

STUDENT EDUCATION NUMBER

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Sāmoa School Certificate

GEOGRAPHY 2016

QUESTION and ANSWER BOOKLET

Time allowed: 3 hours & 10 minutes

INSTRUCTIONS

1. You have 10 minutes to read **before** you start writing.
2. Write your **Student Education Number (SEN)** in the space provided on the top right hand corner of this page.
3. **ALL Strands are compulsory.** Write your answers in the spaces provided.
4. If you need more space for answers, ask the Supervisor for extra paper. Write your SEN on all extra sheets used and clearly number as per exam. Attach the extra sheets at the appropriate places in this booklet.

STRANDS	Page number	Time (minutes)	Weighting
1. Physical Environment	2	36	20
2. Population and Settlement	7	36	20
3. Development Studies	13	36	20
4. Resources and their Uses – Farming & Mining	19	36	20
5. Environmental Issues	24	36	20
		180	100

CHECK! This booklet contains pages 2-28 in the right order.

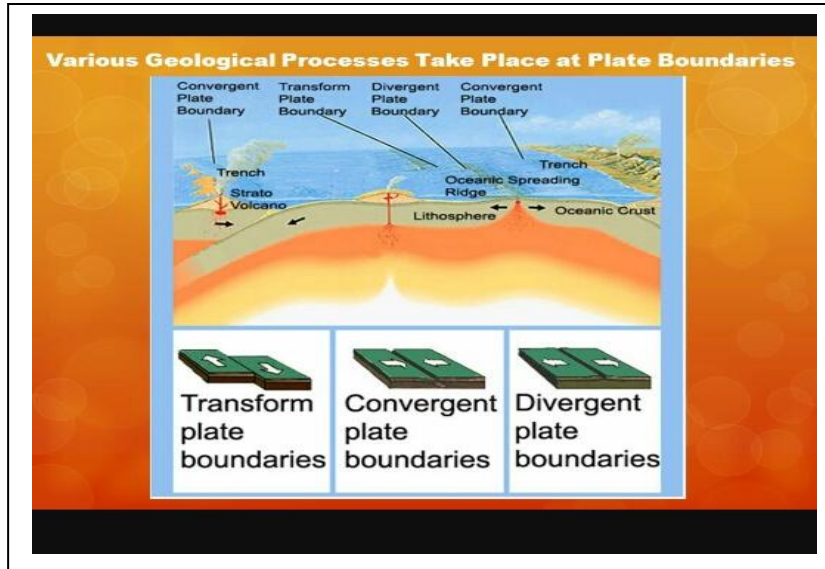
YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

STRAND 1

Physical Environment

Weighting 20

PART I: Geological processes



Use the Diagram to answer Number 1 to 3

1. Define the term *ocean trench*.

Skill Level 1

2. Give ONE example of a landform produced as a result of plate movement at a convergent plate boundary.

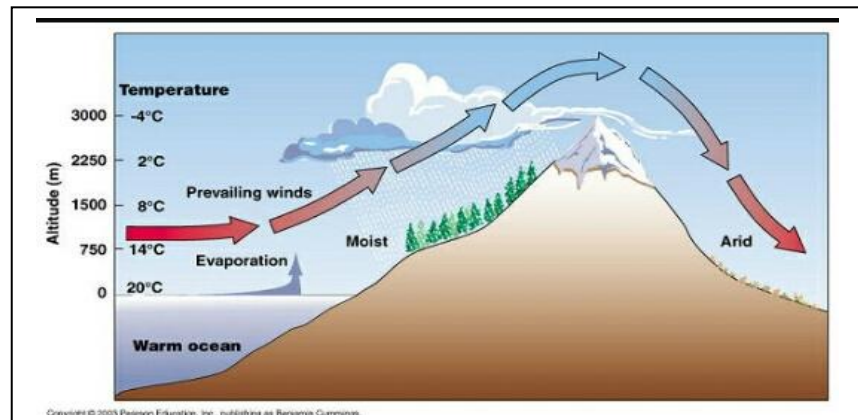
Skill Level 1

3. Explain a major geological process at a divergent plate boundary.

Skill Level 3

PART II: Climatic processes

Orographic rainfall



Use the Diagram to answer Number 4 to 6

4. Identify the island type that usually experiences orographic rainfall.

Skill Level 1

5. Describe any relationship shown on the diagram between Relief and Climate.

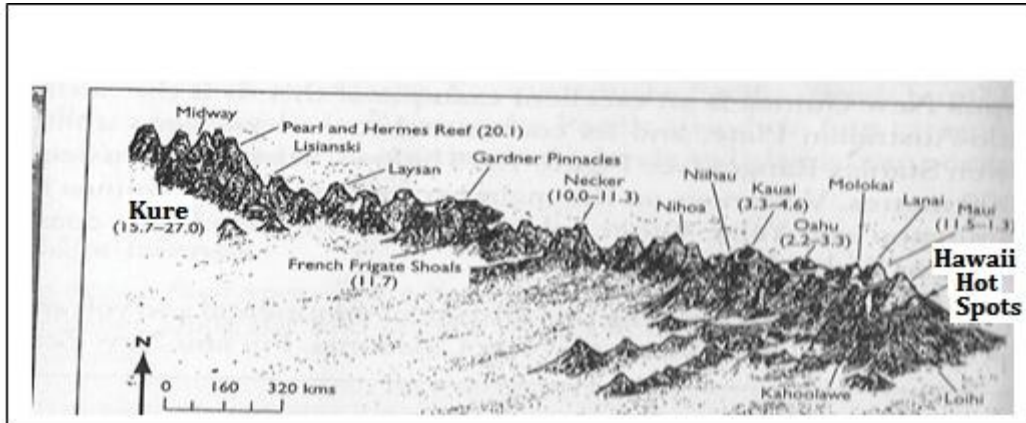
Skill Level 2

6. Explain the effects of orographic rainfall on both the windward and leeward sides.

Skill Level 3

PART III: Island types

Hot spot island chains



Source: MESC, Year 12 Geography textbook

Use the diagram to answer Number 7 to 9

7. Name the high island **type** shown above.

Skill Level 1

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8. State ONE cultural activity that affects the physical environments of the islands.

Skill Level 1

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9. Outline the physical factors that will limit the existence of Kure atoll at the north-west end of the island chains.

Skill Level 2

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PART IV: Physical environment and culture



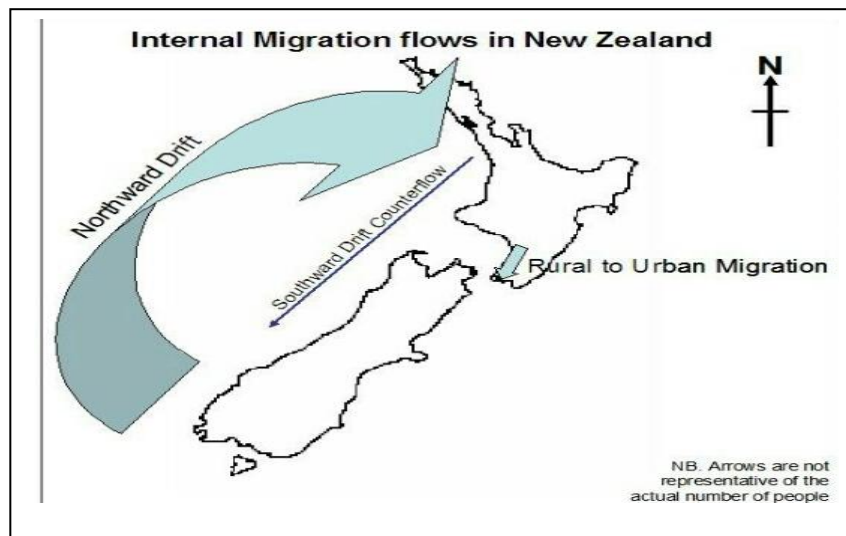
10. With the help of the photographs, write a paragraph to **identify** factors that hinder economic development in the Tokelau Islands and **discuss** the influence of modern technology on its environments.

Skill Level 1
Skill Level 4

STRAND 2**Population and Settlement****Weighting 20****PART I: Population change and distribution terms**

11. Define the term *rural depopulation*.

Skill Level 1



Use the Map to answer Number 12 & 13

12. Describe the factors that contribute to the Northward drift migration in New Zealand.

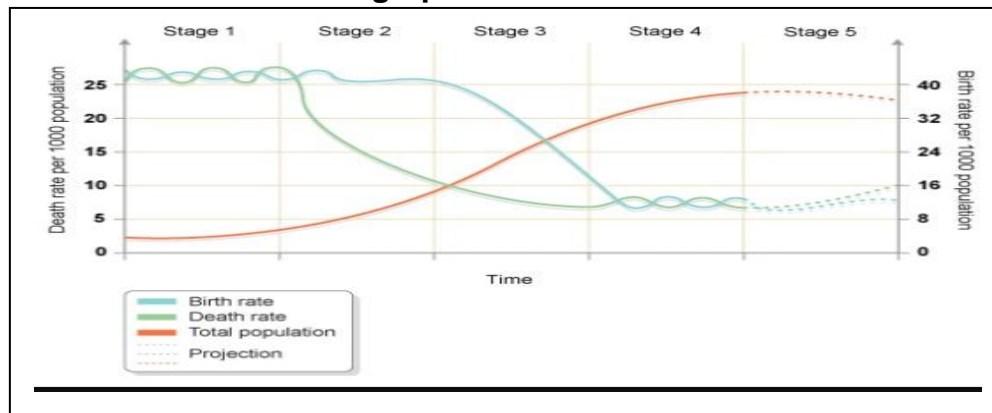
Skill Level 2

13. Use examples to explain the effects of internal migration flows in both the places of origins and destinations in New Zealand.

Skill Level 3

PART II: Population and Migration models

Demographic transition model



Use the Resource to answer Number 14 & 15

14. On the graph, shade an area of a Natural increase.

Skill Level 1

15. In the box, draw a labelled population pyramid for Samoa.

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Skill Level 3

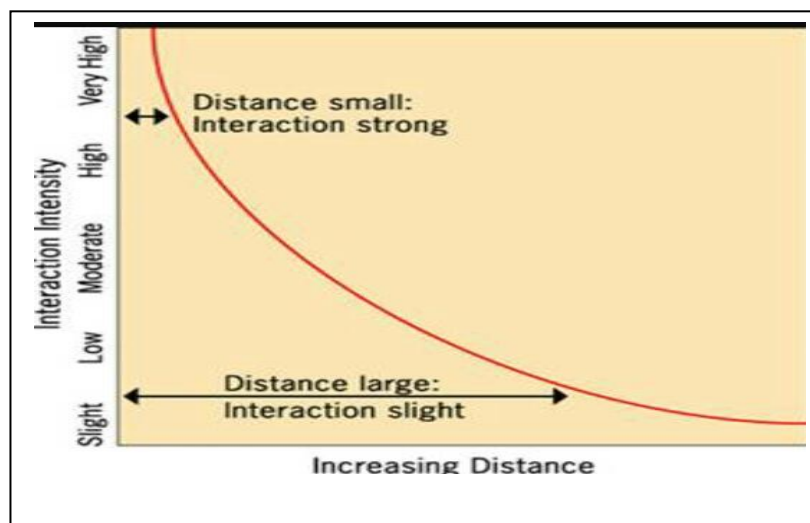
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16. Name the migration model that best matches the graph below.

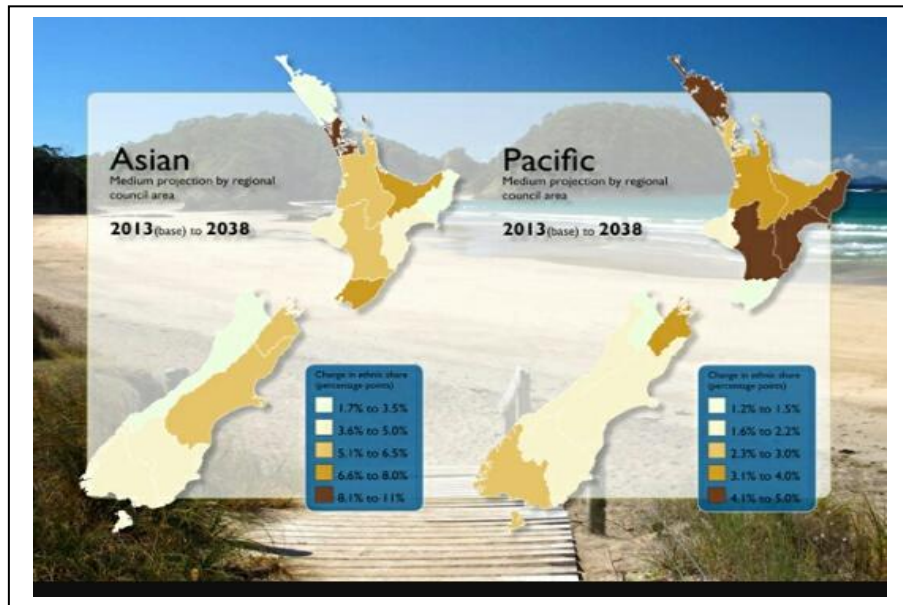
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Skill Level 1

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PART III: Population distribution and change



Use the map to answer Numbers 17 to 19

17. Identify ONE characteristic of New Zealand's population shown on both maps.

Skill Level 1

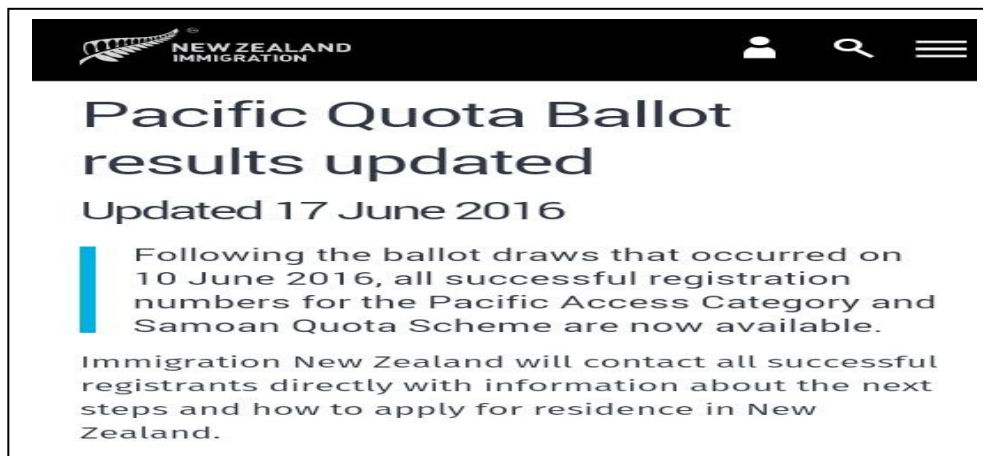
18. Define the term *population distribution*.

Skill Level 1

19. Describe the population change process for the Asians in New Zealand from 2013 to 2038.

Skill Level 2

PART IV: Population programs



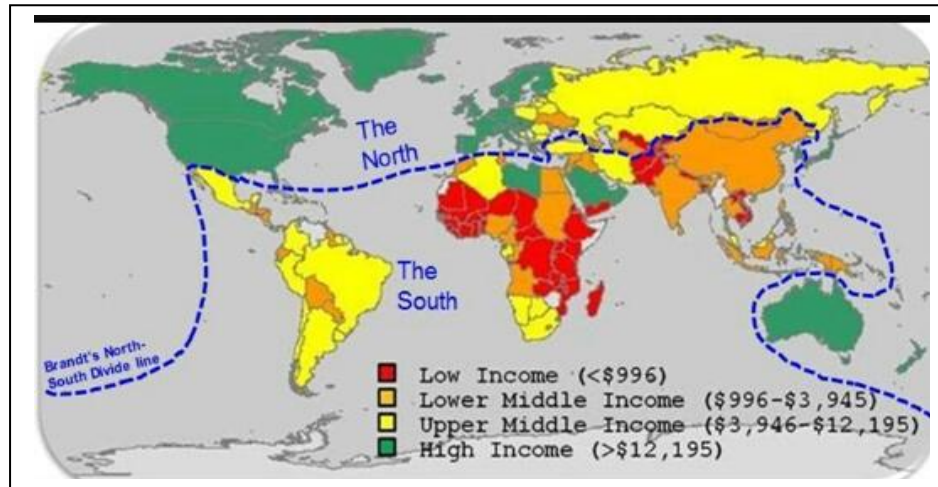
Skill Level 1
Skill Level 4

Source: <https://www.immigration.govt.nz/ac>

20. With the help of the Article, **identify** one organization that is responsible for implementing the Samoan Quota Scheme and **discuss** the effects of the Samoan Quota Scheme on the place of origin.

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.

PART 1: Measures and Indicators of Development



Use the Map below to answer Numbers 21 and 22.

21. Which side of the Brandt's line best represents the less economically developed countries?

Skill Level 1

22. Name ONE economic measure of development shown on the map.

Skill Level 1

23. Describe the advantages of using the Human Development Index as a measure of development.

Skill Level 2

PART II: Patterns of Development



Use the cartoons to answer Number 24 to 26

24. Define the term *development pattern*.

Skill Level 1

25. Indicate some factors that have contributed to the differences in development patterns between the poor and the rich countries. Provide some statistical evidence from the cartoons to illustrate your answer.

Skill Level 3

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26. State ONE demographic factor that may hinder development in poor countries.

Skill Level 1

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PART III: Inequalities in development

Inequalities issues in Samoa

In Samoa... ” Economic performance has improved consistently reaching robust growth rates in the past two years. Despite steady growth, issues of inequality and hardship are still emerging in Samoan society. This is evident among those unemployed in both rural and urban, not having access to basic services or being unable to realize their potential and aspirations”

Source: pidp.org

Use the article below to answer Numbers 27 and 28

27. Describe some examples of social inequalities in Samoa.

Skill Level 2

28. Using the examples you described in number 7, explain the reasons for the inequalities and their effects on Samoa's development.

Skill Level 3

PART IV: Development projects



Use the Resource to answer Number 29 to 31

29. Define what is meant by a *multilateral development project*.

Skill Level 1

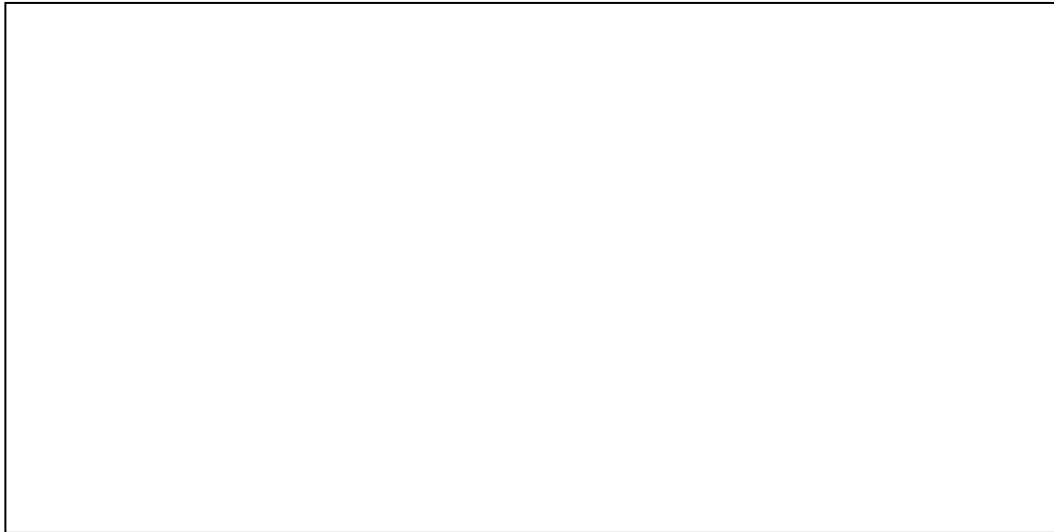
30. With the help of the Resource, define multilateral development project and discuss its advantages and disadvantages.

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STRAND 4 Resources and their Uses – Farming and Mining Weighting 20

PART I: Farming

32. Choose a farming system you have studied (tilapia or banana) and describe it in a simple labelled diagram.

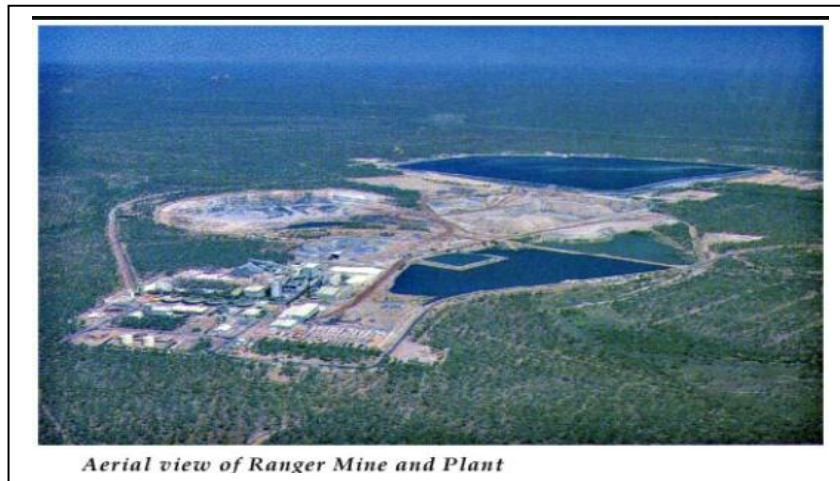


Skill Level 2

33. State an impact of a tropical cyclone on banana farming.

Skill Level 1

PART II: Mining



Use the resource to answer Number 34 to 36.

34. State ONE negative impact of mining on the physical environment.

Skill Level 1

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35. Give ONE example of a renewable resource used in a uranium mining system.

Skill Level 1

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36. Explain the relationship between development in mining and resource use.

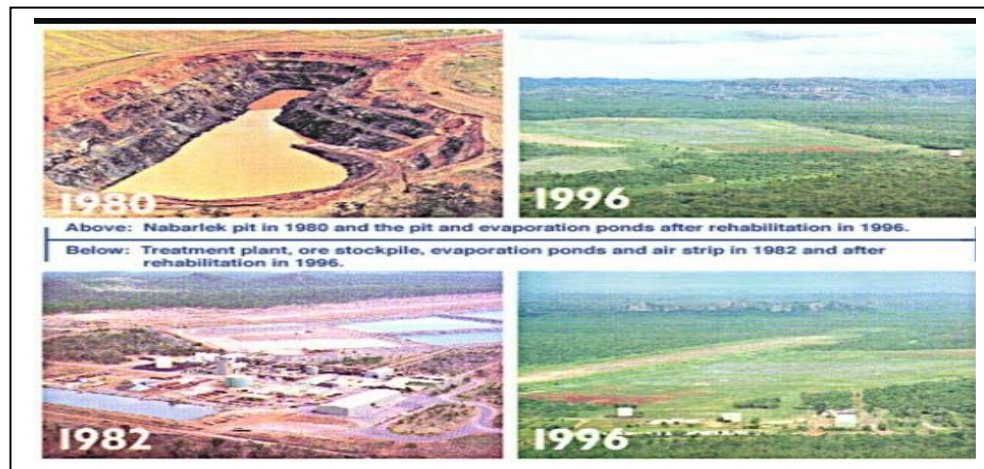
Skill Level 3

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PART III: Sustainable practices

37. Define sustainable in relation to banana farming.

Skill Level 1



Use the photograph to answer Number 38 & 39.

38. Name the practice shown in the photograph, that supports sustainable mining.

Skill Level 1

39. State the Australian government's Act that is in place to ensure sustainable practices in mining systems.

Skill Level 1

40. Discuss how best to reduce the use of non-renewable resources in farming systems. Use examples from Samoa and New Zealand.

Skill Level 4

PART IV: Paragraph writing

41. With reference to banana farming in Samoa and uranium mining in Australia, write a paragraph to **contrast** the two main systems in terms of their nature and impacts; and **outline** why renewable resources in both systems need to be sustained.

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Skill Level 2
Skill Level 3

STRAND 5

Environmental Issues

Weighting 20

PART I: Mangroves



Use the Resource to answer Number 42 to 44.

42. Describe the practices that affect the Mangroves ecosystem.

Skill Level 2

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43. Explain the importance of mangroves to the natural environment.

Skill Level 3

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44. In Samoa, where are most of its mangrove forests located?

Skill Level 1

PART II: Inshore marine



Use the Resource to answer Number 45 to 46

45. Describe TWO different perspectives about inshore marines.

Skill Level 2

46. Identify an example of a conservationist in the resource.

Skill Level 1

47. Name ONE example of a cultural factor that affects the inshore marine.

Skill Level 1

PART III: Rainforests

Miss Wangari Maathai took a hard look at deforestation in her native African country of Kenya. In 1977, she started a small tree nursery in her backyard and founded the Green belt movement. The main goal of this highly regarded women's self help group is to organize poor women in Kenya to plant and protect millions of trees in order to combat deforestation. Since then, the Green belt group have planted and protected more than 40 million trees.

*(Adapted from : Miller, G & Spoolman, E. 2012. **Living in the Environment** 7th ed.)*

Use the Resource to answer Number 48 & 49.

48. Name the main factor that is negatively affecting the rainforests ecosystem in Kenya.

Skill Level 1

49. Explain how the interests of Miss Wanggari Maathai and the Greenbelt movement have contributed to environmental sustainability.

Skill Level 3

50. Name a favourable climatic condition for the growth rainforests.

Skill Level 1

PART IV: Paragraph writing

51. Choose an ecosystem you have studied and **discuss the protective** strategies taken by the government. Include a **definition** of ecosystem in your answer.

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 1
Skill Level 4