Strategy (1): \_\_\_\_\_

Strategy (2): \_\_\_\_\_

**PLANNING (OPTIONAL)**





**(b) Different ways development can be measured**

The **Human Development Index (HDI)** is a summary measure of health, education, and income. The HDI is the mean of each of the three measurements.

The health dimension is assessed by life expectancy at birth. The education dimension is measured by mean of expected years of schooling for children of school-entering age and years of schooling for adults aged 25 years and more. The income dimension is measured by gross national income per capita.

Source (adapted): <http://hdr.undp.org/en/content/human-development-index-hdi>

Fully explain ONE advantage and ONE limitation of using the HDI to measure people's standard of living and quality of life.

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

You may use the same or different case studies to those you wrote about in part (a).

**PLANNING (OPTIONAL)**



