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NZQA | Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Geography 2026

91242 Demonstrate geographic understanding of differences in development

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 BOTH 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 2–10 in the correct order and that none of these pages is blank.

Do not write in the margins (////). This area will be cut off when the booklet is marked.

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INSTRUCTIONS

Integrate case study evidence, as well as geographic terminology and concepts, into your answers.

Case study evidence refers to information about communities, areas, or countries that are at different stages of development. You may use the same or different case studies to answer (a) and (b).

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

Geographic concepts you may choose to use in your answers include:

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
Where something is found. Location 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.

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
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.

Patterns
May be spatial (the arrangement of features on the Earth's surface) or temporal (how characteristics differ over time in recognisable ways).

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) With reference to ONE named indicator, explain the **advantages** of using this indicator to measure differences in development in named case study areas.

Examples of indicators you may wish to use are HDI, GDP, Happiness Index, life expectancy, birth rate, GNI, HALE, or any other relevant indicator you have studied.

PLANNING

Indicator: _____

Advantages of using this indicator to measure differences in development: _____

(b) Name ONE factor (for example, rainfall, climate, location, laws, beliefs, trade, globalisation) and explain how it contributes to differences in development in named case study areas.

PLANNING

Factor: _____

How this factor contributes to differences in development: _____

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

QUESTION NUMBER

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