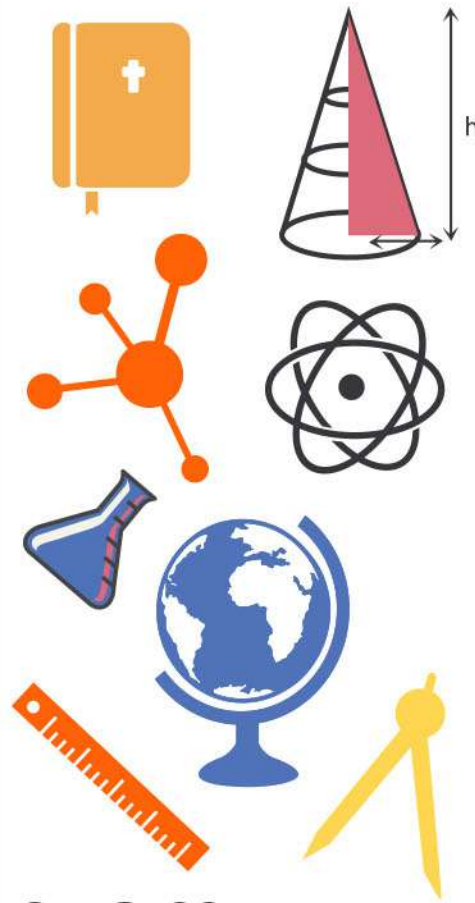


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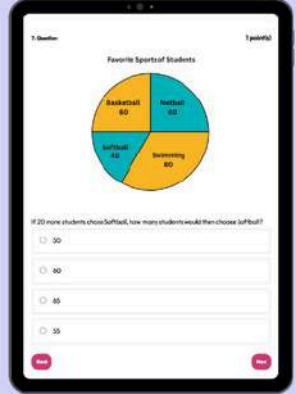


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GEOGRAPHY

PAPER 2 5109/2

Tuesday **3 JUNE 2025** 9:00 A.M.–11:30 A.M.

Additional materials:
Calculator

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS AND INFORMATION TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided at the top of this page.

This paper accounts for 40% of the total marks. There are 8 questions in this booklet.

Candidates must answer any **FOUR** questions from a total of eight questions. If you attempt more than **FOUR** questions only the first **FOUR** answers will be marked. All questions carry twenty-five marks. The mark for each part-question is given in brackets [].

ALL candidates are required to write their answers in the spaces provided for each question.



This question paper consists of 33 printed pages and 3 blank pages.

Question 1

- (a) Study **Figure 1.1**, which is a photograph showing weather instruments inside a Stevenson screen.

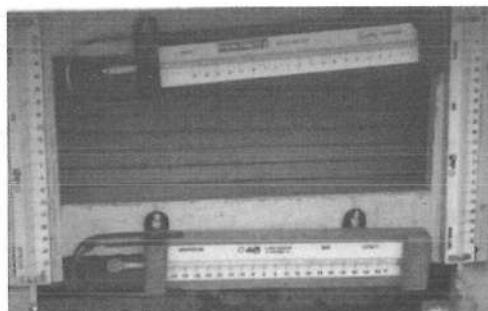


Figure 1.1

- (i) What type of weather instruments are shown in the Stevenson screen in **Figure 1.1**?

_____ [1]

- (ii) State the **TWO** types of weather data which are measured by the instruments shown in **Figure 1.1**.

1. _____

2. _____ [2]



- (iii) Study **Figure 1.2** which shows a Stevenson screen.



Figure 1.2

Describe **THREE** characteristics of the Stevenson screen shown in **Figure 1.2**.

1. _____

 2. _____

 3. _____

- [3]

- (iv) Explain **TWO** factors that must be considered when finding a suitable location for the Stevenson screen.

- _____
- _____
- _____
- _____
- [4]

- (b) Study **Figure 1.3** which shows a weather map for a particular area.

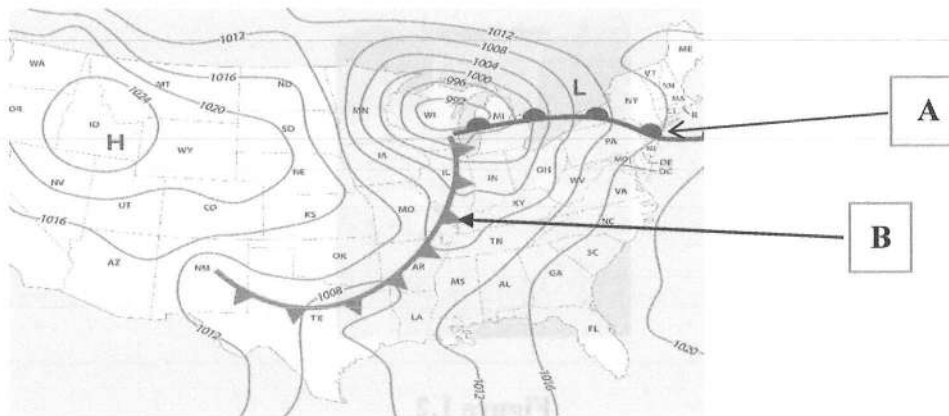


Figure 1.3

- (i) Describe **THREE** differences between the weather systems labelled **A** and **B** on **Figure 1.3**.

[3]

- (ii) Select a word from the word bank to identify the weather symbols shown below.

Word bank

Drizzle	Fog	Snow	Thunderstorm
---------	-----	------	--------------

Weather Symbols	

_____	_____
_____	_____
_____	_____

[4]

- (c) (i) Identify **TWO** weather conditions that are obtained from satellite images.

[2]

- (ii) Describe the weather conditions of a category 4 hurricane.

[2]

- (iii) Describe the impact of a category 4 hurricane on residents of The Bahamas.

[4]

[TOTAL: 25 MARKS]



Question 2

Study **Figure 2.1** below which shows volcanoes and other related features.

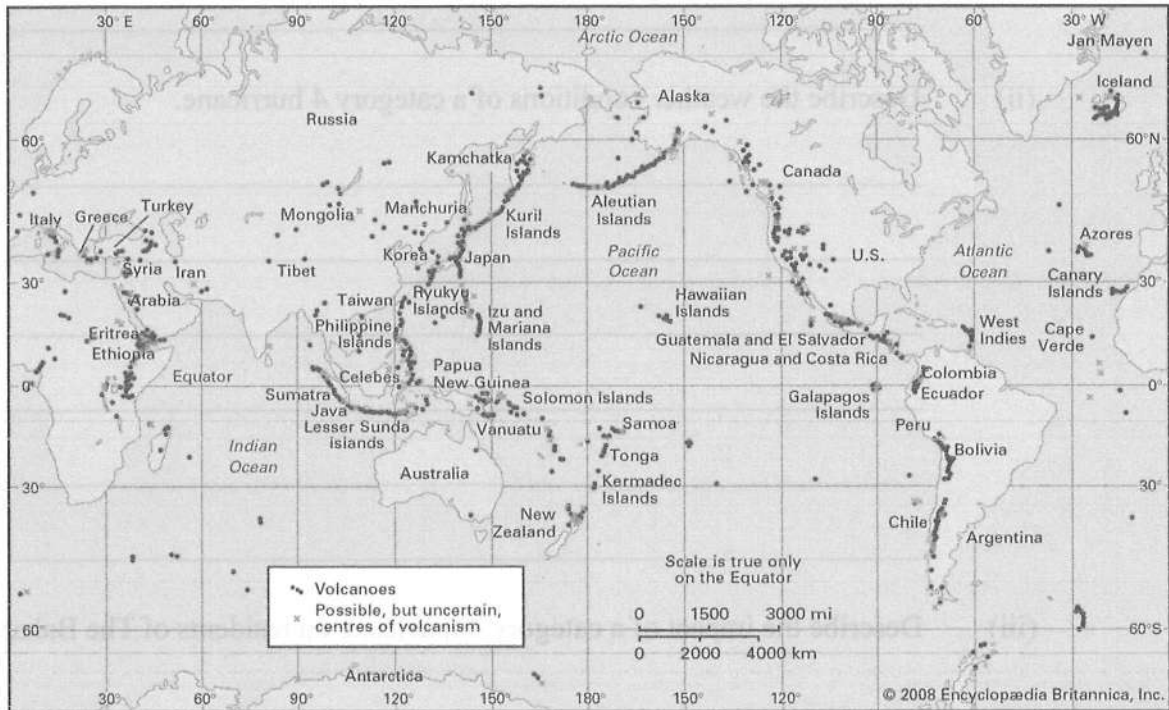


Figure 2.1

- (a) (i) Name a profession that studies volcanoes.
- _____ [1]
- (ii) Describe the distribution of volcanoes shown in **Figure 2.1**.
- _____
- _____ [2]
- (iii) Identify **THREE** countries in South America where active volcanoes are found as shown in **Figure 2.1**.
1. _____ 2. _____ 3. _____ [3]



The photograph below shows an erupting volcano.

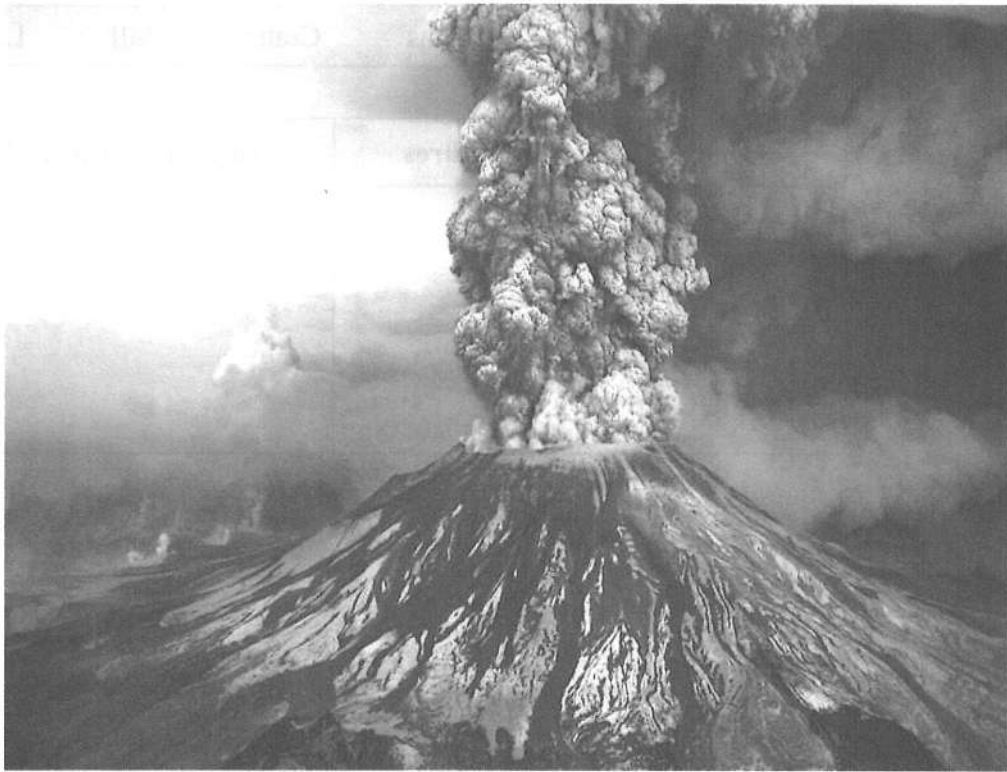


Figure 2.2

- (b) (i) Study the photo in **Figure 2.2** and describe the sides of the volcano shown.

_____ [1]

- (ii) Explain **TWO** conditions needed for the formation of a caldera.

1. _____
2. _____ [2]

- (iii) Describe **THREE** characteristics of a shield volcano.

_____ [3]

- (c) (i) Use the words below to place them into the section they are best situated. [5]

Volcanic cone	Laccoliths	Crater	Sill	Lava plateau
---------------	------------	--------	------	--------------

Extrusive Igneous Features	Intrusive Igneous Features

- (d) (i) Explain **TWO** benefits that people enjoy as a result of volcanic eruptions. [4]

- (ii) Explain **TWO** ways in which volcanic eruptions negatively impact people and the environment. [4]

[TOTAL: 25 MARKS]



Question 3

Study the diagrams in **Figure 3.1** and **Figure 3.2** showing a type of rock that is found in many countries throughout the Caribbean.

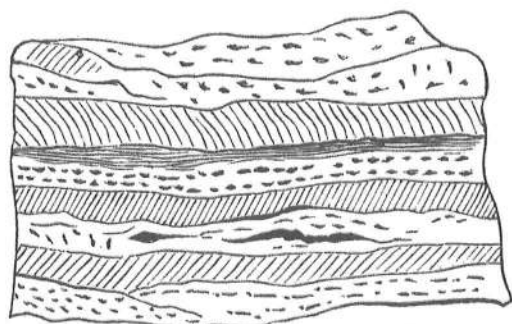


Figure 3.1

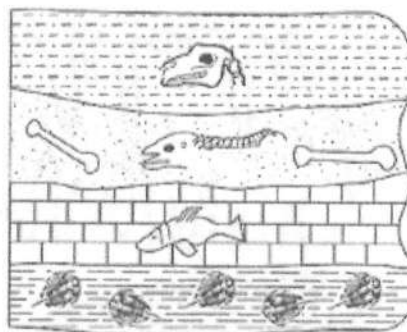


Figure 3.2

Early horses
Dinosaurs
Armoured fish
Trilobites

- (a) (i) What type of rock is shown in **Figure 3.1** and **Figure 3.2**?
_____ [1]
- (ii) Using evidence from **Figure 3.1** and **Figure 3.2** only, describe **TWO** characteristics of the rock shown.

_____ [2]
- (iii) Name **TWO** examples of the rock shown in **Figure 3.1** and **Figure 3.2**.
_____ [2]

Figure 3.3 shows features found in a typical limestone area. Use the diagram to answer questions 3(b) (i) – 3(b) (iii).

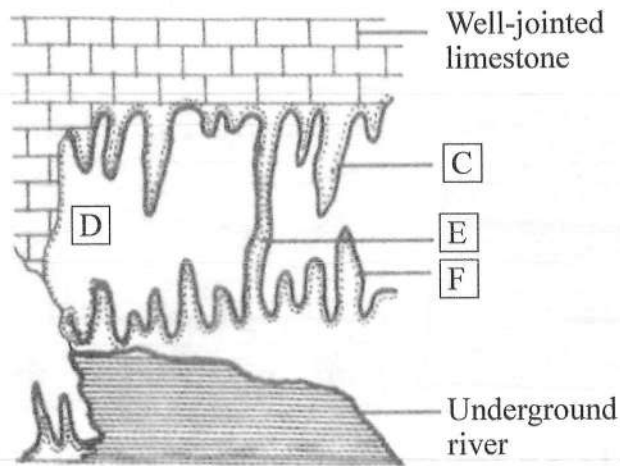


Figure 3.3

- (b) (i) Identify the features labelled C–F shown on the diagram in **Figure 3.3**.

C: _____

D: _____

E: _____

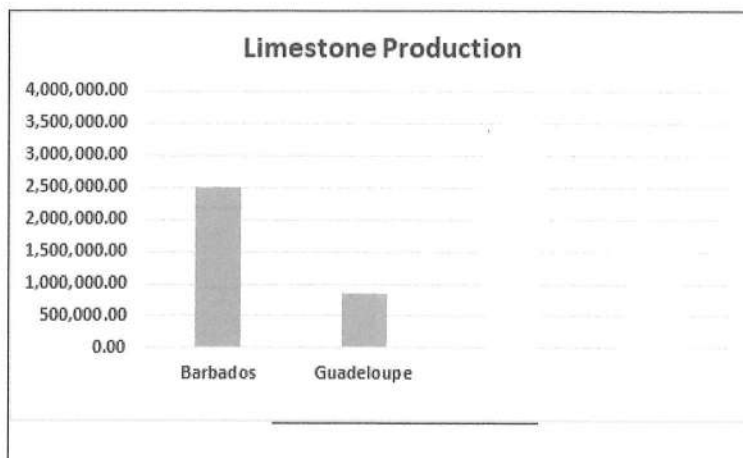
F: _____ [4]

- (ii) Explain how the feature labelled 'E' was formed.

_____ [4]



- (iii) Complete the bar graph below using the information from Table 1.



[2]

Limestone production in the Caribbean 2017

Country	Limestone (tonnes)
Barbados	2,500,000
Guadeloupe	850,000
Jamaica	3,400,000
Trinidad and Tobago	1,500,000

Table 1

- (c) Explain **TWO** limitations of landscapes formed by Carboniferous limestone for farming.

[4]

- (d) Explain **THREE** economic benefits of limestone.

[6]

[TOTAL: 25 MARKS]



Question 4

Study **Figure 4.1** which shows a photograph of the main power station in The Bahamas.



Figure 4.1

- (a) (i) Describe the location of the power station in **Figure 4.1**.
_____ [1]
- (ii) Describe **TWO** features of the power station shown in **Figure 4.1**.

_____ [2]
- (b) Discuss **TWO** advantages and **TWO** disadvantages of using fossil fuels.
- Advantages:** _____

- Disadvantages:** _____

_____ [4]

[Turn over



- (c) Study **Figure 4.2** which shows a renewable energy source that is becoming popular in The Bahamas.

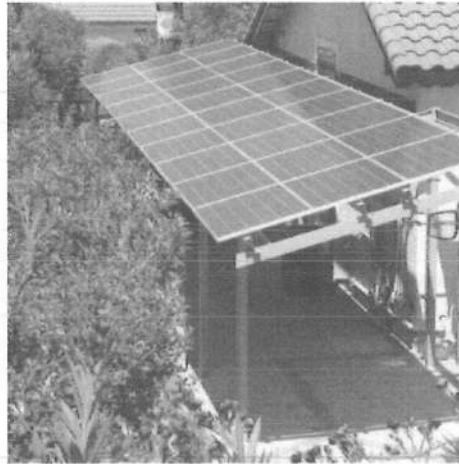


Figure 4.2

- (i) Describe the solar panels shown in **Figure 4.2**.

_____ [1]

- (ii) Suggest **TWO** possible reasons for the location of the device shown in **Figure 4.2**.

_____ [2]

- (iii) Give **THREE** reasons why solar energy is important in a country like The Bahamas?

_____ [3]



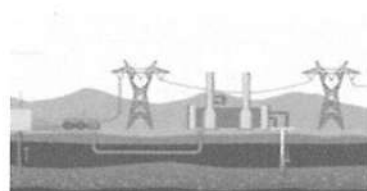
- (d) (i) Explain the difference between **renewable** and **non-renewable** energy resources.

[2]

- (ii) Study the photos and categorise the energy resources as either **renewable** or **non-renewable**.



(a)



(b)



(c)



(d)

[4]

- (iii) Explain **THREE** environmental concerns that may arise from oil drilling in The Bahamas.

[illegible]

[TOTAL: 25 MARKS]



Question 5

- (a) Study **Figure 5.1** which is a diagram showing a tundra ecosystem.

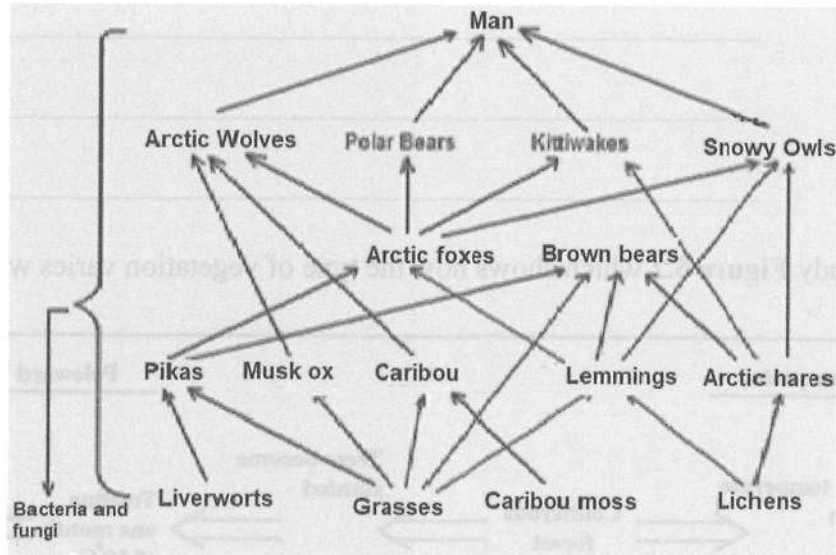


Figure 5.1

- (i) Define the term ecosystem.

[1]

- (ii) Use **Figure 5.1** to complete the table below to identify the species.

Parts of the Ecosystem	Species
Primary producer	
Herbivore	
Carnivore	

[3]

- (b) (i) State **TWO** countries in the Caribbean with tropical rainforests.

1. _____

2. _____

[2]

- (ii) Describe the floor of the tropical rainforest.

[2]

- (c) Study **Figure 5.2** which shows how the type of vegetation varies with latitude.

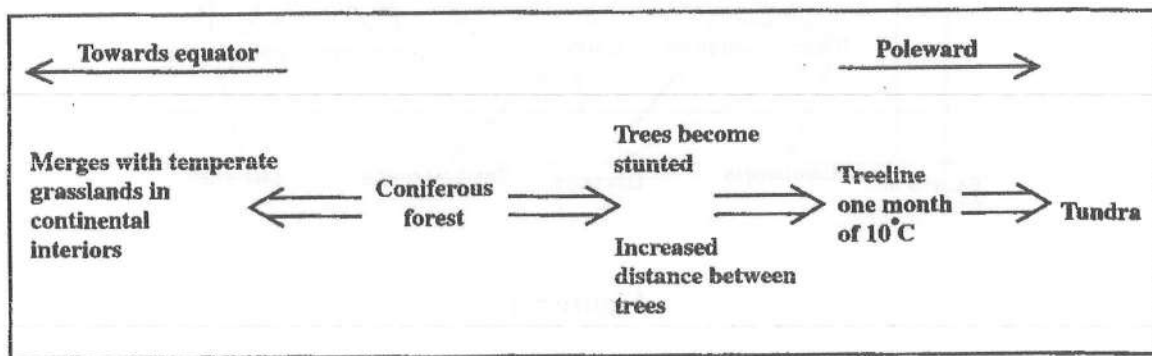


Figure 5.2

- (i) Using **Figure 5.2**, state **TWO** changes which occur in coniferous forest as one moves poleward.

[2]

- (ii) Using **Figure 5.2**, state the change in vegetation type as the coniferous forest merge with the continental interior.

[1]



- (iii) Explain how **TWO** characteristics of coniferous trees help them to adapt to their environment.

[4]

- (d) (i) Name **TWO** types of trees found in Bahamian Mixed Tropical Broadleaf Coppice.

(a) _____

(b) _____ [2]

- (ii) Describe **TWO** ways in which Mixed Tropical Broadleaf Coppice Forests are used sustainably in The Bahamas.

[4]



- (e) “Despite the overwhelming value mangroves provide, they are being exploited and destroyed around the world.”

Explain **TWO** ways in which the areas of mangroves in The Bahamas have been destroyed.

[4]

[TOTAL: 25 MARKS]



Question 6

- (a) Study **Figure 6.1** which is a graph showing the urban population in economically developed and economically developing areas around the world.

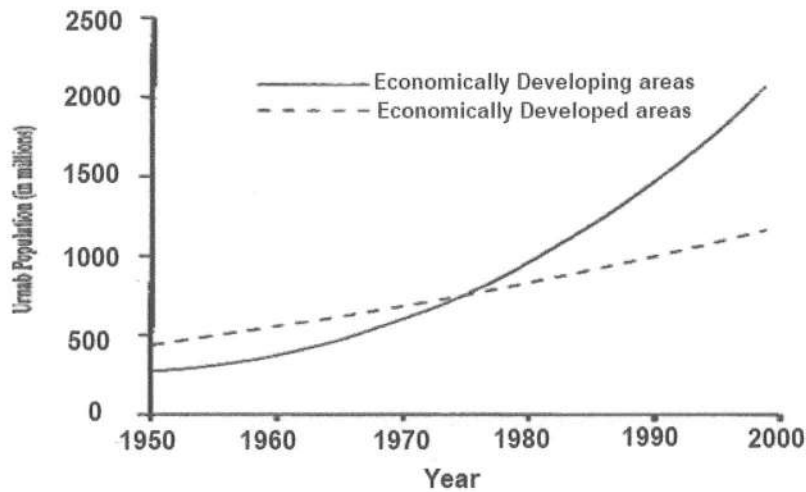


Figure 6.1

- (i) What was the urban population in economically developed areas in 1960?
- _____ [1]
- (ii) Calculate the difference between the urban population in economically developed and economically developing areas in the year 1990. You should show your calculations

Answer: _____

[2]

- (iii) Compare the urban population in economically developed and economically developing areas. You should use statistics in your answer.

[3]

- (b) Explain the differences between the following terms:

- (i) rural and urban settlements

[2]

- (ii) site and situation of settlements

[2]



- (c) Study **Figure 6.2** which is a sketch map of a city in the Caribbean.

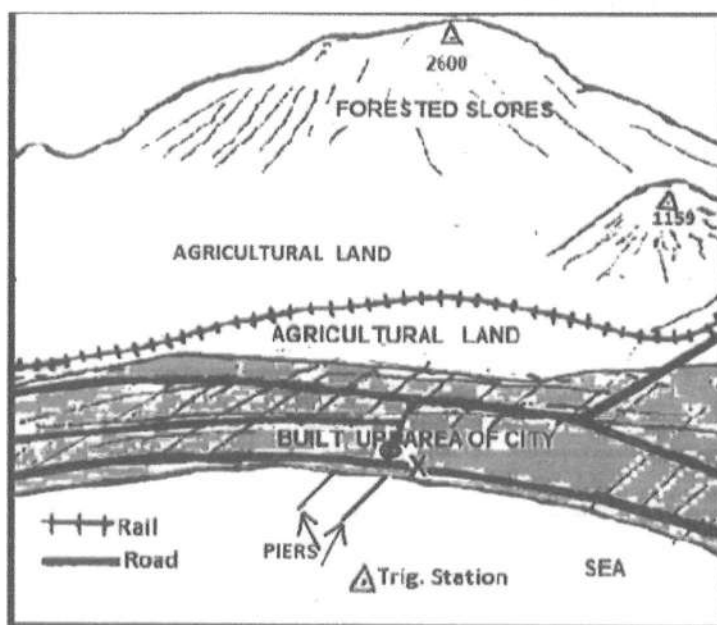


Figure 6.2

- (i) Identify **TWO** modes of transportation from **Figure 6.2**.

_____ [2]

- (ii) State **ONE** reason why there been a decrease in the use of railway lines in Caribbean cities.

_____ [1]

- (iii) Suggest **TWO** reasons for the location of the city shown as X in **Figure 6.2**. You should develop your ideas.

[4]

- (d) (i) State **TWO** factors that lead to the development of shanty towns.

1.

2.

[2]

- (ii) Explain the problems people living in shanty towns may experience.

[6]



[TOTAL: 25 MARKS]

Question 7

Study **Figure 7.1** which is a map of The Bahamas.

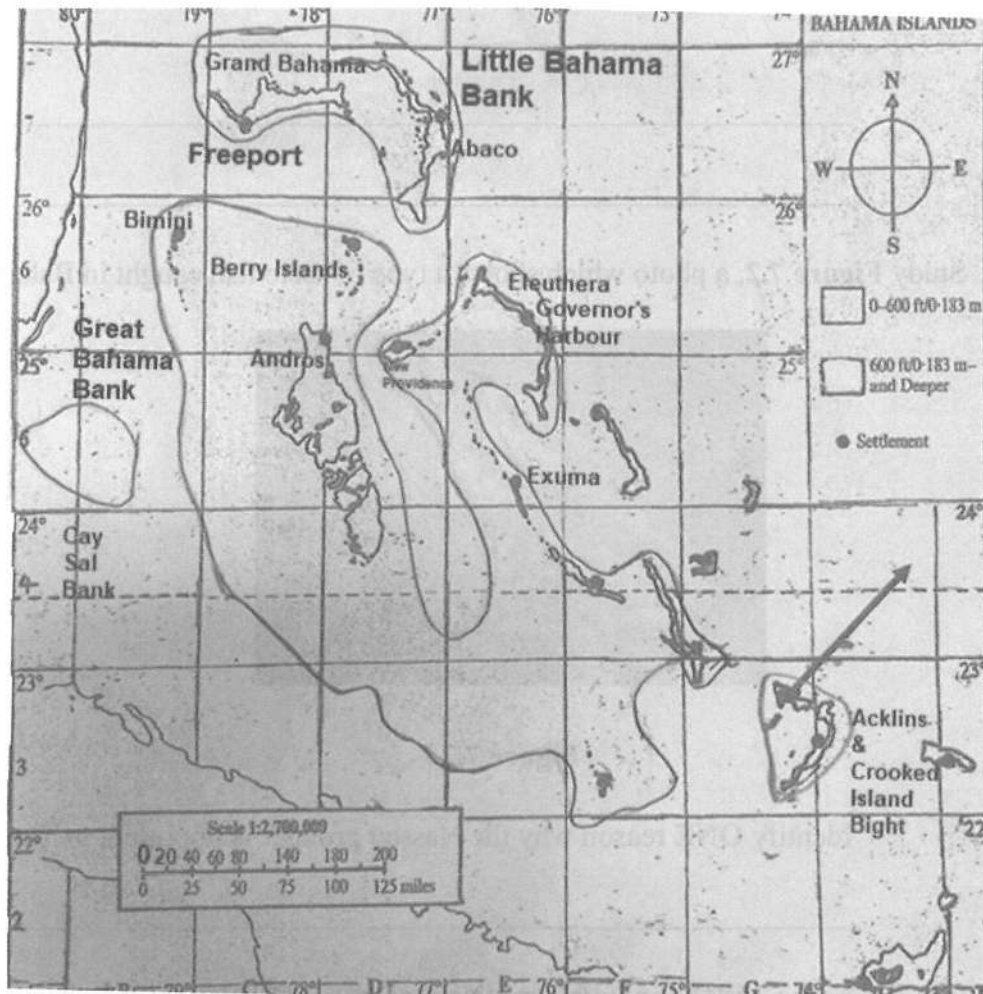


Figure 7.1

- (a) (i) Use **Figure 7.1** to calculate the distance from Governor's Harbour, Eleuthera to Freeport, Grand Bahama in miles.
- _____ [1]
- (ii) Name **TWO** islands located on the largest fishing bank.
1. _____
2. _____ [2]

- (iii) Compare the Little Bahama Bank to the Great Bahama Bank.

[3]

- (b) Study **Figure 7.2**, a photo which shows a type of scale fish caught in Bahamian waters.

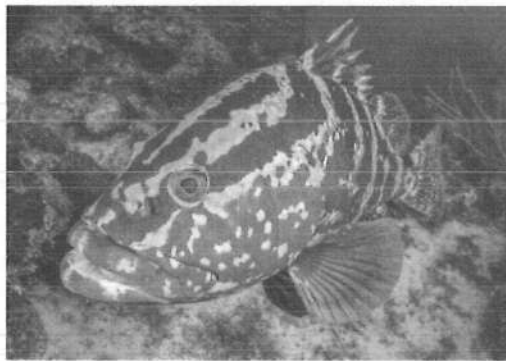


Figure 7.2

- (i) Identify **ONE** reason why the Nassau grouper is important to The Bahamas.

[1]

- (ii) Name **TWO** non-edible marine resources extracted from Bahamian waters.

1.

2.

[2]

- (iii) State **TWO** threats that are experienced in The Bahamian fishing industry.

1.

2.

[2]



- (c) (i) Suggest **FOUR** ways in which The Bahamian fishing industry can overcome some of the challenges it faces.

[4]

- (ii) Describe **TWO** commercial fishing methods used to obtain fish in Bahamian waters.

[4]



- (d) Explain the economic benefits of the fishing industry to The Bahamas. You should develop your ideas.

[6]

[TOTAL: 25 MARKS]



Question 8

- (a) Study **Figure 8.1** and **Figure 8.2** which are showing exports to The Bahamas from the USA and the European Union.

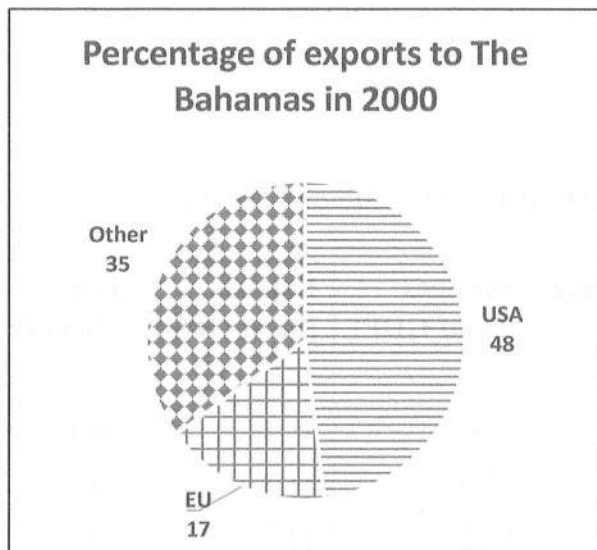


Figure 8.1

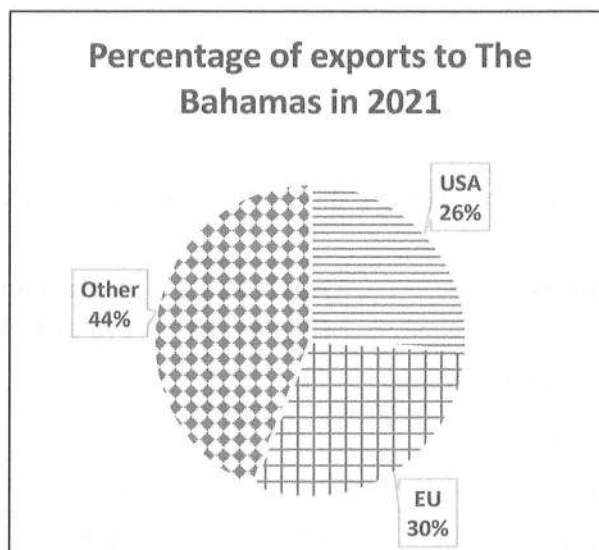


Figure 8.2

- (i) Which trading partner exported more products to The Bahamas in 2000?
- _____ [1]
- (ii) In which year did exports from the EU to The Bahamas exceed exports from the USA?
- _____ [1]
- (iii) Which trading partner had a decline in exports to The Bahamas between 2000 and 2021?
- _____ [1]
- (b) (i) What does the acronym **OPEC** stand for?
- _____ [1]

- (ii) State **TWO** differences between domestic and international trade.

[2]

- (c) Table 1 shows the structure of selected CARICOM economies (2010).

Countries	Agriculture (% of GDP)	Manufacturing (% of GDP)	Services (% of GDP)	Exports (% of GDP)	Imports (% of GDP)
Antigua and Barbuda	2.0	19.9	78.1	46.3	56.5
The Bahamas	2.2	15.2	82.6	41.5	50.1
Dominica	13.2	14.9	71.9	31.7	54.4
St. Lucia	32.2	16.6	80.2	47.2	60.3
Trinidad and Tobago	0.6	5.3	47.0	63.7	36.7

Source: World Data Bank

Table 1

- (i) Which country has the highest contribution of agriculture to the GDP?

[1]

- (ii) Which country experienced the largest trade deficit in 2010?

[1]

- (iii) Compare the economic structure of The Bahamas with Trinidad and Tobago. You should use statistics in your answer.

[4]



- (d) (i) State **THREE** measures Caribbean countries take to protect the domestic producers.

1. _____

2. _____

3. _____ [3]

- (ii) Describe **TWO** benefits and **TWO** problems that countries have from membership in trading blocs such as CARICOM.

Benefits

Problems

[4]

- (e) Suggest how a country with a trade deficit can improve its balance of payments. You should develop your ideas.

[illegible]

[TOTAL: 25 MARKS]



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GEOGRAPHY

PAPER 5 5109/5

Wednesday **28 MAY 2025** 10:15 A.M.–11:45 NOON

Additional materials:
Calculator, Protractor

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS AND INFORMATION TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on this booklet.

Answer **ALL** questions. This paper accounts for 20% of the total marks. There are 3 questions in this booklet. The mark for each question is given in brackets []. All questions carry twenty-five marks.

ALL answers should be written in the spaces provided for each question unless otherwise indicated. Sketch-maps and diagrams may be drawn whenever they serve to illustrate an answer.

This question paper consists of 17 printed pages and 3 blank pages.

Question 1

A group of students carried out a field study to investigate the extent of fishing in a community in terms of age, the average catch per trip and the main fishing methods. They came up with the following hypotheses for their study:

Hypothesis 1: Most of the fishermen use spearing as the main method of fishing.

Hypothesis 2: Most of the fishermen are over 39 years old.

The tables below show a tally of the information collected.

Table 1

Average Age of Fishermen

Age Group	Number/Tally
Under 20	
20-29	
30-39	
40-49	
50-59	
Over 60	

Table 2

Methods of Fishing Used

Methods of Fishing	Tally
Line Fishing	
Trapping	
Spearing	
Other	

Table 3

Frequency of Fishing Trips

Number of days per week	Tally
1	
2	
3	
4	
5	

Table 4

Average catch per trip

Weight in pounds	Tally
Under 100	
100 – 199	
200 – 299	
300 and over	

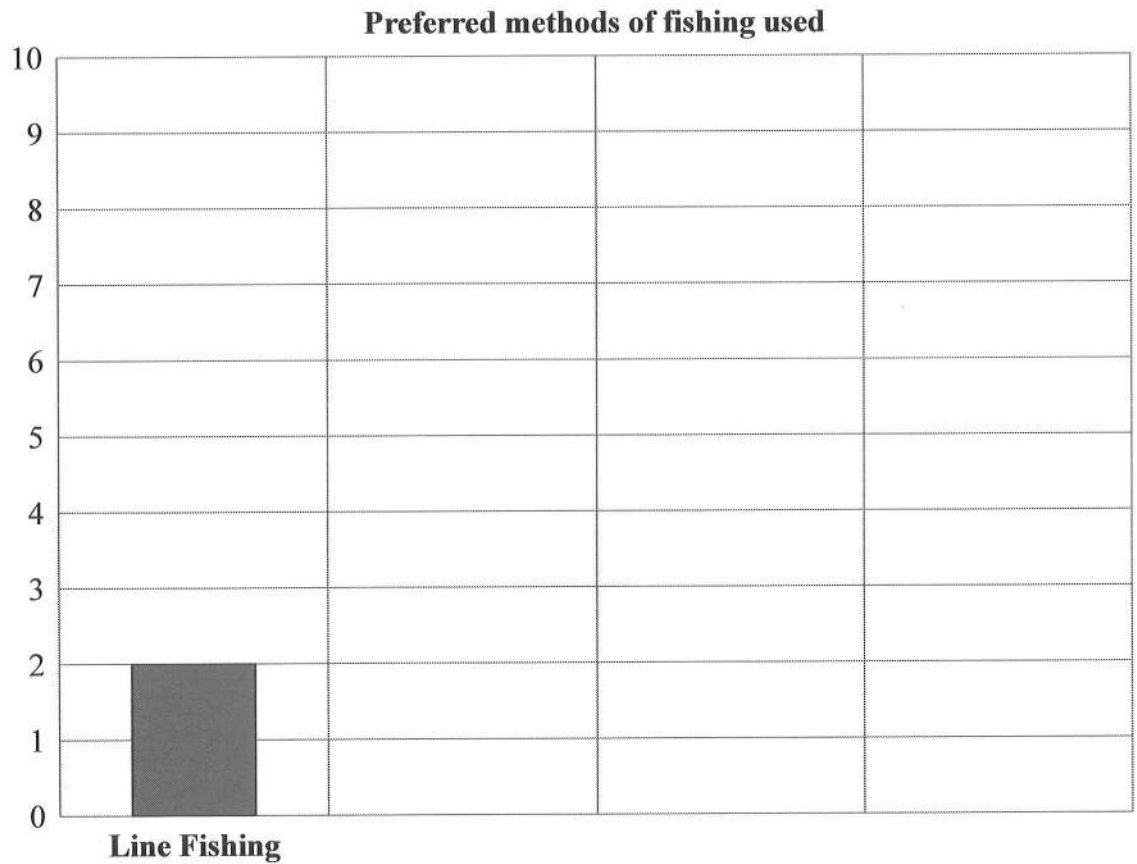
- (a) Suggest **ONE** fieldwork method used to collect the information and give the reason for your choice.

[2]

- (b) How many fishermen were included in this survey?

[1]

- (c) Using Table 2, complete the bar graph to show the preferred methods of fishing used.



[6]

- (d) What conclusion can you draw about hypothesis 1 and 2? Support your answer with evidence from the data collected.

- (i) ***Hypothesis 1: Most of the fishermen use spearing as the main method.***

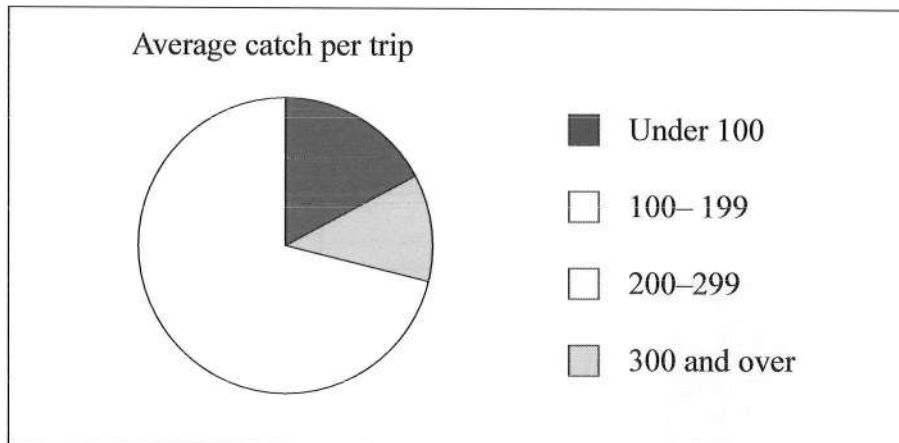
[3]

- (ii) ***Hypothesis 2: Most of the fishermen are over 39 years old.***

[3]

- (e) Complete the pie chart to show the average catch per trip.

[4]



- (f) Calculate the percentage of the fishermen who go fishing more than twice per week.

(Show your calculations)

Answer

[2]

- (g) Suggest **TWO** possible challenges that the fishing community may face in the future.

[4]

[TOTAL: 25 MARKS]

Question 2

Students in a 12th grade class were studying the sphere of influence of settlements and services. The sphere of influence is the area served by a settlement or service. They decided to investigate the sphere of influence of their school. They devised two hypotheses for the study.

Hypothesis 1: Most of the students coming to our school live in the Sea Breeze constituency.

Hypothesis 2: The majority of students travel to school by private vehicle.

Students completed a walkabout of their school community to identify the types of services offered.

- (a) List **TWO** fieldwork materials needed to carry out this study.

1. _____
2. _____ [2]

- (b) Explain why the sphere of influence changes between different sized settlements.

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- (c) To collect data to test their hypotheses the students created a questionnaire which is shown in Figure 2A below.

Sphere of Influence Questionnaire

As part of my geography coursework, I am completing an investigation into the sphere of influence of the school. Please assist me by answering the following questions.

1. *In which constituency of New Providence Island do you live?*
Please tick below.

Constituency	Tick (✓)
South Beach	
Pinewood	
Bamboo Town	
Baillou Hills	
Golden Gates	
Garden Hills	
Carmichael	
SeaBreeze	
Nassau Village	
Other	

2. *Why did you choose to attend this school?*

Reason	Tick (✓)
Academic/magnet program	
Near to home	
Came from feeder school	
Athletic program	
Near to bus route	
Other	

3. *How do you usually travel to school?*

Mode of transport	Tick (✓)
Private vehicle	
Public bus/jitney	
Government school bus	
Walk	

Thank you for your time.

Figure 2A

- (i) State **ONE** additional question the students could have included on the questionnaire to investigate the sphere of influence.

[1]

- (ii) The students decided to ask 20% of the student population to complete their questionnaire. This would result in 200 questionnaires being completed.

Do you think that this is an appropriate sample size? Explain your answer.

[3]

- (iii) Describe a suitable sampling method for selecting the students to complete the questionnaire in order to get a fair, representative sample.

[2]

- (d) After completing their survey the students tabulated the results of the questionnaire. The results for Question 1 (In which constituency of New Providence Island do you live?) are shown in Table 5 below.

Table 5

Answers to Question 1: In which constituency of New Providence Island do you live?

	Constituency	Tally	Number
1	South Beach	    	24
2	Pinewood	 	10
3	Bamboo Town	    	25
4	Baillou Hills		2
5	Golden Gates		
6	Garden Hills	   	20
7	Carmichael	       	40
8	Sea Breeze		5
9	Nassau Village		5
10	Other	           	60
	Total		200

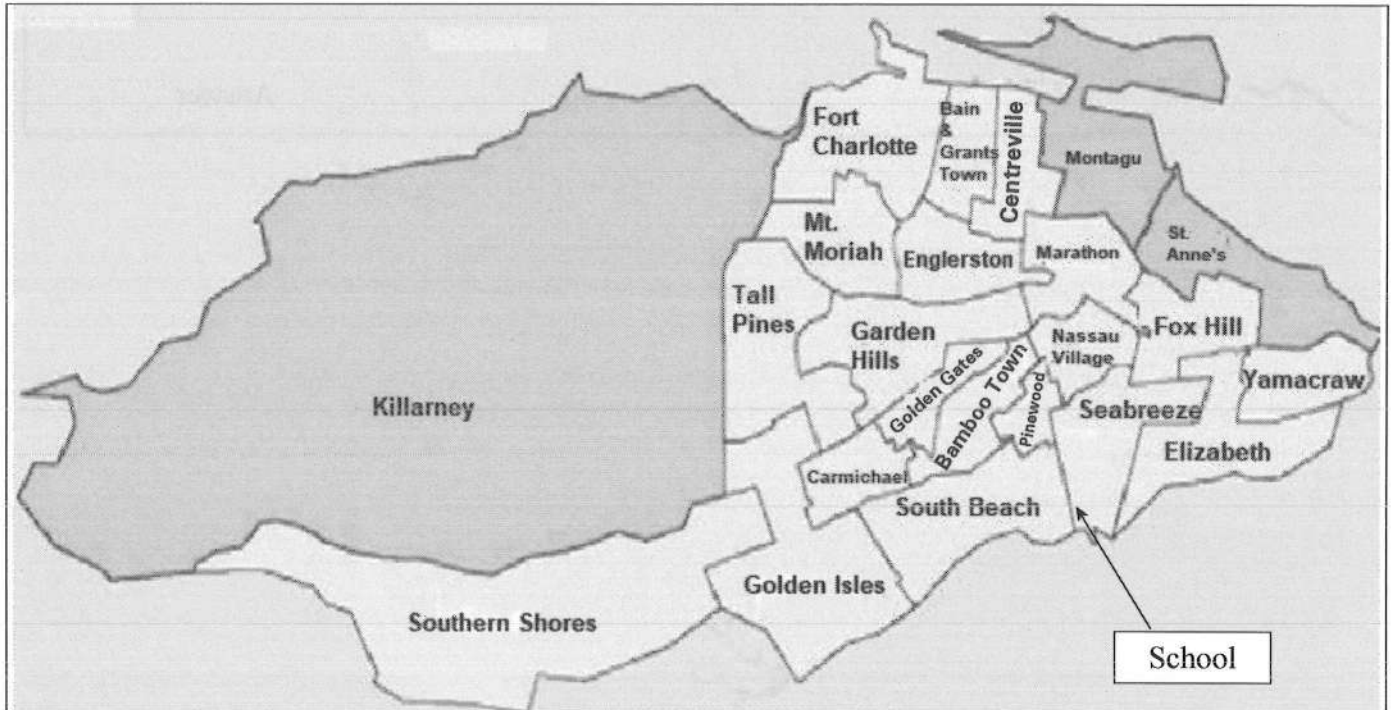
- (i) Nine students live in the Golden Gates constituency. Use this information to complete Table 5. [1]

- (ii) Calculate the percentage of students who live in the Carmichael constituency.
(You should show your calculations) [2]

Answer
--

- (e) The students sketched a map of New Providence to indicate the constituencies closest to the school. This is shown in Figure 2B below.

Figure 2B: Large -scale map of constituencies



- (i) Which **TWO** constituencies would one expect the majority of students who attend the school to live in based on the map? Give a reason for your answer.

[3]

- (ii) Suggest **TWO** reasons for 20% of students from Carmichael attending the school, while only 2.5% are from Sea Breeze.

[4]

- (f) Table 6 below, shows the results of Question 3 (*How do you usually travel to school?*) in the questionnaire.

Table 6

Answer to Question 3: *How do you usually travel to school?*

Method of travel	Number of students	Percentage
Private vehicle	80	40
Public bus/jitney	40	20
Government school bus		30
Walk	20	10
Total	200	100

- (i) Complete the table by calculating the number of students who travel to school by the Government school bus. You should show your calculations. [2]

- (ii) What conclusions would the students make about **hypothesis 2**: ‘The majority of students travel to school by private vehicle’. Support your answer with evidence from table 6.

[3]

[TOTAL: 25 MARKS]

Question 3

A group of students in a 10th grade class were studying the weather and how to use weather recording instruments.

The students listened to the weather report for the day and discovered that the weather was forecast to change considerably the following day, so they decided to take some recordings to investigate the extent of these changes.

They agreed to test the following hypotheses:

Hypothesis 1: There is a relationship between changes in atmospheric pressure and change in rainfall.

Hypothesis 2: There is a relationship between changes in atmospheric pressure and change in wind speed and wind direction.

- (a) What instrument would they use to measure the following?

Temperature _____

Air Pressure _____

[2]

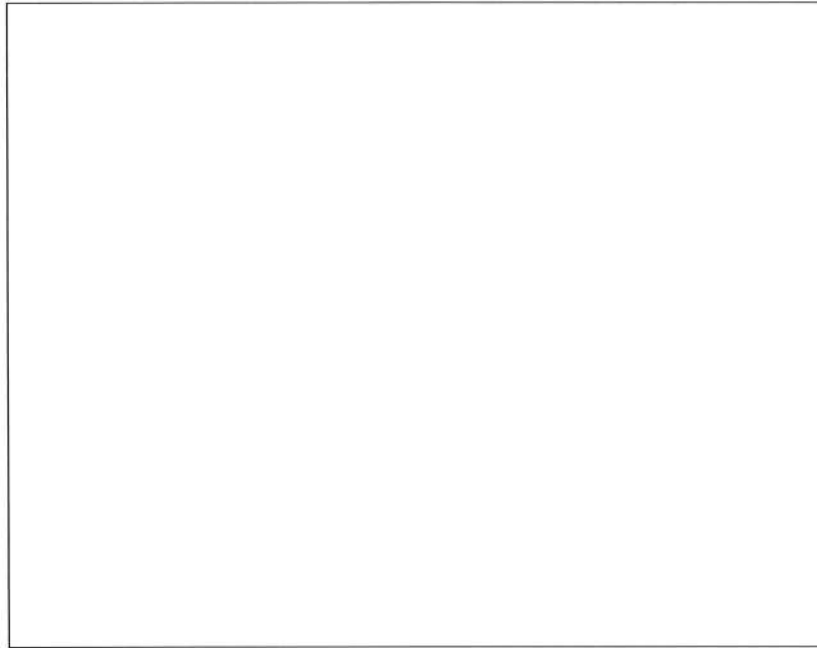
- (b) The students were told by their teacher to take measurements at 12.00 hours on the day before their investigation (Day 1) and another set at 12.00 on the day after their investigation (Day 3). All measurements would be taken over a 3 day period, one day before the expected weather change, the day of the expected weather change and the day after.

Suggest why the teacher told the students to take measurements over a three-day period.

[2]

(c) The students used the following measuring instruments: barometer, rain gauge, wind vane, anemometer, and a cloud chart showing the various types of cloud.

(i) In the box below, draw a labelled diagram of a rain gauge. Explain how the students made their measurements for rainfall.



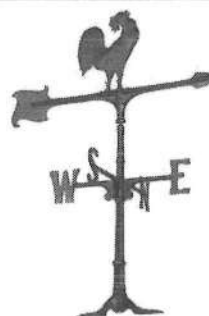
[4]

- (ii) Fig. 3A and Fig. 3B below show an anemometer and wind vane. Study the images and explain how they measure wind speed and wind direction.

Figure 3A



Figure 3B



Anemometer:

[2]

Wind vane:

[2]

- (iii) What unit is used to measure cloud cover?

[1]

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- (d) The recording sheet of the students' fieldwork is shown in Table 7, below.

Table 7

Students' recording sheet

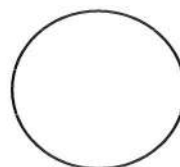
	Day 1	Day 2	Day 3
Time	12:00	12:00	12:00
Air pressure (millibars)	1018	998	1022
Rainfall (mm)	0	3	0
Wind speed (km per hour)	3	26	5
Wind direction	NW		NW
Cloud type	Cumulus	Alto Cumulus	Cirrus
Cloud cover	2	6	3

Figure 3C Key for Weather Station Symbols

Clear sky		5/8 covered				
covered 1/8 or less, but not zero		6/8 covered				
2/8 covered		7/8 covered				
3/8 covered		sky completely covered				
4/8 covered		sky obscured, e.g. by fog				

- (i) Study the wind vane in Figure 3B and use this to fill in the wind direction at 12.00 hours on Day 2. [1]
- (ii) Use the information from Table 7 to complete a station model to show the readings for cloud cover, cloud type, wind direction and wind speed for Day 1 at 12.00 hours.

1018



(e) Having completed the weather measurements, the students then looked at their hypotheses.

(i) They decided that **Hypothesis 1:** *There is a relationship between changes in atmospheric pressure and change in rainfall was true.*

Describe the relationship between atmospheric pressure and rainfall. Use data from Table 7 to support your description.

[3]

(ii) The students also came to the conclusion that **Hypothesis 2:** *There is a relationship between changes in atmospheric pressure and change in wind speed and wind direction was also true.* How did wind speed and wind direction change as atmospheric pressure changed? Support your answer with data from Table 7.

[4]

[TOTAL: 25 MARKS]

End]

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