



MARKER CODE			

STUDENT EDUCATION NUMBER									



Samoa School Certificate

GEOGRAPHY

2015

QUESTION and ANSWER BOOKLET

Time Allowed: 3 Hours & 10 Minutes

INSTRUCTIONS

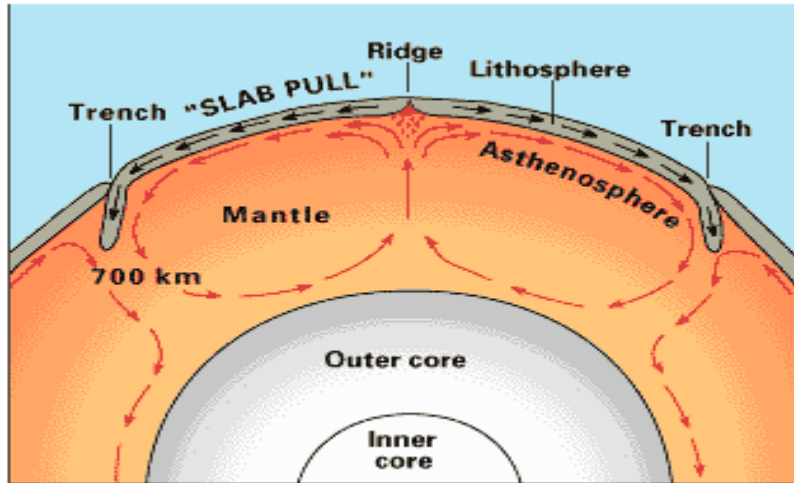
1. You have 10 minutes to read **before** you start writing.
2. Write your **Student Education Number** (SEN) in the space provided on the top right hand corner of this page.
3. Answer **ALL QUESTIONS**. Write your answers in the spaces provided in this booklet.
4. If you need more space for answers,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

STRANDS	Pages	Time (minutes)	Weighting
STRAND 1: PHYSICAL ENVIRONMENT	2	36	20
STRAND 2: POPULATION AND SETTLEMENT	8	36	20
STRAND 3: DEVELOPMENT STUDIES	14	36	20
STRAND 4: RESOURCES AND THEIR USE	19	36	20
STRAND 5: ENVIRONMENTAL ISSUES	25	36	20
TOTAL		180	100

Check that this booklet contains pages 2-30 in the correct order and that none of these pages is blank.

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

Study the diagram below to answer Number 1 to 3.



(Source: U.S. Geological Survey).

1. Name the process illustrated in the diagram

Skill level 1	
1	
0	
NR	

2. Define the term *asthenosphere*.

Skill level 1	
1	
0	
NR	

3. Explain the effects of the process shown in the diagram.

Skill level 3	
3	
2	
1	
0	
NR	

Study the map below to answer Number 4 to 6.



Source: <http://www.ezilon.com/maps/oceania-physical-maps.html>

4. Name a continental island from the map.

Skill level 1	
1	
0	
NR	

5. What type of island is Funafuti in Tuvalu?

Skill level 1	
1	
0	
NR	

6. Describe the physical process of the formation of a high Island.

Skill level 2	
2	
1	
0	
NR	

Study the island types below of to answer Number 7 to 9.

Island Types

Choiseul Island

Aitutaki Island



Source:http://globalwords.edu.au/units/Neighbours_JPY3_html/pop04_AustPacific_info.html

7. Name ONE (1) cultural activity in the islands shown above.

Skill level 1	
1	
0	
NR	

8. State ONE (1) factor that hinders economic development in the islands above.

Skill level 1	
1	
0	
NR	

9. Describe cultivation practices by people of both islands.

Skill level 2	
2	
1	
0	
NR	

Study the diagram below to answer Number 10 and 11.

WHAT DO CORAL REEFS DO FOR US?



King, M 1988, Coral Reefs in the South Pacific Handbook, SPREP

10. Explain the relationship between logging and the health of coral reefs.

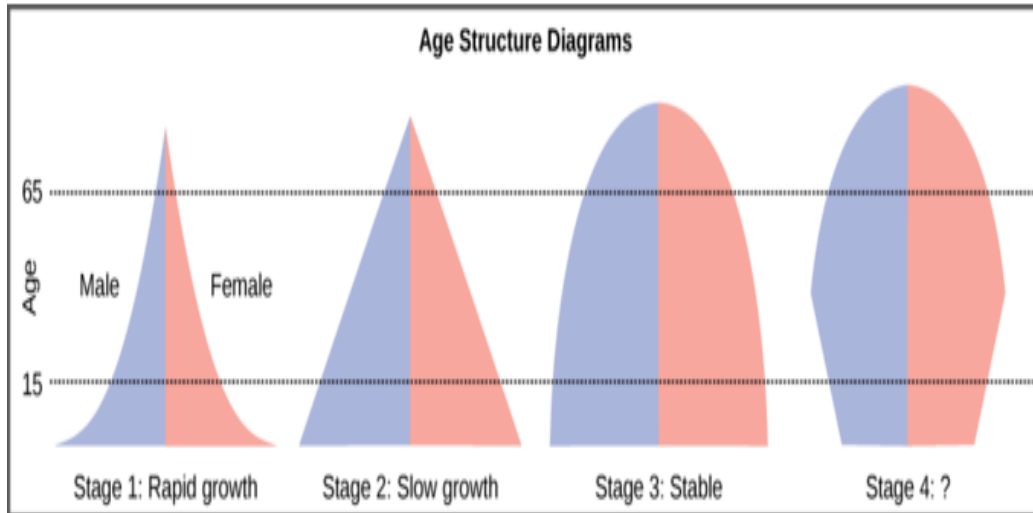
Skill level 3	
3	
2	
1	
0	
NR	

STRAND 2

POPULATION AND SETTLEMENT

WEIGHTING 20

Use the diagram below to answer Number 12 to 14.



Source: <https://www.boundless.com/biology/textbooks/boundless-biology-textbook/population-and-community-ecology-45/human-population-growth-253/age-structure-population-growth-and-economic-development-935-12192/>

12. Define *population change*.

Skill level 1	
1	
0	
NR	

13. What is the term for *stage 4* of the Age Structure Diagrams?

Skill level 1	
1	
0	
NR	

14. Which stage is Samoa at?

Skill level 1	
1	
0	
NR	

Use the article below to answer Question 15 to 17.

Hard Times in Apia?

The flow of rural migrants to greater Apia reflects certain push-pull factors that are also symptomatic of urbanization elsewhere in the Pacific Region, namely improved employment opportunities, education and healthcare (ADB, 2012). For the youth, pull factors might include the lure of a so-called modern urban lifestyle

**By Alec Thornton (Singapore Journal of Tropical Geography)
Samoa Observer (29/10/2015)**

Source: <http://samoaoobserver.ws/education/7761-hard-times-in-apia-urban-landlessness-and-the-church-in-samoa>

15. Using the article above define **urban drift**.

Skill level 1	
1	
0	
NR	

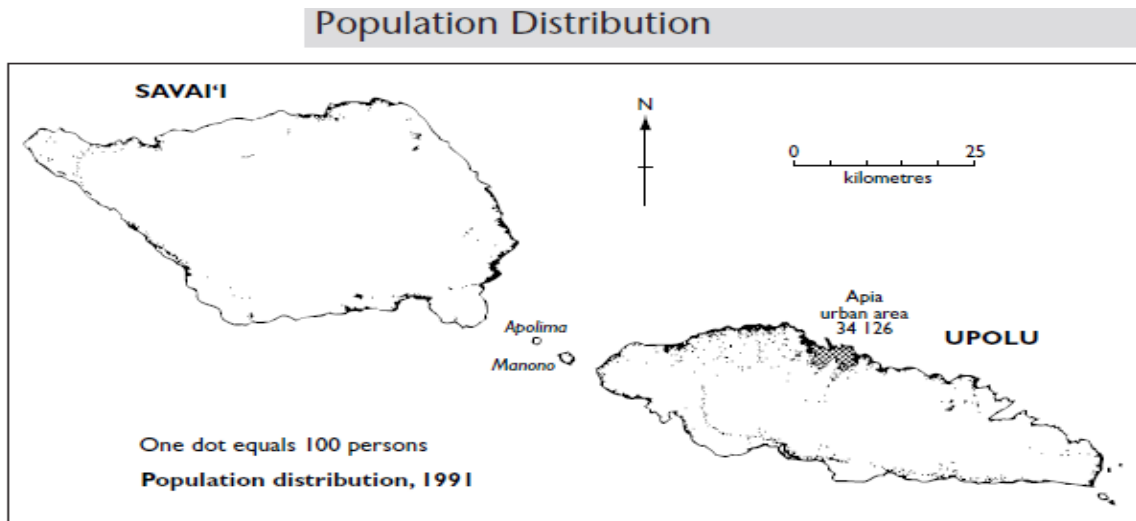
16. In terms of more youth being lured or pulled to Apia, provide an explanation of what would happen to the rural areas as a result of such movement.

Skill level 3	
3	
2	
1	
0	
NR	

17. Name a *pull factor* that draws population to urban areas.

Skill level 1	
1	
0	
NR	

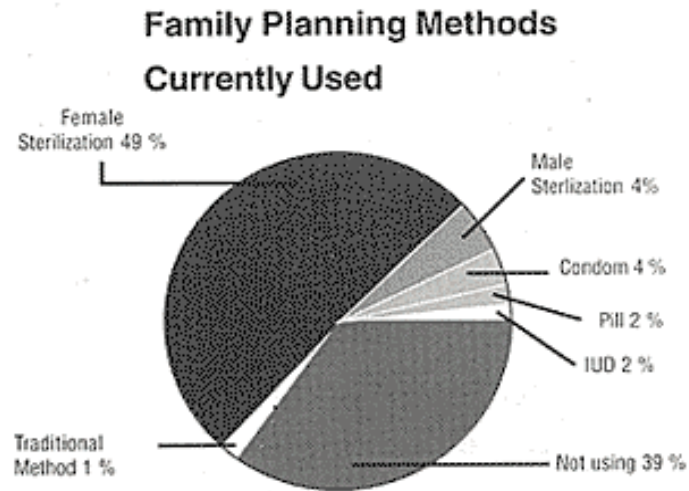
Study the map below to answer Number 18 to 20.



18. Describe the population distribution pattern in Samoa.

Skill level 2	
2	
1	
0	
NR	

Study the pie graph below to answer Number 21 and 22.



21. Which family planning method caused widespread resistance to government policies in India during the 1950s – 1970s?

Skill level 1	
1	
0	
NR	

STRAND 3

DEVELOPMENT STUDIES

WEIGHTING 20

Study the map below to answer Number 23 to 25.



Source: https://en.wikipedia.org/wiki/Development_geography

23. Define the term *development*.

Skill level 1	
1	
0	
NR	

24. The red coloured countries are called LEDC. What does LEDC stand for?

Skill level 1	
1	
0	
NR	

25. State TWO (2) measures of social development.

Skill level 2	
2	
1	
0	
NR	

Use the table below to answer Number 26 and 27.

	Brazil	UK
GNP (millions of US\$)	2,107,628	2,366,544
Population size	193,000,000	63,180,000
GNP per person	10,920	37,457

http://coolgeography.co.uk/GCSE/AQA/Development_Gap/What_isDev/What_is_Development.htm

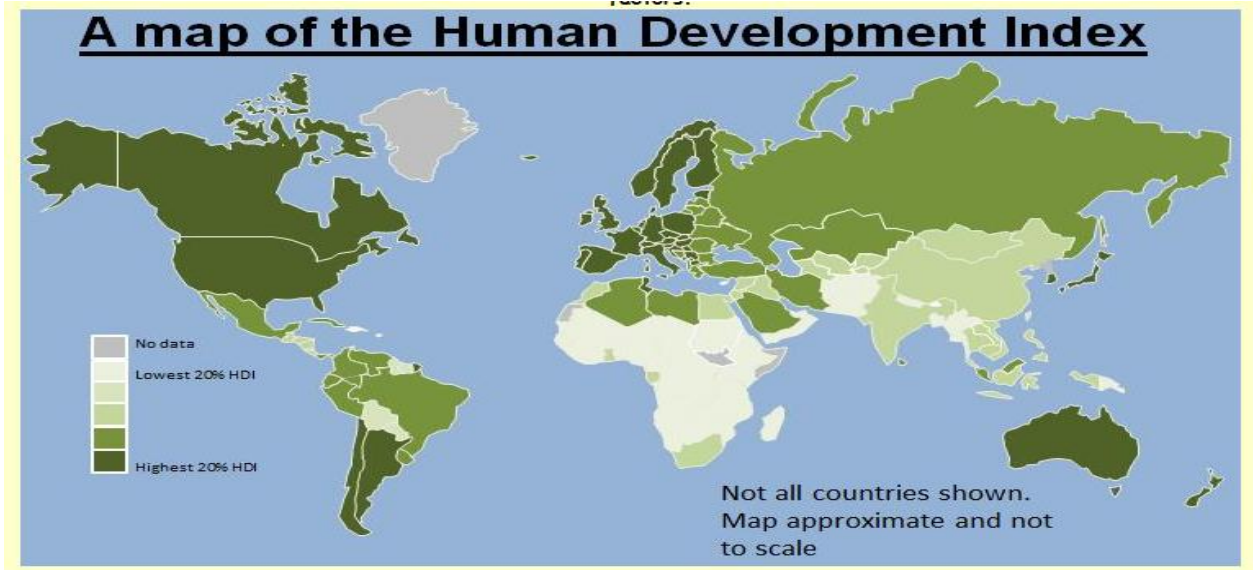
26. State ONE (1) reason why GNP is an important measure for development?

Skill level 1	
1	
0	
NR	

27. Give TWO (2) disadvantages of using GNP to measure development. Use evidence from the table.

Skill level 2	
2	
1	
0	
NR	

Study the map below to answer Number 28 to 30.



Source: http://coolgeography.co.uk/GCSE/AQA/Development_Gap/What_is_Dev/What_is_Development.htm

28. What development pattern can you see?

Skill level 1	
1	
0	
NR	

29. Name ONE (1) poor continent in terms of development from the map.

Skill level 1	
1	
0	
NR	

30. State ONE (1) feature of a rich economy you can see on the map.

Skill level 1	
1	
0	
NR	

STRAND: 4 RESOURCES AND THEIR USE WEIGHTING 20

Study the diagram below to answer Number 34 to 36.



34. Give an example of a *renewable resource* from the diagram.

Skill level 1	
1	
0	
NR	

35. Define the term *non-renewable resource*.

Skill level 1	
1	
0	
NR	

Study the photograph below to answer Number 37 to 39.



Source: <http://san.ag/web/bananas-the-crop-that-changed-the-world>

37. Define the term ***system approach***.

Skill level 1	
1	
0	
NR	

38. What happens to *banana farming* if the price of export falls?

Skill level 1	
1	
0	
NR	

39. What is ONE (1) effect of technology on banana farms?

Skill level 1	
1	
0	
NR	

Read the comments below to answer Number 40 to 43

“Nothing goes to waste, the peels, leaves and pseudo stems of the banana are used as animal feeds. In return, the manure from the animals is spread on the farm, thus maximizing the crop’s food security and economic potential.” says a farmer in Western Uganda.

<http://eastafrikanhighlandbananas.org/>

40. Name a sustainable practice.

Skill level 1	
1	
0	
NR	

41. Describe how this practice is using a system approach.

Skill level 2	
2	
1	
0	
NR	

STRAND 5: ENVIRONMENTAL ISSUES

WEIGHTING 20

BIODIVERSITY



Coral reefs support a great diversity of life form.

Source: King, M. 1988. Coral Reefs in the South Pacific Handbook. SPREP

45. Define '*marine conservationist*'.

Skill level 1	
1	
0	
NR	

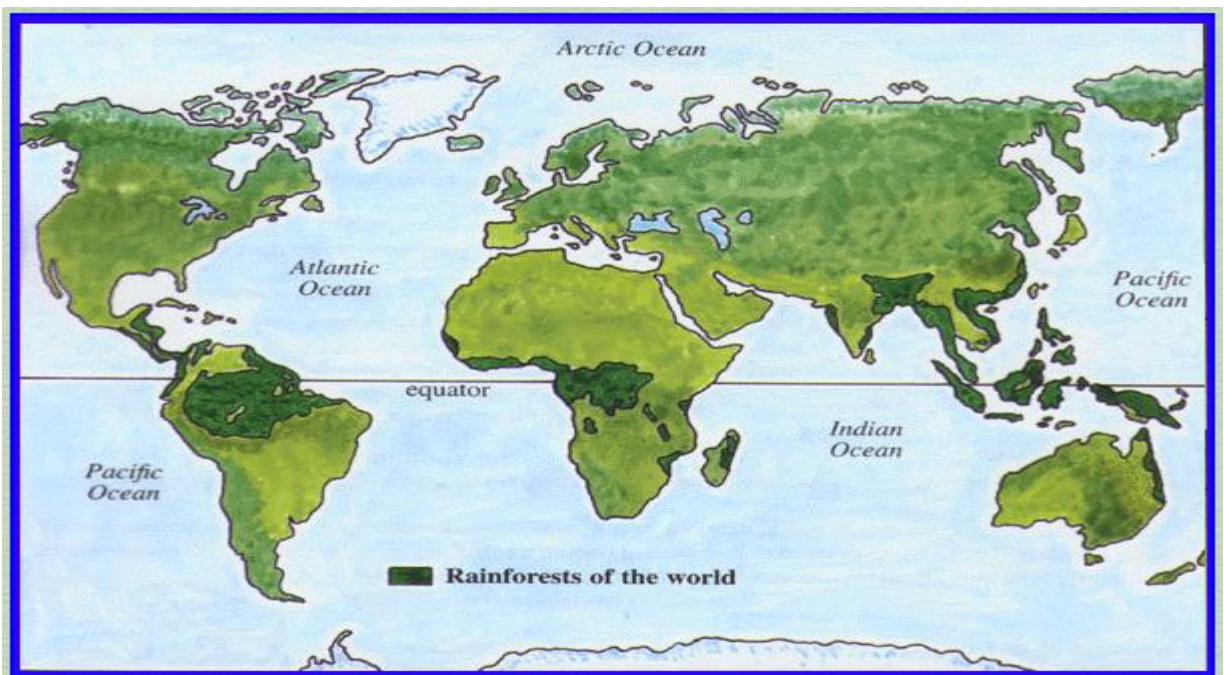
46. State ONE (1) factor that causes many of the marine animals to die.

Skill level 1	
1	
0	
NR	

47. Where are coral reefs found?

Skill level 1	
1	
0	
NR	

Study the map below to answer Number 47 to 50.



Source: <http://www.srl.caltech.edu/personnel/krubal/rainforest/Edit560s6/www/where.html>

48. State the location of rainforests.

Skill level 1	
1	
0	
NR	

49. From your answer in Number 48, give ONE (1) climatic characteristic of this location.

Skill level 1	
1	
0	
NR	

50. Provide a description of what an ecosystem is.

Skill level 2	
2	
1	
0	
NR	

Study the article below, and answer Number 51 to 54.

Our Mission is to keep Earth safe for the next generation, to provide education about the environment and to encourage sustainable development.

Knowledge about the Earth leads to better informed people, who make better decisions which will secure the future of our children and grandchildren.

Let's work on conserving natural resources, protecting wildlife and lowering carbon dioxide levels. We need to stop water pollution and save our oceans from wasteful and destructive fishing.

51. Define the term *sustainable development*.

Skill level 1	
1	
0	
NR	

52. Explain why it is important to encourage sustainable development.

Skill level 3	
3	
2	
1	
0	
NR	

53. Explain why it is difficult to conserve the natural environment.

Skill level 3	
3	
2	
1	
0	
NR	

54. List TWO (2) environmental issues the organisation is concerned with.

Skill level 2	
2	
1	
0	
NR	

55. PARAGRAPH WRITING

Discuss strategies for proper management of the environment. Give examples

Skill level 4	
4	
3	
2	
1	
0	
NR	

Student Education Number									

GEOGRAPHY

2015

(For Markers only)

STRANDS	Weight	Marker	Check Marker	Final Weighting
STRAND 1: PHYSICAL ENVIRONMENT	20			
STRAND 2: POPULATION AND SETTLEMENT	20			
STRAND 3: DEVELOPMENT STUDIES	20			
STRAND 4: RESOURCES AND THEIR USE	20			
STRAND 5: ENVIRONMENTAL ISSUES	20			
TOTAL	100			