**HOME LEARNING KIT GEOGRAPHY – YEAR 12**

**WORKSHEET 2**

**STRAND: Human Geography**

**Sub Strand: Agriculture. (Lesson 49 - 53)**

**ESSAY WRITING**

With reference to Fiji or New Zealand, discuss **two** environmental problems caused by agriculture and **two** ways to reduce the problem.

|  |  |
| --- | --- |
| Environment   * Pollution * Soil degradation * Loss of biodiversity * Destruction of habitats | WAYS TO MINIMIZE THE PROBLEMS   * Controlled agriculture - * Sustainable agri. - * Agroforestry - * Appropriate technology (Aquaponics/hydroponics) – |

Extra Reading

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| --- |
| “Soil degradation due to soil erosion and nutrient depletion is an increasingly serious problem in Fiji. Even more alarming is the added problem of declining availability of arable lands, agricultural land use has expanded over 200 percent over the last four decades. Demands from other land uses have also shown similar increases and they often take over the good agricultural lands, thus moving agriculture onto marginal lands.”   Agriculture includes crops and livestock grazing. The farming systems in Fiji are largely influenced by weather, thus, tailored to suite the different climatic patterns or zones (wet or dry) of the country. In the dry zones of the main islands, monocropping of sugarcane is planted extensively on the arable flats and up and down slopes greater than 15 degrees and pine (*Pinus carribea*) in the uplands.  The wet zone is where most subsistence semi-commercial and commercial planting of immature and mature ginger, taro and other root crops are primarily concentrated. With the recent interest in mahogany, (*Sweetenia macrophylla*), plantations have been set-up in the upland system known in agroforestry circle as the Taungya system. In this system, trees and crops are planted together and when the tree canopies closed, crops are withdrawn to let the trees grow mature. Mahogany is mainly concentrated in the wet zone.  Vegetables are intensively cultivated in Sigatoka valley in the intermediate zone and on scattered areas in the wet zone.   * Increase in Fiji’s population over the decades has placed pressures on the land, particularly marginal lands and this has resulted in significant land degradation and soil erosion. * The small size of farms, (960 percent <3 ha) force farmers into intensive farming (monocropping) for high output, short-term production with minimal or no fallow periods. * Due to competition and pressures for land subsistence, gardens are forced onto steeper slopes. * Soil loss measurement shows that agricultural productive base in all areas are eroding at a rate higher than economically acceptable. * Pressures on land indicate an urgency to increase sustainable production per unit area, however, there is poor understanding of land use/crop type and land capability. * Burning of cane trash is a widespread practice and repeated over years, combined with long or no fallows resulting in serious fertility depletion and soil loss. * Widespread culture of burning and wild fires in forested areas causing ‘Talasiga’ areas. * Vulnerability to disasters and droughts increased more acutely as land and water resources degraded due to poor adoption and application of land husbandry practices.   **Reference**: *Atish Prasad Land Use Planning Section, Department of Land Resources Planning & Development, Ministry of Agriculture, Sugar & Land Resettlement, Fiji* |

|  |
| --- |
| Fiji has experienced increasingly intense and unpredictable weather events such as droughts, floods and cyclones. This has dramatically impacted farmers in Fiji, and there has now been a recognized need for more sustainable [agriculture](https://borgenproject.org/new-agriculture-methods-utilized-by-small-farmers/) in Fiji.  Sustainable farming practices, rather than aggravating the various effects of climate change, make way for more environmentally friendly practices that increase food security and improve livelihoods. One project that is currently active in Fiji is the Climate Change Adaptation through Sustainable Agricultural Project, which has been funded by the Pacific American Climate Fund and implemented by the Foundation for Rural Integrated Enterprises and Development. This [project](https://www.pacificclimatechange.net/project/climate-change-adaptation-through-sustainable-agriculture-fiji) focuses specifically on incorporating traditional farming practices, and 200 farmers from eight communities have been selected to become involved in this initiative.  Another [project](http://www.pacific.undp.org/content/pacific/en/home/ourwork/povertyreduction/successstories/farming.html) implemented by the Organic Matters Foundation, in partnership with a nongovernmental organization called Tei Tei Taveuni, has sought for the implementation of chemical-free farming practices, a more sustainable alternative to chemical-laden cultivation. 160 farmers attended lessons on soil biology and learned about the benefits of switching to organic farming. Instead of using chemicals to fertilize their crops, farmers in this project have started to use locally sourced materials such as seaweed and corals. The transfer and exchange of knowledge was an important aspect within this project, and the knowledge regarding the benefits of chemical free farming has spread to other areas in Fiji. Reference:  Miho Kitamura, BORGEN PROJECT |

**HOME LEARNING KIT GEOGRAPHY – YEAR 13**

**WORKSHEET 2**

**STRAND: Physical Geography**

**Sub Strand: Hydrology. (Lesson 32 - 36)**

**Definitions:**

(i) aquifer (ii) artesian well

(iii) confluence (iv) drainage basin

(v) zone of saturation (vi) hydraulic action

**Short Answer Questions**

(i) State **two** uses of surface water

(ii) Explain how the size of a river channel influences its velocity and ability to erode effectively.

**Resource Interpretation**

Use the graphs below and your knowledge to answer the questions that follow.



Source: *https://www.e-education.psu.edu*

(i) Identify the percentage of freshwater in the total global water system.

(ii) State a generalisation based on the graphs above.

**HOME LEARNING KIT SOCIAL SCIENCE – YEAR 10**

**WORKSHEET 2**

**STRAND 2-TIME, CONTINUITY AND CHANGE (LESSON 24-27)**

MULTIPLE -CHOICE

1. Who was Fiji’s temporary governor after Cession?

A. J.B. Thurston B. R. S. Swanston

C. Sir Hercules Robinson D. Sir Author Gordon

2. The officer that looked after the province in the 1876 Fijian Administration was the

A. Roko B. Turaga ni koro

C. Chiefs D. Buli

3. Who set up the Native Affairs Ordinance of 1876?

A. Layard B. Swanson

C. Gordon D. Robinson

**SHORT ANSWERS**

1. List two of Gordons views on native policy.

2. Name the officers who held the following positions in the temporary government

(i) Colonial Secretary-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(ii)Secretary for Native Affairs-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RESOURCE INTERPRETATION**

Fill in the blanks in the following

(i)\_\_\_\_\_\_\_\_\_\_\_

Deputy Governor

Secretary for Native Affairs

(ii)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PARAGRAPH WRITING**

In a paragraph discuss the problems faced by Sir Author Gordon and the situation in Fiji when he arrived.

**HOME LEARNING KIT HISTORY – YEAR 12A**

**WORKSHEET 2**

**STRAND: Time, Continuity and Change.**

**Sub Strand: International Relations (WW2) (Lesson 26-30)**

**Resource Interpretation (1)**



i) State **two** social problems faced by people as the result of the issue

highlighted in the resource in the 1930s.

ii) Explain how the issue highlighted above made some countries to use

aggressive tactics.

**Resource Interpretation (2)**



1. Name the person in the cartoon and state what he was trying to achieve in this cartoon.
2. Name the book he wrote to show this dream of his.
3. Name the political party he was the leader of.

**HOME LEARNING KIT GEOGRAPHY – YEAR 12A**

**WORKSHEET 2**

**STRAND: Human Geography**

**Sub Strand: Tourism**

With reference to either Australia or Fiji, explain **four** problems the tourism industry experiences and suggest ways in which these problems could be minimized.

|  |  |
| --- | --- |
| **PROBLEMS** | **WAYS THESE PROBLEMS HAVE BEEN MINIMISED** |
| 1. **Leakages**  -foreign owned hotels so money is moving out of the country esp. profits.  -management positions held by foreigners so money is sent back to families who are overseas.  -import of goods and food items that are sold in hotels esp. fruits, meat and alcohol. | -Encourage local involvement in the tourism industry e.g. owning hotels, businesses etc.  -Eco Tourism sites and activities e.g. village tours, Naval village  -Village Based Tourism e.g. Namada Plantation walk. |
| 2. **Expiry of Land Leases**  -most of the land where hotel are built on are leased from native landowners. Disputes can arise between the two parties and as a result, land leases may not be renewed. | - Good relationship with landowners esp. payment of land leases.  -Providing employment to villagers e.g. Denarau hotels provide employment for Nadi villagers. |
| 3. **Political Instability**  -coups experiences in the country 1987, 2000,2006.  After the coup’87’hotel occupancy rate dropped to 25%, 2000 – 15% | -Having a democratically elected government where everyone is happy.  -reduce political instability to improve tourist numbers. |
| 4. **Natural Hazards**  -Tropical Cyclones affect the group during cyclone season ( Nov – April)  Have led to damages to hotels, beaches destroyed etc.  -Floods cause destruction to low lying areas esp. roads, bridges that cut off links to major areas e.g. Nadi Town was devastated after the January floods 2009. | -strategies set up for evacuation incase q mjor natural hazard occur. |

**HOME LEARNING KIT HISTORY – YEAR 11**

**WORKSHEET 2**

**Strand: Government and Governance**

**Sub-strand: Administration**

**Essay**

Write an essay of 150 – 200 words on the following

Discuss three reasons why a variety of ethnic and cultural groups migrated to Fiji

(**Reference:** Cultural Interaction and Integration- Unit 1)

**HOME LEARNING KIT SOCIAL SCIENCE – YEAR 9**

**WORKSHEET 2**

**Strand**: Social Organisation and Processes

**Sub strand**: Regional Agency

1. **MULTIPLE-CHOICE QUESTIONS**
2. The headquarters of the Secretariat of the Pacific Community (SPC) is in  
   A. Tarawa, Kiribati. C. Auckland, New Zealand.  
   B. Brisbane, Australia. D. Noumea, New Caledonia.
3. The long form of the abbreviation PFL is  
   A. Pacific Forum Line. C. Pacific Fisheries Line.  
   B. Pioneer Freight Link. D. Popular Forum Limited.
4. The University of the South Pacific has its main campus and headquarters in  
   A. Fiji. C. Samoa.  
   B. Tonga. D. Tuvalu.
5. The main concern of the South Pacific Regional Environment Program is

A. nature conservation. C. population

B. political relocation D. education.

1. **RESOURCE INTERPRETATION**   
   Use the resource below and your knowledge to answer the questions that follow.

|  |
| --- |
| Miss Pacific Islands launches sustainable tourism campaign on ... |

Source: *http:// motorcyclepict.com*

1. Identify the agency shown above and state the year it was established.
2. State arole of the agency shown in the resource given above.

**HOME LEARNING KIT GEOGRAPHY – YEAR 11**

**WORKSHEET 2**

**STRAND: Physical Geography**

**Sub Strand: Soil**

**Essay**

**With reference to Fiji, discuss three impacts of human activities on soil and suggest three conservation measures that can minimize these impacts**

**(students to use exercise book)**