

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA SCHOOL CERTIFICATE

2020

GEOGRAPHY

QUESTION AND ANSWER BOOKLET

Time allowed: 3 Hours

INSTRUCTIONS:

1. Write your **Student Enrolment Number (SEN)** on the top right-hand corner of this page.
2. This paper consists of **THREE SECTIONS** and is out of 70 weighted scores.
Answer **SECTION A**, **SECTION B** and **TWO QUESTIONS** only from **SECTION C**.

SECTIONS		TOPICS	TOTAL SKILL LEVEL
A		GEOGRAPHIC SKILLS AND IDEAS	11
B		PHYSICAL GEOGRAPHY	25
C	Please ✓ choice	OPTIONAL QUESTIONS	
		CULTURAL ENVIRONMENT	34
QUESTION 1		TOURISM STUDIES	17
QUESTION 2		POPULATIONS STUDIES	17
QUESTION 3		AGRICULTURAL STUDIES	17
QUESTION 4		INDUSTRIALIZATION	17
TOTAL			70

3. Write your answers in the spaces provided in this booklet.
4. Use a **BLUE** or **BLACK** ball point pen only for writing. Use a pencil for drawing if required.
5. If you need more spaces for answers, ask the supervisor for extra paper. Write your **Student Enrolment Number (SEN)** on each additional sheet, number the questions clearly and insert them in the appropriate places in this booklet.
6. Check that this booklet contain pages **2-31** in the correct order and that pages 30-31 have been deliberately left blank.

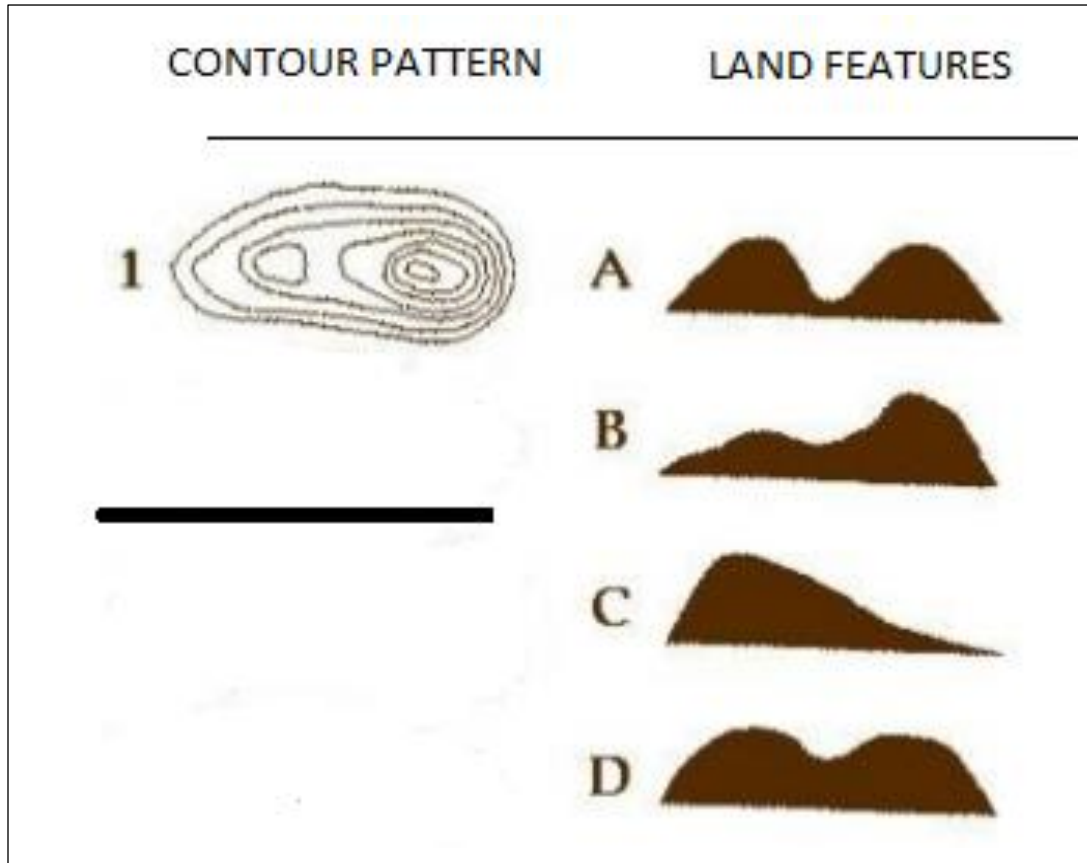
YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR BEFORE YOU LEAVE THE EXAMINATION ROOM.

SECTION A: GEOGRAPHIC SKILLS AND IDEAS

ALL QUESTIONS ARE COMPULSORY

QUESTION 1: CONTOUR LINES/ CROSS-SECTION

- a. Use the **CONTOUR PATTERN** below to answer the questions that follow.



- i. Name the type of landform feature **labelled A** above.

Skill level 1	
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NR	

- ii. Match the contour pattern **labelled No.1** above to its correct landform feature on the right by writing the correct letter on the space provided in the box.

Skill level 2	
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QUESTION 2: GRAPH CONSTRUCTION

- a. Use the statistics in the table below to answer the questions that follow.

Percentage of deaths from COVID-19 among different ethnic group or race.

	Distribution, %		
Racial/ethnic group ¹	COVID-19 Deaths ²	CDC/NCHS Weighted Pop.	U.S. Census Pop.
American Indian and Alaska Native (AIAN) ⁵	0.4%	0.2%	0.7%
Asian American	5.8%	11.5%	5.7%
Black	22.4%	18.2%	12.5%
Latinx	16.6%	26.8%	18.3%
Other Race ⁶	2.5%	1.9%	2.4%
White	52.3%	41.4%	60.4%

Source: <https://www.fxb.harvard.edu/2020/08/10/study-finds-cdc-population-weighting-distorts-racial-covid-19-deaths/>

- i. Name the most appropriate type of graph to represent the above data.

- ii. Construct an appropriate type of graph to show the deaths among ethnic groups. Apply all conventions.

Title: _____

Legend

Skill level 1	
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Skill level 3	
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QUESTION 3: INTERNET ARTICLE INTERPRETATION

- a. Read the article below and then answer the questions that follow.

Afghanistan: Republic of Korea and WHO join forces to support COVID-19 response

14 September 2020

The Embassy of the Republic of Korea recently signed a grant agreement for about US \$1 million with WHO to support Afghanistan's fight against COVID-19, implement a six-month project to strengthen access to quality health care among the most vulnerable populations.

The project is expected to bolster efforts to increase COVID-19 testing across the country through the provision of specimen collection kits for 15 rapid response teams (RRTs) included equipment delivery such as diagnostic kits for the Ministry of Public Health to cover the testing of 50 000 people. The project will play a critical role in improving awareness about COVID-19 through community-based engagement, targeting 314 900 people across priority regions in the country.

Source: <https://www.who.int/news-room/feature-stories/detail/afghanistan-republic-of-korea-join-forces-to-support-covid-19-response>

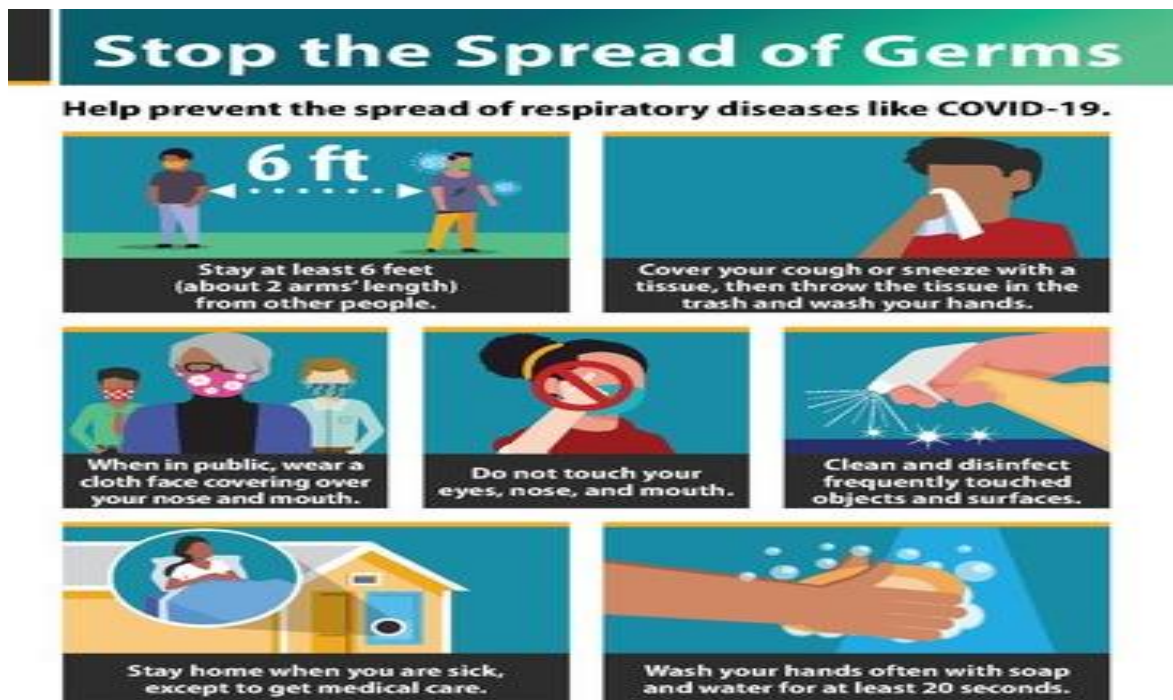


Photo: <https://www.google.com/search?q=spread+of+covid&rlz>

- i. Identify the main message displayed in the internet article.

Skill level 1	
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- ii. Analyze the key positive ideas reflected from the joint forces between the two countries in the fight against COVID-19.

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Skill level 3	
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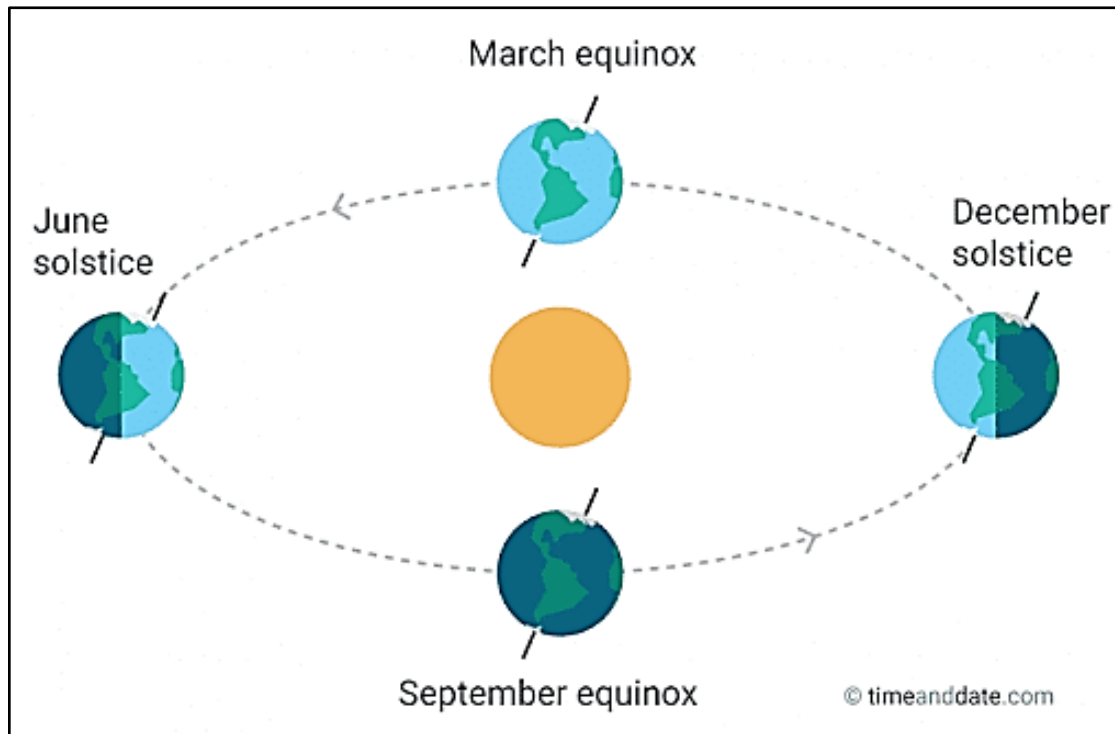
SECTION B:**PHYSICAL GEOGRAPHY**

ALL QUESTIONS are COMPULSORY

QUESTION 1: CLIMATE

a. Temperature

Use the diagram below to answer the questions that follow.



Source: <https://www.climatechangefork.com/seasons-weather-events>.

- i. Name **ONE** climatic zone.

- ii. Describe the nature of season at the Southern Hemisphere during June solstice.

Skill level 1	
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Skill level 2	
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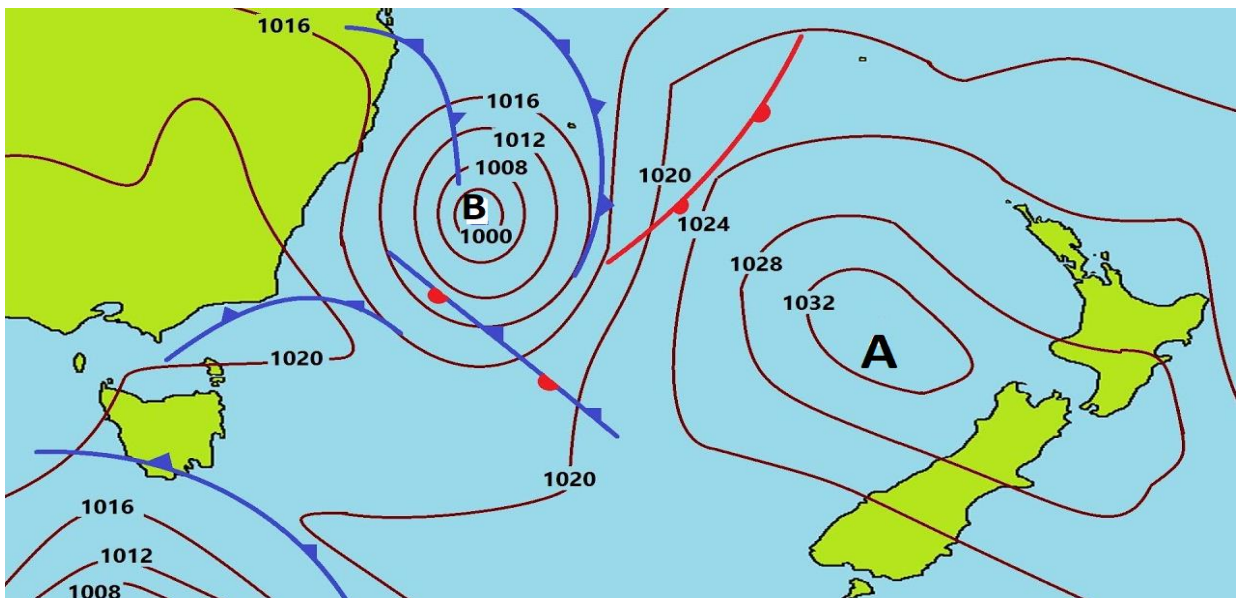
- iii. Evaluate the significance of the sun's influence which causes seasons to occur.

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Skill level 4	
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- b. Air pressure and wind.

Use the weather map below and your own knowledge to answer the questions that follow.



Source: <https://www.youtube.com/watch?v=bd7DcVnrSL8>

i. Define **Inter Tropical Convergent Zone**.

Skill level 1	
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NR	

ii. Describe the characteristics of air pressure in area **labeled A**.

Skill level 2	
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iii. Discuss the relationship between air pressure and the formation of tropical cyclones.

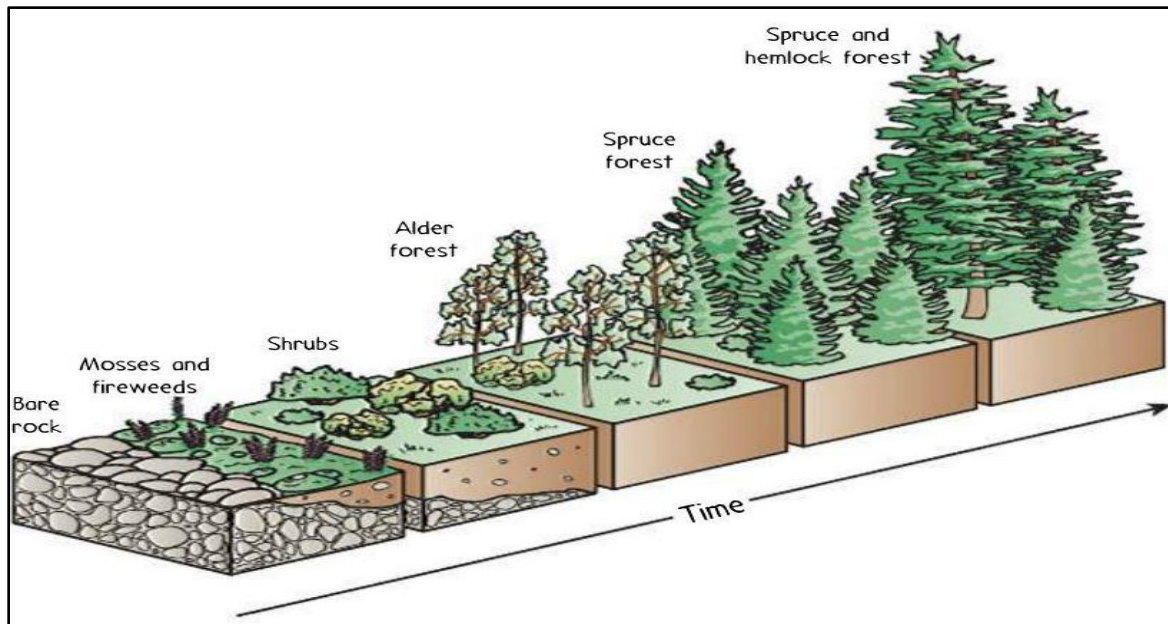
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Skill level 3	
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QUESTION 2: VEGETATION

a. Types of vegetation

Study the diagram below and answer the questions that follow.



Source: <https://www.com/url?sa=i&url=http%3A%Fac2emsalinas.blogspot.com>

i. Name **ONE** type of plant association.

Skill level 1	
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ii. Identify **ONE** factor that determines the grouping of plants to association.

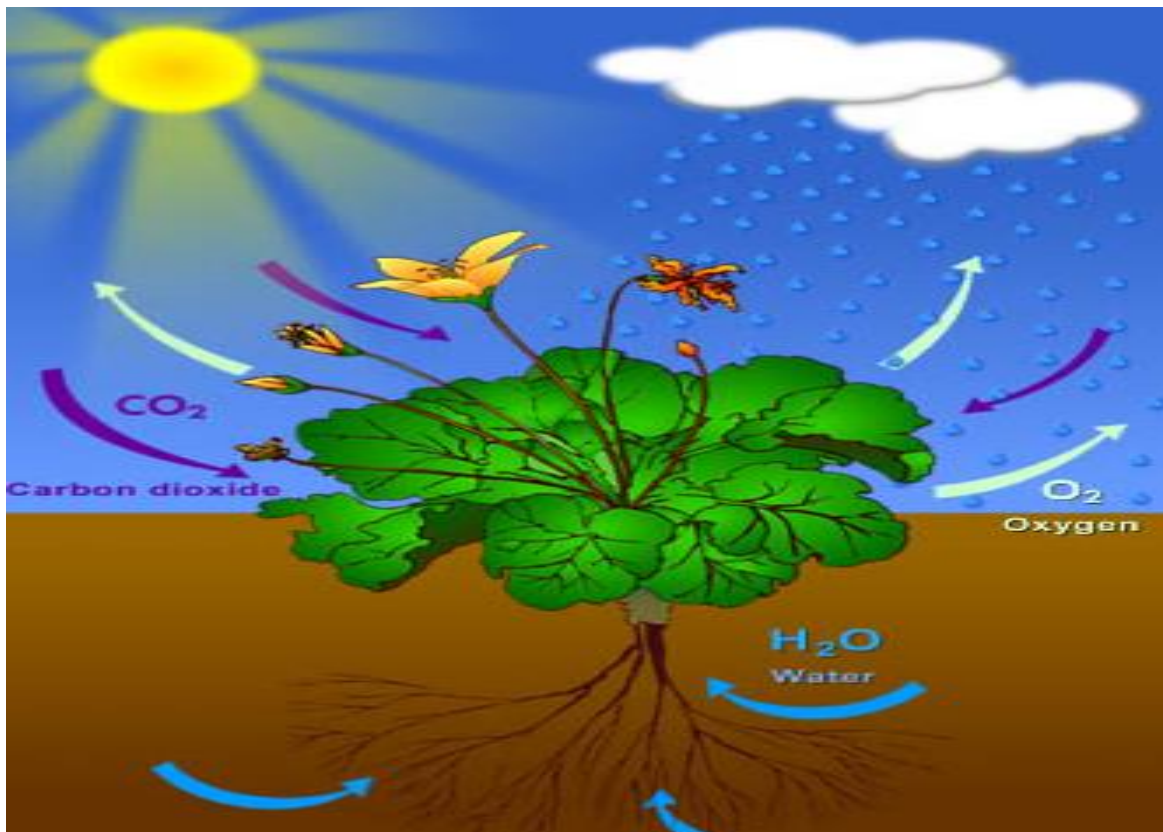
Skill level 1	
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NR	

iii. Describe the effects of cutting down primary vegetation on the natural environment.

Skill level 2	
2	
1	
0	
NR	

QUESTION 3: INTERACTIONS WITHIN THE PHYSICAL ENVIRONMENT

- a. Use the diagram below to answer the questions that follow.



Source: <http://www.google.com/url?sa=i&url=http%3A%2F%2Ftlf.dlr.det.snw.edu.au>

- i. Describe the interactions between *soil* and *relief*.

Skill level 2	
2	
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QUESTION 4: ENVIRONMENTAL PROBLEMS AND CONSERVATION MEASURES

- a. Study the cartoon below and answer the questions that follow.



Source: <http://www.pinterest.com/pin/>

- i. Name the environmental problem reflected from the cartoon.

- ii. Describe **ONE** characteristic of the environmental problem named above in (i.).

Skill level 1	
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NR	

Skill level 2	
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- iii. Explain **ONE** factor that contributes to the environmental problem named in (i.).

Skill level 3	
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SECTION C: CULTURAL ENVIRONMENT

You must ANSWER ONLY TWO QUESTIONS from this section.

QUESTION 1: TOURISM STUDIES

TONGA AND NEW ZEALAND

a. TONGA

Study the pictures below then use them and your own knowledge to answer the questions that follow.



Source: <https://www.google.com>

- i. Name **ONE** tourism activity from the above resource that brings a lot of tourists to Tonga during the high peak season.

Skill level 1	
1	
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- ii. Name **ONE** job opportunity at the Catering Sector of tourism.

Skill level 1	
1	
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iii. Comment on the importance of socio-cultural elements on tourism development in Tonga.

[illegible]

Skill level 3	
3	
2	
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iv. Describe **ONE** negative impact of tourism development on Tonga's natural environment.

Skill level 2	
2	
1	
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NR	

v. Recommend **ONE** solution that will best solve the negative impacts of tourism on Tonga's economy.

[illegible]

Skill level 4	
4	
3	
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NR	

b. **NEW ZEALAND**

- i. Define **package holiday**.

Skill level 1	
1	
0	
NR	

- ii. Describe **ONE** economic factor that helps promote tourism growth and development in New Zealand.

Skill level 2	
2	
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- iii. Analyze the effectiveness of using Government Policy and planning to promote the growth of tourism in New Zealand.

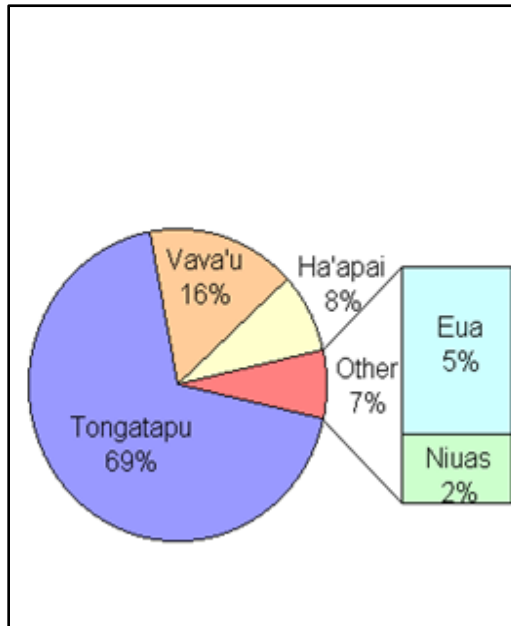
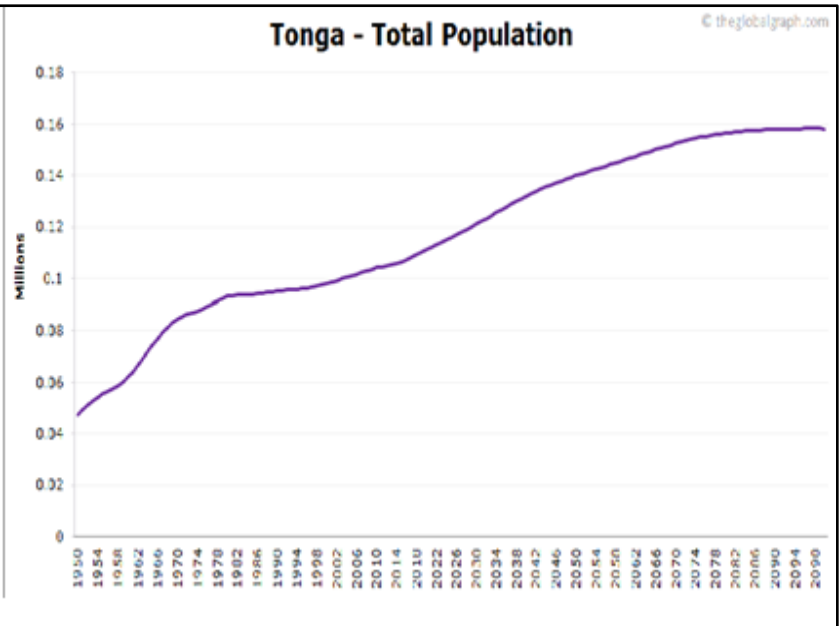
Skill level 3	
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QUESTION 2: POPULATION STUDIES

TONGA AND INDIA

a. TONGA

Study the graphs below, use them and your own knowledge to answer the questions that follow.

Population DistributionPopulation Growth

Source: <https://www.sites.google.com/a/apps.sthenryschool.org/tonga/population>

- i. Define **population density**.

Skill level 1	
1	
0	
NR	

- ii. Describe the nature of the population distribution pattern shown above.

Skill level 2	
2	
1	
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- iii. Describe **ONE** factor that influence population distribution and density in Tonga.

Skill level 2	
2	
1	
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- iv. Evaluate the effectiveness of **ONE** solution used in Tonga to solve problems associated with high population growth and density.

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Skill level 4	
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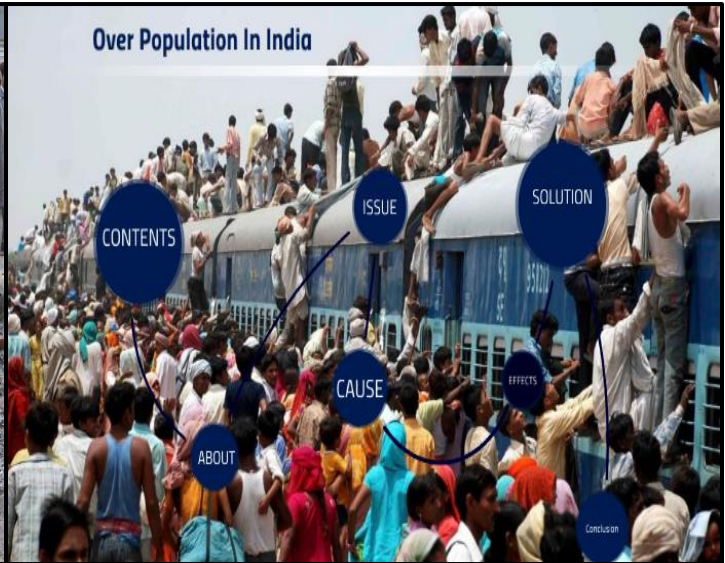
b. **INDIA**

Study the pictures below and use your own knowledge to answer the questions that follow.

1. Lining up for water refill.



2. An over-crowded train in New Delhi.



Source: <https://prezi.com/p/jn-pnearxico/over-population-in-india/>

- i. Identify **ONE** economic problem associated with high population growth in India.

Skill level 1	
1	
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- ii. Give **ONE** named example of an environmental problem created by over population growth in New Delhi.

Skill level 1	
1	
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- iii. Explain **ONE** social problem due to the overpopulation growth in India.

[illegible]

Skill level 3	
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- iv. Explain **ONE** possible solution that would help solve the problems of high population growth in India.

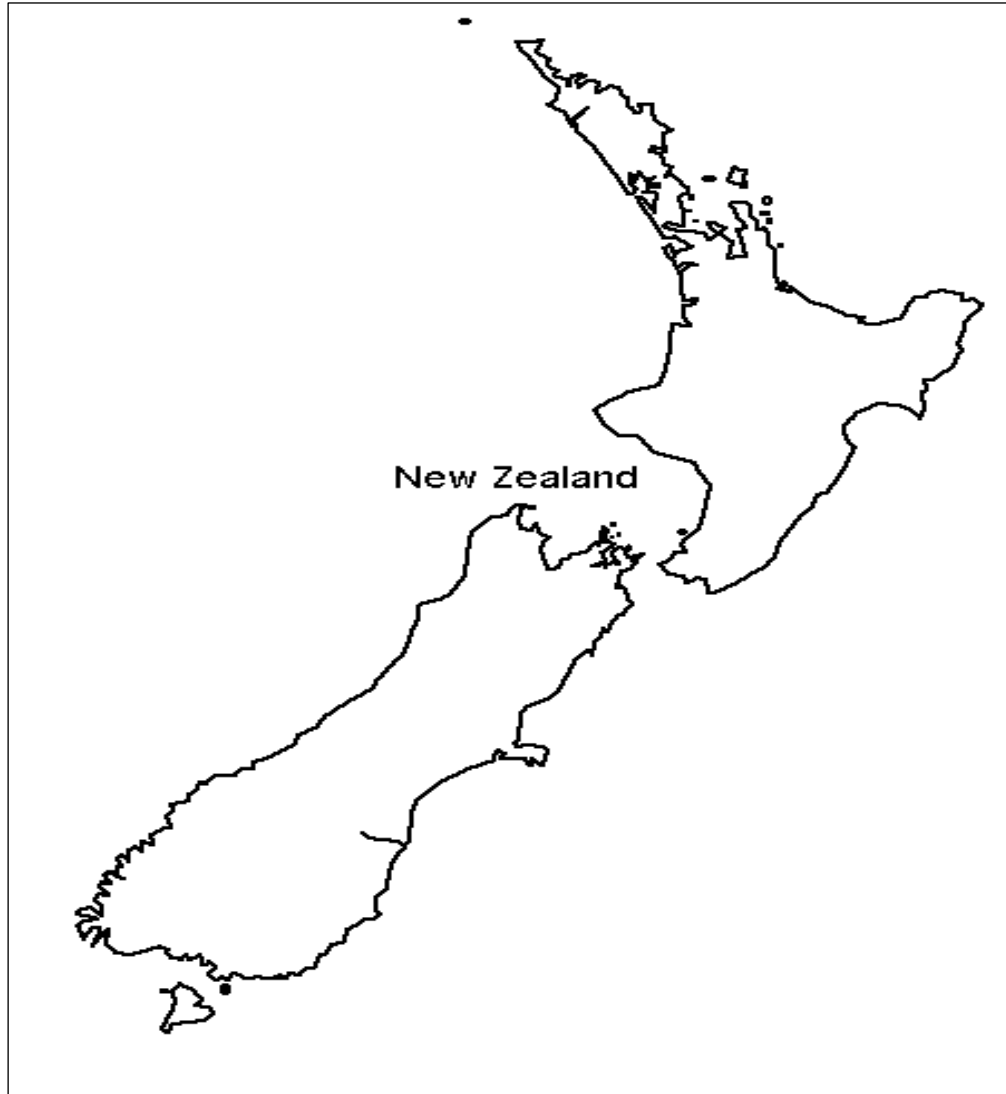
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Skill level 3	
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QUESTION 3: AGRICULTURAL STUDIES TONGA AND NEW ZEALAND

a. NEW ZEALAND

Use the map of New Zealand below to answer the questions that follow.



- i. Locate on the map the dairy farming at North Canterbury.
- ii. Describe **ONE** feature of horticultural farming system in New Zealand.

Skill level 1	
1	
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NR	

Skill level 2	
2	
1	
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- iii. Explain why dairy farming is practiced at the Canterbury plains.

Skill level 3	
3	
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b. **TONGA**

- i. Name an example of a modern agricultural method that is practiced in Tonga.

Skill level 1	
1	
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NR	

- ii. Describe **TWO** features of any **ONE** traditional farming method here in Tonga.

Skill level 2	
2	
1	
0	
NR	

- iii. Explain the changes in the agricultural methods practiced in Tonga.

[illegible]

Skill level 3	
3	
2	
1	
0	
NR	

- iv. Name **ONE** example of a problem facing agriculture in Tonga.

Skill level 1	
1	
0	
NR	

- v. Suggest **ONE** solution to solve the problems faced by farmers in Tonga.

[illegible]

Skill level 4	
4	
3	
2	
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QUESTION 4: INDUSTRIALIZATION**TONGA AND JAPAN****a. JAPAN**

Use the map below to answer the questions that follow.



- i. Locate on the map the industrial area at Fukuoka- Kyushu.
- ii. List **TWO** named examples of products produced in heavy manufacturing industries in Kobe-Osaka.

Skill level 1	
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Skill level 4	
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iii. Discuss any **ONE** factor that contributes to the growth of industries in Japan.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Skill level 3	
3	
2	
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iv. Identify the trend of manufacturing industries in Japan.

Skill level 1	
1	
0	
NR	

b. **TONGA**

- i. Identify **ONE** factor that hinders development of industries in Tonga.

Skill level 1	
1	
0	
NR	

- ii. Explain how any **ONE** factor that hinders development of industries in Tonga affects the country as a whole.

[illegible]

Skill level 3	
3	
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iii. Evaluate the importance of manufacturing and trade to the general economy of the country.

[illegible]

Skill level 4	
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- iv. Describe the type of development in which manufacturing industries are focusing on in term of marketing.

Skill level 2	
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