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| STUDENT ENROLMENT NUMBER (SEN) |  |  |  |  |  |  |  |  |  |
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# TONGA NATIONAL FORM SEVEN 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 booklet.
2. This paper consists of **FOUR SECTIONS** and is out of 70 weighted scores.

| SECTION      | TOPICS                                               | TOTAL SKILL LEVEL |
|--------------|------------------------------------------------------|-------------------|
| <b>A</b>     | GEOGRAPHIC SKILLS AND IDEAS                          | 25                |
| <b>B</b>     | NATURAL PROCESSES                                    | 18                |
| <b>C</b>     | CONTEMPORARY GEOGRAPHIC ISSUE IN THE PACIFIC ISLANDS | 9                 |
| <b>D</b>     | CULTURAL PROCESSES                                   | 18                |
| <b>TOTAL</b> |                                                      | <b>70</b>         |

3. Answer ALL QUESTIONS. 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 space for answers, ask the Supervisor for extra paper. Write your **Student Enrolment Number (SEN)** on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.
6. You should also have a 11 page **Resource Booklet (No.531/2)** with this examination paper.
7. Check that this booklet contain pages **2-31** in the correct order and that none of the pages is blank.

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

These tasks are based on the information provided in the separate **Resource Booklet (No.531/2)** which is used to assess your ability to apply geographic skills and advance skills, geographic concepts and ideas.

The tasks in this section have been designed so that you can analyse the resources provided and gather information on **Biodiversity** – and **the need for us to live in harmony with nature**.

## QUESTION 1: TAKING ACTION FOR BIODIVERSITY

1. Describe the main goals of the Convention on Biological Diversity.

[illegible]

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## QUESTION 2: VALUE OF BIODIVERSITY

Refer to **Resource 2** on pages 4 and 5 and answer the following questions.

3. In your own words, define biological diversity.

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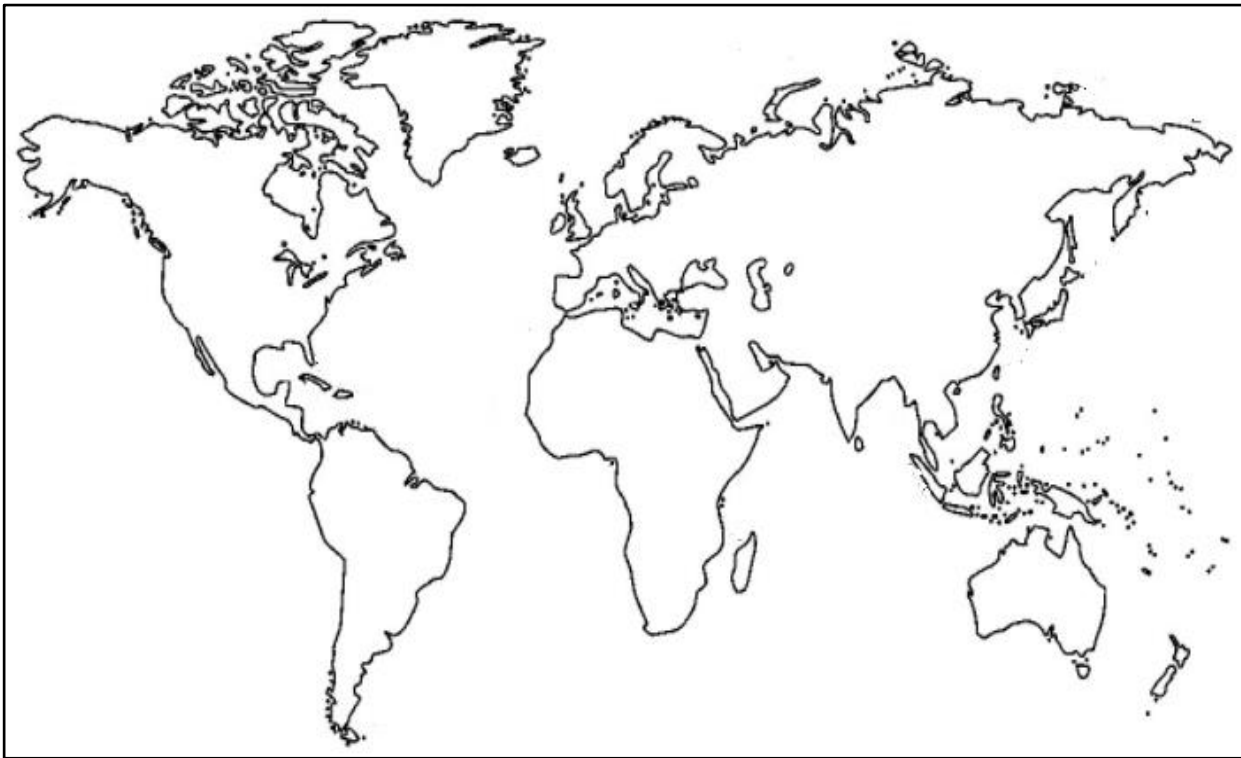


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4. On the outline world map below, **locate** and **name** the top 5 biodiversity hotspots shown in **Table 1**.

Title: \_\_\_\_\_



### KEY

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5. Describe the distribution pattern of the world's biodiversity hotspots shown in **Figure 1**.

[illegible]

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QUESTION 3: WHY BIODIVERSITY MATTERS

Study **Resource 3** on page 6 and answer the following question.

6. Provide detailed explanations of the important social services of biodiversity to the people. Use examples to support your answer.

| SERVICES | BENEFITS |
|----------|----------|
| 1.       |          |
| 2.       |          |
| 3.       |          |

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## QUESTION 4: DRIVERS OF BIODIVERSITY LOSS

Refer to **Resource 4** on pages 7 and 8 and answer the following questions.

7. Discuss the factors and indirect drivers of biodiversity loss. Use detailed examples to support your answer.

[illegible]

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8. Explain the effects of the direct drivers of biodiversity loss on ecosystem processes.  
Use examples to support your answer.

[illegible]

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## QUESTION 5: BIODIVERSITY LOSS AND CHALLENGES

Refer to **Resource 5** on page 9 and answer the following question.

9. Summarise the impacts and challenges of biodiversity loss. Provide examples to support your answer.

[illegible]

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## QUESTION 6: WHAT CAN WE DO?

Use **Resource 6** on page 10 and all the **Resources (pages 2 – 9)** provided to answer the question below.

10. Develop local strategies to reduce biodiversity loss and promote sustainable living and **harmony with nature**. Use local examples to support your strategies.

[illegible]

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**SECTION B: NATURAL PROCESSES**

During your **Form Seven Certificate** course, you have studied a geographic environment in the Pacific focusing on interacting processes within it.

The information that is provided on this page is important for the questions that are to follow in **Section B** and therefore should be completed and accurately done.

In the frame below, name the **geographic environment** and the **interacting natural processes** that you have studied and will use to answer the questions in this section.

The **name of the Pacific geographic environment** studied:

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The **interacting natural processes** operating within this geographic environment:

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[illegible][illegible]

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3. Explain the interactions of the elements of the **TWO** high order and low order processes that operate in your geographic environment. You can use labelled diagrams to support your answer.

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- You can use labelled diagrams to support your answer.

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5. Evaluate how the interactions of **TWO** high order and their low order processes affect your geographic environment over time. You can use labelled diagrams to support your answer.

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The following information was obtained from the review:

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7. a. Name ONE human modification in your geographic environment.

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- b. Draw a sketch map to show the changes in the natural processes in your geographic environment caused by the human modification identified

Title: \_\_\_\_\_

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**SECTION C: CONTEMPORARY GEOGRAPHIC ISSUE IN THE PACIFIC ISLANDS**

During your **Form Seven Certificate** course, you have studied a **contemporary geographic issue** in the Pacific islands.

In the frame below, name the contemporary geographic issue that you have studied and will use to answer the questions in this section.

Name of the **contemporary geographic issue** studied:

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Name of the **Pacific Island(s)** studied:

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1. Define the contemporary geographic issue you had studied.

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2. Describe the cultural characteristics of the contemporary issue studied. You can use diagrams to support your answer.

[illegible][illegible]

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4. Explain **TWO** suitable courses of action to address the issue studied. You can use diagrams to support your answer.

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**SECTION D: CULTURAL PROCESSES**

During your **Form Seven Certificate** course, you have studied a cultural process using illustrative examples from **TWO** (2) settings: ONE from a **Pacific Island Nation**, the other from the **rest of the World**.

The information that is provided on this page is important for the questions that are to follow in **Section D** and therefore should be completed and accurately done.

In the frame below, **name** the cultural process that you have studied and will use to answer the questions in this section.

**The name of the cultural process studied:**

In the frames below, name the **Pacific Island nation setting** and the **Rest of the World setting** that you have studied and will use to answer the questions in this section.

**The name of the Pacific Island nation setting:**

**The name of the Rest of the World setting:**

1. Define your studied cultural process.

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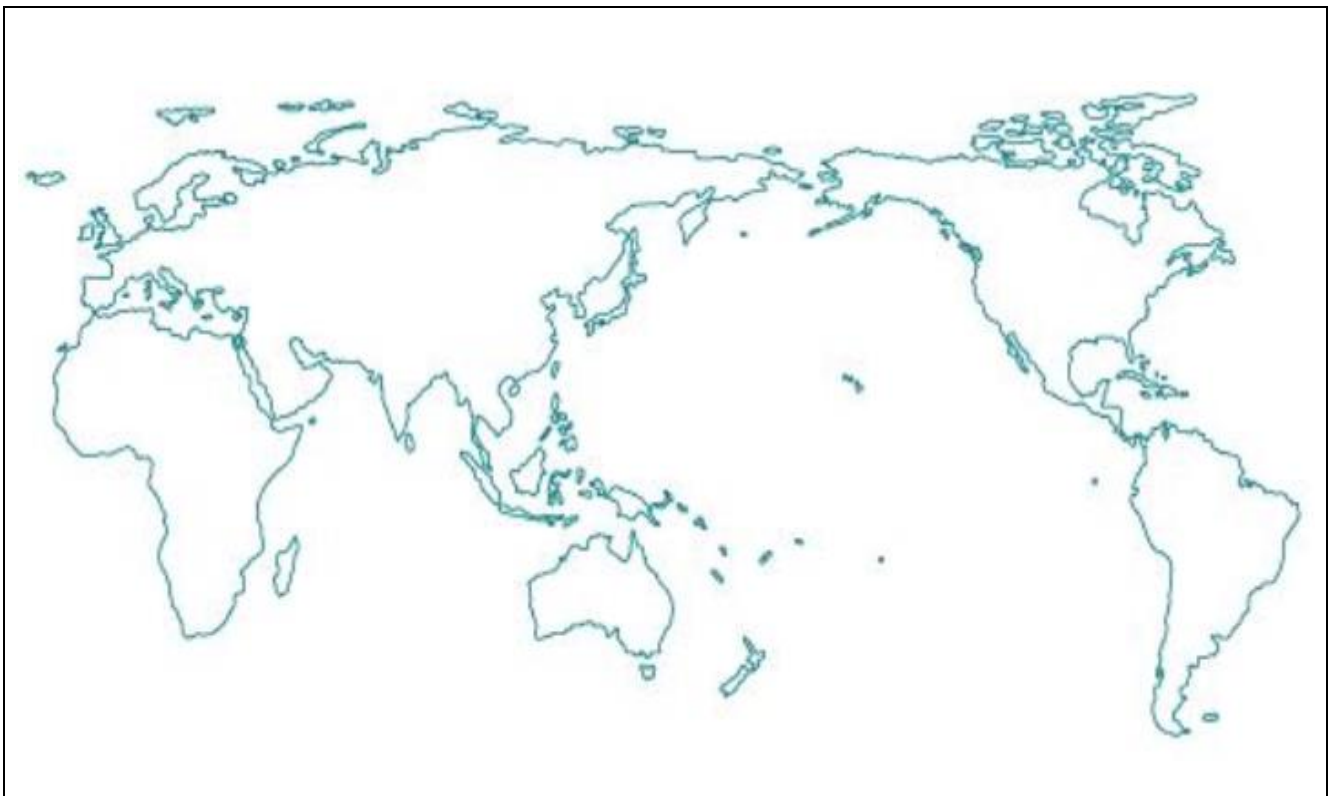
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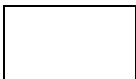
2. On the map below, **locate** and **name**:

***EITHER*** your Pacific Island nation setting ***OR*** rest of the world setting.

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**KEY:**



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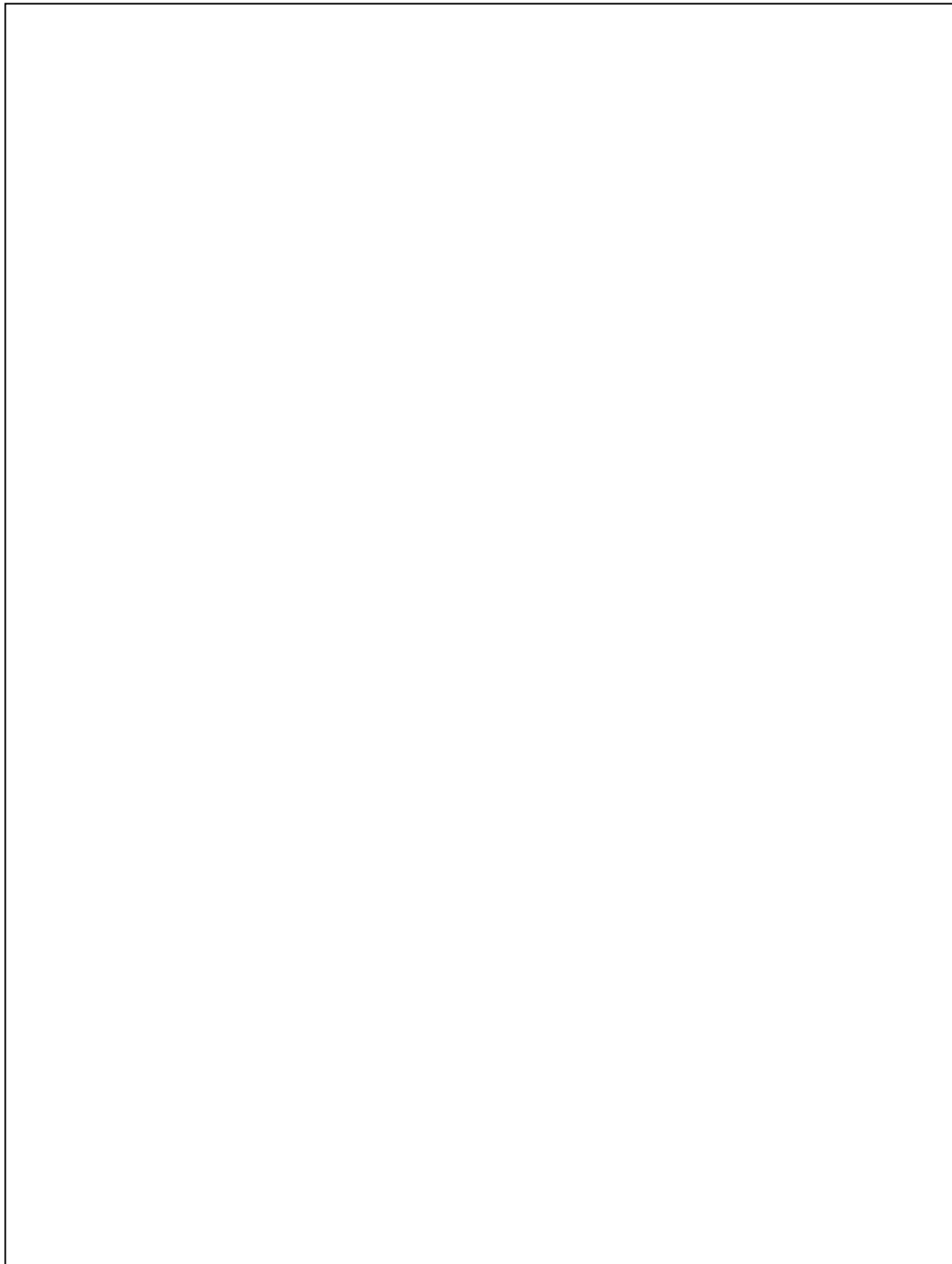
4. Describe the characteristics of the **FOUR** elements in your studied cultural process in the rest of the world setting. Draw labelled diagrams to support your answer.

This image shows a single 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.

| Case No. | Case Name        | Case Type | Case Status | Case Description    | Case Details    | Case Notes    | Case Attachments    | Case History    | Case Comments    | Case Actions    |
|----------|------------------|-----------|-------------|---------------------|-----------------|---------------|---------------------|-----------------|------------------|-----------------|
| 1        | John Doe         | Case 1    | Open        | Case 1 Description  | Case 1 Details  | Case 1 Notes  | Case 1 Attachments  | Case 1 History  | Case 1 Comments  | Case 1 Actions  |
| 2        | Jane Smith       | Case 2    | Closed      | Case 2 Description  | Case 2 Details  | Case 2 Notes  | Case 2 Attachments  | Case 2 History  | Case 2 Comments  | Case 2 Actions  |
| 3        | Bob Johnson      | Case 3    | Pending     | Case 3 Description  | Case 3 Details  | Case 3 Notes  | Case 3 Attachments  | Case 3 History  | Case 3 Comments  | Case 3 Actions  |
| 4        | Alice Brown      | Case 4    | Open        | Case 4 Description  | Case 4 Details  | Case 4 Notes  | Case 4 Attachments  | Case 4 History  | Case 4 Comments  | Case 4 Actions  |
| 5        | Charlie Davis    | Case 5    | Closed      | Case 5 Description  | Case 5 Details  | Case 5 Notes  | Case 5 Attachments  | Case 5 History  | Case 5 Comments  | Case 5 Actions  |
| 6        | Diana White      | Case 6    | Pending     | Case 6 Description  | Case 6 Details  | Case 6 Notes  | Case 6 Attachments  | Case 6 History  | Case 6 Comments  | Case 6 Actions  |
| 7        | Frank Green      | Case 7    | Open        | Case 7 Description  | Case 7 Details  | Case 7 Notes  | Case 7 Attachments  | Case 7 History  | Case 7 Comments  | Case 7 Actions  |
| 8        | Grace Black      | Case 8    | Closed      | Case 8 Description  | Case 8 Details  | Case 8 Notes  | Case 8 Attachments  | Case 8 History  | Case 8 Comments  | Case 8 Actions  |
| 9        | Henry Blue       | Case 9    | Pending     | Case 9 Description  | Case 9 Details  | Case 9 Notes  | Case 9 Attachments  | Case 9 History  | Case 9 Comments  | Case 9 Actions  |
| 10       | Ivy Red          | Case 10   | Open        | Case 10 Description | Case 10 Details | Case 10 Notes | Case 10 Attachments | Case 10 History | Case 10 Comments | Case 10 Actions |
| 11       | Jack Purple      | Case 11   | Closed      | Case 11 Description | Case 11 Details | Case 11 Notes | Case 11 Attachments | Case 11 History | Case 11 Comments | Case 11 Actions |
| 12       | Karen Yellow     | Case 12   | Pending     | Case 12 Description | Case 12 Details | Case 12 Notes | Case 12 Attachments | Case 12 History | Case 12 Comments | Case 12 Actions |
| 13       | Liam Grey        | Case 13   | Open        | Case 13 Description | Case 13 Details | Case 13 Notes | Case 13 Attachments | Case 13 History | Case 13 Comments | Case 13 Actions |
| 14       | Mia Silver       | Case 14   | Closed      | Case 14 Description | Case 14 Details | Case 14 Notes | Case 14 Attachments | Case 14 History | Case 14 Comments | Case 14 Actions |
| 15       | Noah Gold        | Case 15   | Pending     | Case 15 Description | Case 15 Details | Case 15 Notes | Case 15 Attachments | Case 15 History | Case 15 Comments | Case 15 Actions |
| 16       | Olivia Bronze    | Case 16   | Open        | Case 16 Description | Case 16 Details | Case 16 Notes | Case 16 Attachments | Case 16 History | Case 16 Comments | Case 16 Actions |
| 17       | Peter Copper     | Case 17   | Closed      | Case 17 Description | Case 17 Details | Case 17 Notes | Case 17 Attachments | Case 17 History | Case 17 Comments | Case 17 Actions |
| 18       | Quinn Iron       | Case 18   | Pending     | Case 18 Description | Case 18 Details | Case 18 Notes | Case 18 Attachments | Case 18 History | Case 18 Comments | Case 18 Actions |
| 19       | Rachel Steel     | Case 19   | Open        | Case 19 Description | Case 19 Details | Case 19 Notes | Case 19 Attachments | Case 19 History | Case 19 Comments | Case 19 Actions |
| 20       | Sam Tin          | Case 20   | Closed      | Case 20 Description | Case 20 Details | Case 20 Notes | Case 20 Attachments | Case 20 History | Case 20 Comments | Case 20 Actions |
| 21       | Tina Lead        | Case 21   | Pending     | Case 21 Description | Case 21 Details | Case 21 Notes | Case 21 Attachments | Case 21 History | Case 21 Comments | Case 21 Actions |
| 22       | Uma Zinc         | Case 22   | Open        | Case 22 Description | Case 22 Details | Case 22 Notes | Case 22 Attachments | Case 22 History | Case 22 Comments | Case 22 Actions |
| 23       | Victor Nickel    | Case 23   | Closed      | Case 23 Description | Case 23 Details | Case 23 Notes | Case 23 Attachments | Case 23 History | Case 23 Comments | Case 23 Actions |
| 24       | Wendy Cobalt     | Case 24   | Pending     | Case 24 Description | Case 24 Details | Case 24 Notes | Case 24 Attachments | Case 24 History | Case 24 Comments | Case 24 Actions |
| 25       | Xavier Manganese | Case 25   | Open        | Case 25 Description | Case 25 Details | Case 25 Notes | Case 25 Attachments | Case 25 History | Case 25 Comments | Case 25 Actions |
| 26       | Yara Vanadium    | Case 26   | Closed      | Case 26 Description | Case 26 Details | Case 26 Notes | Case 26 Attachments | Case 26 History | Case 26 Comments | Case 26 Actions |
| 27       | Zoe Chromium     | Case 27   | Pending     | Case 27 Description | Case 27 Details | Case 27 Notes | Case 27 Attachments | Case 27 History | Case 27 Comments | Case 27 Actions |
| 28       | Adam Molybdenum  | Case 28   | Open        | Case 28 Description | Case 28 Details | Case 28 Notes | Case 28 Attachments | Case 28 History | Case 28 Comments | Case 28 Actions |
| 29       | Bella Rhenium    | Case 29   | Closed      | Case 29 Description | Case 29 Details | Case 29 Notes | Case 29 Attachments | Case 29 History | Case 29 Comments | Case 29 Actions |
| 30       | Carl Ruthenium   | Case 30   | Pending     | Case 30 Description | Case 30 Details | Case 30 Notes | Case 30 Attachments | Case 30 History | Case 30 Comments | Case 30 Actions |
| 31       | Dora Rhodium     | Case 31   | Open        | Case 31 Description | Case 31 Details | Case 31 Notes | Case 31 Attachments | Case 31 History | Case 31 Comments | Case 31 Actions |
| 32       | Ethan Palladium  | Case 32   | Closed      | Case 32 Description | Case 32 Details | Case 32 Notes | Case 32 Attachments | Case 32 History | Case 32 Comments | Case 32 Actions |
| 33       | Fiona Silver     | Case 33   | Pending     | Case 33 Description | Case 33 Details | Case 33 Notes | Case 33 Attachments | Case 33 History | Case 33 Comments | Case 33 Actions |
| 34       | George Gold      | Case 34   | Open        | Case 34 Description | Case 34 Details | Case 34 Notes | Case 34 Attachments | Case 34 History | Case 34 Comments | Case 34 Actions |
| 35       | Hannah Copper    | Case 35   | Closed      | Case 35 Description | Case 35 Details | Case 35 Notes | Case 35 Attachments | Case 35 History | Case 35 Comments | Case 35 Actions |
| 36       | Ian Iron         | Case 36   | Pending     | Case 36 Description | Case 36 Details | Case 36 Notes | Case 36 Attachments | Case 36 History | Case 36 Comments | Case 36 Actions |
| 37       | Jane Steel       | Case 37   | Open        | Case 37 Description | Case 37 Details | Case 37 Notes | Case 37 Attachments | Case 37 History | Case 37 Comments | Case 37 Actions |
| 38       | Kyle Tin         | Case 38   | Closed      | Case 38 Description | Case 38 Details | Case 38 Notes | Case 38 Attachments | Case 38 History | Case 38 Comments | Case 38 Actions |
| 39       | Laura Lead       | Case 39   | Pending     | Case 39 Description | Case 39 Details | Case 39 Notes | Case 39 Attachments | Case 39 History | Case 3           |                 |

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5. Use diagrams to compare the operation of your studied cultural process in your Pacific island nation setting and rest of the world setting.



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6. Describe the local spatial variations of your studied cultural process in your Pacific island nation setting.

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7. Describe the positive impacts of your studied cultural process on the people.

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8. Discuss the factors that have changed the operation of your studied cultural process within your Pacific island nation setting. Use diagrams to support your answer.

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