INSTRUCTIONS

1. Write your **STUDENT ENROLMENT NUMBER (SEN)** 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 spaces 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.
4. This paper is divided into **FOUR** sections. Answer ALL four sections.

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Check that this booklet contains pages 2-31 in the correct order and that none of the pages 30-31 has been deliberately left blank.

You should also have 8 pages Resource Booklet (No. 106/2) with this exam paper.

**YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**
SECTION A: GEOGRAPHIC SKILLS AND IDEAS

Complete ALL TASKS in this section.

These tasks are based on the information provided in the separate Resource Booklet (No. 106/2) 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 the issue of Sea Level Rising in Tuvalu.

Task 1: Location, Distance and Accessibility

Study Resource 1 then answer the question that follows.

a. Describe why location and distance could be a constraint for accessibility to the island country of Tuvalu.

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Skill level 2

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TASK 2: SEA-LEVEL CHANGES IN TUVALU

Study Resource 2 then answer the questions that follow.

a. Describe the main features of the graphs showing the regional distribution and relative sea level rise shown in Resource 2.

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TASK 3: CAUSES OF SEA LEVEL RISING

Study Resource 3 then answer the questions that follow.

a. Construct an appropriate diagram to show the main causes of sea level rise as shown in Resource 3.
TASK 4: IMPACTS OF SEA LEVEL RISING

Study Resource 4 then answer the questions that follow.

a. On the Continuum Line given below, identify the value positions of stories shared by i. Finiki and ii. Kennedy on how sea level rise impacted their lives as shown in Resource 4.

IMPACT OF SEA LEVEL RISES

LEAST AFFECTED                               GREATLY AFFECTED

KEY:

☐ i. SIAOSI FINIKI (Chief of Funafuti)

☐ ii. DON KENNEDY (Tuvaluan migrant)

b. Discuss the significance of changes socially, economically, politically and environmentally as consequences of sea level rise in Tuvalu.
TASK 5: STRATEGIES

Study Resource 5 then answer the questions that follow.

a. Identify ONE (1) action Tuvalu has taken on the local level to help mitigate impacts of sea level rising.

   Action (Letter only): __________________

b. Discuss the importance of regional and international actions such as Actions D and F for Tuvalu and its people.

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TASK 6: FUTURE OF TUVALU

Study Resource 6 then answer the questions that follow.

a. Explain the migration destination pattern of Tuvalu and its neighbouring countries shown in Resource 6.

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b. Discuss the following statement and come to a justified conclusion. Consider all resources in the Resource Booklet in order to come to a justified conclusion about the future of Tuvalu.

FIGHTING IMPACTS OF SEA LEVEL RISE ON TUVALU AND MANY LOW LYING ISLANDS IN OUR PACIFIC REGION IS EVERYONE'S RESPONSIBILITY.
SECTION B: NATURAL PROCESSES

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 B and should therefore 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:

The interacting natural processes operating within this geographic environment:
1. Describe how elements are involved in forming ONE named natural process in the chosen geographic environment, as shown in the diagram below.

**Named natural process:** ________________________________
2. Interpret the diagram below using TWO named natural processes operating in the chosen geographic environment.

GEOGRAPHIC ENVIRONMENT

Named natural processes: 1. ___________________________________________
2. ___________________________________________

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Skill level 3
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3. Analyse how **ONE** (1) high order natural process operates in the chosen geographic environment. You may use diagrams to illustrate your answer.

**High Order Process:** ____________________________________________
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4a. Define temporal variations.

b. Analyse **TWO** (2) different forms of temporal patterns found in the operation of natural processes at the geographic environment. You may use labelled illustrations to support your answer.
5. Identify **TWO** (2) interacting natural processes that affect the distribution of one named natural phenomena in the geographic environment.

**Process A:** __________________________________________

**Process B:** __________________________________________

**Named natural phenomena:** _____________________________
6. Discuss **TWO** (2) effects of the changes to the natural processes as a result of human actions at the geographic environment. You may illustrate your answer with labelled diagrams.
<table>
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<tr>
<th>Skill level 3</th>
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SECTION C: 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, 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 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. On the world map below, (i) locate and (ii) name the Pacific island nation and the rest of the World settings you have studied.

KEY:

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<th>Skill level 1</th>
<th>i.</th>
<th>ii.</th>
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</table>
2. Discuss **TWO** (2) elements interacting in the cultural process at your Pacific Island setting. You may use illustrative diagrams to support your answer.
3. Illustrate with labelled diagrams how the operation of the studied cultural process at both settings (Pacific Island nation and Rest of the World) are similar and different to each other.

<table>
<thead>
<tr>
<th>SIMILARITY</th>
<th>Pacific Island Nation Setting</th>
<th>Rest of the World Setting</th>
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<tr>
<td>DIFFERENCE</td>
<td>Pacific Island Nation Setting</td>
<td>Rest of the World Setting</td>
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4. Describe **ONE** (1) local spatial variation in the cultural process within the Pacific island nation setting. You may use labelled diagrams in your answer.

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5. Evaluate TWO (2) factors that have brought about changes in the operation of the studied cultural process at your Pacific Island nation setting. You may use illustrations to support your answer.
6. IMPACTS

Discuss the effects of the cultural process on the environment at the rest of the World setting. You may use illustrations to support your answer.
SECTION D: 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:

Name of the Pacific Island(s) studied:
1. Define ‘contemporary issue’.

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2. Describe the geographic location of the issue. You may use labelled map and/or diagram to support your answer.

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3. Identify the groups and/or individuals involved in the issue.

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4. Evaluate the different viewpoints, values and perceptions of the issue. You may draw labelled diagrams to support your answer.

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5. Explain suitable **courses of actions** to address the issue. You may draw labelled diagrams to support your answer.

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<th>Skill level 3</th>
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6. Provide a full justification of **ONE** (1) proposed solution for the contemporary geographic issue.
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