

MARKER CODE



Student Personal Identification Number

# South Pacific Form Seven Certificate

# GEOGRAPHY

## 2014

### QUESTION and ANSWER BOOKLET

Time allowed: Two and a half hours

#### **INSTRUCTIONS**

Write your **Student Personal Identification Number (SPIN)** in the space provided on the top right hand corner of this page.

Answer **ALL QUESTIONS**. Write your answers in the spaces provided in this booklet. 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.

Major Learning Outcomes (Achievement Standards)	Skill Level			Weight /Time
	Band 1 <i>Basic</i>	Band 2 <i>Proficient</i>	Band 3 <i>Advanced</i>	
<b>GeoA:</b> Demonstrate understanding of a geographic environment in the Pacific, focusing on interacting natural processes	11 questions	2 questions	1 question	18% 45 min
<b>GeoB:</b> Demonstrate understanding of a cultural process operating within geographic environments at the local, national or global level	11 questions	2 questions	1 question	18% 45 min
<b>GeoC:</b> Able to apply geography skills, concepts and ideas	12 questions	3 questions	2 questions	24% 60 min
<b>TOTAL</b>	<b>34</b> <b>questions</b>	<b>7</b> <b>questions</b>	<b>4</b> <b>questions</b>	<b>60%</b> <b>150 min</b>

Check that this booklet contains pages 2-20 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.**

**SECTION A: Natural Processes**

***Demonstrate understanding of a geographic environment in the Pacific, focusing on interacting natural processes***

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

In the frames below, name the natural process studied, the geographic environment and the interacting natural processes that you have studied.

**Natural Process studied**

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**Name of the Pacific geographic environment studied**

Country:
Area:

**Name the interacting natural processes operating within this geographic environment**

--

A1a

Draw an annotated map of your chosen geographic environment. On it mark the distribution of TWO natural features that are found in your chosen geographic environment.

*e.g. for coastal features examples might be headlands, bays, coral reefs: for river features examples might be waterfalls and flood plains.*

**Complete all basic mapping conventions**

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

Basic	Level
Excellent	
Weak	
NR	

Basic	Level
Excellent	
Weak	
NR	

Basic	Level
Excellent	
Weak	
NR	













**SECTION B: Cultural Processes**

***Demonstrate understanding of a cultural process operating within geographic environments at the local, national or global level***

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.

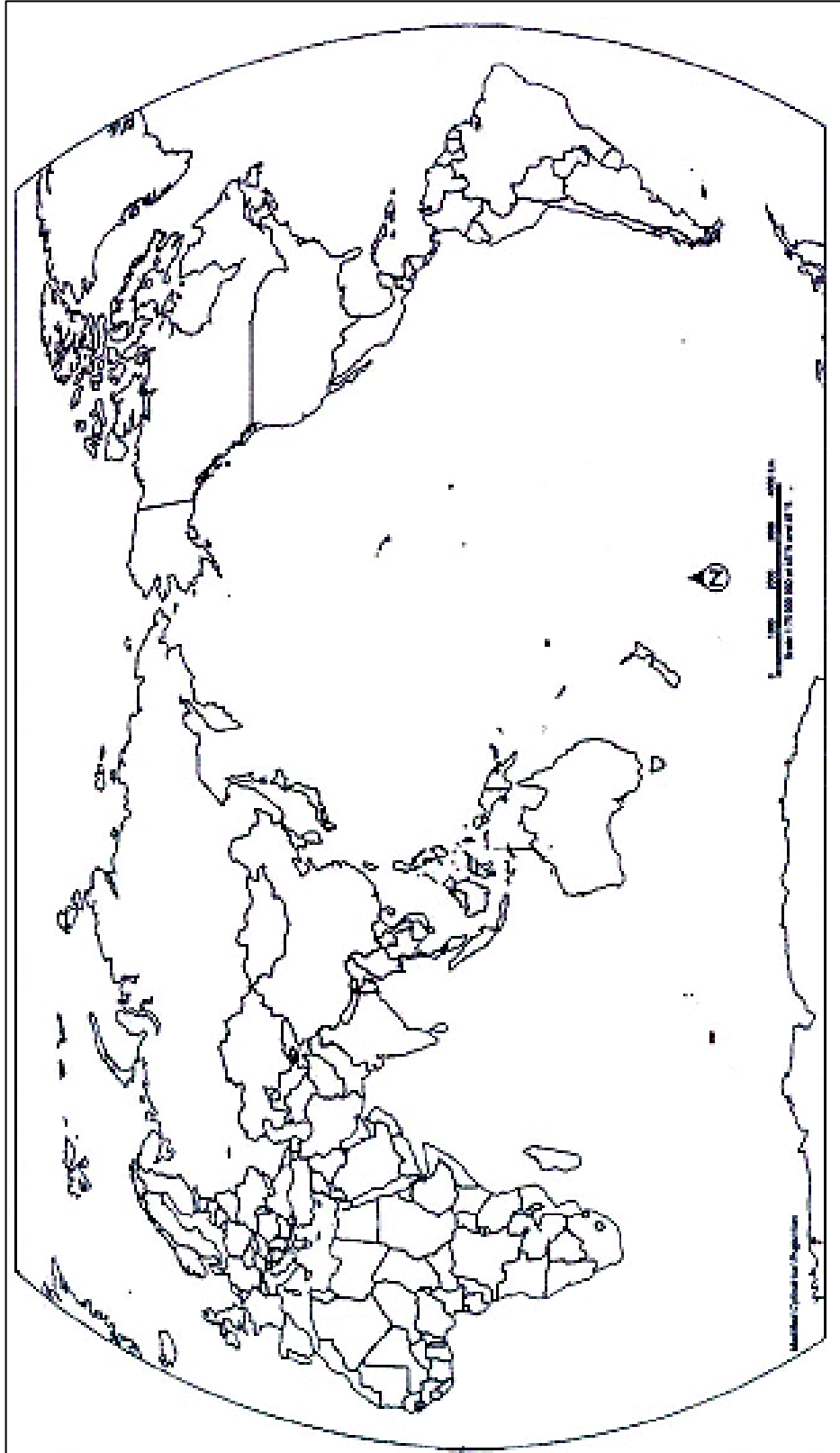
In the frames below, name the cultural process that you have studied.

**Cultural Process studied**

**Name of the Pacific Island Nation setting**

**Name of the rest of the world setting (Overseas setting) such as New Zealand, Australia**

B1 On the map below, name and locate your Pacific Island nation setting and your overseas setting.



Basic	Level
Excellent	
Weak	
NR	

Basic	Level
Excellent	
Weak	
NR	



B4	<p>Describe ONE spatial variation in the cultural process that occurs in the Pacific Setting</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Basic</th> <th style="width: 50%;">Level</th> </tr> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Basic	Level	Excellent		Weak		NR									
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B5a	<p>Describe how any TWO factors of the cultural process (Social, Cultural, Economic, Political, Natural and or Technological) have changed over time. Give specific changes and case study detail from your environment</p> <p>Factor 1 _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Factor 2 _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Basic</th> <th style="width: 50%;">Level</th> </tr> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Basic</th> <th style="width: 50%;">Level</th> </tr> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Basic	Level	Excellent		Weak		NR		Basic	Level	Excellent		Weak		NR	
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B5b	<p>Describe in detail the reasons WHY these changes you have covered in B5a above have occurred.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Proficient</th> <th style="width: 50%;">Level</th> </tr> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Moderate</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </table>	Proficient	Level	Excellent		Moderate		Weak		NR							
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## SECTION C: 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) and test your ability to apply geographical 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 tourism in Queenstown, New Zealand. Extra maps to aid your understanding of the issue are given on Page 9.

### Task 1: Interpretation of resources: Introduction

Read the Introduction and study the photographs on Page 1 and 2 of the Resource Booklet to answer the questions which follow.

*Assessor's use only*

C1a	<p>Give one piece of evidence from the resources that confirms the following statements are true.</p> <p>Tourists visit Queenstown in both summer and winter.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Tourism causes economic hardship to the ratepayers.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Queenstown is one of the fastest growing regions in New Zealand.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Proficient</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Moderate</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Proficient	Level	Excellent		Moderate		Weak		NR	
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C1b	<p>Give one example of a feature from the <b>natural</b> environment identified in the introduction.</p> <p>_____</p> <p>Give one example of a feature from the <b>cultural</b> environment identified in the introduction.</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR			
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**Task 2: Interpret visuals such as photographs including vertical and obliques, satellite images, cartoons and pictures.**

*Assessor's use only*

<p>C2a</p>	<p>Study the photographs marked A – D and the satellite photograph with locations marked 1 - 4 on Page 3 of the resource booklet.</p> <p>Locate each of the Photographs matching them to the correct locations 1-4 on the satellite photograph.</p> <table border="1" data-bbox="395 515 916 739"> <thead> <tr> <th>Photograph</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>A</td> <td></td> </tr> <tr> <td>B</td> <td></td> </tr> <tr> <td>C</td> <td></td> </tr> <tr> <td>D</td> <td></td> </tr> </tbody> </table>	Photograph	Location	A		B		C		D		<table border="1" data-bbox="1284 504 1532 705"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR	
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A																				
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D																				
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<p>C2b</p>	<p><b>Interpret visuals such as photographs.</b></p> <p>Study photographs E and F on Page 4 of the Resource Booklet.</p> <p>1. Draw a labelled sketch of the main features of the photograph F in the space below and label/name the main features.</p> <div data-bbox="183 1131 1260 1881" style="border: 2px solid black; height: 335px; margin: 20px 0;"> </div>	<table border="1" data-bbox="1284 1310 1532 1512"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1284 1556 1532 1758"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR		Basic	Level	Excellent		Weak		NR			
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**Task 3: Topographic Map Interpretation.**

Study the Topographic map and satellite Photograph of Queenstown on Page 5 and 6 of the Resource Booklet.

		<i>Assessor's use only</i>	
C3a	<p>1. How can you tell that Lake Wakatipu is used for transport?</p> <p>_____</p> <p>_____</p>	<b>Basic</b>	<b>Level</b>
		Excellent	
		Weak	
		NR	
C3b	<p>Using the scale given with the map,</p> <p>Measure the straight line distance from trig beacon ▲ A39U at the top of the Gondola to A3BC at Kelvin Height</p> <p>_____ km.</p> <p>What is the length of the Skyline Gondola cable.</p> <p>_____</p>	<b>Basic</b>	<b>Level</b>
		Excellent	
		Weak	
		NR	
C3c	<p>What recreational activity is found at grid reference 695650?</p> <p>_____</p> <p>What activity is located at 681674?</p> <p>_____</p>	<b>Basic</b>	<b>Level</b>
		Excellent	
		Weak	
		NR	
C3d	<p>In which direction is Two Mile creek flowing?</p> <p>_____</p> <p>In which direction would you travel from Queenstown CBD to Sunshine Bay?</p> <p>_____</p>	<b>Basic</b>	<b>Level</b>
		Excellent	
		Weak	
		NR	
C3e	<p>Why is there little residential land to the north of Queenstown. Give evidence from the map to back up your answer.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<b>Proficient</b>	<b>Level</b>
		Excellent	
		Moderate	
		Weak	
		NR	



<p>C3f</p>	<p>Referring to Resource 3a and b on Page 5, give ONE advantage the Satellite photograph has over the Topographical map.</p> <hr/> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR									
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<p>C3g</p>	<p><b>Précis Map Construction</b></p> <p>Refer to on page 5 of the Resource Booklet to complete the précis map</p> <p>From the maps and satellite photographs, complete the following précis map using the key provided to show</p> <ul style="list-style-type: none"> <li>(i) The Skyline Gondola</li> <li>(ii) Kelvin Heights peninsula</li> <li>(iii) Two Mile Creek</li> </ul> <div style="border: 1px solid black; height: 150px; width: 100%; margin: 10px 0;"> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Skyline Gondola         </div> <div style="text-align: center;"> <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Kelvin Heights Peninsula         </div> <div style="text-align: center;"> <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> Two Mile Creek         </div> </div>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR		Basic	Level	Excellent		Weak		NR	
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### Task 4: Interpretation of models and diagrams

Refer to the Population Pyramid for Queenstown and New Zealand, on page 7 of the Resource Booklet to answer the following questions.

*Assessor's use only*

C4a	<p>Which age group dominates in Queenstown?</p> <p>0-15, 16 -65, 65+</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Basic</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Basic	Level	Excellent		Weak		NR			
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C4b	<p>Give TWO ways in which Queenstown's population differs from that of New Zealand's population as shown in the population pyramids.</p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<table border="1"> <thead> <tr> <th>Proficient</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td></td> </tr> <tr> <td>Moderate</td> <td></td> </tr> <tr> <td>Weak</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Proficient	Level	Excellent		Moderate		Weak		NR	
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