NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Level 1 Geography, 2014

91008 Demonstrate geographic understanding of population concepts

9.30 am Monday 17 November 2014
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate geographic understanding of population concepts.	Demonstrate in-depth geographic understanding of population concepts.	Demonstrate comprehensive geographic understanding of population concepts.

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 the questions 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 2–12 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

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The examination continues on the following page.

QUESTION ONE: POPULATION CHANGE OVER TIME

Read the **geographic concept** below and refer to it when answering this question.

Geographic Concept

Change is a normal process in both natural and cultural environments.

(a)   The cartoon below was drawn when the world population reached seven billion on 31 October, 2012. The bird (a stork) represents the earth and its resources, and it is shown delivering new babies.

For copyright reasons, this resource cannot be reproduced here.

Source: http://www.claybennett.com/images/archivetoons/stork.jpg

Describe the intended message of the cartoon.

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(b) The table below shows the birth rates, the death rates, and the natural increases for selected countries.

Country	Birth Rate (per 1 000)	Death Rate (per 1 000)	Natural Increase (per 1 000)
Australia (Oceania)	*For copyright reasons, this resource cannot be reproduced here.*		
Canada (North America)			**(i)**
China (Asia)		**(ii)**	
Germany (Europe)			**(iii)**
Uganda (Africa)	**(iv)**		

Source: http://wdi.worldbank.org/table/2.1

Complete the missing details below.

Note: The first country (Australia) has been done for you as an example.

(i) _____

(ii) _____

(iii) _____

(iv) _____

(c) The table below shows the estimated world population growth from 1804 to 2042.

World Population Growth 1804 to 2042*	
Year reached	**Billions**
1804	*For copyright reasons, this resource cannot be reproduced here.*
1927	
1960	
1974	
1987	
1999	
2011	
2024*	
2042*	
Estimated world population growth by that year.	

Source: http://www.worldof7billion.org/wall_chart

Fully explain the pattern of world population growth from 1804 to 2042* shown in the table above.

Include specific references to data from the table and the geographic concept on page 3 to support your answer.

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QUESTION TWO: POPULATION DIVERSITY AND STRUCTURE

Population pyramids show the age and gender distribution of a population. They include both 'dependants' and those of working age.

Population Pyramids for Kenya and the United States of America

For copyright reasons, this resource cannot be reproduced here.

Source (adapted): http://www.yale.edu/ynhti/curriculum/images/2008/6/08.06.02.03.jpg

(a) (i) Explain what a 'dependant' is.

_____

_____

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(ii) Shade the age groups who would be considered 'dependants' on BOTH pyramids above.

(b) Circle ONE of the countries below and explain whether it has a **fast**, or a **slow growing** population:

Kenya   The United States of America

Refer specifically to statistics from the chosen country's pyramid on page 6 in your answer.

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There are a variety of **factors** that influence the composition of a population including:

- **Ethnicity**: A population may be composed of multiple races.

- **Age structure**: A population has a spread of people over a range of ages.

- **Sex structure**: A population is made up of both males and females.

- **Life expectancy**: This is the average age a person can expect to live to, in a particular country or region.

- **Government policy** (including health care): Governments develop policies to encourage or discourage population diversity and structure.

In the box below, name a country or region whose population you have studied that you will use when answering (c).

Country or region: _____

(c)   Fully explain the composition of your named country or region's population.

Refer to the factors from the list above, and include specific evidence from your named country or region to support your answer. You may include diagrams and maps.
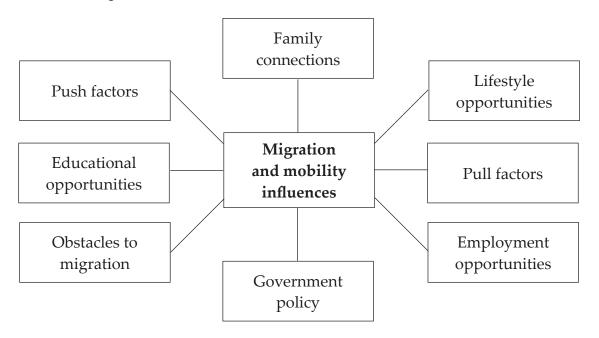
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QUESTION THREE: MIGRATION AND MOBILITY

The population of a given country or region will change with migration. Migration may be due to some of the following factors:

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            Family
          connections
  Push                          Lifestyle
  factors                       opportunities

  Educational    Migration      Pull factors
  opportunities  and mobility
                 influences

  Obstacles to                  Employment
  migration                     opportunities
            Government
            policy
```

In the box below, name a country or region whose population you have studied that you will use when answering (a) and (b). *You may use the same country or region you referred to in Question Two (c) on page 8.*

Country or region: _____

(a) Fully explain how AND why migration occurs in your named country or region.

   Refer to at least THREE of the factors from the diagram above and include specific evidence from your named country or region to support your answer.

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A **source area** is the area or region the migrants leave, and a **receiving area** is their destination, or where they are going to.

(b)　Migration impacts on both source areas and receiving areas.

Circle ONE of the areas below, as it applies to your chosen country or region, and describe ONE impact of migration on it.

　　　　Source area　　　　　　　　　Receiving area

Include specific evidence from your named country or region to support your answer. You may include diagrams and maps.

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QUESTION NUMBER

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