

MARKER CODE				



STUDENT ENROLMENT NUMBER (SEN)									

TONGA FORM SIX CERTIFICATE

2019

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.

SECTIONS	TOPICS	TOTAL SKILL LEVEL
A	GEOGRAPHIC SKILLS AND IDEAS	5
B	PHYSICAL GEOGRAPHY	36
C	CULTURAL GEOGRAPHY	29
TOTAL		70

3. Answer ALL QUESTIONS. Write your answers in the spaces provided in this booklet.
4. Use a **BLUE** or **BLACK** ballpoint 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 contains pages **2-23** in the correct order and that pages 21-23 has been deliberately left blank.

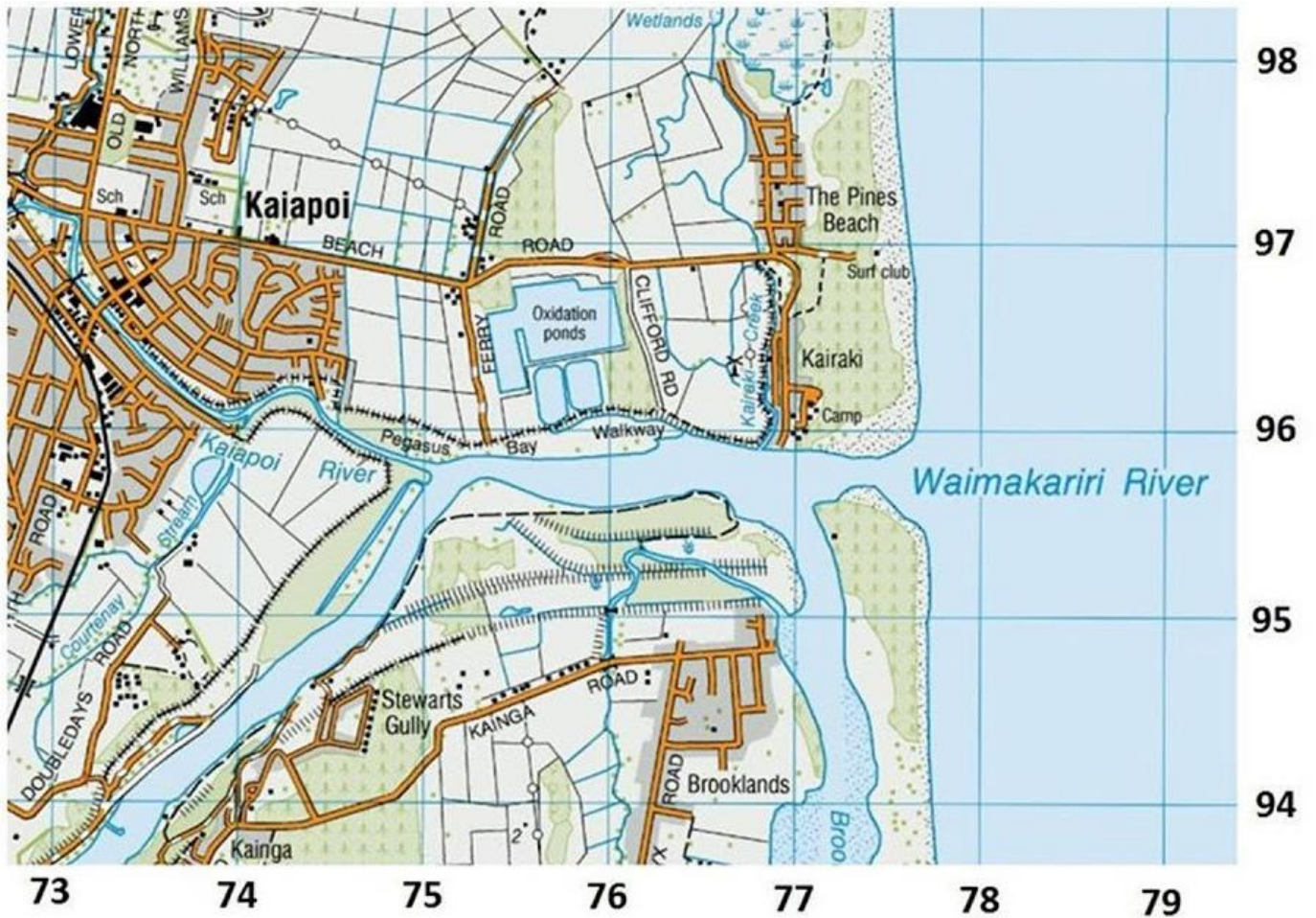
YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR BEFORE YOU LEAVE THE EXAMINATION ROOM.

SECTION A: GEOGRAPHIC SKILLS AND IDEAS

MAP READING:

You have studied Mapping Skills during the year. Study **Figure 1** Topographic map of Waimakariri River, Canterbury, New Zealand and answer questions 1-3.

Figure 1: Topographic Map of Waimakariri River



1. Name the feature located at Grid Reference 775969.

Skill level 1	
1	
0	
NR	

- [illegible]

Skill level 3	
3	
2	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

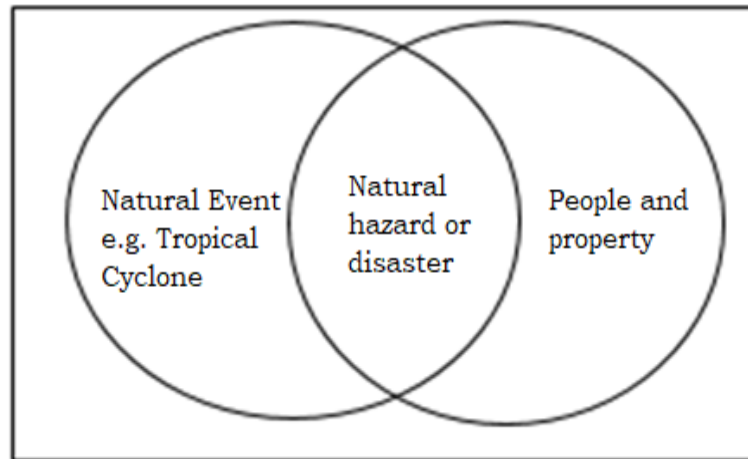
SECTION B: PHYSICAL GEOGRAPHY

NATURAL HAZARDS:

1. Tropical Cyclones

Study **Figure 2**, then answer questions a-b.

Figure 2: Venn diagram of a Natural Hazard.



- a. Describe the differences between Natural Event and Natural Disaster.

Skill level 2	
2	
1	
0	
NR	

- b. Explain **ONE** (1) reason of the significance of studying natural hazards.

Skill level 3	
3	
2	
1	
0	
NR	

Study the map in **Figure 3** then answer questions c-e.

Figure 3: Effects of Tropical Cyclone Winston 2016, Vatulele, Koro Island, Fiji



- c. Identify **ONE** (1) effect of Tropical Cyclone Winston on the environment of Vatulele.

Skill level 1	
1	
0	
NR	

- d. From case studies of Tropical Cyclone studied this year, identify **ONE** (1) planned response to Tropical Cyclones and their implications.

Skill level 1	
1	
0	
NR	

- [illegible]

Skill level 4	
4	
3	
2	
1	
0	
NR	

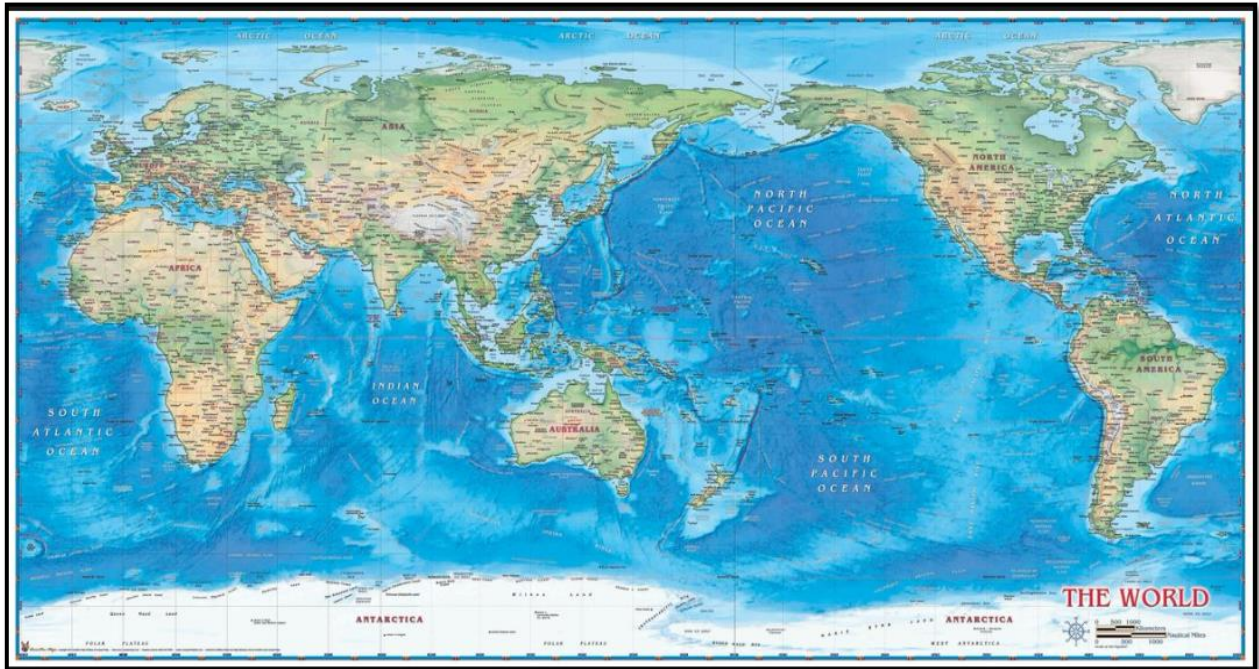
2. Volcanoes OR Earthquakes

Choose **ONE** (1) topic you have studied this year to help you answer questions a-c.

Chosen Topic: _____

Refer to **Figure 4** world map below to answer questions a-c.

Figure 4: World Map



- On the map in **Figure 4** above, shade an area where most of the volcanic /earthquake activities occur.
- Draw a **simple diagram** related to the cause of the volcanic/earthquake activities shaded above.



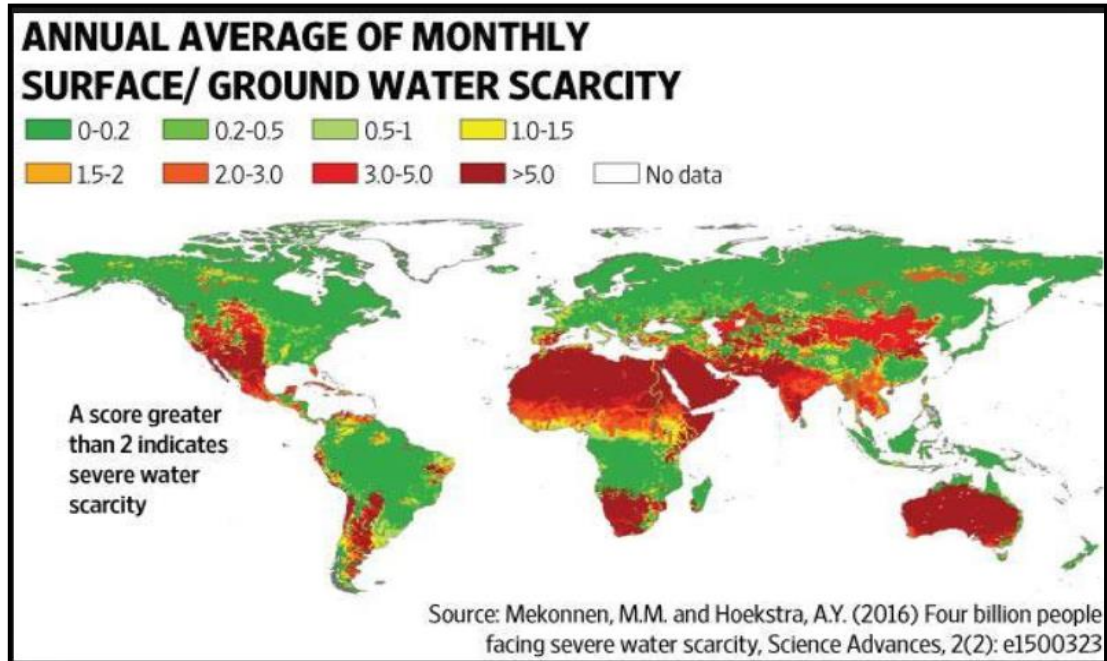
Skill level 1	
1	
0	
NR	

Skill level 1	
1	
0	
NR	

3. The Use and Management of Water Resources

Refer to **Figure 5** world map below to answer questions a-c.

Figure 5: Annual Average of Monthly Surface/Ground Water Scarcity



a. Define water scarcity.

Skill level 1	
1	
0	
NR	

b. On the map in **Figure 5** circle a region of water scarcity.

Skill level 1	
1	
0	
NR	

c. Explain the global distribution of water surplus areas as shown in **Figure 5**.

Skill level 3	
3	
2	
1	
0	
NR	

Study the cartoon **Figure 6** below then state one point it makes about people's perception of water.

Figure 6: Cartoon



d. Perception:

Skill level 1	
1	
0	
NR	

e. Explain **ONE** (1) way of how water resources are being used with examples from case studies.

Skill level 3	
3	
2	
1	
0	
NR	

- f. Explain **ONE** (1) way how the water resources are planned and managed in a named urban area.

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	
1	
0	
NR	

- g. Recommend **TWO** (2) possible solutions to solve the problems facing water resources management in rural areas. Provide examples from your case studies.

[illegible]

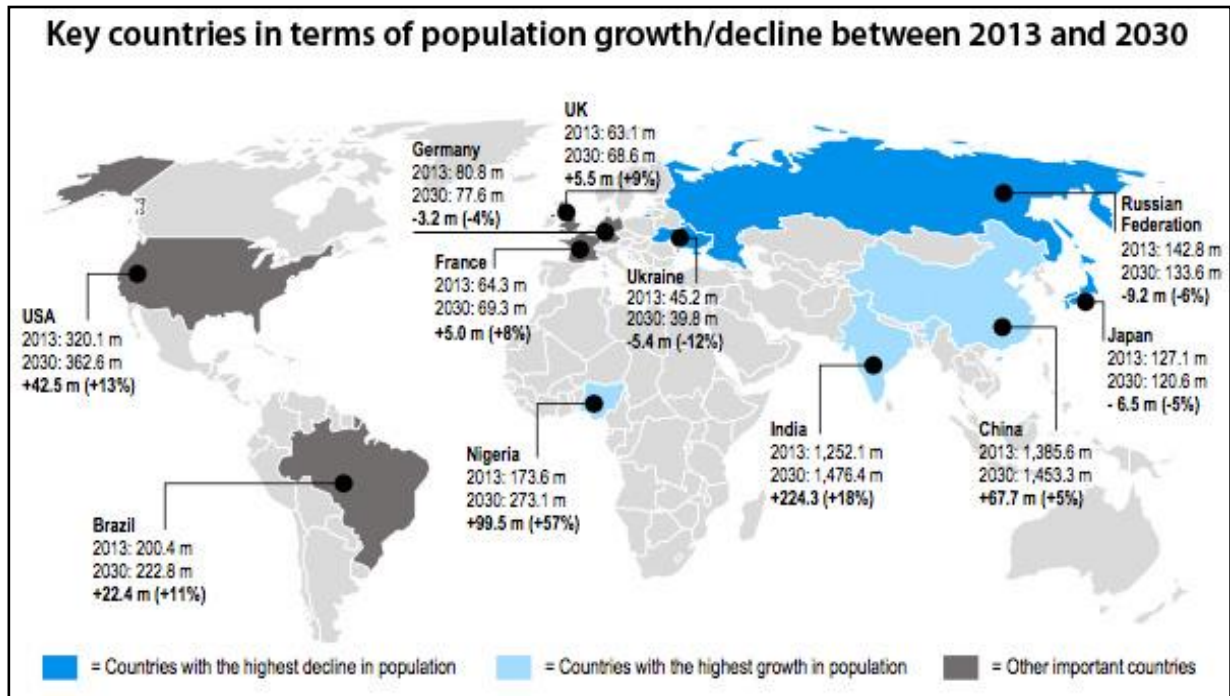
Skill level 4	
4	
3	
2	
1	
0	
NR	

SECTION C: CULTURAL GEOGRAPHY

1. Consequences of Population Growth

Refer to **Figure 7** to answer questions a. and b.

Figure 7



a. Define Developing Countries.

Skill level 1

1	
0	
NR	

b. Identify a political factor that influences population distribution in a developing country.

Skill level 1

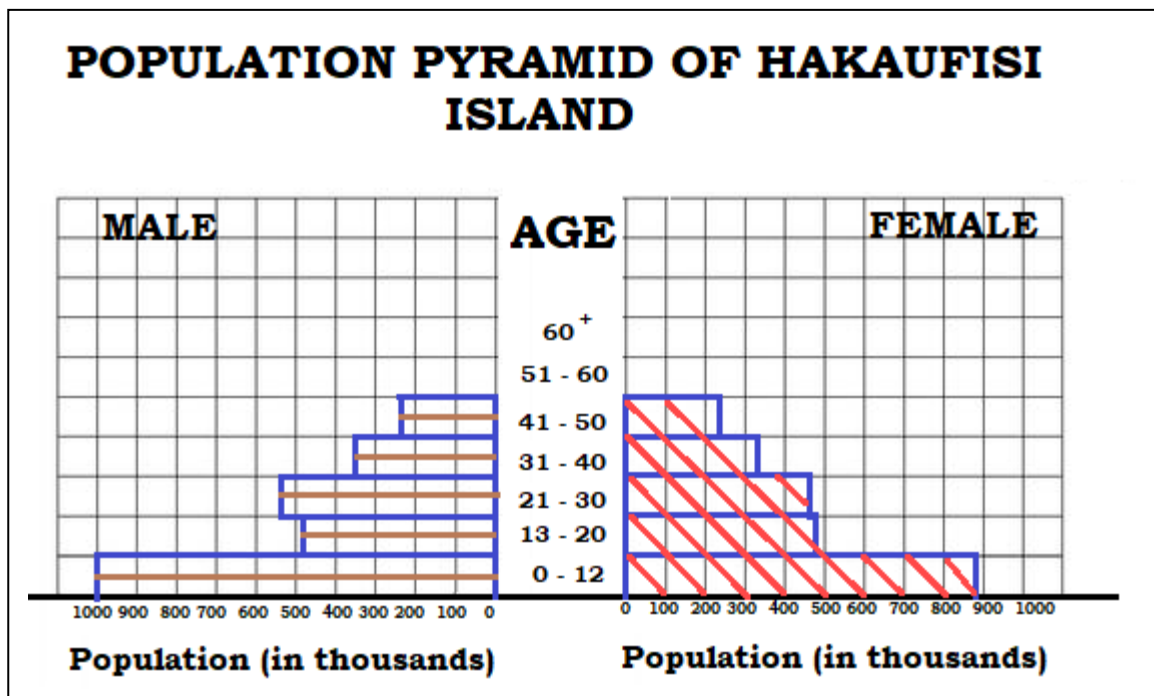
1	
0	
NR	

Study the Population data for Hakaufisi Island in **Figure 8** to answer question c.

Figure 8: Population Data of Hakaufisi Island, 2016

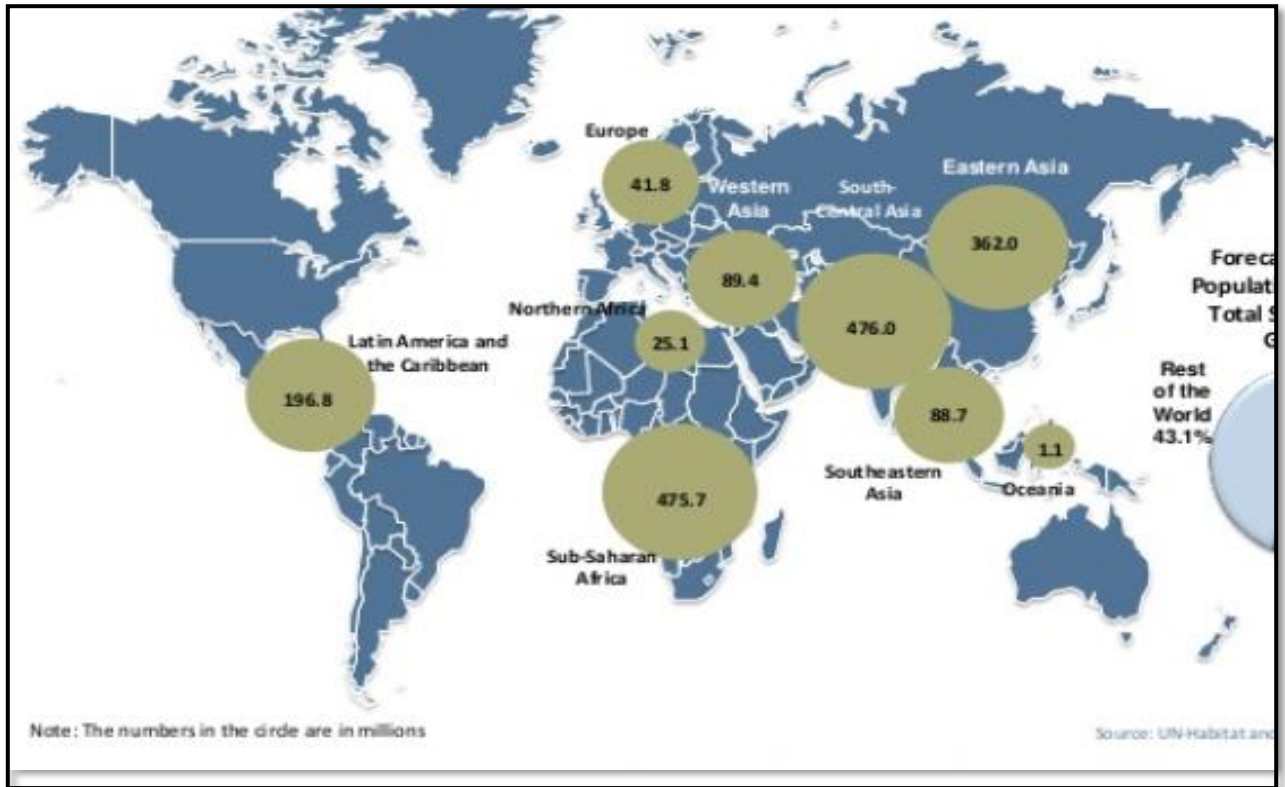
Age Range (years)	Number of people		
	Female	Male	Total
0 - 12	895	970	1865
13 - 20	483	492	975
21 - 30	475	524	999
31 - 40	313	341	654
41 - 50	224	235	459
51 - 60	128	130	258
60+	104	110	214

- c. Complete drawing the Population Pyramid for Hakaufisi Island 2016 using the data in **Figure 8**.



2. The Challenge of Urbanization and Urban Environments

Figure 9: Slum Population, Global, 2015



- a. From the world map **Figure 9**, name the country with the highest slum population in 2015.

Skill level 1	
1	
0	
NR	

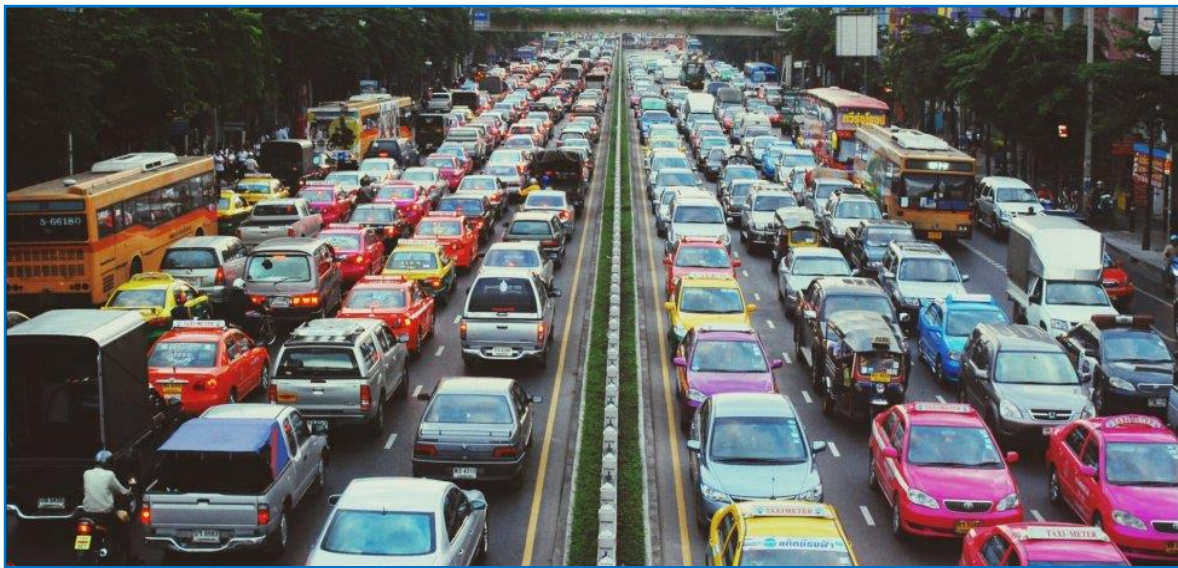
- b. From the world map **Figure 9**, describe a possible trend of global slum population by 2025.

Skill level 2	
2	
1	
0	
NR	

- c. Explain a process that caused urbanization in industrialized countries.

Skill level 3	
3	
2	
1	
0	
NR	

Figure 10: The effects of urban growth in urban environments.



Skill level 1	
1	
0	
NR	

- d. Identify an effect of urban growth on people as shown in **Figure 10**.

- e. Explain **ONE** (1) planned response to urban growth and their implications, with examples from case studies.

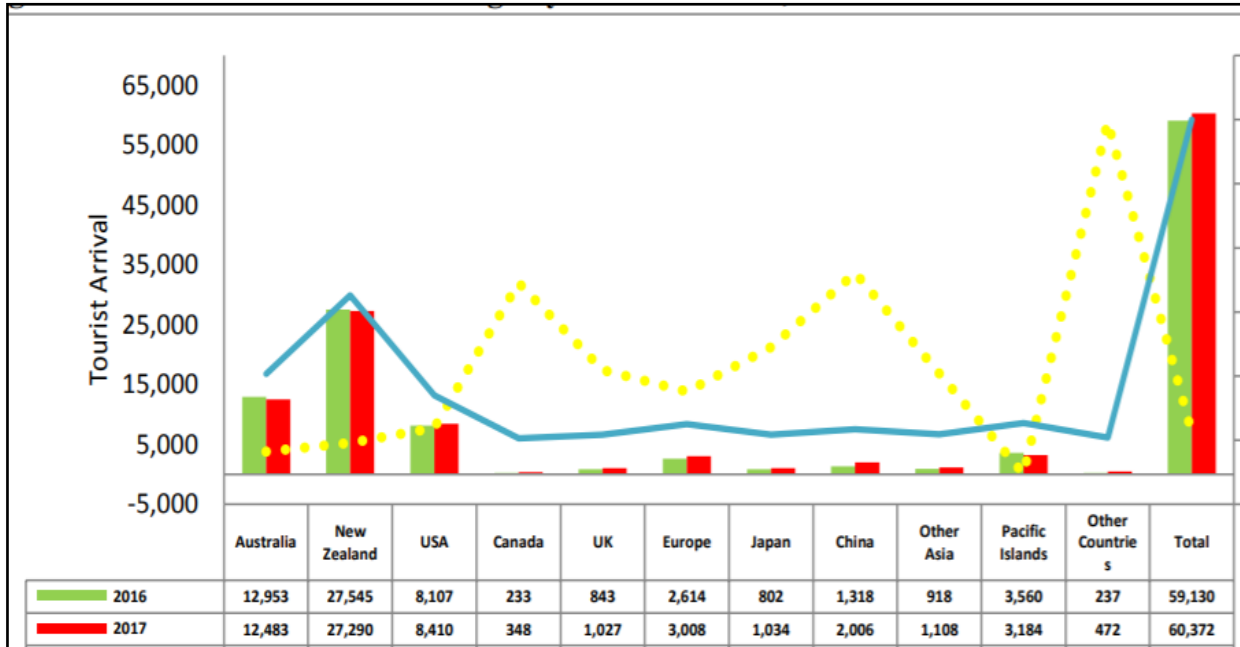
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Skill level 3	
3	
2	
1	
0	
NR	

3. Geographic Perspectives of Tourism

Use **Figure 11** below to answer questions a-d.

Figure 11: Tourist arriving in Tonga by Source Market 2016 and 2017



- a. Identify **ONE** (1) principal source market of international tourists to Tonga.

Skill level 1	
1	
0	
NR	

- b. State a factor that causes growth in tourist arrivals from Tonga's principal source market.

Skill level 1	
1	
0	
NR	

- c. Describe an economic factor which may cause drawbacks in the tourism industry.

Skill level 2	
2	
1	
0	
NR	

d. Explain **ONE** (1) positive effect of tourism on the environment.

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

Skill level 3	
3	
2	
1	
0	
NR	

e. Explain how the socio-cultural factors might cause a decline in tourism.

This image shows a blank sheet of white paper with horizontal blue 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	
1	
0	
NR	

- f. Identify **ONE** (1) appropriate plan and management strategy which could improve the tourism industry in Tonga.

Skill level 1	
1	
0	
NR	

- g. Evaluate the effectiveness of the strategy identified in f. above on managing tourism so that its benefits could be maximized.

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 4	
4	
3	
2	
1	
0	
NR	

THIS PAGE HAS BEEN DELIBERATELY LEFT BLANK.

THIS PAGE HAS BEEN DELIBERATELY LEFT BLANK.

THIS PAGE HAS BEEN DELIBERATELY LEFT BLANK.