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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

Level 1 Geography, 2011

91008 Demonstrate geographic understanding of population concepts

9.30 am Wednesday 23 November 2011

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 parts of ALL 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 2–14 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

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

QUESTION ONE: GLOBAL POPULATION AND SUSTAINABILITY

Read the following **Geographic Concepts**, and refer to them, as well as **Map One** and **Map Two** (drawn according to a country's population, rather than its land area), when answering (a), (b), and (c).

Geographic Concepts

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. This includes 'Population Sustainability', which is the capacity of an environment to support a population in the longer term.

Patterns may be spatial and refer to the arrangement of features on the earth's surface, OR may be temporal and refer to how characteristics differ over time.

Map One: The World According to Land Size

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Sources (adapted): <http://topelevenlists.com/files/2010/12/World-Map-Political1-1024x603.jpg>

Map Two: The Global Distribution of Population 2005

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Sources (adapted): <http://www.worldmapper.org/display.php?selected=2>

- (a) The TWO most populated countries in the world from Map One and Map Two are:

(1) _____

(2) _____

- (b) Explain why Japan, which is approximately 10 times smaller in land area than Australia, has been drawn a lot larger than Australia on Map Two.

Refer to **Table One** below, as well as **Map One** on page 2, and **Map Two** above, when answering (c).

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Source (adapted): 'United Nations World Population Prospects' Report, 2006–2010.

- (c) Name ONE country from Table One that would be drawn **smaller**, IF Map Two were redrawn to show the global distribution of population in 2010: _____

Refer to **Diagram One** below when answering (d).

Diagram One: Demographic Transition (Population Change) Model

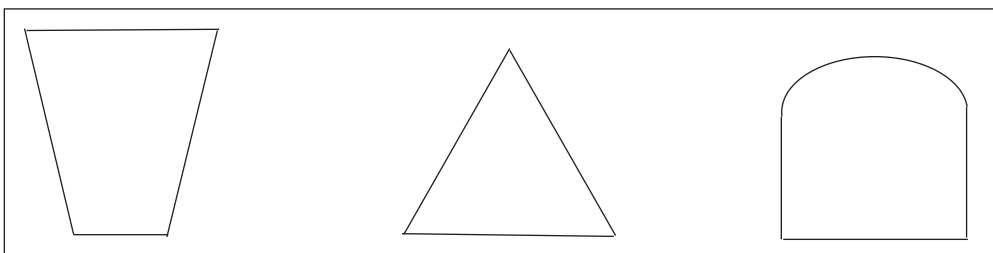
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Source (adapted): <http://zisgeography.wordpress.com/2010/10/06/the-demographic-transition-model/>

This diagram shows that countries in Stage Five have a very low birth rate, which falls below the death rate. This may lead to negative population growth or population decline. Germany and Russia are both in Stage Five of the Demographic Transition Model. They both have negative population growth rates, as identified in Table One on page 3.

Study the shapes beneath the model. They represent the population structure at each stage of the model. There is no shape drawn for Stage Five.

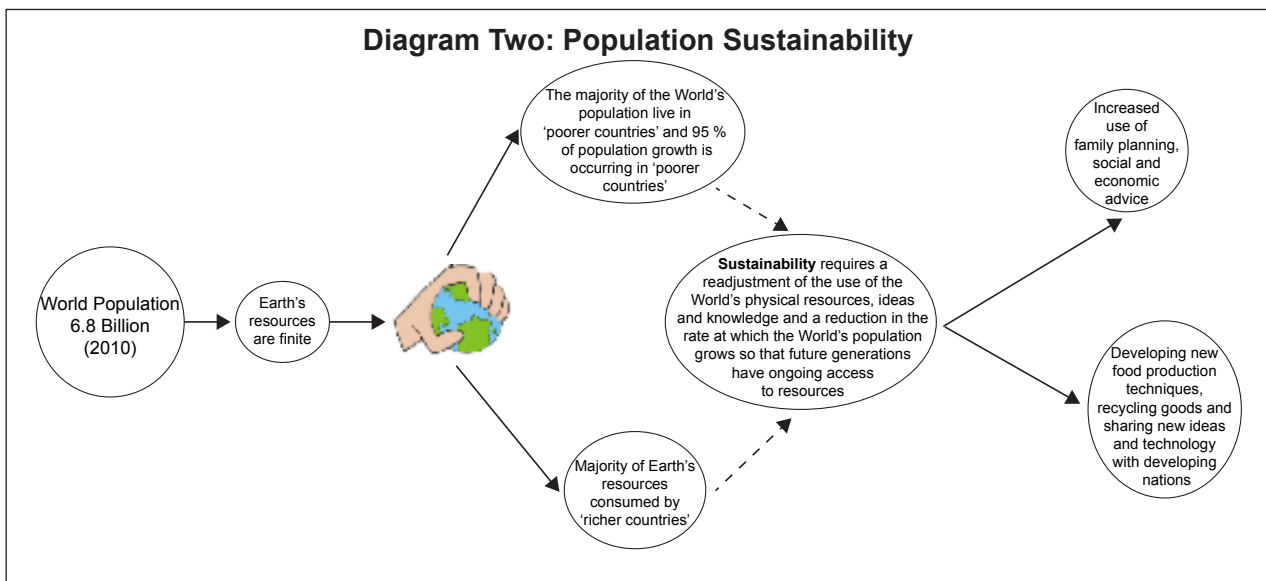
- (d) (i) In the box below, circle the shape you would expect to find for a country such as **Germany** or **Russia** in **Stage Five** of the Demographic Transition Model.



- (ii) Fully explain, using supporting evidence from Diagram One, why you have chosen this shape.

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Refer to **Diagram Two** below when answering (e).



This diagram suggests that there are two problems facing the long-term sustainability of the planet. There are poorer countries that have rapidly growing populations who lack resources, and richer countries with lower populations who consume the majority of resources. The response to sustainable population growth will be determined by the growth rate of a population and the amount of access it has to resources.

- (e) Fully explain, using supporting evidence from Diagram Two, how Germany (a richer country), and Kenya (a poorer country), could contribute to world population sustainability.

Part (e) continues on the following page

QUESTION TWO: POPULATION DISTRIBUTION AND STRUCTUREASSESSOR'S
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Read the following **Geographic Concept**, and refer to it, as well as the **country** or **region** you select below, when answering this question.

Geographic Concept

Patterns may be spatial and refer to the arrangement of features on the earth's surface, OR may be temporal and refer to how characteristics differ over time.

Patterns are a result of processes; some processes encourage concentration, some encourage dispersal.

- (a) (i) Draw an annotated (labelled) diagram AND/OR map in the box below to show **where** the population is located in a named country or region you have studied.

Country or region: _____

- | Factors | |
|----------------------|--------------|
| Natural (physical) | Cultural |
| • Climate | • Economic |
| • Relief (landforms) | • Historical |
| • Resources | • Political |
| • Soil fertility | • Social |

- (b) Fully explain TWO **characteristics** of the population structure of a named country or region you have studied.

Note: This may be a **different** country or region to the one used for (a), or it may be the **same**.

Refer to **specific information** about the population of your named country or region, as well as some of the ideas from the box below, to support your answer.

Population characteristics

- Birth and death rates
- Dependency ratio
- Ethnic groups
- Life expectancy
- Male/female ratio
- Natural increase

Country or region: _____

Characteristic (1): _____

Characteristic (2): _____

QUESTION THREE: POPULATION MIGRATION

In the box below, name a **country** or **region** whose population you have studied.

Note: This may be a **different** country or region to the one(s) used for Question Two, or it may be the **same**.

Country or region: _____

Read the following **Geographic Concepts** and **Resource A** below. Include **specific references** to them, as well as to the **country** or **region** you have named above, to support your answers to this question.

Geographic Concepts

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

Location is the position of features in terms of direction and distance.

Distance is how far one place is from another and can be measured in a variety of ways, such as time, money, and kilometres.

Resource A: Migration Types

- International migration (permanent or short-term)
- Movement between cities
- Movement within cities
- Refugee migration
- Rural-urban migration
- Temporary or seasonal migration for employment

- (a) Select ONE migration type from Resource A and name it in the box below.

Migration type: _____

Draw a fully annotated (labelled) diagram to show the **key features** of this migration type.

Refer to **specific examples** that are relevant to your named migration type, and to your named country or region, as well as the ideas in the box below, to support your answer.

- | | |
|-------------------------|----------------|
| • Counter flow | • Origin |
| • Destination | • Pull factors |
| • Intervening obstacles | • Push factors |

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- Concentration of populations
- Cultural diversity
- Employment possibilities
- Financial stress
- Isolation from family
- Language barriers
- Pressure on educational resources

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