NEW ZEALAND SCHOLARSHIP 2004

ASSESSMENT SCHEDULE FOR GEOGRAPHY

Evidence statement

Question One

The question is open-ended and can be addressed in many ways.
The bulk of the answer is expected to be framed around the resource materials (geographic context) provided. Geographic methods, skills and ideas referred to in the Syllabus for Schools : Forms 5 to 7 Geography and perspectives and concepts referred to in NCEA geography achievement standards (http://www.tki.org.nz/ncea) should also be used to support the answer. However, use of ideas, understandings, knowledge and comment from beyond the Resource Booklet material and from beyond the syllabus and NCEA sources is acceptable providing it is integrated within the answer.

QUESTION 1	
10	As for 8 and: High quality answer ; detailed and focused on question topic Integrated facts ideas and diagrams into well constructed answer Well planned answer which showed a good understanding and feel for geography Includes some diagrams/visuals that are original and support the discussion Applies information from one setting to the other
8	Well focused introduction Referred to and used geographical ideas within answer. Both case studies referred to Kept focus on question throughout answer. Perspectives included – local; indigenous; conservationists/environmentalists; capitalist; government; younger/older people in the community Discussion on why people hold views they do Ideas and perspectives are linked [eg discussing how the location of people/where they live can shape their views – the local people in the Waitaki Valley often feel a personal attachment to the river.] Introduce concepts from outside resources eg kaitiakitanga Integrated maps/diagrams into the answer Conclusion based on evidence presented in essay
6	Answer not focused throughout - drifted off question at times Concentrated on describing obvious perspectives -traditional and accepted views only Did not discuss why people hold views Kept to discussion of resource material – nothing from outside resources Maps/diagrams are used in answer
4	Generalised, surface level discussion of viewpoints (not perspectives) Did not provide much evidence from resource material Maps/diagrams included

Discussion could include:

- Discussion should focus on WHY people hold the views that they do and NOT just what the views are
- Why people view and judge the pros and cons of hydro-electric power (HEP) differently – look for perspectives being included in the discussion
- An overview of HEP should be included along with the use of the two HEP case studies
- HEP today has more opponents today than it had in the past – it is not perceived so favourably today as it was in the past
- HEP used to be seen as an efficient and clean way of producing electricity from a renewable resource. Now HEP schemes have questions about environmental and social disruption hanging over them
- Both Project Aqua and James Bay Hydro schemes have supporters and opponents
- Project Aqua has been abandoned, James Bay is operational and has further developments taking place
- Approx 60% Canadian electricity and 64% NZ electricity comes from HEP
- Some views about HEP projects are based on an evaluation of whether or not more electricity is actually needed at all
- Some views are based on evaluating HEP as a means of electricity generation against other alternative ways and asking the question of which way(s) are the best?
- Water is a renewable natural resource and HEP schemes are a good use of this resource
- Debate about 'more electricity from HEP places an over-reliance on just one form of electricity generation and that HEP depends on the vagaries of rainfall' – an unreliable source of electricity generation
- The environmental costs (disruption of nature arguments –to natural river flow, to wildlife and vegetation, land loss where lakes are formed) are argued
- HEP seen to cause environmental disruption to large areas
- Social costs are argued – loss of recreational opportunities on natural waterways
- Social costs are argued – disruption to local lifestyle, introduction of undesirable outside world influences (Cree traditional lifestyle and culture disrupted by southern influx))
- Social and economic benefits to local community argued – more jobs and economic multiplier
- Local views are often different to views from the outside – local/national views
- Views of older and younger people vary
- Big corporations versus local people – views and interests differ
- Environment versus economic arguements
- An emotive issue – nature : rivers, wildlife and landscape hold are special place for many people

Question Two

The question is open-ended and can be addressed in many ways. The bulk of the answer is expected to be framed around the resource materials (geographic context) provided. Geographic methods, skills and ideas referred to in the Syllabus for Schools : Forms 5 to 7 Geography and perspectives and concepts referred to in NCEA geography achievement standards (http://www.tki.org.nz/ncea) should also be used to support the answer. However, use of ideas, understandings, knowledge and comment from beyond the Resource Booklet material and from beyond the syllabus and NCEA sources is acceptable providing it is integrated within the answer. There has been a lot of debate in the media during this year (2004) about New Zealand's future electricity needs and supply options, and this could well be included within candidate answers.

QUESTION 2	
10	As for 8 and High quality answer; detailed and focused on question topic Made perceptive comments re reliability and objectivity of the resource materials Integrated facts ideas and diagrams into well constructed answer Well planned answer which showed a good understanding and feel for geography Includes some diagrams/visuals that are original and support the discussion Applies information from one setting to the other Own opinion and view given that is supported with generalisations Conclusion is well balanced- it weighs up the evidence and the statement in question 2 is addressed through careful evaluation and critical analysis
8	Recognised key instruction to *critically evaluate* and kept focus of question throughout answer Good global overview blended into discussion and then related to New Zealand Included reference to a wide range of the resource materials provided Integrated maps/diagrams into the answer Good discussions arguing about renewable/non renewable/conserve approaches from angles of reliability and security of supply Discussion of short and long term scenarios Conclusion based on evidence presented in essay
6	Some critical evaluation but not sustained throughout Answer drifts off question Evaluation of evidence is conducted in a simplistic manner Failed to assess validity of evidence Kept to discussion of resource material – nothing from outside resources Maps/diagrams are used in answer Answer lacks structure
4	Critical evaluation attempted Generalised, surface level discussion Limited evidence from resource material Maps/diagrams included

Critical evaluation could include:

- The advantages/disadvantages of non-renewable (coal, oil, natural gas, nuclear) versus the advantages/disadvantages of renewable (water, wind, geothermal, sun, waves, tides) methods of producing electricity are evaluated – short and long term viability of each type, ability of each type to meet demand, security of supply, environmental cost-benefit analysis of each type, political and public acceptance of each type
- Do we aim to meet whatever the future demand is for electricity (brings the fractious debate about which method(s) is 'the best') or do we approach from the angle that the debate should be about reducing demand and the best way(s) of doing this? – ie that the question itself becomes redundant?
- Self-sufficiency approach – need to have homes that are self-sufficient in energy needs – low energy use homes that use renewable means of generation.
- Renewable – Non-renewable production methods involves weighing up their economic cost (how much will electricity produced this way cost in $ terms), environmental cost, security of supply issues, long term viability, ability to meet demand (what amount of electricity can be produced by this method)
- Debate not just about production method(s) but also where the production should be – Auckland has the biggest demand but most production takes place outside of Auckland – raises issue of transport of electricity and could we best be focussing on how to generate in the Auckland region?
- 'How to conserve and reduce demand for electricity' is the way to ensure a sustainable future and this is a better approach than debating 'what is the best way of meeting ever increasing demands'
- Need for a diversified supply rather than reliance on one or two sources only is more important than whether the supply is from renewable or non-renewable methods
- Diagrams on page 13 of the resource booklet (Resource D2 : Options and Issues) capture many of the arguments and points of debate.
- Perspectives in Resource D3 on page 14 of the Resource Booklet could be discussed : Anthropocentric versus Eco and Biocentric
- Also more general environmental/conservationist perspectives and perspectives of government, perspectives of different scientists
- Wind generation features as a future possibility in some of the resource booklet articles and has been a news item through this year
- Also in the news more than the articles is atmospheric pollution relating to fossil fuel burning, greenhouse gases and the Kyoto agreement.
- De Freitas comes down on the side of coal – we have a lot of it, it can be used to generate large amounts of electricity in the short to medium term, and there are cleaner coal burning technologies now available
- Look for an overview answer that includes reference to, and incorporation of case study material – Aqua and James Bay