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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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SUPERVISOR'S USE ONLY

Level 2 Geography, 2018

91242 Demonstrate geographic understanding of differences in development

2.00 p.m. Thursday 15 November 2018
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.

Merit

TOTAL

6

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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.

Factors that contribute to differences in development can include:

- natural factors, e.g. climate, location, or natural resources
- cultural factors, e.g. colonisation, trade, or political systems.

In your answer to the question in this paper, you need to integrate case study evidence and geographic terminology and concepts.

Case study evidence refers to information about communities, areas, or countries across the globe that are at different stages of development.

Geographic concepts you may choose to use in your answer 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.

QUESTION

Name TWO factors that have contributed to differences in development in communities, areas, or countries you have studied this year. (Some examples of possible factors are listed on page 2.)

Factor (1): Climate

Factor (2): Urbanization Access to education

PLANNING (OPTIONAL)

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- (a) Fully explain how factor (1) contributes to differences in development in communities, areas, or countries you have studied.

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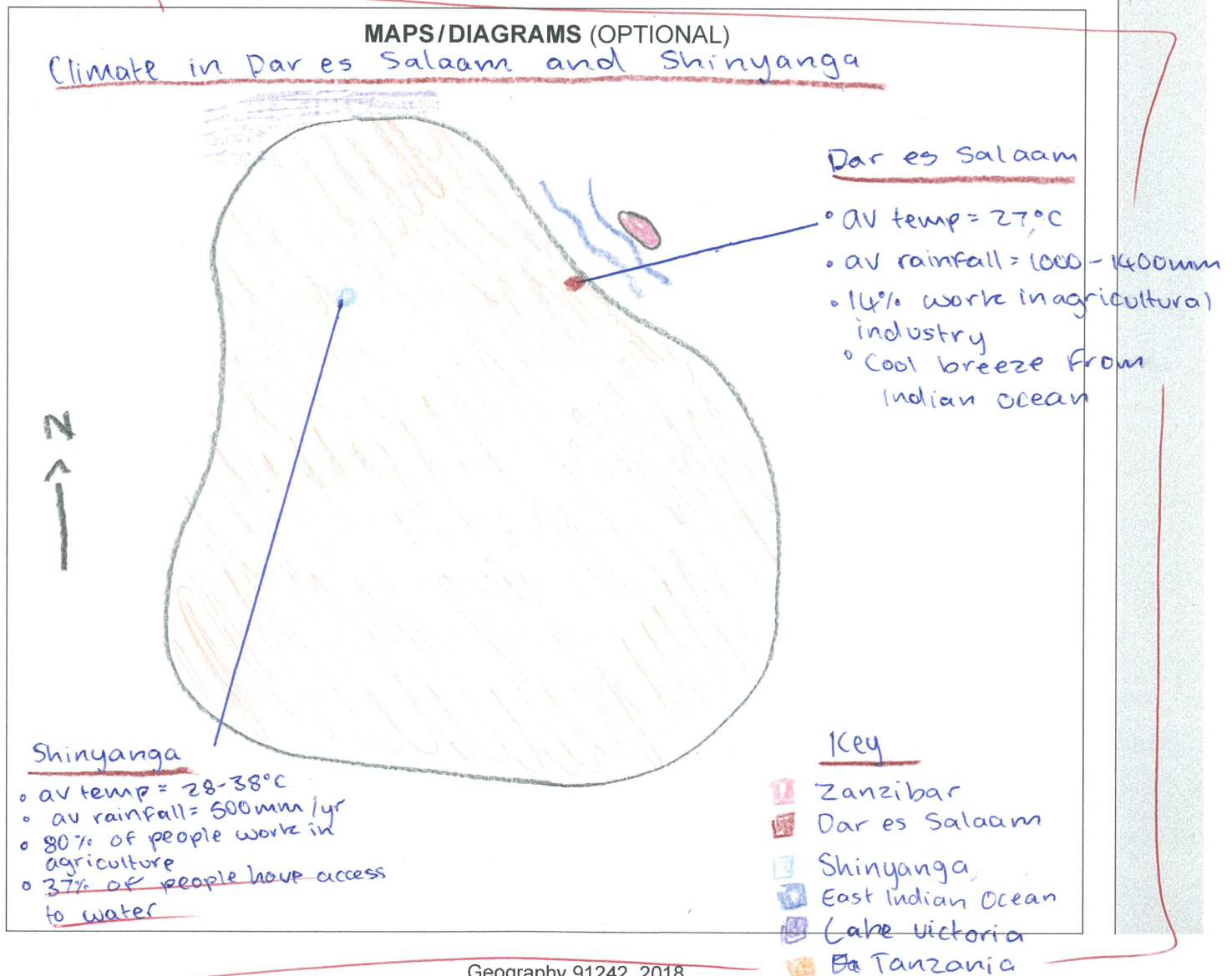
You may include maps and/or diagrams to support your explanation. (Space is provided on page 5.)

The natural factor of climate has ~~affected~~ ^{created} differences in development between urban and rural areas of Tanzania such as Dar es Salaam and Shinyanga. Overall, the climate of Tanzania is tropical but it has regional variations due to its topography. The climate of Dar es Salaam is tropical with ^{average} temperatures of 27°C . There are two rainy seasons between March and May and October–November where the region receives an average rainfall of 1000–1400 mm/yr. The humidity is high (reaching 100%) but drought seasons are very rare. Due to being located on the East Indian Ocean coastline, there is a cool sea breeze and convection rainfall occurs. Due to these ideal plant growing climatic conditions, this puts Dar es Salaam at an advantage for those who work in the agriculture industry ~~to~~ (14%) to take part in subsistence farming and grow economical crops such as Maize and Cassava. Regular rainfall and moderate temperatures mean that there is high plant succession in this area, therefore farmers can feed their families and avoid starvation and dehydration. This increases Dar es Salaam's development because for the 14% of people who work in agriculture, suitable climate allows them to earn a moderate and reliable income so that their standard of living can improve and possibly their quality of life. On the other hand, in the rural area of Shinyanga there is a much harsher tropical climate. Average temperatures range between $28\text{--}38^{\circ}\text{C}$ and the average rainfall is 500 mm. There is only one rainy

Season (March-May) which means that droughts are common. In rural areas of Tanzania, 90% of people work in the agriculture industry and 80% in Shinyanga. This means that their income relies on irregular rainfall meaning they have an unsustainable income. 40% of farmers in rural Tanzania said that drought affected their vegetation growth and also market prices throughout the year. 80% of farmers in Shinyanga said they were unable to cultivate crops during drought season as only 37% of the population has access to clean water. Climate has created differences in development between Dar es Salaam and Shinyanga because 80% of Shinyangas workforce are at a disadvantage

MAPS/DIAGRAMS (OPTIONAL)

Climate in Dar es Salaam and Shinyanga



- (b) Explain how factor (2) contributes to differences in development in communities, areas, or countries you have studied.

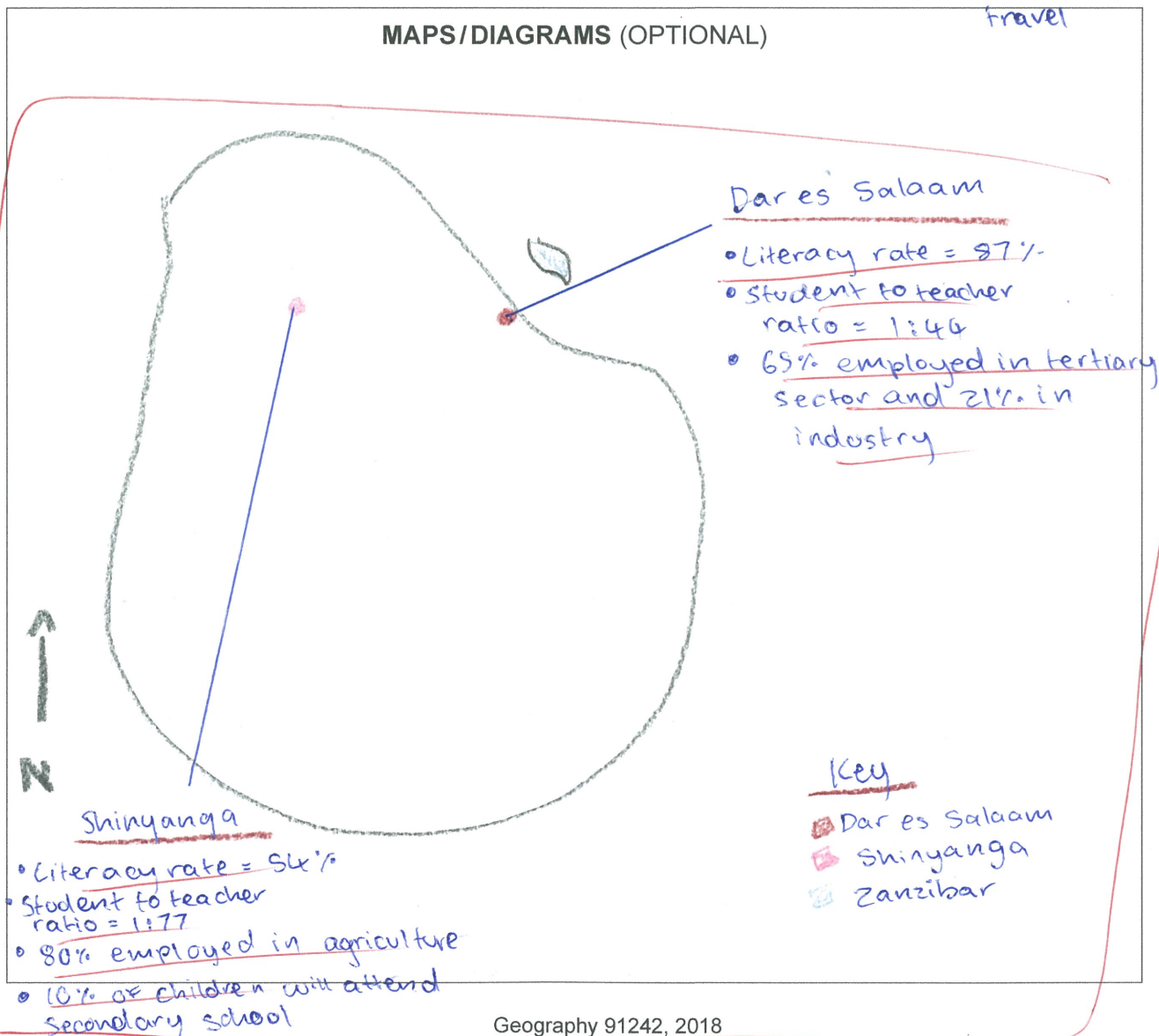
The case studies you refer to may be the same as or different to those you wrote about in part (a).

You may include maps and/or diagrams to support your explanation. (Space is provided on page 7.)

Access to education is another factor which contributes to differences in development between the wealthier coastal region of Dar es Salaam and the poorer, interior plateau^{are} of Shinyanga. In Dar es Salaam the literacy rates are 87% which means that 87% of the population can read and write. There are 4 tertiary education facilities including the University of Dar es Salaam. The student to teacher ratio for primary school students is 1:44 which means that there is opportunity ^{for} ~~to~~ one on one learning, therefore a higher ^{well rounded} education. Statistics show that in Tanzania ~~you are~~ ^{you have receive} if you attend a tertiary ^{education} sector you are likely to earn 50% more than someone who doesn't. The fact that Dar es Salaam has 4 tertiary facilities and high literacy rates shows that they have a high level of development in education. This leads to 65% of the workforce employed in the tertiary sector and 21% in industry. These jobs are generally significantly higher paying jobs than those in the primary sector such as agriculture. These jobs are also wage based and therefore people in Dar es Salaam have a more sustainable income, increasing their standard of living. Access to education leads to higher paying jobs and therefore families can afford to buy luxuries and possibly have a better quality of life. In contrast, Shinyanga's access to education is much lower than

Dar es Salaam, therefore resulting in a larger difference in development. Literacy rates in Shinyanga are only ~~54~~⁵⁴ 54% and there are no tertiary facilities available in the region. Primary schools are crowded with 50-60 children per class and a 1:71 teacher to student ratio. Only 10% of children will attend secondary school, let alone tertiary facilities which means that 80% of the workforce works in the agricultural industry, earning an unsustainable income and having a lower standard of living. ~~There~~ There is a continuous cycle of poverty occurring ^{in Shinyanga} which means that farmers are unable to receive an education due to a earning an unsustainable income and not being able to afford it. Some children have to wake up

MAPS/DIAGRAMS (OPTIONAL)



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

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QUESTION
PART

a) due to unsuitable crop growing conditions. This means that most people in Shinyanga will be earning less money than Dar es Salaam therefore lowering their standard of living. It also means that farmers cannot feed their families and ~~women and~~ women and wives of farmers often have to walk up to 10km a day to retrieve water. This relates to the geographic concept of location because Dar es Salaam is located on the East-Indian coastline where temperatures are cooler and rainfall is more frequent while Shinyanga is located inland where the environment is more arid and resources such as water are scarce.

b) to 30km a day to attend secondary school which also limits ~~there~~ many childrens access to a secondary education and contributes to a lower level of development. By not having access to education this means that many rural Tanzanians are stuck working in agriculture and do not have the same educational opportunities as Dar es Salaam due to lack of money and resources. This means they cannot qualify for higher paying jobs and afford any luxuries, let alone enough food and water to survive, therefore lowering their quality of life. Access to education has created a large difference in development between Dar es Salaam and Shinyanga which means the difference in income is increased and there are not equal education and work opportunities.

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Merit Exemplar 2018

Subject	Geography	Standard	91242	Total score	6
Q	Grade score	Annotation			
	M6	<p>This paper answers the question very well, it demonstrates an in-depth understanding of the reasons for the differences in development in Tanzania, and so is awarded an M6.</p> <p>The student uses Geographic Terminology and detailed case study information from Tanzania.</p> <p>The student gives a more general description and some explanation of the differences in development in Tanzania in Part A and explains in depth in Part B and so holistically this paper is at a high Merit level.</p> <p>Part A uses more descriptive set of differences, lacking specific case study information in the way of development statistics. Climate is used to explain the differences that exist</p> <p>Part B uses more specific case study information, with development statistics provided to describe the differences and then the explains how the access to education is the overall reason for the differences stated.</p>			