INSTRUCTIONS

1. Write your Student Personal Identification Number (SPIN) in the space provided on the top right hand corner of this page.
2. Answer ALL QUESTIONS. Write your answers in the spaces provided in this booklet.
3. If you need more space for answers, ask the Supervisor for extra paper. Write your SPIN on all extra sheets used and clearly number the questions. Attach the extra sheets at the appropriate places in this booklet.

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<th>SECTION</th>
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<td><strong>SECTION B:</strong> Cultural Process</td>
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<td><strong>TOTAL</strong></td>
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Check that this booklet contains pages 2-31 in the correct order and that none of these pages is blank. You should also have a 7 pages Resource Booklet (106/2) with this exam paper.

YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION
During your Form Seven Certificate course, you have studied a geographic environment in the Pacific, focusing on interacting natural processes within it.

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

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:

The interacting natural processes operating within this geographic environment:
1. Identify the elements of TWO interacting natural processes that operate in the chosen geographic environment.

**Natural process 1:** ______________________________________________________________________

Elements: _______________________________________________________________________________

**Natural process 2:** ______________________________________________________________________

Elements: _______________________________________________________________________________

2.a. Describe the interactions between **Natural process 1** and **Natural process 2** in number 1 above.
You may illustrate with labeled diagrams.

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b. Evaluate how the interactions between **Natural process 1** and **Natural process 2** causes changes to the chosen geographic environment. You may illustrate with labeled diagrams.
3.a. Describe how TWO natural processes (which maybe at different rates and scales) operate in the chosen geographic environment. Illustrate clearly with labelled diagrams.
b. Compare and contrast the operation of the TWO natural processes in 3.a. above at the chosen geographic environment. Illustrate clearly with labelled diagrams.

_________________________________________________________
4.a. Define temporal variation.

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b. Describe the reasons for the local spatial and/or temporal variations in the operation of ONE natural process at the chosen geographic environment. You may illustrate your answer with labeled diagrams.

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Construct a sketch map of the chosen geographic environment. **Locate** and **name** FOUR different natural features found there. Use an appropriate title.

**Title:** _______________________________________________________

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b. Analyse how TWO of the located natural features (5a) were formed.

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c. Explain how natural processes have affected the distribution of natural phenomena in the chosen geographic environment. You may use labeled diagrams to illustrate your answer.

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6. Assess to what extent have natural processes been modified by human actions in the chosen geographic environment. You may use labeled diagram(s) to illustrate your answer.
SECTION B: A CULTURAL PROCESS

Total: 30 Marks

During your Form Seven Certificate course you have studied a cultural process using illustrative examples from two settings: one from a Pacific Island nation, the other from the rest of the World.

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

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:

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 Rest of the World setting:
1. On the map below, **locate** and **name** your Pacific Island and the rest of the World setting that you used as your geographic environment for this section.

**Title:** __________________________________________________________

**KEY:**

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2. Describe **TWO** elements of the chosen cultural process in the Pacific Island setting.

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3. Use the outline provided below to draw a sketch map of your rest of the world setting with an appropriate title. **Locate and name ONE**;

- natural attraction
- historical attraction
- economic element
- social element

**Title:** ________________________________
4.a Analyse the interactions of TWO elements of the chosen cultural process in the rest of the world setting. Illustrate with named examples.

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b. Analyse the interactions of TWO elements of the chosen cultural process in the Pacific Island setting. Illustrate with named examples.

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5. Compare and contrast how the chosen cultural process operates in your Pacific Island setting and in the rest of the world setting. You may use labelled diagrams to support your answer.
6a. Describe the spatial and/or temporal variations found in the operation of the chosen cultural process within your Pacific Island setting. Illustrate with named examples.
b. Account for the local spatial and/or temporal variations in the chosen cultural process within the Pacific Island setting. You may illustrate with diagrams.

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7. Assess TWO factors that have brought about changes in the chosen cultural process of the Pacific Island setting. Use labelled diagrams to support your answer.

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8. Assess the impact of the chosen cultural process on the environment of the Pacific Island setting.
SECTION C: GEOGRAPHIC SKILLS AND IDEAS TOTAL: 40 Marks

Complete ALL task in this section.

These tasks are based on the information provided in the separate Resource Booklet (No.106/2) and test your ability to apply geographic skills and ideas.

The tasks in this Section have been designed so that you can analyse the resources provided and gather information on the issue of Tropical Cyclone in Tonga Islands.

Task 1: Origin of Tropical Cyclone

Study Resource 1 then answer the questions that follow.

a. State the latitudes where cyclones for India originate at according to Resource 1.

_____________________________________________________________________
_____________________________________________________________________

b. Describe the distribution pattern of cyclones in the world shown by Resource 1.

_____________________________________________________________________
_____________________________________________________________________

c. Construct a % bar graph on the outline below to show the % of tropical cyclone occurrences by area as shown by Resource 1. Use appropriate title for your graph.

Title: _____________________________________________
Task 2: Cross-section of Tropical Cyclone
Study Resource 2 then answer the questions that follow.

a. Describe the interactions occurring in the eye of the cyclone shown in Resource 2.

______________________________________
______________________________________
______________________________________

b. State ONE characteristic of the eyewall shown in Resource 2.

______________________________________

Task 3: Cyclone Ian over Tonga Islands
Study Resources 3a. and b. then answer the questions that follow.

a. Choose the cross-section below that shows the direction of Cyclone Ian’s movement according to Resource 3a. Write your answer in the space below.

Choice: ____________

b. With reference to Resource 3b., state the location of Cyclone Ian (latitude and longitude) at 1am Friday.

Latitude: ________________________________

Longitude ________________________________
c. Describe the strength of Cyclone Ian between 1am Saturday and 1am Sunday.

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Task 4: Features of Cyclone Ian

Study Resources 4. then answer the questions that follow.

a. Draw an arrow (→) to show wind movement during a cyclone.
b. Analyse the climate features of Tonga during Cyclone Ian as shown in Resource 4.

Task 5: Impact of Cyclone Ian on People and Environment

Study Resources 5a. and b. then answer the questions that follow.

a. Compare and contrast Resources 5a. and b. based on where the photographer stood from, features shown by the two photos and purpose of each type of photo.
b. On the précis sketch of Resource 5b outline below, locate and label

- TWO different cultural features damaged by Cyclone Ian
- ONE natural feature on the foreground

**Precis Sketch**

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c. Evaluate the strength of Cyclone Ian shown by Resources 5a and b.

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Task 6: Occurrence of Tropical cyclones in Tonga

Study Resource 6 then answer the questions that follow.

a. With reference to Resource 6, draw an appropriate graph to show the trend for cyclone occurrence in Tonga. Use the appropriate title and key.

Title: _______________________________________________________

Task 7: Disaster Relief and Management Plan

Study Resources 7a., b. and c. then answer the questions that follow.

a. Classify Resources 7a, b & c into Before, During and After categories.

Before: ______________________________________________________________

During: ______________________________________________________________

After: _______________________________________________________________
b. Evaluate the effectiveness of the warning system for Cyclone Ian by reference to **Resources 5a & b and 7a.**

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c. Imagine you are asked by the Chief Executive Officer for Disaster Relief & Natural Resources Department to write a project proposal as a response to Resource 7c. The project proposal is to seek for aid and assistance from the Government as well as foreign aid for the Ha’apai Island Group that was greatly damaged by Cyclone Ian. Your task is to design the project based on evidences given by Resources 1-7.
## GEOGRAPHY

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<th>SECTIONS</th>
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