



For Supervisor's use only

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93401



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship 2006 Geography

2.00 pm Saturday 2 December 2006

Time allowed: Three hours

Total marks: 24

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

Read the instructions and context on page 2.

You should answer ALL the questions in this booklet.

Pull out Resource Booklet 93401R from the centre of this booklet.

If you need more space for any answer, use the page(s) provided at the back of this booklet and clearly number the question.

Check that this booklet has pages 2–22 in the correct order.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

You are advised to spend three hours answering the questions in this booklet.

INSTRUCTIONS

- Read the **context** below. This will provide you with an introduction and an overview of the geographical context.
- Read the THREE questions on page 3 carefully.
- Study Resource Booklet 93401R and make notes on Planning Pages 4, 5, and 6 of this booklet that will help you write your final answers (these Planning Pages will not be marked).
- Write your answers in this booklet. Space for your answer to Question One begins on page 8, for Question Two on page 10, and for Question Three on page 14.
- Each question is worth 8 marks.

CONTEXT

Lessons from the Past, Planning for the Future

An overview:

In the epilogue to their book *Easter Island, Earth Island*, archaeologist Paul Bahn and geographer John Flenley wrote: “[The islanders] carried out for us the experiment of permitting unrestricted population growth, profligate use of resources, destruction of the environment, and boundless confidence in their religion to take care of the future. *The result was an ecological disaster leading to a population crash* ... do we have to repeat the experiment on a grand scale? ... is the human personality always the same as the person who felled the last tree?”

This study, *Lessons from the Past, Planning for the Future*, examines events and changes that took place on Easter Island over a period of time in the past. It goes on to consider proposed changes and developments in present-day Alaska and poses the question of whether knowing about past geographical changes can be of value in planning for the future.

Resource Booklet 93401R contains information about:

- changes on Easter Island over a period of time in the past (pages 2–7)
- development proposals for part of the Arctic National Wildlife Refuge (ANWR) in Alaska (pages 8–16).

QUESTION ONE (8 marks)

- (a) **Complete a diagram** to show the **processes and interactions** that brought about ecological disaster and population crash on Easter Island. (Refer to page 8 for further question instructions.)
- (b) Choose and **explain** ONE example of **interaction** from the Easter Island case study. (Refer to page 9 for further question instructions.)

QUESTION TWO (8 marks)

Prepare a paper for an international meeting of government and community leaders from Arctic nations **that explains why** proposals to develop oilfields in the ANWR region of Alaska are **controversial and the cause of much debate**. Give consideration to **perspectives** within the explanations you provide in your briefing paper.

QUESTION THREE (8 marks)

Critically evaluate this statement:

“Knowing and understanding about past geographical changes associated with resource use can help inform debate and decisions about proposed present-day resource-use projects.”

In your answer you may include knowledge and ideas you have gained from your studies in geography **as well as** from the case study information (about both Easter Island and ANWR) presented in Resource Booklet 93401R.

Incorporate appropriate visuals such as maps, graphs, and diagrams to support your answer.

PLANNING PAGE FOR QUESTION ONE

- (a) **Complete a diagram** to show the **processes and interactions** that brought about ecological disaster and population crash on Easter Island. (Refer to page 8 for further question instructions.)
- (b) Choose and **explain** ONE example of **interaction** from the Easter Island case study. (Refer to page 9 for further question instructions.)

Planning
Page Only

(Your plan will not be marked.)

PLANNING PAGE FOR QUESTION TWO

Prepare a paper for an international meeting of government and community leaders from Arctic nations **that explains why** proposals to develop oilfields in the ANWR region of Alaska are **controversial and the cause of much debate**. Give consideration to **perspectives** within the explanations you provide in your briefing paper.

Planning
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(Your plan will not be marked.)

PLANNING PAGE FOR QUESTION THREE

Critically evaluate this statement:

“Knowing and understanding about past geographical changes associated with resource use can help inform debate and decisions about proposed present-day resource-use projects.”

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Incorporate appropriate visuals such as maps, graphs, and diagrams to support your answer.

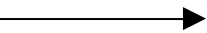
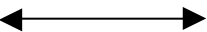
Planning
Page Only


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QUESTION ONE (8 marks)Assessor's
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- (a) **Complete a diagram** to show the **processes and interactions** that brought about ecological disaster and population crash on Easter Island.
- Your diagram should include specific information about **at least 5 events and/or activities** related to the processes and interactions that brought about the ecological disaster and population crash.
 - Show links and interactions** between events, activities, and processes in the diagram by the use of arrows. Follow this key in the development of your diagram:

Key:		Arrow showing links and outcomes: how one thing leads to another
		Arrow showing interaction

Easter Island – Ecological Disaster and Population Crash diagram


- In the box below, name the TWO events and/or activities and/or processes that **interact**.

Describe and explain this interaction between (A) and (B).

[illegible]

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Incorporate appropriate visuals such as maps, graphs, and diagrams to support your answer.

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Question Number	Marks
Question One	(8)
Question Two	(8)
Question Three	(8)
TOTAL	(24)

For Assessor's Use Only.

Keep Flap Folded In.