

Assessment Schedule – 2008 Scholarship Geography (93401)

1. Introduction and Overview

The objective of the Geography Scholarship examination paper is to allow candidates to demonstrate evidence of their ability in Geography. The examination paper and this assessment schedule have been developed to allow candidate ability, as shown by performance in answering the three questions, to be assessed.

Judgements of candidate performance in the examination are made by assessing the quality of the candidate answers against predetermined standards. The Geography Scholarship standard has a set of three performance descriptors. It is against these performance descriptors that candidates' answers are judged.

Marking is standards-based. Through the marking process, candidates will be ranked according to the standard reached in their answers to the three questions of the examination. Marking against a standard in order to determine the ranking of candidates, is the focus of the marking process.

The best Geography Scholarship answers are ones that:

- integrate, synthesise, apply geographic skills, and show understanding of geographic ideas in relation to the context of the 2008 examination paper: "Towards Tomorrow: Environmental Change and Sustainable Development – Transformations and Connections"
- show a breadth and depth of geographic knowledge, understanding and approaches, which are relevant to both the context and the question asked
- recognise, examine and evaluate a range of perspectives
- provide logical conclusions
- show flexible thinking
- critically evaluate information
- show originality and insight
- provide sophisticated and integrated geographic responses to questions
- include information, ideas, understandings, judgements as well as opinions
- communicate geographic answers elegantly
- use diagrams within an illustrated essay format as instructed in the questions.

2. Scholarship: Geography Performance Standard

(This section is derived from the Geography Scholarship Standard published by the Ministry of Education.)

Outcome description

The student will critically analyse a geographic context and transfer and apply geographic ideas and understanding.

Outstanding Performance – Performance Descriptor 1

The student will, within a geographic context,

- critically analyse 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, and
- sophisticated communication.

Performance Descriptor 2

The student will, within a geographic context:

- critically analyse a particular setting by:
 - interpreting the geographic nature of the context
 - evaluating geographic perspectives;
- apply the critical analysis to another setting.

Performance Descriptor 3

The student will, within a geographic context:

- demonstrate some critical analysis in interpreting the geographic nature of the context and evaluating geographic perspectives.

3. General Guidelines

The answers to individual questions are assessed in terms of the Performance Descriptors for Scholarship Geography.

If an answer is of Scholarship standard, a mark between 4 and 8 will be awarded. If an answer is below Scholarship standard, a mark between 0 and 3 will be awarded.

Awarding a mark of 8 or 7:

A superior answer to the question. The answer meets the requirements of Performance Descriptor 1. It is a high-quality, outstanding Scholarship standard response.

Awarding a mark of 6 or 5:

The answer meets the requirements of Performance Descriptor 2. It is a good, competent Scholarship standard answer.

Awarding a mark of 4 or 3:

A sound answer that meets the requirements of Performance Descriptor 3. It addresses the question with some success. An answer that meets minimum requirements of Scholarship standard.

Awarding a mark of 2 or 1:

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.

Awarding a mark of 0:

An answer that fails to address the question. The answer contains little or nothing worthwhile and is totally lacking in Scholarship substance.

4. Marking Points for each Question

Question ONE: Deforestation – Change Over Time (8 marks)

Critically evaluate this statement:

“Deforestation is an **age-old** and **worldwide** process rather than one confined to tropical rainforests in the last 100 years.”

Include specific information from the Resource Booklet in your answer.

You **MUST** include appropriate visuals, such as relevant maps, graphs and diagrams, to support your answer.

This question focuses on the spatial and temporal nature of the process of deforestation AND a critical evaluation of the statement.

Marking Points:

- The question requires the identification of the nature of deforestation based on the resource materials provided. Two aspects of deforestation should be considered: the time/temporal dimension (when it has taken place) AND the spatial nature of the process (where in the world it has occurred).
- Critical evaluation requires the weighing up of evidence, assessing validity, and making informed judgements, in this case about the statement: “Deforestation is an age-old and worldwide process rather than one confined to tropical rainforests in the last 100 years”.

- For the answer to succeed in addressing the question, the candidate needs to critically evaluate throughout the answer – this needs to underlie and be woven through the answer, not just be dropped in as a conclusion.
- The content of pages 4 to 13 of the Resource Booklet is pertinent to this question.
- The evidence in the Resource Booklet is largely supportive of the statement which is the subject of critical evaluation in this question, ie the balance of the evidence points to deforestation being “an age-old and worldwide process rather than one confined to tropical rainforests in the last 100 years”.
 - The evidence points to the temperate and boreal forests (largely Northern Hemisphere) having been destroyed/removed by the actions of people over the past 6000 years in the period since the Pleistocene Ice Age. The rate at which this took place accelerated as population numbers grew and demand for timber (for building, fuel and the Industrial Revolution) and for land to farm and produce food increased. Most of this Northern Hemisphere temperate and boreal forest loss had taken place by the end of the 19th century or the early 20th century.
 - The world map on page 5 of the Resource Booklet and the case studies from the USA/western New York State and New Zealand present evidence that relates to this earlier forest loss.
- The evidence will challenge the commonly held view that deforestation is mainly tropical rainforest in location and a recent phenomenon. This is a view that candidates may well bring into the exam with them, as “prior knowledge” from studies they have made in geography associated with Amazonia and global rainforest loss.
- The resource materials do provide evidence that “today” (in recent times /the past 50 years) deforestation rates have accelerated, particularly in tropical rainforests. Evidence – the map and graphs on page 6 of the Resource Booklet and the case studies from South America (including Amazonia, Brazil and the Iguacu area) and Malaysia – is pertinent here. The evidence relating to the tropical rainforests could be used to support an answer that contends that “the statement is true but it ignores the fact that the process has accelerated and is today very much a tropical area phenomenon”.
- At least one visual must be incorporated into the answer (original or adapted or copied from the resources supplied). Original or adapted diagrams are better than just a copy, but consideration should also be given to the way the visual relates to the content of the answer, and how it is used to support the answer. Answers that “incorporate” visuals should be recognised.

Question TWO: Deforestation and Coastal Land Reclamation – Processes Caused by a Range of Factors (8 marks)

- Use a diagram(s) to **show the various factors and interrelationships** that have given rise to the TWO processes of deforestation and coastal land reclamation.
- Discuss the extent to which** local factors rather than national and international factors are the main cause of these TWO processes (deforestation and coastal land reclamation).

You **SHOULD** include specific information from the Resource Booklet in your answer to BOTH (a) and (b).

The question focuses on why deforestation and coastal land reclamation have taken place (causes) AND on the use of evidence and information, particularly its selection and weighing up.

TWO (a): Marking Points

See the Appendix for an example of an appropriate diagram.

- A cause (with an outcome) type of answer in diagram format is the most likely way of answering – an arrangement of information that shows and explains why deforestation and coastal land reclamation have taken place and come about. The focus of Question Two is on **the causes** of these two processes – ideally the diagram will have the outcome (deforestation and coastal land reclamation) as the end point, with a range of causes shown that lead to this outcome.
- A diagram showing sequences of related causes and actions with the final outcome being deforestation and coastal land reclamation would be ideal.
- The diagram can be simple or complex in style. Complexity could be shown by having a range of “deforestation and coastal land reclamation-causing factors” identified, with many links between those factors shown, including interaction and feedback loops.

- The diagram may be drawn EITHER as a “single” diagram that incorporates both deforestation and coastal land reclamation within it – for example constructing a diagram that shows deforestation and coastal land reclamation as a single outcome with common causes and events identified (this is a more demanding approach to take) OR the diagram space could be divided into two sections: one showing factors giving rise to deforestation, the other showing factors giving rise to coastal land reclamation.
- Many diagrams types are possible – diagrams that work should receive credit. A flow-type diagram is likely to be one of the most appropriate choices.
- If other diagram types are used, they need to address the question. Original diagram styles are acceptable, providing factors and interrelationships that have given rise to the two processes of deforestation AND coastal land reclamation are shown.
- Candidates do not need to include case study and specific place material, although this can be used to support the answer and be incorporated into the diagram.
- Annotations in the diagram (and/or a key) may help amplify the ideas included. Complicated-looking diagrams that are full of arrows supposedly showing linkages, outcomes, causes and effects or interrelationships must have an inner logic.
- The diagram is required to show the causes of the two processes – what has brought them about and why they have taken place. It is NOT meant to be a diagram that shows the way the processes operate. Material about how the processes themselves work and the results and outcomes of the two processes is not relevant to the question.

Examples of relevant information that could be included in the diagram:

- population growth and demand for land for farming and building on – clear/create new land (deforestation and reclamation)
- demand for timber – building and fuel (deforestation)
- timber – a resource to exploit (deforestation)
- cutting trees – a way out of poverty (deforestation)
- demand from North America, Europe, Japan and China has resulted in recent and current tropical rainforest loss (deforestation)
- local demand, past and present, has led to local forest cutting and coastal land reclamation.
- coastal land in big demand and short supply (reclamation – Netherlands, Japan, Singapore)
- “Anthropocene” idea – Paul Crutzen – see page 3 of Resource Booklet (deforestation and reclamation)
- technological developments providing new possibilities of resource use and exploitation (reclamation especially but keep in mind long-established in some places like the Netherlands)
- growing demand for land and timber as well as technological advances have sped up both processes (deforestation and reclamation)
- wealth + investment + technology + prestige (reclamation – Dubai).

Two (b): Marking Points

There is no “right answer” or “right conclusion” as this is a “continuum” type question. Candidates could draw a continuum showing local factors at one end, national and international factors at the other end, with the view and judgement of the candidate marked along the continuum. The conclusion of the candidate needs to be supported by evidence and the argument presented.

The view of the candidate may be given at the start of the answer and then “justified”, or the evidence and arguments could be presented first with the view of the candidate being given at the end.

The ideal answer should include a range of information and discussions, supported by specific content from the resource materials, which leads to or supports a balanced, well-founded conclusion.

Examples of relevant information that could be included in the answer:

- In the historical past, local needs drove the processes, and the scale at which the two processes operated was relatively slow. For example, forest clearances in North America – Western New York State landscape change evidence (page 7 of the Resource Booklet); pre-European Polynesian / Māori impact on the New Zealand forest landscape (page 9 of the Resource Booklet); reclamation in the Netherlands since the 12th century; land reclaimed in New Zealand ports and central business districts could also be included (page 14 of the Resource Booklet).
- The two processes may occur at the local level, but they are increasingly driven by national and international factors.
- The need for land (reclaimed from the sea or land cleared of forest) to build on and farm drove both processes.
- Timber is also taken as a resource for fuel or construction, again meeting family and local needs in the past.
- The speed of the two processes has accelerated in the past 100 years because of growing demand for timber and for land. This is mostly driven by population growth, but population demand per capita has multiplied because of our modern lifestyle. Deforestation in the Iguacu area in South America and land reclamation in Singapore, Japan and Hong Kong provide examples.
- Technological developments and wealth have allowed for faster and more ambitious projects – Dubai / Palm Island.
- Demand from beyond the country can cause deforestation (and, to a lesser extent, land reclamation). Demand from “developed world and fast-growing Asian economies” leads to deforestation beyond their national borders and into the tropical rainforests of Asia, South America and Africa.
- In the past, local factors were the main cause of deforestation and of coastal land reclamation. In the past 100 years and in the present, national and international factors have become and remain the main cause.
- The causes are related to demand, technology, trade and perception factors.
- Quotes from the resources that are relevant include:
 - “There is a dynamic interrelationship between the physical and human worlds.” (David Suzuki)
 - “The way we see the world shapes the way we treat it.” (David Suzuki)
 - “It is no longer volcanoes or ice ages that are the most important factors changing the face of the earth. Instead it is us. Over the past 200 years, humans have altered the earth in the most profound ways.” (Tim Flannery)
 - “The area of forest cleared since 1950 has only just about come near to the amount cleared before that.” (Michael Williams)
 - “It is the economy that controls deforestation. Each time the price of meat and soy rise, so does deforestation.” (Paulo Adario, Greenpeace Brazil)
 - During the past four decades, Singapore has grown in land area by almost 20 per cent. “It is one of the fastest growing islands in the world.” (Ng Cho Nam)

Question THREE: Impact of Human Actions on the Environment (8 marks)

Assess the impact of human actions on the environment and/or the geography of places, and consider why people form **different views and judgements** about these impacts.

Include reference to **perspectives** in your answer.

You **SHOULD** include information about deforestation and coastal land reclamation presented in the Resource Booklet. You **MAY** also refer to studies in geography you have made of various human actions that have impacts on the environment.

You **MAY** include relevant maps and/or diagrams to support your answer.

The question has a two-part focus.

1. Candidates need to make a personal judgement about the human impact on the environment and/or the geography of places and support this judgement with evidence. The evidence should include reference to deforestation and coastal land reclamation but can have other content included – global warming and desertification, for example.
2. Candidates are required to consider why people view these impacts differently and to consider how perspectives can influence the views formed.

Marking Points:

- All the Resource Booklet content is relevant, but the overview ideas and concepts contained on pages 2 and 3 are particularly pertinent. The views of individuals such as Suzuki, Flannery, Kolbert, Eales and Lomborg should be discussed in the answers.
- Assessing the impact of human actions could include comment and judgements about the scale of the impacts – large/small, local/global.
- The impacts could also be assessed and judged in terms of whether they have been positive or negative for the environment, places and people. Temporal factors could also be considered.
- The actions could also be seen to have brought about great changes that are neither positive nor negative – the changes themselves are viewed as the impacts with outcomes not judged.
- Impact assessment could be location-related – the answer could highlight where in the world the impacts have been greatest, eg in densely populated areas like the Netherlands and Singapore.
- Impact judgments could refer to the acceleration of the changes and to the growing worldwide nature of them. The impacts might be considered good, neutral when they occurred more slowly in the past, but viewed with alarm over recent times and today as they have sped up and encroached worldwide.
- Deforestation is usually perceived as “bad”, but the Resource Booklet content suggests it has been, and is a necessity in many ways (cleared land value plus use of the timber resource), and has good outcomes for people and society even though outcomes for the environment may be negative. The debate is then about whether there can be good outcomes for society and people if the outcomes for the environment are bad (physical-human world interrelationship idea).
- Coastal land reclamation is more likely to be viewed as a positive thing – adding land would seem beneficial. The Netherlands landscape on page 14 looks benign, and the Dubai developments look spectacular. There are, however, significant negative environmental disturbances of these projects referred to in the Resource Booklet material. Candidates could also question the costs of projects like Dubai in a world with widespread inequalities (social justice debate).
- Perspectives lie behind and inform the views of people (including the candidates themselves and the writers quoted in the Resource Booklet).
- Consideration of perspectives may be woven into the answer, which is preferable, but it could be a stand-alone section of the answer.
- Candidates could apply their own understanding of perspectives when discussing this aspect of the question, but perspectives are referred or alluded to in the Resource Booklet on pages 2, 3 and 13.
- “Where you stand and who you are will influence your views”: indigenous views and views from the outside (three views on page 13); environmental stances; trusting in technology and innovation – things have changed but are better overall for people (Lomborg, page 3); viewing the environment and natural world as deserving of care and respect – arguing that if we see ourselves as one with nature, we would treat the world with more respect (Suzuki quote bottom of page 2).

Codes Used:

Q1: T temporal
 S spatial
 CE critical evaluation
 D diagram
 Di diagram (incorporated)

Q2: Sp specific detail
 D deforestation
 CLR coastal land reclamation
 J justification

Q3: P perspectives
 D diagram
 I impact
 C case study
 A assessment
 V viewpoint
 Ju judgement

Appendix: Example of a Diagram for Question 2(a)

