Assessment Schedule – 2006

Scholarship Geography (93401)

Teachers and candidates are expected to be familiar with the Scholarship Performance Standard for Geography and with the Scholarship Geography Assessment Specifications.

Introduction and overview

The objective of the Scholarship Geography examination is to allow candidates to demonstrate and provide evidence of their ability in geography. The exam paper and the assessment schedule have been produced to allow this candidate ability (as shown by candidate performance in answering the exam questions) to be assessed.

Judgements of candidate performance in the exam will be made by assessing the quality of the candidate answers against predetermined standards. The Scholarship Geography standard has a set of three performance descriptors. The three performance descriptors are further subdivided into nine performance categories. It is against these performance descriptors and performance categories that candidate answers will be judged.

Marking is standards based. Marking will rank the candidates by placing them into one of nine categories of performance based on the standard achieved in their answers. Marking against a standard and marking to achieve this ranking of candidates is the focus of the marking process.

A final remarking and holistic consideration of the top candidate answers will be undertaken to determine a rank order of the top 20 candidates.

The best geography scholarship answers will be ones that:
- integrate, synthesise, apply geographic skills, and show understanding of geographic ideas in relation to the context of ‘Lessons from the Past, Planning for the Future’
- show breadth and depth of geographic knowledge, geographic understanding, and geographic approaches that are relevant to both the 2006 Geography Scholarship exam paper context and to the questions asked
- apply geographic knowledge and understanding in ways relevant to the context and questions
- recognise, examine, and evaluate a range of perspectives
- approach the answer in an appropriate way that reflects the requirement(s) of the question and come to logical and supported conclusions
- show flexible thinking
- critically evaluate
- show originality and insight
- communicate answers to each question in a sophisticated and integrated manner, with the inclusion of appropriate geographic knowledge, ideas, understanding, judgements, and opinions that are relevant to the question
- communicate geographic answers elegantly using diagram and (illustrated) essay format as instructed in the questions.

Marking Schedule: Guidelines and detail for marking the three questions

- For each question, be familiar with the question asked, the assessment schedule detail and with the performance descriptors and performance categories.
- Read through the whole of the answer and rate the answer by 'holistic judgement and holistic marking' into one of four grades of response (A–D): these are marker judgements of the quality of the response at scholarship standard.
- The first decision should be whether the answer is of scholarship standard – if it is of scholarship standard (an A, B or C grade response) it will be awarded a mark of 4–8. If it below scholarship standard (a D grade or below response) it will be awarded a mark of 0–3.

Category A

Mark of 8:
Outstanding Scholarship response: A superior answer to the question

The student will, within a geographic context:
- communicate a critical analysis of a particular setting by
- interpreting the geographic nature of the context
- evaluating geographic perspectives

apply the critical analysis to another setting

and demonstrate:
- a high level of integration and abstraction
- insight
- sophisticated communication

- produced an outstanding answer in all respects that shows strong evidence of integration and synthesis.

- The answers are all written in a convincing way and include diagrams and other visuals that are integrated into the answer(s) as required and as appropriate.
- The answers are as good as could be expected under examination conditions – accurate, comprehensive, coherent, lucid, perceptive – an outstanding geography answer.

Mark of 7:
Outstanding Scholarship response: A superior answer to the question

The student will, within a geographic context:
- communicate a critical analysis of a particular setting by
- interpreting the geographic nature of the context
- evaluating geographic perspectives
- apply the critical analysis to another setting

and demonstrate:
a high level of integration and abstraction
insight
sophisticated communication

- Produced superior answers that cover all aspects of the questions. The answer shows candidate ability to analyse, integrate, evaluate and organise information and ideas.

Category B

Mark of 6:
It is a good and competent Scholarship standard answer:

The student will, within a geographic context:
- communicate a critical analysis of a particular setting by:
- interpreting the geographic nature of the context
- evaluating geographic perspectives
- apply the critical analysis to another setting.

- Produced a highly competent and knowledgeable answer. The answers are clear, generally well organised and directed to the questions; structure, organisation and analysis within the answers are evident.

Mark of 5:

It is a good and competent Scholarship standard answer:

The student will, within a geographic context:
- communicates a critical analysis of a particular setting by:
- interpreting the geographic nature of the context
- evaluating geographic perspectives
- apply the critical analysis to another setting.

- produced a competent and proficient answer. The answer shows understanding of the question and provides good coverage of the question's requirements with the use of relevant and accurate information.

Category C

Mark of 4:

The student will within a geographic context:
- communicate some critical analysis in interpreting the geographic nature of the context and evaluating geographic perspectives.
- produced an answer that addresses the question with reasonable success. Shows some geographic understanding. Reasonably well organised, but the answer contains some inconsistencies and has superficial coverage in places. Just makes scholarship standard.
- a sound answer. It has addressed the question with some success.

Category D

Mark of 3:
- produced an answer that although attempting to address the questions does so with only partial success – there are one or more answers that fall below scholarship standard.
- produced an answer that shows limited understanding relevant to the questions – some ideas stated and facts included but a weak answer overall that falls well below scholarship standard.
- an answer that falls below Scholarship standard even though it contains something relevant in an attempt to answer the question. A weak answer that lacks real Scholarship substance.

Mark of 2:
- produced an answer that shows meagre understanding relevant to the questions. A poor answer overall.
- an answer that falls below Scholarship standard even though it contains something relevant in an attempt to answer the question. A weak answer that lacks real Scholarship substance.

Mark of 1:
- an answer that fails to answer the question – the answer contains nothing worthwhile and is totally lacking in Scholarship substance.
- produced an unacceptable answer – blank answer or completely irrelevant evidence.

Final step:
- Cross check the answer using the mark guide sheet to ensure that it has fulfilled the requirements a particular answer.

- For answers that are *exceptional*, award a mark of **8s**. This indicates a particularly 'strong' answer. The **8s** award will help in determining the ranking of the final overall top 20 scripts.

QUESTION ONE (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:

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

↔ Arrow showing interaction

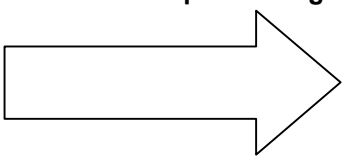
Evidence Statement

The answer requires the identification, selection, and processing into diagram format, information related to ecological disaster and population crash on Easter Island.

Cause and effect type of answers in diagram format are the most likely way of answering: an arrangement of information that shows and explains why the ecological disaster and population crash came about. If other diagram types are drawn, they can score providing they do address the question – original diagram styles can be perfectly acceptable.

The question asks that the completed diagram include:

- Processes
- Interactions
- Links
- Events
- Activities



Ecological disaster and population crash on Easter Island

Examples of relevant information:

- Beliefs, traditions and clan rivalry of the Polynesian settlers – *ahu* and *moai* construction
- Rock quarrying and carving
- Food needs: gathering from forests, fishing, birds, and farming
- Timber needs: for canoes, buildings, fire and moai transport and erecting
- Forest cutting: to meet timber needs and provide clear soil for crops
- Rock gardens on upper slopes: rocks moved; microclimate for crops to grow; wind shelter and heat retention
- Bare soil exposed because of forest removal and rock garden building
- Erosion of bare soil (rain splash and downhill water flow)
- Ongoing population growth sowed the seeds of future disaster: more food needs + more *moai* – led to more and more forest cutting and ultimate collapse of both the island ecology and population
- Total deforestation: no timber left for canoe building; no more ocean fishing; loss of fish food source
- Total deforestation: loss of bird habitat and no more forest foods to gather
- Eroded soil led to crop yield decline
- Starvation and clan rivalry led to civil war and many deaths
- Population growth, beliefs of people and clan rivalry led to natural resource over exploitation and collapse
- An unsustainable lifestyle on an island from which the people could not escape.

Some specifics:

- Settlement began around 900–1200AD
- Collapse from around 1600?? – start of civil war
- 1722 first European (Dutch) contact and record of a 'barren, treeless and eroded island … '
- Volcanic island, volcanic soil, moai carved from volcanic tuff
- Vegetation: Easter Island palm tree (building, rollers and levers for statues), hauhau tree (rope)
- Crops: sweet potato, taro, yam, and sugar-cane
- Fish: porpoise and tuna.

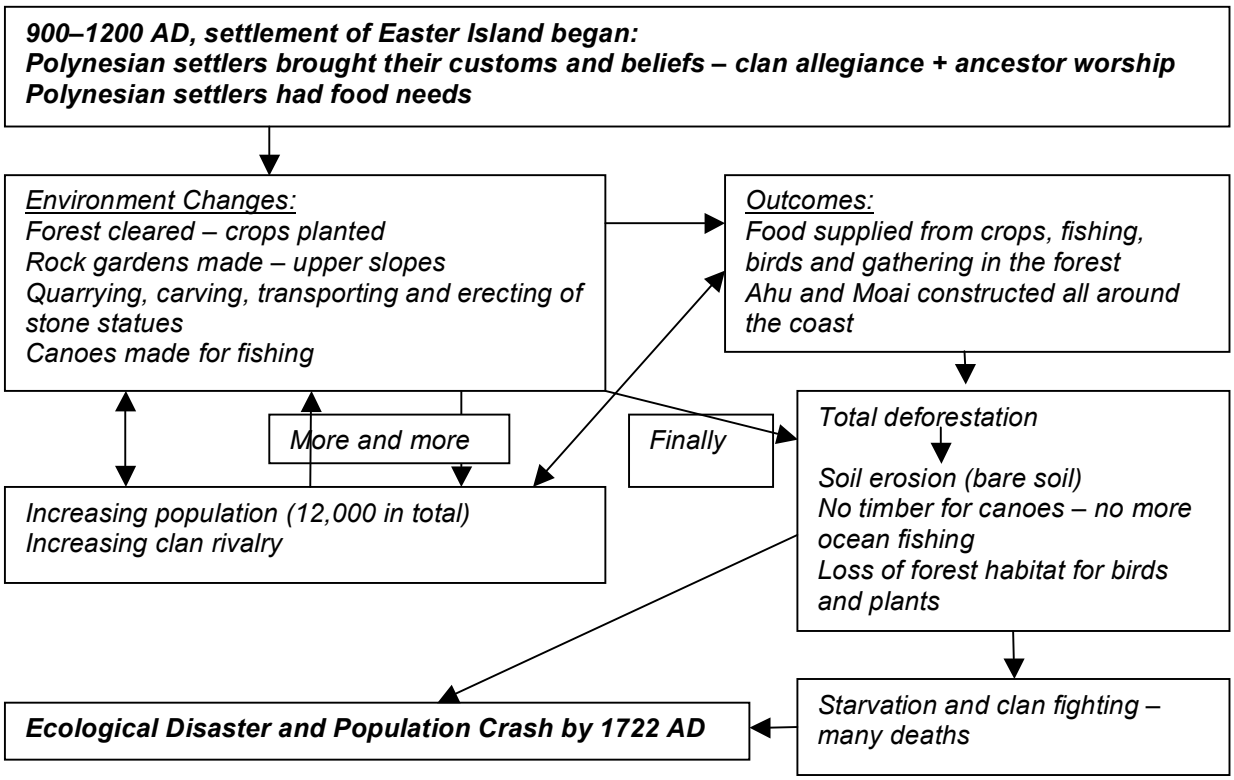
Look for a well-structured diagram – a diagram that works:

A range of relevant events, processes, and activities that are linked – one thing leading to another – things that brought about ecological disaster and population crash on Easter Island:

- Many diagram types are possible – if the diagram works, then it should be credited. A flow type diagram seems the most appropriate choice, but any diagram (words and / or drawings) that shows ideas and understanding of the collapse is fine.Look for start and end points in the diagram – the diagram below has examples of such points.

(Be wary of diagrams that are 'straight-line type' sequential flow diagrams without interconnections and some complexity – they are unlikely to show the relationship of events and processes to one another that ultimately led to collapse)

Example of a diagram:



QUESTION ONE (b)

Choose one example of interaction shown in your diagram – Question ONE (a)

In the box below, name the two events and / or activities and / or processes that interact. Describe and explain the interaction.

Evidence Statement

Ensure that that the two events and / or activities and / or processes chosen do provide an example of interaction, ie that they influence and affect each other in some way – a two way link is required and this must be described and explained.
Interaction between the two events and / or activities and / or processes – (this interaction may be established through reference to a third event, activity or process)

Understanding of interaction within the Easter Island context needs to be shown.
- If the interaction example chosen in the box is not shown in the diagram drawn in part a, then the question overall can score a max mark of 5.
- If the interaction description / explanation is not supported by evidence from the resource materials – for example if NATURAL PROCESSES and CULTURAL PROCESSES are chosen for 'A' and 'B' and their interaction is described and explained in a generic way rather than in a way specific to the Easter Island context – then the question overall can score a max mark of 5.

Some examples of interaction with a description and explanation of the interaction:

a. CLAN RIVALRY ⟷ AHU AND MOAI BUILDING

Description and explanation:
Clans became rivals and wanted to show superiority over other clans. As well as erecting statues as a part of ancestor worship, erecting more and larger *moai* than other clans was one way of showing clan superiority and dominance. As clans saw other rival clans raise more statues, they in turn quarried and crafted more and larger *moai* themselves. Having the most and largest *moai* was one way of showing the power of the clan. In the end, this rivalry was a factor in the total deforestation that took place and the ecological and population crash that followed.

b. POPULATION GROWTH ⟷ FARMING EXPANSION AND INTENSIFICATION

Description and explanation:
From the time of first arrival on Easter Island, people needed food. Although fishing and forest birds provided some food, crops also needed to be grown. This required forest clearance. The gently sloping lower slopes on the island had fertile volcanic soils that could be planted with crops like sweet potatoes and yams. With a secure food supply, population grew. This necessitated greater food production, which in turn meant not only more land clearance of the lower areas but clearance of the higher slopes also. Here rock garden farming evolved with crops produced in a microclimate created by the careful placement of the rocks. The people needed to grow food crops to survive, and increased food production allowed the population to not only survive but to increase as well.

Final judgement: mark out of 8

Decide overall whether the two parts of the answer *taken as a whole* reach Scholarship standard – if they do, then the decision is over which category of Scholarship the answer falls into:

A –: superior Scholarship standard answer – a mark of 8 or 7
B –: good and competent Scholarship standard answer – a mark of 6 or 5
C –: just makes Scholarship standard – a mark of 4

D – :falls just below Scholarship standard – a mark of 3 or 2
Well below Scholarship standard – little of relevance or a very incomplete answer – a mark of 1 or 0

For answers in the A and B categories, award the even number mark, unless it is on the borderline for being a superior or good answer – in these instances award the 7 for 'just making' superior standard or 5 for 'just making' the good standard.

If only one part – (a) or (b) – of the question is answered, then the answer should be judged as below Scholarship standard with a maximum mark of 3 possible – likewise if one part of the question is answered in a totally incorrect manner.

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.

Evidence Statement

The underlying issue is whether or not the exploitation / extraction of natural resources in a national park / wilderness area is appropriate.

It could be seen as an environment / conservation vs economic / social benefit debate.

In this instance, the area concerned is the ANWR region of Arctic Alaska and the resource is oil and gas.

The question requires:
- An explanation of why the development proposals are controversial and the cause of debate.
- Consideration to be given to perspectives in the answer.

Explaining why the ANWR oilfield development proposals are controversial and the cause of much debate:

Key idea: Some people / groups favour the proposals while other people / groups oppose – there are opposing camps and opposing arguments – for vs against – COST vs BENEFIT arguments and analysis.

Arguments in favour include:
- There is a large known oil reserve, which, if unexploited, is of no value.
- Development will benefit local economy in the Arctic Alaska area through jobs and money, people will benefit also from better services – schools and hospitals – Kaktovik town region especially.
- Local benefits will spread into other parts of Alaska.
- National (USA) benefit both from a larger and more secure oil supply and less reliance on imported oil.
- Oil companies will gain profits.
- Area of development has been earmarked for development for a long time – the 1002 development area is only a small part of the ANWR region, which in turn is only a small part of Arctic Alaska – there would still be a large preserved and protected wilderness area.
- Majority of people in Alaska favour the development – this includes local people (Inupiaq) in the proposed development area.
- Oil industry has expertise extracting oil in the Arctic – Prudhoe Bay / Alaska North Slope oilfields which adjoin ANWR has been developed over the last 30 years – and has developed techniques to reduce environment impacts.
- Prudhoe Bay oilfield development brought significant economic and social benefits to both the North Slope Arctic area around Prudhoe Bay and to the rest of Alaska.

Arguments against include:
- Ecology and wildlife will be disturbed – a sanctuary of national importance in a fragile ecological environment that should be protected and preserved.
- Traditional lifestyle and links / bonds to land and caribou of native Alaskan people will be disturbed – their traditional homeland (Gwich'in).
- Not that much oil in relation to total US demand – exploitation will make only a small difference to oil supply but at enormous environmental cost.
- Alternative 'energy policies' need to be promoted – fuel efficiency and other ways to reduce dependency on oil – ANWR development would make such alternative approaches less likely to happen.
- Energy policy – find and drill for more oil – is not sustainable.
- Canada has policies to protect its wilderness and National park areas that are across the border joining on to ANWR.
- Most benefits will be beyond the ANWR area, but most of the costs will be within it.
- Benefits will be short term, but environment costs long lasting.

Perspectives: (there needs to be more than just the stating of different views and viewpoints – look for discussion and recognition of what lies behind the different views – what is the point of interest or philosophical view that people come from, and how does that influence their views?)

These perspectives are ones that are most likely to be included:

- Perspective(s) of the indigenous people – the Inupiaq perspective as expressed by Jacob Adams (page 14 of the resource booklet) – *"It is fundamentally unfair, dishonest and potentially unlawful to deny us the right to see our land and the small area of the Coastal Plain opened up for exploration and development"* offers a powerful contrast to that of the Gwich'in perspective expressed by Evon Peter (Page 14). Evon Peter says *"… the word (for land) in our language is Nanh and it means 'the land that supports us and we walk on it'*. It also means our backbone, which is the centre of our life". This has many features that parallel Māori concepts / perspectives. This newspaper report (page 14) and the survey data (page 15) both caution against assuming that local people – and especially people long established in an area / indigenous people – are always anti-development and have views shaped by tradition and conservation.
- Capitalist / economic perspective – the AEEG group (page 12) seem to be a group of energy production and high energy use companies – is their letter to Congress driven by seeing ANWR development as for the national good or for the benefit of their companies?
- Environmentalist perspective – NRDC (page 13) anti-ANWR development poster – big footprint / Arctic land grab – highlights why they are anti: but how alarmist and slanted is it?
- Local people in and close to any proposed development may have views shaped by the development being in their backyard – though it seems most Alaskans favour the development.
- Political / government perspective: (candidates may recognise George Bush portrayed in two of the back page cartoons) looks to be putting oil developments ahead of conservation.
- Look for the inclusion of other specific perspectives being woven into the discussion and credit them.

In giving consideration to perspectives within the explanations, candidates could include one or both of these approaches:

a. Discussing how perspectives may influence the opinion formed about ANWR – answers might include statements like "Viewing from a ————– perspective the people have a negative and hostile attitude to the oil development proposal … "
b. Discussing how significant a perspective is in comparison to other factors when explaining why the ANWR development proposal is controversial. For example, it might be argued that "carrying out an accurate cost benefit analysis of the proposal is not easy and that this, rather than the perspectives people have, dominates the debate about the 1002 development … "

Final Judgement: mark out of 8

Focus on considering whether the answer:

- Has a thorough explanation of why the ANWR development proposals are controversial and the cause of debate.
- Gives consideration to perspectives in the explanation.

Also reward the inclusion of specific information from the ANWR case study – place names, statistics, names of people, etc so that there is real Alaska / Arctic flavour to the answer.

Diagrams or other visuals included in the answer: view these favourably, especially if they are incorporated within the answer. They are not compulsory in this answer, however.

Decide whether the answer taken as a whole reaches Scholarship standard – if it does, then the decision is over which category of Scholarship the answer falls into:

A –: superior Scholarship standard answer – a mark of 8 or 7
B –: good and competent Scholarship standard answer – a mark of 6 or 5
C –: just makes Scholarship standard – a mark of 4

D – : falls just below Scholarship standard – a mark of 3 or 2
Well below Scholarship standard – little of relevance or a very incomplete answer – a mark of 1 or 0

For answers in the A and B categories, award the even number mark, unless it is on the borderline for being a superior or good answer – in these instances award the 7 for 'just making' superior standard or 5 for 'just making' the good standard.

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*"

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 the Resource Booklet.

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

Evidence Statement

In this question candidates have to consider the issue of '*how to evaluate and judge present-day resource development projects so that their suitability and appropriateness for implementation can be decided*'.

The candidates are required to critically evaluate the assertion that *knowing and understanding past geographical changes associated with resource use can help inform debate and decisions about proposed present day resource-use projects* – i.e. considering the relevance of past events to the present day – can knowing about and understanding the past help prevent a repeat of past mistakes?

Critical evaluation:
'Critically evaluate' requires the weighing-up of evidence, assessing validity and making informed judgements. For the answer to be successful, a critical evaluation must be included throughout the answer – it must underlie and be woven through the answer and not just be dropped in as a conclusion.

Visuals – maps, graphs, diagrams:
Must be included, as instructed in the question. The best one(s) that will carry most credit will be referred to in the written part of the answer or illustrate and amplify a point made in the writing so that they are incorporated in the answer flow and add something to the answer.

ANWR and Easter Island case study material presented in the Resource Booklet must be included in the answer. Both case studies lend themselves to this answer, and they alone could form the basis of the whole answer. On the other hand, candidates are invited to include knowledge and ideas that they have from beyond the Resource Booklet, from their past studies in geography, in their answer to this question. Any such material that has relevance to the question and that is incorporated into the answer can be fully credited.

Information and ideas that might be included:
- Considering the relevance of the 'collapse' on Easter Island as a way of judging present-day resource-use projects like ANWR.
- Jared Diamond (page 6 of the Resource Book) asserts that learning lessons from the past will help us from repeating mistakes from the past as far as resource use and overexploitation, resulting in environmental and social chaos, are concerned. He extrapolates from Easter Island a cautionary warning: "The parallels between Easter Island and the whole modern world are chillingly obvious".
- On Easter Island, natural resources were overexploited or misused; a non-sustainable lifestyle developed; the actions of people caused ecological disaster and population crash; Easter Island society destroyed itself; modern societies of today are as linked as were the people and clans on Easter Island – we live in an interconnected global society just like the Easter Islanders were linked: the experience there is a warning for the modern world.
- Greg Easterbrook (page 7 of the Resource Book) rejects the conclusions of Diamond. He is critical of the approach of extrapolation from the past to the present, and into the future. His main thesis is that changing technology and changing lifestyle make the relevance of the past to inform judgements about the present questionable at best – trends and patterns do not continue unchecked over time – deforestation in USA has been reversed – looking forward over the horizon into the future should give us cause for optimism: energy sources change, commodities do not / have not run out. Easterbrook also questions whether 'small island' experiences of the past have relevance to the large global situation of the present.

- Other knowledge and ideas could include reference to:
  - global warming and greenhouse gases
  - global fish stocks in decline and the global fishing industry
  - industrial and agricultural revolutions.
  - sustainability
  - ecological footprints
  - Thomas Malthus and Paul Erlich
  - tipping points idea
  - dam and irrigation projects – Netherlands, Aswan, Three Gorges, Aral Sea, Canterbury and North Otago, Waitaki River
  - water and river pollution – farm and forestry run-off, industrial waste – eutrofication – Lake Rotorua, River Rhine, Yangtze River.

With case studies introduced and discussed in relation to the statement, and in more general discussion / critical evaluation of the statement, reference to successful past experiences with resource use are as valid as pointing out disastrous experiences. For example, the Industrial and Agricultural Revolutions both had many positive outcomes for people and society at the time of the revolutions as well as on-going positive effects – dawn of the modern age idea – as well as negative effects on people and the environment. Similarly, dam and irrigation projects often / usually have a range of positive outcomes for industry, farming, people, and society, likewise mining projects. There are positive / negative outcomes of many resource use projects and the balance of the outcomes to the environment, people, and society can help inform the critical evaluation of the statement.

Final Judgement: mark out of 8

Focus on considering whether the answer:
- Revolves around a 'critical evaluation approach'
- Discusses and links the past with the present
- Focuses on resource use, resource-use proposals, and resource-use projects
- Refers to and incorporates Easter Island and ANWR events and information
- Incorporates visuals.

Decide whether the answer taken as a whole reaches Scholarship standard – if it does, then the decision is over which category of Scholarship the answer falls into:

A –: superior Scholarship standard answer – a mark of 8 or 7
B –: good and competent Scholarship standard answer – a mark of 6 or 5
C –: just makes Scholarship standard – a mark of 4

D – : falls just below Scholarship standard – a mark of 3 or 2

Well below Scholarship standard – little of relevance or a very incomplete answer – a mark of 1 or 0

For answers in the A and B categories, award the even number mark, unless it is on the borderline for being a superior or good answer – in these instances award the 7 for 'just making' superior standard or 5 for 'just making' the good standard.
• If no visuals are included, award a maximum of 7 or 5 for what are otherwise judged as sound, superior, or good answers (ie they would otherwise have received 8 or 6).
• Reference to both Easter Island and ANWR is required in answer 3. If both are not referred to, then the answer can score a max of 6.
• In the critical evaluation, there needs to be some discussion / consideration from both sides – both in support of and against the statement – providing both sides are discussed / considered it acceptable for the candidate to be mainly supportive or mainly against the statement. Without both sides discussed / considered the answer can score a max of 6.

Marking guidesheet

Candidate number :

Question 1 :

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 :

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

↔ Arrow showing interaction

b. Choose one example of **interaction** shown in your diagram (Question 1a)

In the box below, name the two events and / or activities and / or processes that **interact**

Describe and explain the interaction

	Inclusion	Comment
a. A well structured diagram – a diagram that works : A range of relevant events, processes, and activities that are linked – one thing leading to another – things that brought about ecological disaster and population crash on Easter Island.		
b. The two events and / or activities and / or processes chosen do provide an example of interaction ie that they influence and affect each other in some way – a two way linkage is required and this must be described and explained. Understanding of interaction within the Easter Island context is shown.		

Overall judgement of Question 1 : **A** **8 7** **B** **6 5** **C** **4** **D** **3 2 1 0**

Question 2 :

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.

	Inclusion	Comment
Has a thorough explanation of why the ANWR development proposals are controversial and the cause of debate.		
Gives consideration to perspectives in the explanation.		

Overall judgement of Question 2 : **A** **8 7** **B** **6 5** **C** **4** **D** **3 2 1 0**

Question 3 :

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 the Resource Booklet.

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

	Inclusion	Comment
Critical evaluation the focus in the answer		
Discusses and links the past with the present		
Focuses on resource use and resource use proposals / projects and incorporates Easter Island and ANWR events and information		
Incorporates visuals		

Overall judgement of Question 3 : **A** **8 7** **B** **6 5** **C** **4** **D** **3 2 1 0**

Final judgement of the answer :

Total mark : 24 – 23 – 22 – **21** – 20 – 19 – **18** – 17 - **16** – 15 – **14** – 13 – 12 – **11** – 10 – 9 – **8** – 7 – 6 – **5** – 4 – 3 – **2** – 1 – 0

Comment :