



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

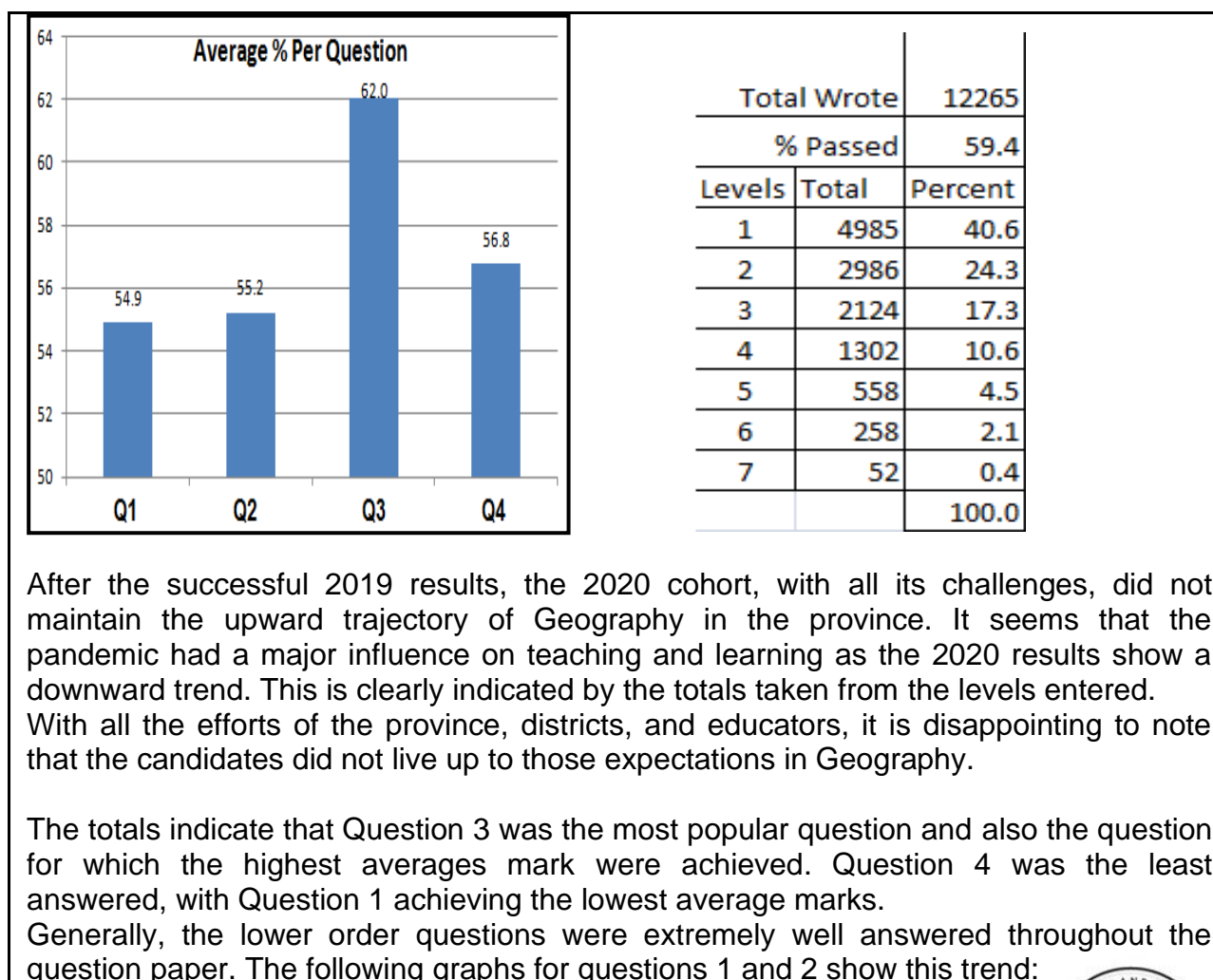
Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

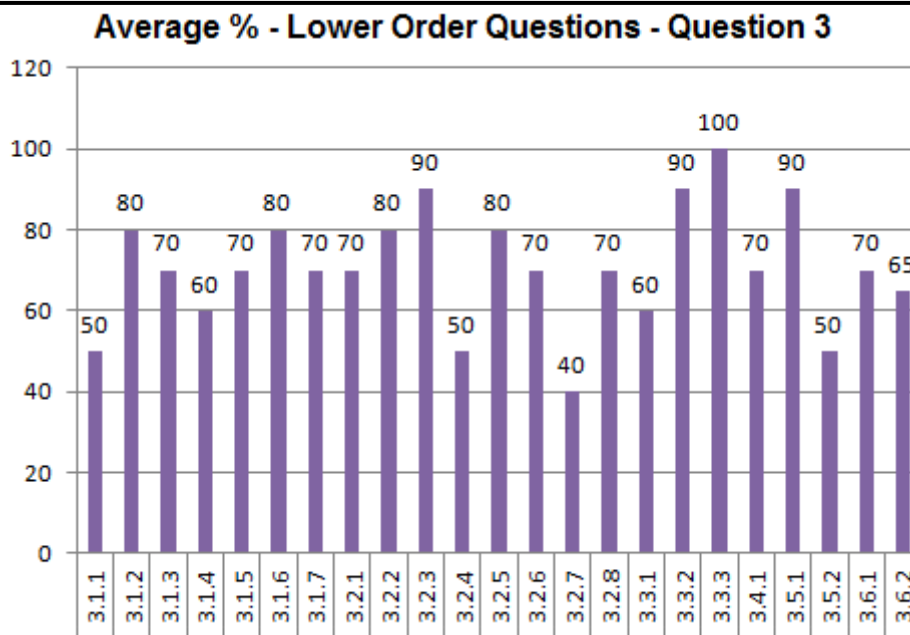
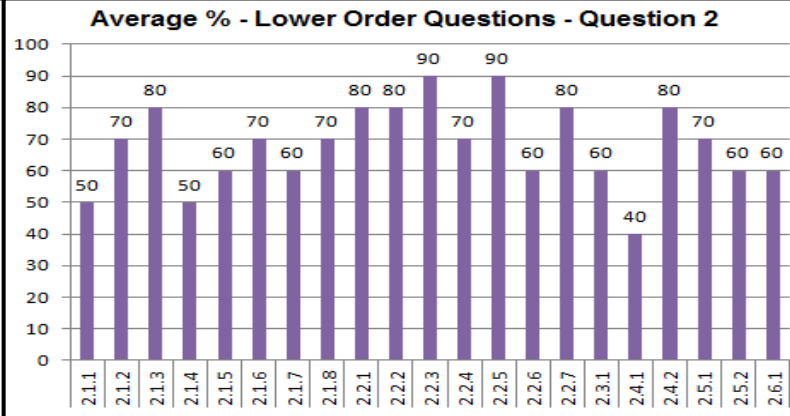
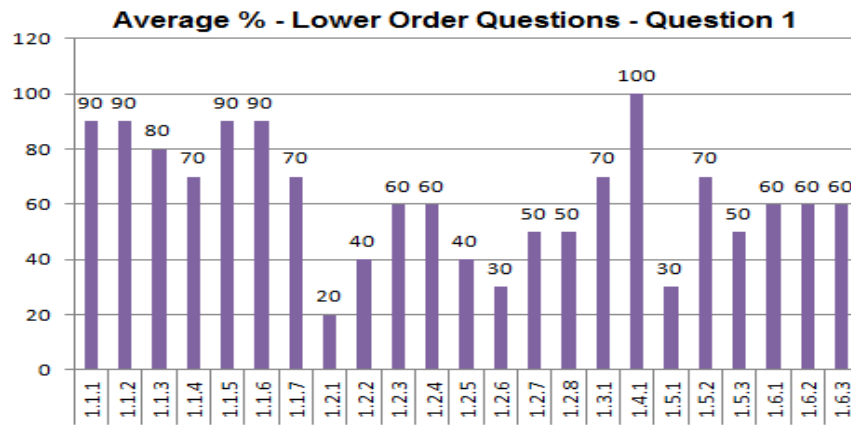
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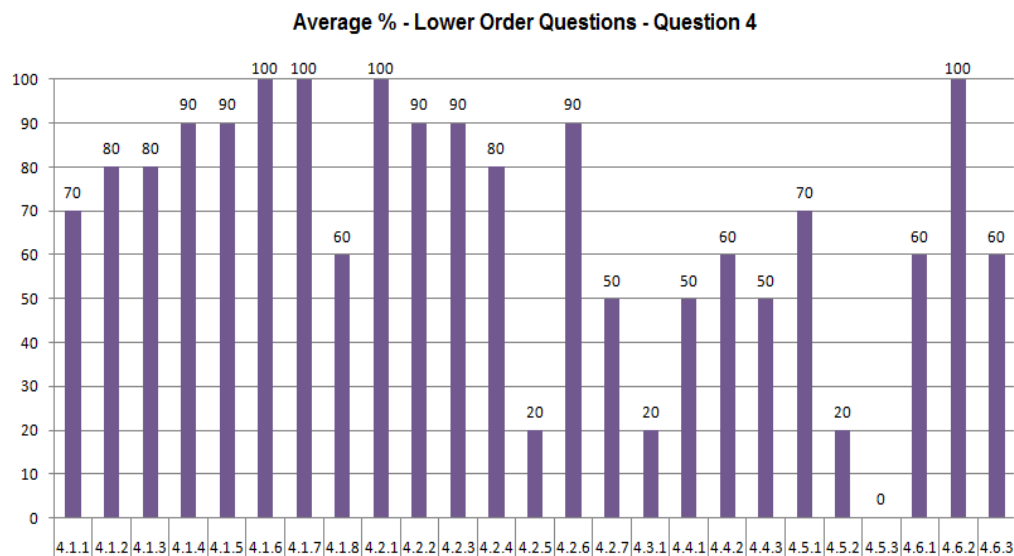
2020 NSC CHIEF MARKER'S REPORT

SUBJECT:	GEOGRAPHY
PAPER:	1 (ONE)
DURATION OF PAPER:	3 hours

SECTION 1: (General overview of Learner Performance in the question paper as a whole)







The Average % for lower order questions achieved is 57% (Q1) and 67,1%(Q2) respectively.

This indicates that the learners know the concepts but struggled to answer the middle to higher order questions adequately. These questions where more deeper understanding of the processes was required posed a serious problem for the 2020 candidates.

Candidates performed better in Climatology than Geomorphology. With the exception of tropical cyclones, all the climatology averages were above 40%. Geomorphology averages with the exception of question 1.2 (drainage basin concepts) achieved 40% and below.

In settlement geography the learners scored higher marks than economic geography. Listing instead of fully explaining/discussing by the candidates was a major problem in this question paper. Questions such as 1.3.6, 1.4.4, 3.3.5, 3.5.4, 4.4.5, 4.4.6, where a phenomenon was supposed to be discussed/explained was poorly answered.

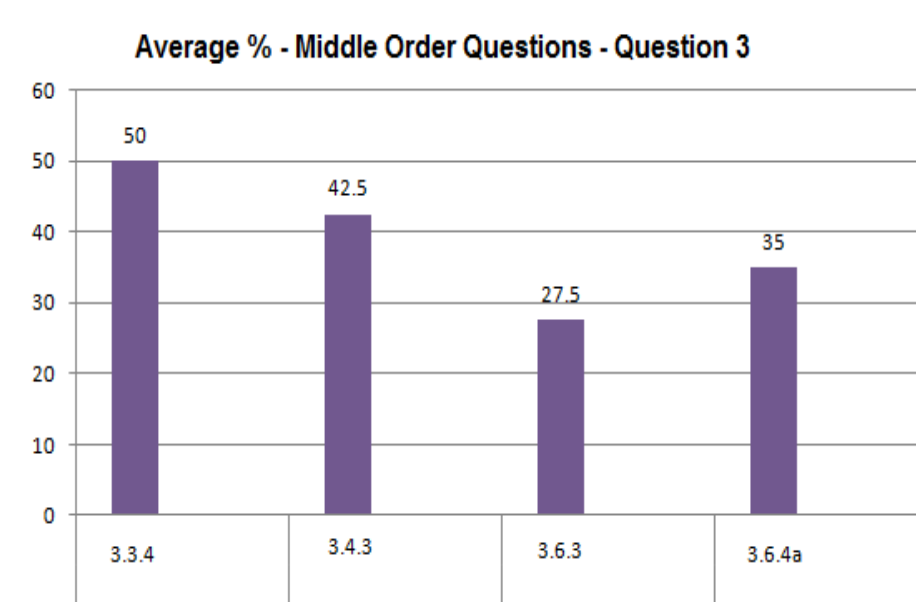
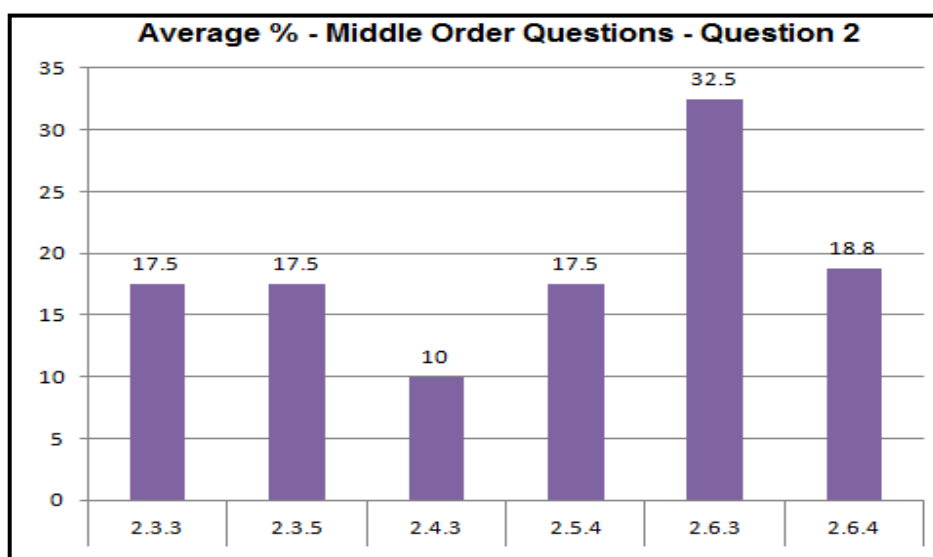
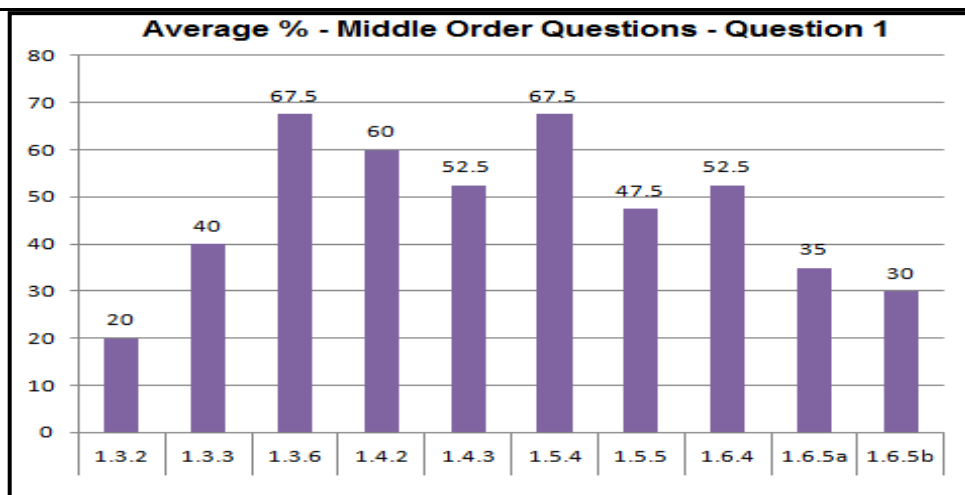
Generally, the candidates failed to use the information/annexure provided to help them formulate responses. For example, in questions 1.5 & 1.6.5. (a & b), where some of the responses was in/on the extract/sketch, the learners scored below par.

Contextual reading, especially to comprehend texts in a geographical context, is a big problem. Candidates tend to take sentences/phrases verbatim from the text as responses, which in the end have disadvantaged them.

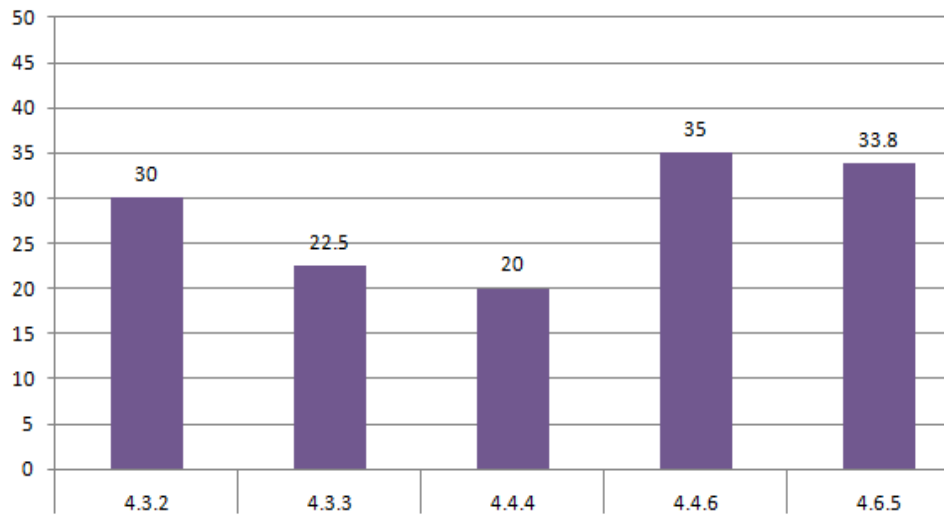
When specific geographical content/concepts are tested, the candidates generally score very low marks. For example, question 4.3 (urban sprawl), recorded the lowest averages (23.7%) in the entire paper.

Spatial economic development of South Africa (Questions 3.6 & 4.5) was surprisingly poorly answered, although candidates were aware that the regions/SDI would be in the question paper. This was very disappointing as a possible 30 marks were lost.

The graphs below indicate the general trends in the responses to Middle and Higher Order questions:

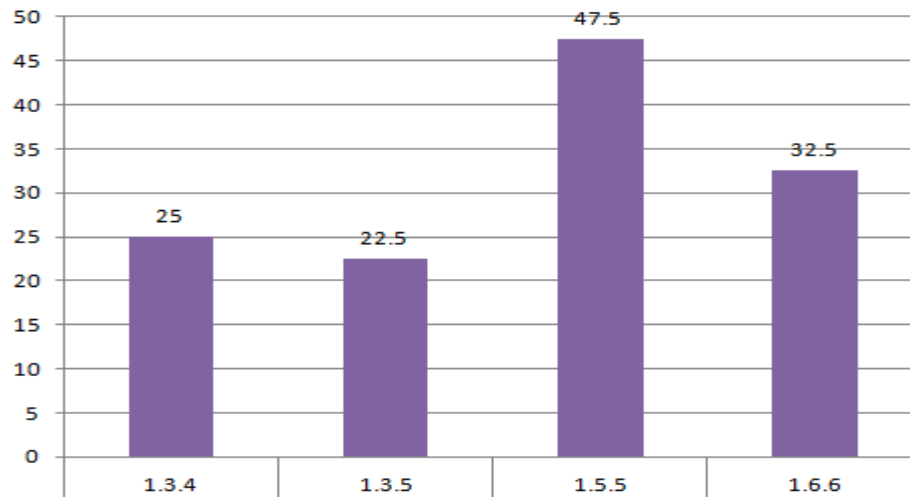


Question Average % - Middle Order Questions - 4

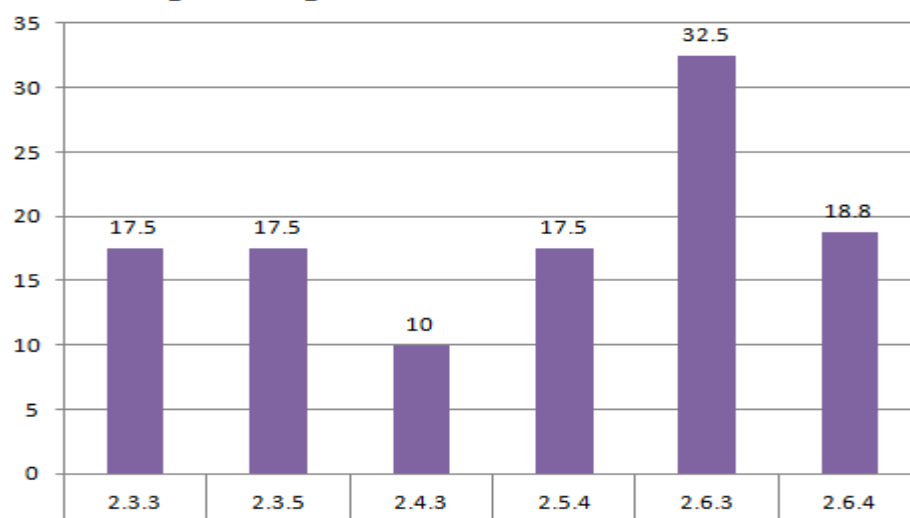


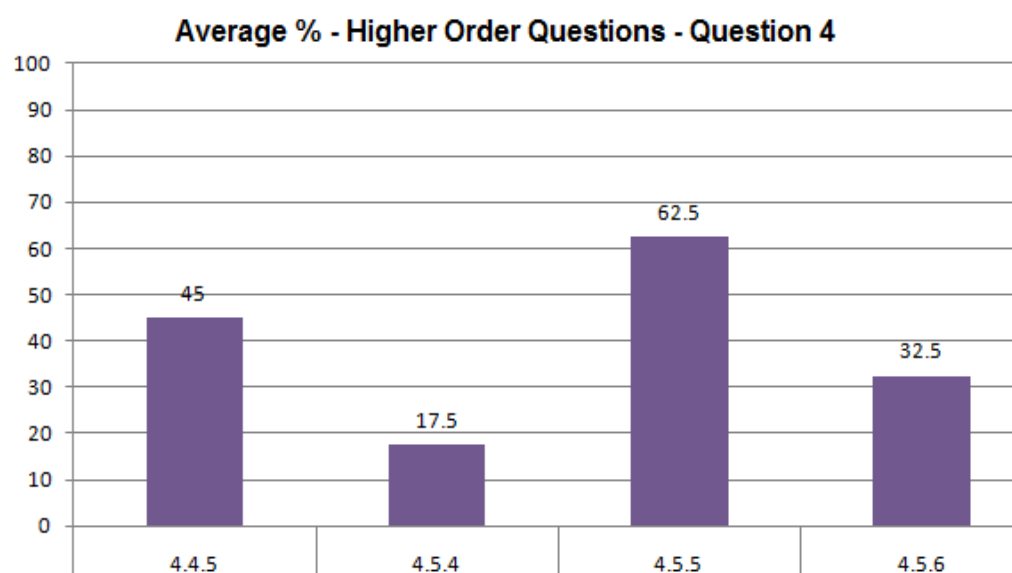
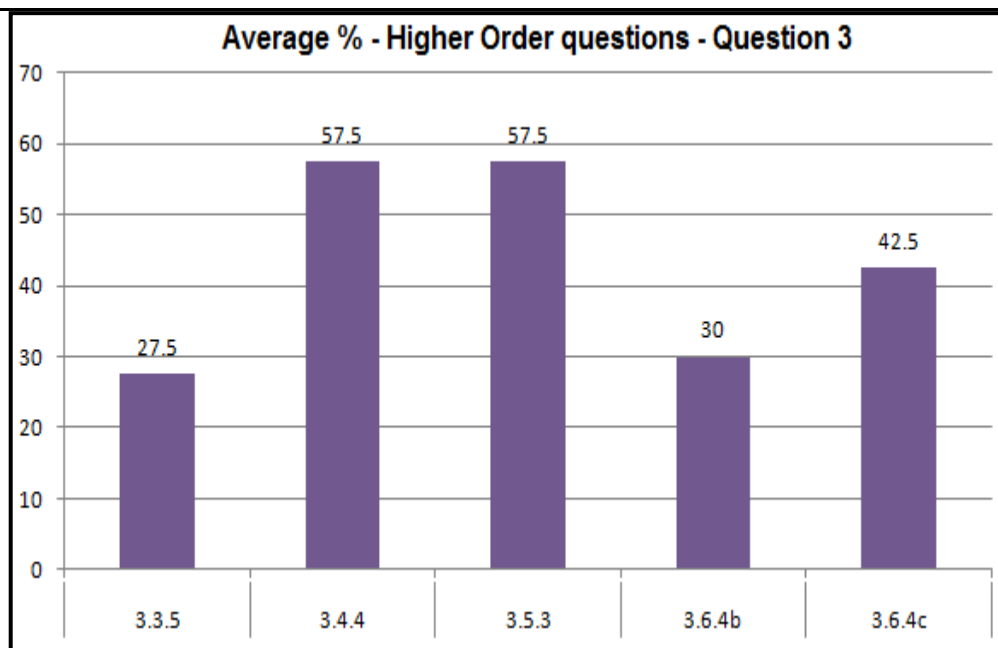
HIGHER ORDER QUESTIONS

Average % - Higher Order Questions - Question 1



Average % - Higher Order Questions - Question 2





Candidates struggled in understanding and interpreting questions and thus failed to respond adequately. This was clearly evident in the responses to 'explain' and 'discuss' questions.

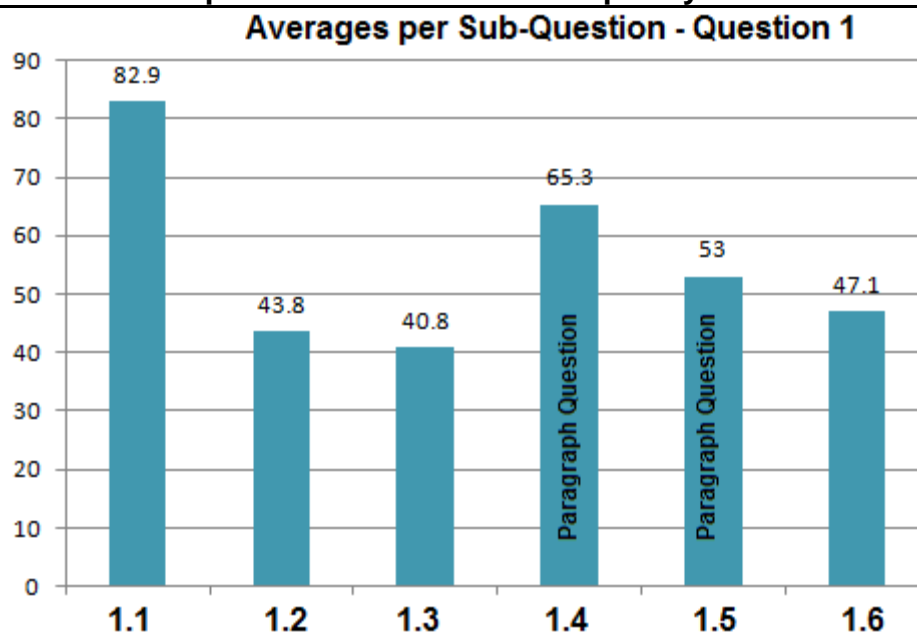
SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



Question 1, with the average of 54,9% was the lowest mark achieved in all four questions. The short objective question on drainage patterns (question 1.2) were surprisingly poorly answered.

Candidates performed better in Climatology as compared to Geomorphology.

The Questions on Mid-latitude cyclones (Q1.3) especially 1.3.2 (Ave 20%), 1.3.4 (Ave 25%), 1.3.5 (Ave 22.5%) was extremely poorly answered.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 1.2 (Drainage Patterns)

These were short objective questions about the specific characteristics/understanding of the drainage patterns. The learners could not clearly differentiate between the different drainage patterns. Questions 1.2.1, 1.2.2 & 1.2.6 tested the specifics about the drainage pattern. It seems that learners guessed and did not understand the different processes of development of these drainage patterns.

Question 1.3 (Mid Latitude Cyclone)

Again, the understanding of the different stages was lacking in the responses of the candidates. This year the examiners examined the mid latitude cyclone from its origin to the occlusion stage. Candidates failed to answer middle to higher order questions comprehensively.

In question 1.3.2 (Ave-20%), candidates did not clearly indicate their understanding of the origin of the polar front. They understood how a front develops but could not clearly answer the origin of the polar front.

Candidates failed to identify the correct movement of mid latitude cyclones (question 1.3.3 – Ave 40%). The location and movement of mid latitude cyclones was not properly taught to the learners.

Learners misunderstood question 1,3,4 (Ave – 25%). They listed the weather conditions of a cold front, and the reasons for these weather conditions.

Question 1.3.5 (Ave – 22,5%) tested the specific stage of development of mid latitude cyclones. It seemed that only the mature stage was understood by the learners and they scored very low marks here. They could not identify the occlusion stage and hence could not explain the formation of this stage.

Question 1.4 (Line Thunderstorms)

Generally, the learners answered this question adequately. There are however problems with the application questions.

Question 1.4.3 tested the understanding of the relationship between the moisture front and line thunderstorms. Candidates should have answered comprehensively.

The paragraph question 1.4.4, required candidates to explain the destructive nature of line thunderstorms. Here the learners lost marks for:

- Listing the weather conditions and not explaining
- Using the word thunderstorm instead of the specific weather conditions in their explanation.
-

Question 1.5 (Deltas)

Although an extract was provided to help candidates understand and answer deltas, they generally failed to answer the questions properly. This is an indication that deltas as a fluvial feature and process was not taught during the year. In this question, most of the responses could be extracted from the information provided, including some responses to the paragraph question.

Only question 1.5.1 (Ave – 30%) was very poorly answered. There is a general feeling among the markers that candidates could have scored more marks in this question if more teaching time was devoted to it during the year.

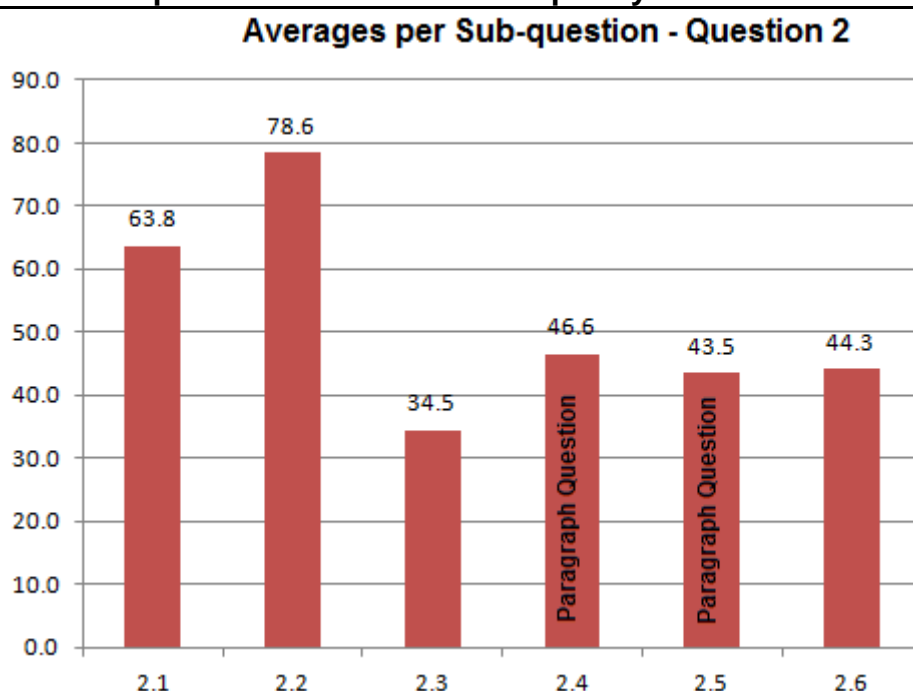
Question 1.6 (River rejuvenation)

Learners responded well to the lower and middle order questions of 1.6.1 to 1.6.4 (Ave – 58.1).

The interpretation and application questions of 1.6.5 and 1.6.6 posed a serious challenge to the candidates. These were higher order questions, where the proper understanding of the process of rejuvenation was required. The candidates scored very low marks here (Ave – 35%, 30% and 32,5% respectively).

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



The lower order questions were well answered. (Ave – 71,2%). The middle to higher order questions were poorly answered. Application and Interpretation questions were a challenge to answer.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 2.3 (Tropical cyclone)

Generally this question was poorly answered. (Ave- 34,5%).

The questions tested the candidates understanding of the general characteristics and weather conditions of tropical cyclones.

Question 2.3.3 (Ave- 17,5) focused on the factors that 'drive' tropical cyclones. Learners could not answer this question although this is the initial aspect to be taught and understood by learners during teaching. If these factors are not taught properly, learners will struggle to understand the development stages, as well as the influence of tropical cyclones. This was evident in questions 2.3.4 (Ave- 27,5%) and 2.3.5 (Ave- 17,5%).

Question 2.4 (Heat Island)

The responses to question 2.4.1 (Ave-40%) was very disappointing as the definition of heat islands was given in the first sentence of the extract.

The low marks achieved in questions 2.4.3 (Ave – 10%), is due to the fact that the learners could not differentiate between the heat island and the pollution dome. The responses to this question mainly related to the formation of the pollution dome and the heat island. The second lowest mark in the entire question paper was recorded here. The difference between a heat island (temperature) and pollution dome (smog, smoke, etc. in the air) must be highlighted and clearly tested so that learners do not get confused during the writing of examinations.

Question 2.5 (River Capture)

The following concepts were not fully understood by the candidates and hence they scored very low marks in questions 2.5.3 (Ave- 35%), 2.5.4 (Ave- 17,5%) and 2.5.5 (Ave- 35%)

- Captor stream
- Misfit Stream
- Flow characteristics

There seems to be a general understanding of river capture, but the application of the theory is lacking with a large portion of the candidates.

They were confused between the misfit stream and captured stream.

There is also confusion between the captor and captured stream.

Question 2.5.5. dealt with the flow characteristics of the captor stream, although there is a general understanding of river capture, the learners struggled with the description **flow characteristics**.

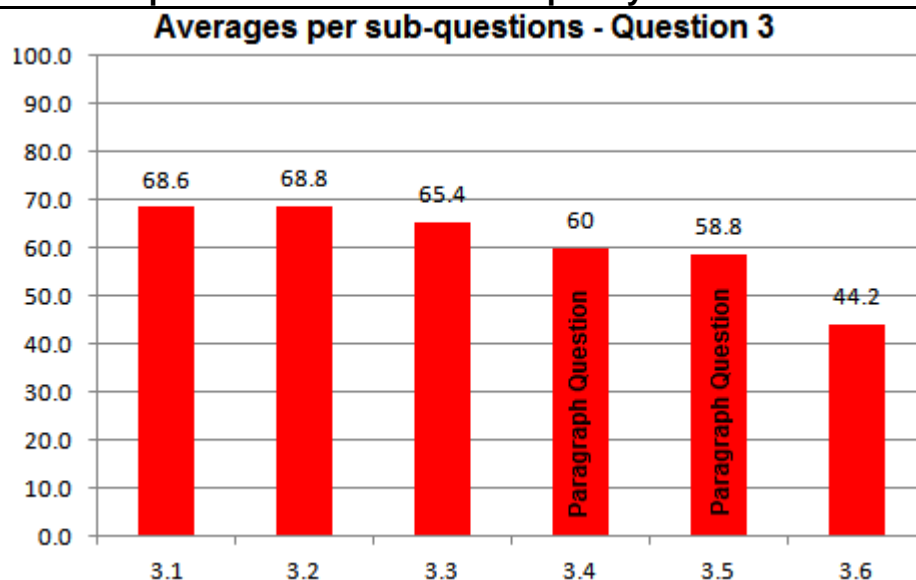
Question 2.6 (River Grading)

The concept and process of river grading seemed to have been neglected during teaching and learning. The questions were not that difficult, but learners still struggled to answer adequately.

The real problem however was with the paragraph question 2.6.4 (Ave-18.8%). In order to be able to answer this question, learners must first know what fluvial processes are. This was not the case and candidates really struggled to provide proper responses. This question has been tested on many occasions during Trial and Final examinations and learners still cannot respond properly to this question.

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



The candidates performed the best in this question. Most topics had an average of 60% and above. It seemed that the learners could relate to the topics being examined in this question. This only emphasised the fact that if learners are practically exposed to content, they perform better because they can relate to it and also interpret what might/could happen.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 3.3.5 (Ave-27.5%) posed some challenges to the candidates. In this question the candidates listed social push or pull factors of rural depopulation, but had to explain these factors. This caused them to lose marks.

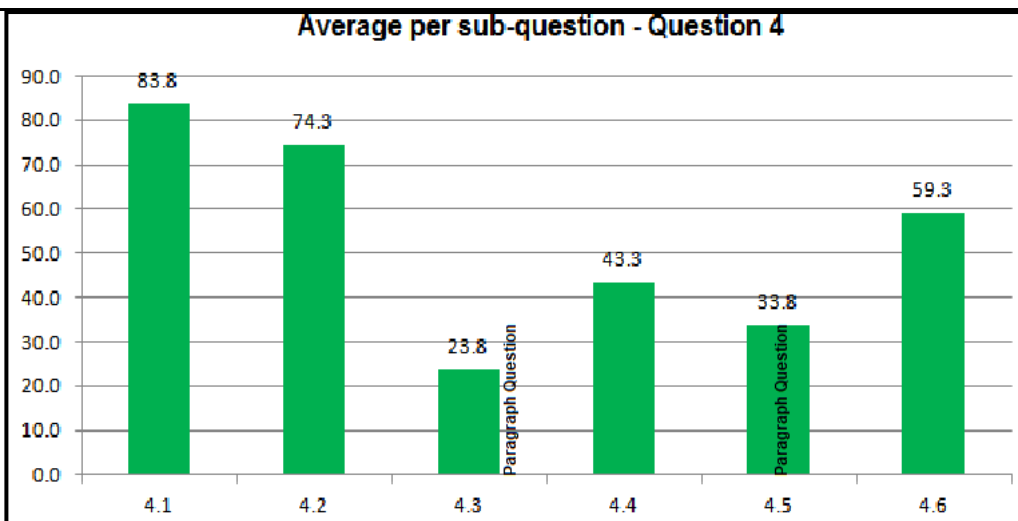
The issue in the cartoon is not familiar to most rural candidates. In **question 3.4.3**, candidates were asked to unpack why traffic congestion is common in most cities. The marks reflect that learners, mostly rural could not relate to this outcomes based question. The urban issues are a problem for our rural learners and educators should be mindful of this.

The candidates did fairly well in **question 3.5**, (Beef production in South Africa). The question is not common, and the candidates made effective use of the source provided. The paragraph question, however, was answered poorly. The learners could not link food security to beef production and therefore lost marks. An average of 38.8% was achieved for this question, which is well below the average of the question that had an average % of 58.8.

Question 3.6 (Gauteng/PWV industrial region-Ave-45%) was very poorly answered, due to the fact that the learners simply did not study the information provided by educators. Learners were informed that this question would be in the exam paper as outlined in the examination guidelines. This was very disappointing, because the questions were not difficult at all.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



The short objective questions (4.1 and 4.2) were well answered. Candidates responded well to questions around the informal sector (Question 4.6). Questions 4.3 (urban sprawl), 4.4 (Environmental issue) and 4.5 (SBIDZ) was not so well answered by the candidates.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 4.3 (Urban Sprawl)

This question (Ave-23.8%) was the lowest average mark achieved by candidates. This topic was clearly not taught during the year. Learners, even those who achieved good marks struggled to answer this question. Generally, candidates confused the topic of urban sprawl with urban expansion. In some scripts where candidates understood the process of urban sprawl, they achieved very good marks. This concept must be differentiated from urban expansion.

The following are the averages for each question which underlines the difficulties candidates had in responding to these questions:

- Question 4.3.1 – 20%
- Question 4.3.2 – 30%
- Question 4.3.3 – 22.5%
- Question 4.3.4 – 22.5%

Question 4.4 (Environmental injustice)

Most candidates could identify the injustice, but struggled to answer Question 4.4.4 (Ave-20%), where they were asked to say why they thought that the information in the photo was considered as an injustice. This underlined the fact that these issues were not adequately taught during the teaching and learning stage. Learners don't even know the difference between justice and injustice.

Question 4.4.6, where solutions to the injustice issue were required, candidates performed poorly.

Question 4.5 (SBIDZ)

Again, like question 3.6, the learners knew that this IDZ would be tested in the examination. Learners didn't use this information during teaching to study this Spatial Development Initiative. The marks scored were very low. In question 4.5.3 (Ave- 0%), nobody answered this question correctly. This indicates that the learners didn't know the location of this IDZ. The answering of this question was extremely disappointing to say the least, after all the efforts made by various role players.

Question 4.6 (Informal sector)

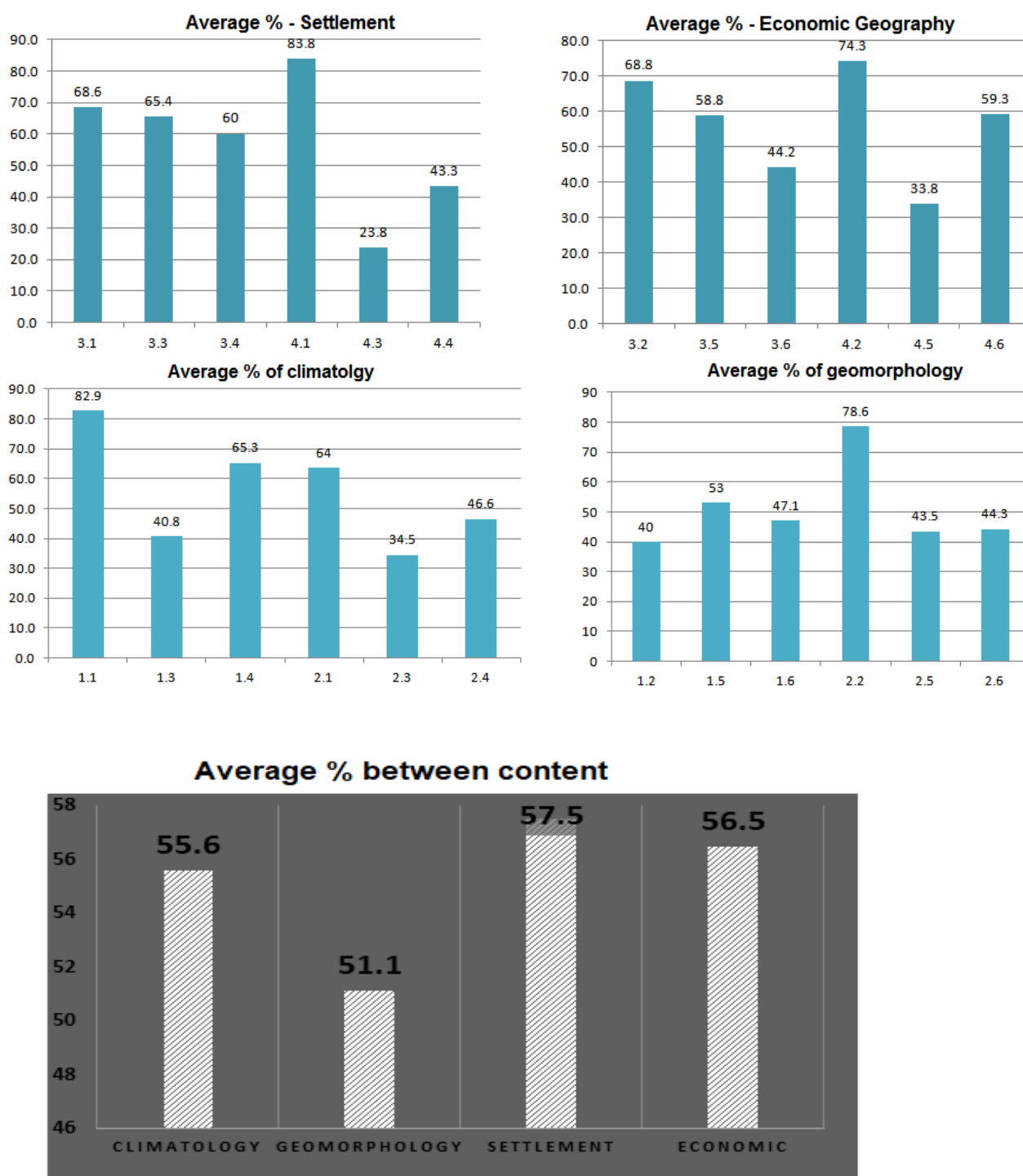
Candidates answered this question adequately, except for question 4.6.5 (Ave-33.8%). There is no reason why question 4.6.5 could not have been answered better as this sector is part of our lives and our communities.

In question 4.6.4, the question started with the word 'According to the extract'. This does not mean that the information should be in the extract. It simply means that in the extract something is mentioned about the question and learners had to use their own knowledge to generate responses. Candidates were looking for answers in the extract and could not find them, hence they lost marks in this question.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

1. The use of field excursions, especially to make geographical concepts and processes more practical. This should be discussed with SGBs so that proper planning can be done, and finances made available.
2. Candidates are limited in the 'language of geography' – A geographical glossary must be built up in pupils' note books. The proper geographical wording must be encouraged during teaching and learning. AVOID CODE SWITCHING AT ALL COST.
3. Educators must make assessment part of their daily planning. Assessment is not an event that must be given after every 1 or 2 weeks.
4. Team teaching – Where geography clusters get together every fortnight to unpack the content and exchange teaching methodologies – In these clusters the CAPS and Examination guidelines must be the core sources of outlining the content.
5. The more educators use symbolic skills, the better the learner's visual skills become. This also improves the learners spatial understanding. Learners then learn the basic skill of drawing, which is a fundamental part of geography. The use of video/PowerPoint presentations is encouraged, but it MUST NOT REPLACE THE EDUCATOR IN THE CLASS.
6. Educators by now should have all the Questions papers from 2014 to current stored on their laptops or filed. These question papers are also distributed by the province to use for revision. THESE MUST BE USED DURING EXTRA CLASSES AS PRACTICE QUESTIONS.
7. Expose learners to understanding/contextualising the source first before attempting the questions. Learners should make a mind map of the source, that encourages them to use their own knowledge and experiences when answering questions. This technique is taught in languages when learners have to prepare/plan essays.
8. Learners must be taught (only through continuous practice) to identify KEY word/concepts in questions before they formulate responses.
9. Use more than one source when teaching content. This exposes the learners to reading texts/graph analysis/cartoon reading and interpretation/photo understanding/sketch interpretation. It also helps them to understand the practical reality of geography. This should be done as from Grade 10.
10. Educators must be lifelong learners. Frequently ask questions, do research, move with the current times to understand the product (learners) and to be able to get the best out of learners.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.



The above graphs indicate the differences between the different content during the examination.

This clearly show that Geomorphology is neglected or rushed during the year. It also shows that generally the learners answer SECTION B better that SECTION A.

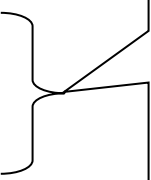
The use of action verbs during teaching and learning: these action verbs must be discussed and explained. A lesson specifically for these action verbs must be set aside. Learners struggled to discuss/explain in this question paper.

The Extra classes that are arranged must be assessment driven – especially the use of past question papers.

Use a differentiated approach when doing revision. – The learners must be grouped according to their knowledge levels. Specific times for specific groups must also be worked out. These groups can be headed by a knowledgeable learner and encouraged to discuss work amongst them.

Educators must outline the following concepts and teach them:

- ❖ Economic point of view
- ❖ Social point of view
- ❖ Environmental point of view
- ❖ Scio-economic point of view
- ❖ Justice and injustice
- ❖ Sustainability
- ❖ What is weather?



These words must also be used in combination to make learners aware of their collective approach.
E.G. Economic justice

Do not neglect content. In this question paper it was obvious that content/process like Deltas, Urban models and Urban sprawl were not properly taught or neglected. Learners really struggled to answer these questions.

The study of Economic Regions/Industrial regions must be outlined as follows:

- Use a map to indicate location of the places
- Specifically discuss advantages and disadvantages of the location in South Africa
- What major activities, especially light and heavy industries are being manufactured in the region
- What are the advantages/disadvantages (Therefore its impact) to:
 - ✓ The local community
 - ✓ The Province
 - ✓ The country

IT IS IMPORTANT TO NOTE THAT GEOGRAPHY WILL BE DIFFERENTLY EXAMINED ACCORDING TO THE ABRIDGED CAPS.

Paper 1 – Physical Geography Theory (120 marks)
Physical Geography Map work (30 marks)
Total = 150

Paper 2 – Settlement & Economic Geography Theory (120 marks)
Settlement & Economic Geography Map Work (30 Marks)
Total = 150

PLEASE LOOK OUT FOR THE EXEMPLARS IN ALL FET GRADES. THERE WILL ALSO BE NEW EXAMINATION GUIDELINES FOR ALL GRADES.

LET'S HOPE THAT THIS NEW FORMAT OF EXAMINING WILL BENEFIT OUR LEARNERS.

THE LEARNERS CAN ONLY PERFORM TO THE OPTIMUM IF WE AS EDUCATORS ARE PREPARED AND GIVE OUR VERY BEST.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

GEOGRAPHY P1

**SENIOR CERTIFICATE/
NATIONAL SENIOR CERTIFICATE**

GRADE 12

GEOGRAPHY P1

NOVEMBER 2020(2)

MARKS: 225

TIME: 3 hours

This question paper consists of 15 pages and a 12-page annexure.



INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions.
2. Answer ANY THREE questions of 75 marks each.
3. All diagrams are included in the ANNEXURE.
4. Leave a line between the subsections of questions answered.
5. Start EACH question at the top of a NEW page.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Do NOT write in the margins of the ANSWER BOOK.
8. Draw fully labelled diagrams when instructed to do so.
9. Answer in FULL SENTENCES, except when you have to state, name, identify or list.
10. Indicate the unit of measurement or compass direction when quoting figures or values in your answer, e.g. 45 m, 1 020 hPa, 14 °C and north (N).
11. Use full sentences when answering paragraph-type questions.
12. Write neatly and legibly.



SECTION A: CLIMATE, WEATHER AND GEOMORPHOLOGY**QUESTION 1**

- 1.1 Refer to FIGURE 1.1 showing air movement associated with valley climates. Match the descriptions below with winds A and B. Write only the letter A or B next to the question numbers (1.1.1 to 1.1.7) in the ANSWER BOOK, e.g. 1.1.8 B.

- 1.1.1 The air movement associated with upslope flow
- 1.1.2 Air movement that occurs at the night
- 1.1.3 Air movement that originates due to the rate of insolation
- 1.1.4 Air movement that mostly reduces air pollution at the bottom of the valley
- 1.1.5 Air movement associated with dense, heavy air
- 1.1.6 Air movement associated with the formation of frost on the valley floor
- 1.1.7 The direction of air movement determined by gravitational forces

(7 x 1) (7)

- 1.2 Choose a term from COLUMN B that matches the characteristic/description in COLUMN A. Write only the letter (A–I) next to the question numbers (1.2.1 to 1.2.8) in the ANSWER BOOK, e.g. 1.2.9 J.

COLUMN A		COLUMN B	
1.2.1	Drainage pattern that is common along steep slopes of ridge or hills	A	trellis
1.2.2	Drainage pattern found in areas where glaciers have occurred	B	dendritic
1.2.3	The main stream has right angle bends in this drainage pattern	C	radial
1.2.4	Drainage pattern associated with streams that flow towards a central low-lying area	D	rectangular
1.2.5	Drainage pattern associated with a dome feature	E	deranged
1.2.6	Drainage pattern that originates in areas with alternative layers of hard and soft rock	F	antecedent
1.2.7	Drainage pattern that is usually uniform and tributaries join at acute angles	G	centripetal
1.2.8	The river is younger than the underlying rock structure over which it flows	H	superimposed
		I	parallel

(8 x 1) (8)

- 1.3 FIGURE 1.3 shows a mid-latitude cyclone on a synoptic weather map of Southern Africa.
- 1.3.1 Give evidence from the diagram that suggests that weather system **A** is a mid-latitude cyclone. (1 x 1) (1)
- 1.3.2 Why does this weather system originate at the polar front? (1 x 2) (2)
- 1.3.3 Give a reason for the direction of movement of this weather system. (1 x 2) (2)
- 1.3.4 Why is the cold front associated with severe weather conditions? (1 x 2) (2)
- 1.3.5 Explain the formation of the stage of development shown in FIGURE 1.3 of the mid-latitude cyclone. (4)
- 1.3.6 Why does the cold front of the mid-latitude cyclone have a positive impact on agricultural activities in the Western Cape? (2 x 2) (4)
- 1.4 FIGURE 1.4 shows the presence of a line thunderstorm across South Africa.
- 1.4.1 Does the line thunderstorm obtain its source of moisture from ocean **A** or **B**? (1 x 1) (1)
- 1.4.2 Why is cold, dry air fed in from the South Atlantic High-Pressure Cell? (1 x 2) (2)
- 1.4.3 Explain how the formation of the moisture front at **C** results in line thunderstorms. (2 x 2) (4)
- 1.4.4 In a paragraph of approximately EIGHT lines, explain the destructive (harmful) nature of line thunderstorms. (4 x 2) (8)
- 1.5 FIGURE 1.5 is an extract on deltas.
- 1.5.1 Where do deltas form? (1 x 1) (1)
- 1.5.2 What evidence in the extract indicates that deltas are densely populated? (1 x 1) (1)
- 1.5.3 According to the extract, how are cities disturbing the natural formation of deltas? (1 x 1) (1)
- 1.5.4 Discuss the importance of protecting deltas. (2 x 2) (4)
- 1.5.5 A recent environmental impact assessment has highlighted concerns about the future sustainability of deltas. In a paragraph of approximately EIGHT lines, suggest strategies to protect areas like deltas from the negative impact of human activities. (4 x 2) (8)



- 1.6 Refer to FIGURE 1.6 showing river rejuvenation.
- 1.6.1 What is *river rejuvenation*? (1 x 1) (1)
- 1.6.2 Which stage (course) of the river is illustrated in FIGURE 1.6? (1 x 1) (1)
- 1.6.3 Give evidence from FIGURE 1.6 to support your answer to QUESTION 1.6.2. (1 x 1) (1)
- 1.6.4 Why is there an increase in the rate of erosion in the river after rejuvenation? (2 x 2) (4)
- 1.6.5 Identify the changes to the following features after river rejuvenation took place:
- (a) River channel (1 x 2) (2)
- (b) Meander (1 x 2) (2)
- 1.6.6 Discuss the possible negative impact of river rejuvenation on storage dams in the lower course after the point of rejuvenation (knickpoint). (2 x 2) (4)
- [75]**

QUESTION 2

- 2.1 Refer to FIGURE 2.1 showing a high pressure and low pressure cell in the Southern Hemisphere. Match the statements below with the **high pressure cell** or **low pressure cell**. Write down your answer next to the question numbers (2.1.1 to 2.1.8) in the ANSWER BOOK, e.g. 2.1.9 low-pressure cell.

2.1.1 Associated with rising air

2.1.2 Air diverges on the surface from this pressure cell

2.1.3 Associated with the clockwise movement of air

2.1.4 Unstable weather conditions over the interior

2.1.5 Associated with ridging

2.1.6 Associated with heavy rain and hail

2.1.7 Dominates the land in winter

2.1.8 Berg wind conditions develop when it interacts with a coastal low

(8 x 1) (8)

- 2.2 Choose a concept/term from COLUMN B that matches the description in COLUMN A. Write only the letter (A–H) next to the question numbers (2.2.1 to 2.2.7) in the ANSWER BOOK, e.g. 2.2.8 I.

COLUMN A		COLUMN B	
2.2.1	Area drained by a river and its tributaries	A	catchment area
		B	interfluvium
2.2.2	High-lying area that separates two different drainage basins	C	confluence
2.2.3	Starting point of a river	D	drainage basin
2.2.4	Term that describes the main river and its tributaries	E	river system
		F	watershed
2.2.5	Point where the river enters the sea	G	river source
2.2.6	Elevated land that separates streams in the same drainage basin	H	river mouth
2.2.7	Point along the river where two or more streams meet		

(7 x 1) (7)

- 2.3 Refer to FIGURE 2.3, which shows the path of a tropical cyclone.
- 2.3.1 Give evidence that this tropical cyclone is in the Southern Hemisphere. (1 x 1) (1)
- 2.3.2 Why is the Mozambique Channel usually ideal for the increase in temperature within the tropical cyclone? (1 x 2) (2)
- 2.3.3 Explain how the intensity of the tropical cyclone increased as it moved from area **A** to area **B**. (2 x 2) (4)
- 2.3.4 Discuss the conditions that could have caused the cyclone to weaken as it reached area **C**. (2 x 2) (4)
- 2.3.5 Evaluate the physical (natural) negative impact of tropical cyclones along the coastline of Mozambique. (2 x 2) (4)
- 2.4 Refer to FIGURE 2.4, an extract based on urban heat islands.
- 2.4.1 Define the concept *urban heat island*. (1 x 1) (1)
- 2.4.2 Give TWO quotations from the extract that suggests that poor planning is responsible for increasing temperatures in cities. (2 x 1) (2)
- 2.4.3 Why is the urban heat island effect more concentrated at night? (2 x 2) (4)
- 2.4.4 In a paragraph of approximately EIGHT lines, provide sustainable green strategies, as referred to in the extract, that can reduce the heat island effect. (4 x 2) (8)
- 2.5 Refer to FIGURE 2.5, which shows river capture (stream piracy).
- 2.5.1 Define the concept *river capture* as shown in sketch **B**. (1 x 1) (1)
- 2.5.2 Identify features **1** and **2** of river capture in sketch **B**. (2 x 1) (2)
- 2.5.3 What could have caused the captor stream to erode through the watershed? (2 x 1) (2)
- 2.5.4 Explain the process that resulted in the formation of the misfit stream. (2 x 2) (4)
- 2.5.5 Describe the change in the flow characteristics of the captor stream. (3 x 2) (6)
- 2.6 FIGURE 2.6 shows a river profile.
- 2.6.1 Is the river profile in FIGURE 2.6 graded or ungraded? (1 x 1) (1)
- 2.6.2 Give evidence for your answer to QUESTION 2.6.1. (1 x 2) (2)
- 2.6.3 Why will there be more erosion than deposition at **A**? (2 x 2) (4)
- 2.6.4 In a paragraph of approximately EIGHT lines, explain the fluvial processes that a river undergoes to reach a graded profile. (4 x 2) (8)

[75]

SECTION B: RURAL AND URBAN SETTLEMENTS AND SOUTH AFRICAN ECONOMIC GEOGRAPHY**QUESTION 3**

3.1 Refer to FIGURE 3.1 showing models of urban structure. Choose the correct answer from the options given in brackets to make the statement TRUE. Write only your answer next the question numbers (3.1.1 to 3.1.7) in the ANSWER BOOK, e.g. 3.1.8 concentric zone.

3.1.1 The model which shows land use arranged in wedges is known as the (multiple nuclei/sector) model.

3.1.2 In the (multiple nuclei/concentric zone) model the CBD is the focal point around which the urban area develops.

3.1.3 Industries and low-cost housing develop along main roads or railways in the (concentric zone/sector) model.

3.1.4 The (sector/multiple nuclei) model is most applicable to modern cities.

3.1.5 The (sector/concentric zone) model does not consider development along transport routes.

3.1.6 Cities that have several focal points around which urban development occurs are examples of the (concentric zone/multiple nuclei) model.

3.1.7 The (sector/multiple nuclei) model displays characteristics of the concentric zone model. (7 x 1) (7)

3.2 Various options are provided as possible answers to the following statements. Choose the answer and write only the letter (A–D) next to the question numbers (3.2.1 to 3.2.8) in the ANSWER BOOK, e.g. 3.2.9 D.

3.2.1 The economic sector associated with the provision of transport is referred to as the ... sector.

- A primary
- B secondary
- C tertiary
- D quaternary

3.2.2 The total value of all goods and services produced in one year within a country is called the ...

- A per capita income.
- B gross domestic product.
- C gross national product.
- D gross domestic income.

3.2.3 An example of an economic activity concerned with the extraction of raw material is ...

- A transport.
- B construction.
- C mining.
- D research.

3.2.4 An exchange of goods and services between countries is referred to as ...

- A international trade.
- B domestic trade.
- C foreign exchange.
- D trade balance.

3.2.5 ... refers to goods that are brought into the country.

- A Exports
- B Imports
- C Market
- D Trade

3.2.6 The domestic market is also known as the ... market.

- A regional
- B foreign
- C provincial
- D home

3.2.7 Income generated by a country through exports refers to ...

- A per capita income.
- B foreign exchange.
- C export-orientated industries.
- D export market.

3.2.8 An example of a quaternary economic activity is ...

- A fishing.
- B ship building.
- C service provision.
- D research.

(8 x 1) (8)

- 3.3 Refer to FIGURE 3.3, a graph on rural depopulation.
- 3.3.1 Define the concept *rural depopulation*. (1 x 1) (1)
- 3.3.2 Determine the number of people living in the rural areas of South Africa in 2004. (1 x 1) (1)
- 3.3.3 Is the rural population showing an increase or a decrease from 2004 to 2020? (1 x 1) (1)
- 3.3.4 How will this trend (the answer to QUESTION 3.3.3) have a negative impact on the standard of living of the rural population? (2 x 2) (4)
- 3.3.5 Explain TWO social factors that contributed to rural depopulation in South Africa. (2 x 2) (4)
- 3.3.6 Suggest TWO sustainable strategies to encourage people to return to rural areas. (2 x 2) (4)
- 3.4 Refer to FIGURE 3.4, a cartoon based on an urban issue related to rapid urbanisation.
- 3.4.1 Identify the urban issue shown in the cartoon. (1 x 1) (1)
- 3.4.2 Give a reason for your answer to QUESTION 3.4.1. (1 x 2) (2)
- 3.4.3 Why is the urban issue in the cartoon common in most cities? (2 x 2) (4)
- 3.4.4 In a paragraph of approximately EIGHT lines, discuss the negative impact of this urban issue on motorists. (4 x 2) (8)
- 3.5 Refer to the extract in FIGURE 3.5 based on cattle farming in South Africa.
- 3.5.1 Identify ONE problem from the extract that poses a challenge to cattle farmers. (1 x 1) (1)
- 3.5.2 Why, according to the extract, is the Bonsmara breed ideal for cattle farming? (2 x 1) (2)
- 3.5.3 Suggest TWO ways in which the government can assist small-scale cattle farmers to increase beef production. (2 x 2) (4)
- 3.5.4 In a paragraph of approximately EIGHT lines, discuss how an increase in beef production can contribute to food security in South Africa. (4 x 2) (8)



- 3.6 Refer to FIGURE 3.6 and study the information on the PWV (Gauteng) Industrial Region.
- 3.6.1 Which of the urban settlements in the PWV (Gauteng) Industrial Region shown in FIGURE 3.6 started out as a gold mining settlement? (1 x 1) (1)
- 3.6.2 Quote TWO statistics from FIGURE 3.6, which indicates that the PWV (Gauteng) Industrial Region is the economic heartland of South Africa. (2 x 1) (2)
- 3.6.3 Discuss TWO factors that have favoured the development of industries in the PWV (Gauteng) Industrial Region. (2 x 2) (4)
- 3.6.4 The PWV (Gauteng) Industrial Region faces many challenges, including high levels of unemployment and water shortages.
- (a) Why has water supply hindered the development of the PWV (Gauteng) Industrial Region? (1 x 2) (2)
- (b) How did the PWV (Gauteng) Industrial Region overcome the shortage of water supply for industries? (1 x 2) (2)
- (c) Why does the PWV (Gauteng) Industrial Region face challenges of unemployment despite the high concentration of industries in this industrial region? (2 x 2) (4)
- [75]**



QUESTION 4

4.1 Refer to FIGURE 4.1 showing rural settlement patterns and shapes. Choose the correct answer from the options given in brackets to make the statement TRUE. Write only your answer next the question numbers (4.1.1 to 4.1.8) in the ANSWER BOOK, e.g. 4.1.9 dispersed.

- 4.1.1 A (dispersed/nucleated) settlement pattern is associated with large machinery.
- 4.1.2 The settlement pattern that encourages more community activities is (nucleated/dispersed).
- 4.1.3 The lack of safety and an increased vulnerability to crime is more predominant in (nucleated/dispersed) settlement patterns.
- 4.1.4 (Nucleated/Dispersed) settlement patterns are commonly associated with privately owned land.
- 4.1.5 The settlement that develops at the intersection of transport routes has as a (linear/crossroads) shape.
- 4.1.6 (Circular/Linear) shaped settlements develop around a focal point.
- 4.1.7 A (circular/linear) shaped settlement forms along transport routes.
- 4.1.8 The settlement shape responsible for the greatest accessibility is a (linear/crossroads) settlement. (8 x 1) (8)

4.2 Various options are provided as possible answers to the following statements. Choose the answer and write only the letter (A–D) next to the question numbers (4.2.1 to 4.2.7) in the ANSWER BOOK, e.g. 4.2.8 D.

4.2.1 ... is the staple food of many people in South Africa.

- A Fruit
- B Maize
- C Wheat
- D Beef

4.2.2 Agricultural activities are associated with the ... economic sector.

- A quaternary
- B secondary
- C tertiary
- D primary



- 4.2.3 ... is when people in a country have access to enough nutritious food.
- A Food insecurity
 - B Malnutrition
 - C Famine
 - D Food security
- 4.2.4 An advantage of genetically modified (GM) crops is that they ...
- A have less nutritional value.
 - B produce more food per hectare.
 - C have a shorter storage life.
 - D are less expensive.
- 4.2.5 Monoculture is a characteristic of ... farming.
- A small-scale
 - B traditional
 - C large-scale
 - D subsistence
- 4.2.6 Sugar cane farming is mainly practised in ...
- A the Eastern Cape.
 - B the Western Cape.
 - C KwaZulu-Natal.
 - D North West.
- 4.2.7 ... are factors that favour agricultural production in South Africa.
- A Floods and climate change
 - B Research and climatic differences
 - C Crime and labour strikes
 - D Fluctuating prices and subsistence farming (7 x 1) (7)
- 4.3 FIGURE 4.3 shows urban sprawl.
- 4.3.1 Define the concept *urban sprawl*. (1 x 1) (1)
- 4.3.2 Give evidence from FIGURE 4.3 that suggests that urban sprawl is taking place. (1 x 2) (2)
- 4.3.3 Why do local authorities find it difficult to control urban sprawl? (2 x 2) (4)
- 4.3.4 In a paragraph of approximately EIGHT lines, discuss the unfavourable environmental conditions caused by urban sprawl in the rural-urban fringe. (4 x 2) (8)

- 4.4 Refer to FIGURE 4.4 based on an urban environmental justice issue.
- 4.4.1 Define the concept *environmental injustice*. (1 x 1) (1)
- 4.4.2 State the environmental injustice evident in FIGURE 4.4. (1 x 1) (1)
- 4.4.3 Give evidence from the photograph to support your answer to QUESTION 4.4.2. (1 x 1) (1)
- 4.4.4 Why is your answer to QUESTION 4.4.2 considered an environmental injustice? (2 x 2) (4)
- 4.4.5 Discuss how this environmental injustice will affect the local community. (2 x 2) (4)
- 4.4.6 Explain how local authorities can develop sustainable solutions to reduce the impact of this injustice issue on the environment. (2 x 2) (4)
- 4.5 FIGURE 4.5 is based on strategies for industrial development: the Saldanha Bay Industrial Development Zone (SBIDZ).
- 4.5.1 Name the new local investor in Saldanha Bay. (1 x 1) (1)
- 4.5.2 What will be the core function of the new investor in the Saldanha Bay IDZ? (1 x 1) (1)
- 4.5.3 State the physical (natural) factor that could have attracted the new investor to the Saldanha Bay IDZ. (1 x 1) (1)
- 4.5.4 Discuss how the new investment project in the Saldanha Bay IDZ would have a positive impact on transport infrastructure in the zone. (2 x 2) (4)
- 4.5.5 How will investments in the Saldanha Bay IDZ have an impact on the people seeking employment in this zone? (2 x 2) (4)
- 4.5.6 Suggest what social responsibility initiatives a new investment company should have towards the local community. (2 x 2) (4)



4.6 Refer to FIGURE 4.6 based on the informal sector.

- | | | | |
|-------|---|---------------|-------------|
| 4.6.1 | What example of informal trade, according to the extract, is shown in FIGURE 4.6? | (1 x 1) | (1) |
| 4.6.2 | How many people in South Africa are involved in the informal retail sector? | (1 x 1) | (1) |
| 4.6.3 | Quote evidence from the extract to suggest that the informal sector is a much easier option to gain employment. | (1 x 1) | (1) |
| 4.6.4 | According to the extract, why are so many women employed in the informal sector? | (2 x 2) | (4) |
| 4.6.5 | In a paragraph of approximately EIGHT lines, discuss the positive impact that the informal sector has on the economy of South Africa. | (4 x 2) | (8) |
| | | | [75] |
| | | TOTAL: | 225 |





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GEOGRAPHY P1 ANNEXURE

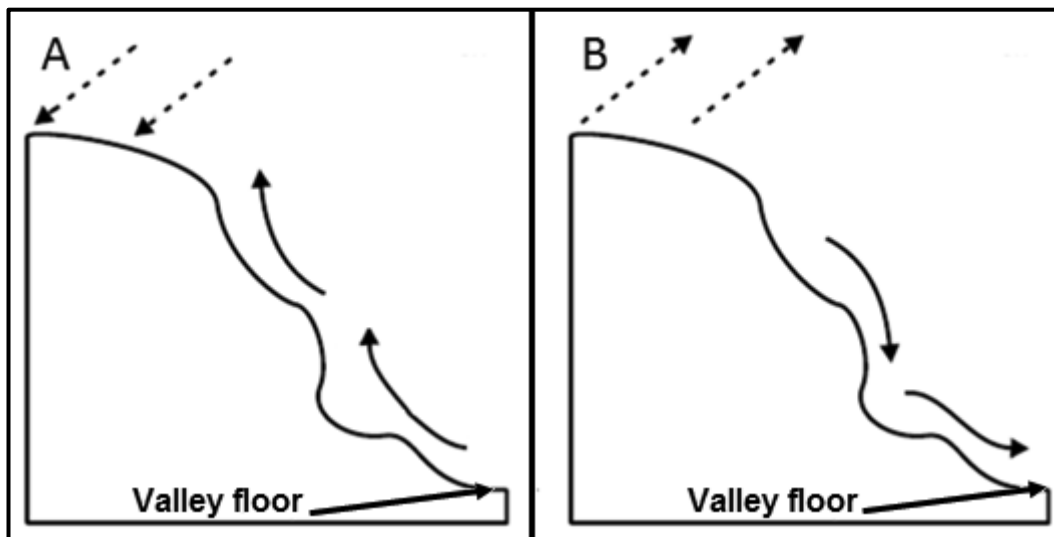
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NATIONAL SENIOR CERTIFICATE**

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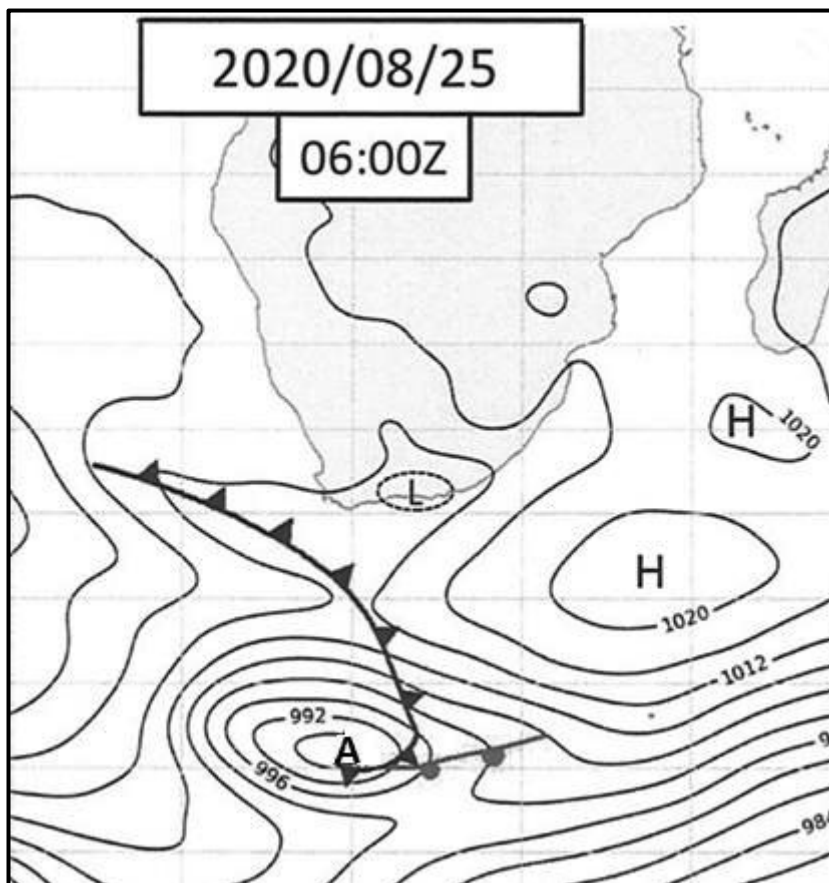
**GEOGRAPHY P1
NOVEMBER 2020(2)
ANNEXURE**

This annexure consists of 12 pages.

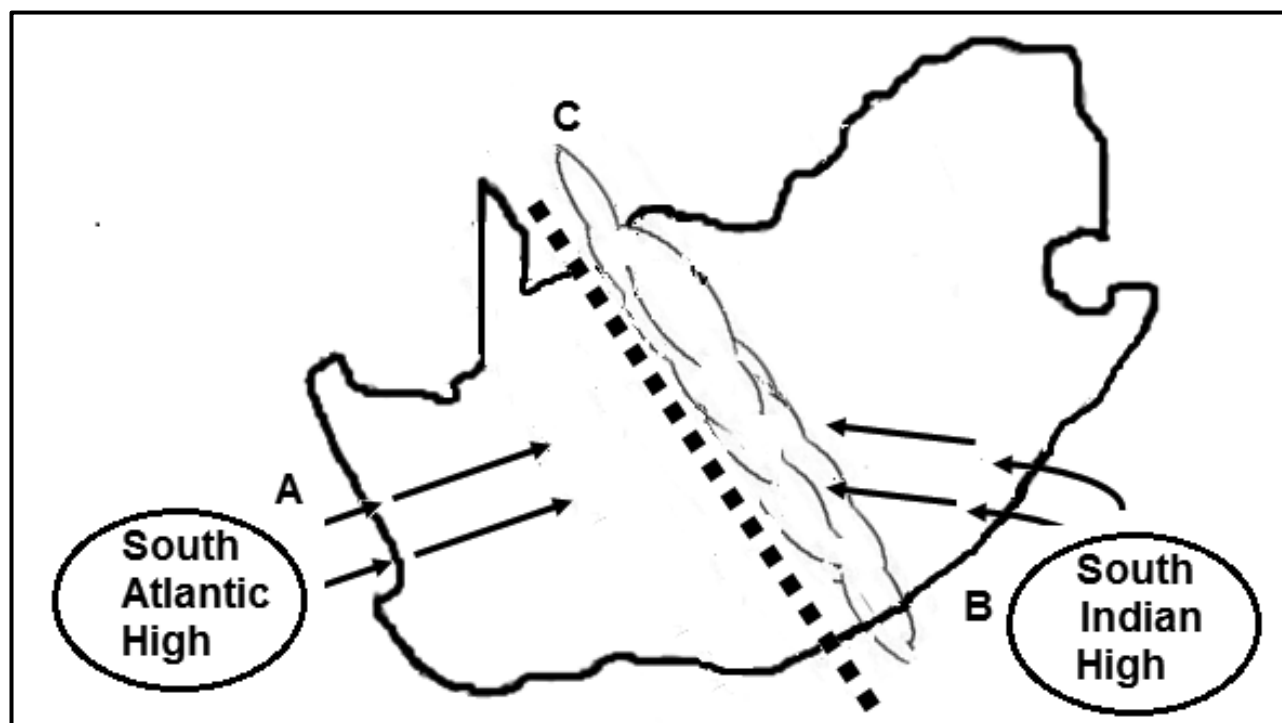


FIGURE 1.1: VALLEY CLIMATES

[Examiner's own sketch]

FIGURE 1.3: MID-LATITUDE CYCLONE

[Source: South African Weather Bureau]

FIGURE 1.4: LINE THUNDERSTORM

[Source: Examiner's sketch]

FIGURE 1.5: DELTAS**DELTA ARE SINKING**

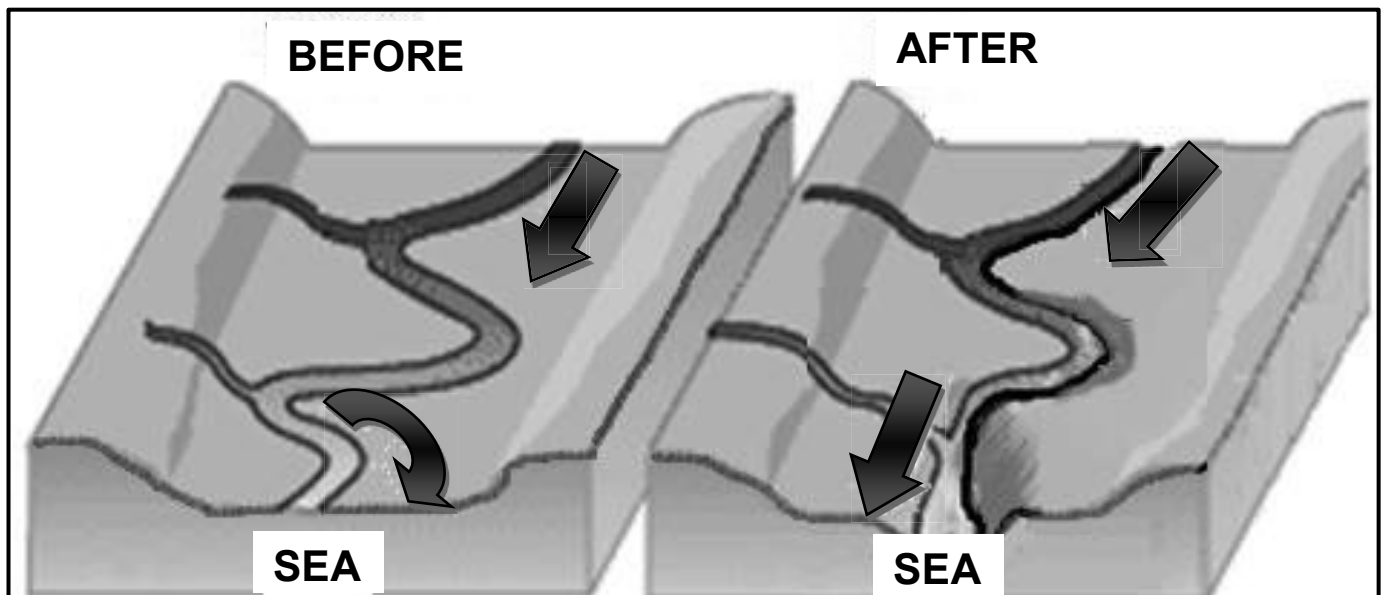
The world's river deltas take up less than 0,5% of the Earth's land area, but they are home to hundreds of millions of people. With fertile soils and easy access to the coast, deltas are important areas for food production. They also have unique ecosystems. Now many of the world's deltas are facing a crisis. Sea levels are rising as a result of climate change, while deltas are sinking.

As sediments in deltas compact under their own weight, deltas naturally sink. If left undisturbed, new river sediment can accumulate and help to maintain the delta surface above sea level.

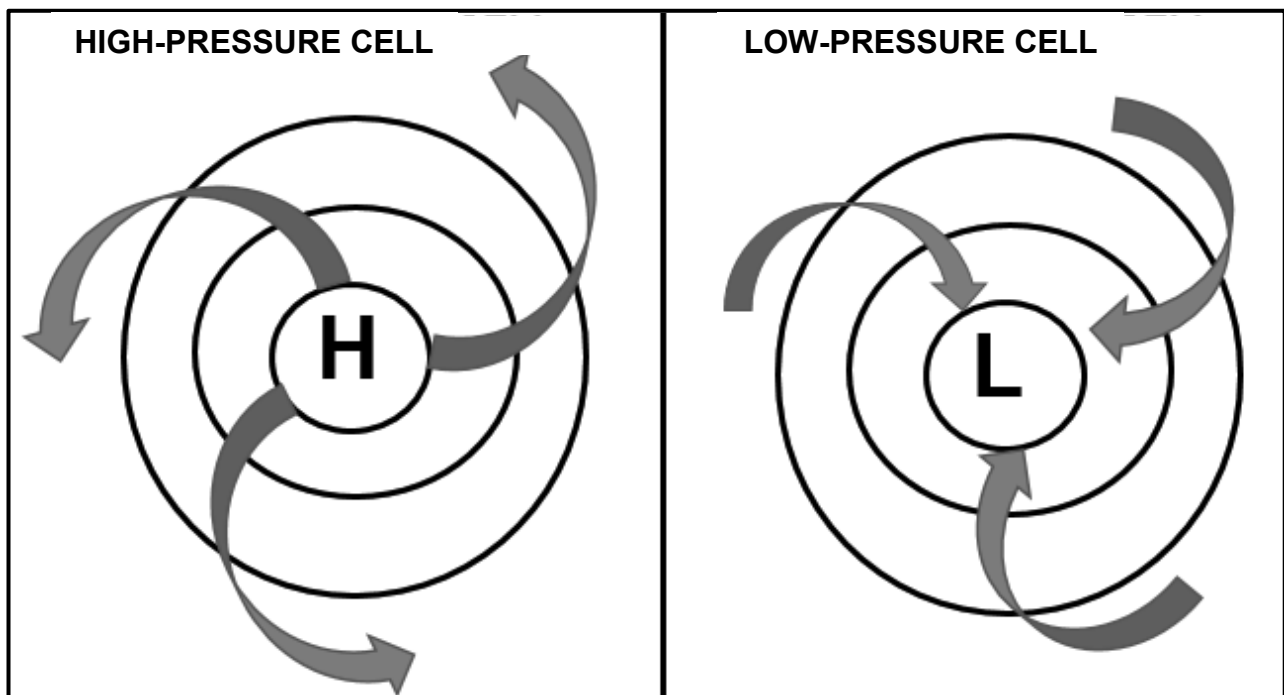
But deltas are now subsiding much faster than they would do naturally. That's due to groundwater being pumped from aquifers (permeable rock) underneath them and used to irrigate crops and provide water for rapidly growing cities. Under these conditions, only the continued deposition of sediment on deltas can keep them from 'drowning'.

Difficult decisions need to be made about development priorities between countries upstream of deltas and those including the deltas themselves. There will be trade-offs to be made between hydropower, agricultural practices and delta sustainability.

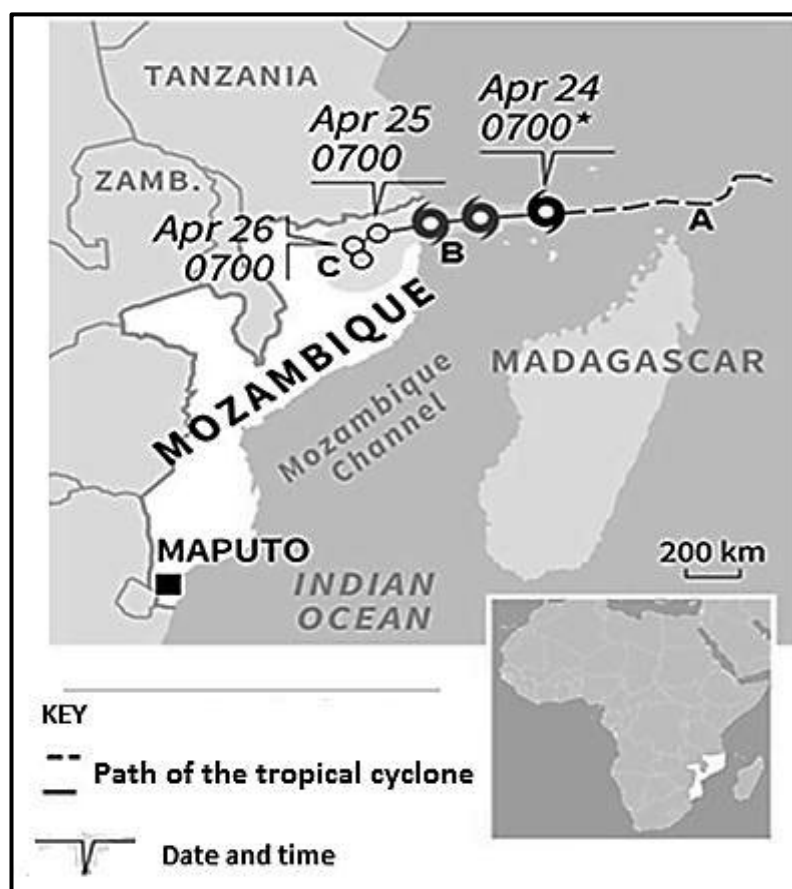
[Source: <https://www.asiatimes.com/2019/11/article/river-delta-changes-threaten-hundreds-of-millions/>]

FIGURE 1.6: RIVER REJUVENATION

[Adapted from <http://navneetsingh00215.blogspot.in>]

FIGURE 2.1: HIGH- AND LOW-PRESSURE CELLS IN THE SOUTHERN HEMISPHERE

[Source: Examiner's own sketch]

FIGURE 2.3: TROPICAL CYCLONE

[Source: Meteo France]

FIGURE 2.4: URBAN HEAT ISLANDS**CITY DWELLERS ARE BEARING THE BRUNT OF EXTREME TEMPERATURES**

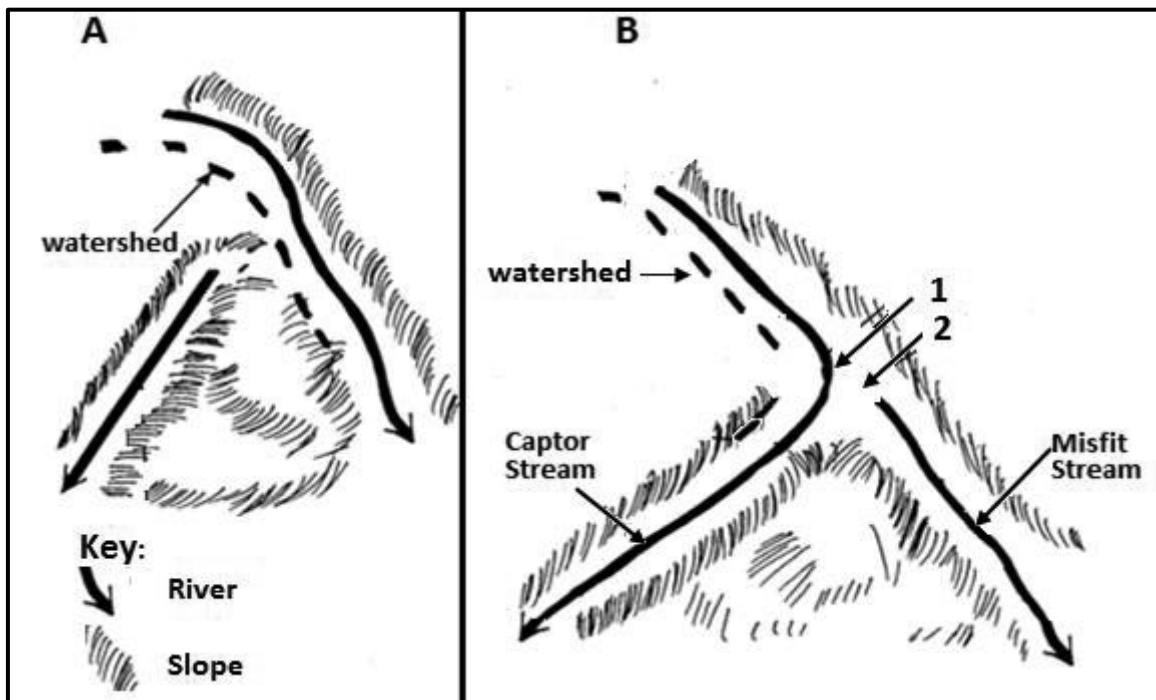
Thanks to a phenomenon that makes urban areas hotter than their surroundings, cities such as Pretoria are as much as 6 °C hotter than they could be.

The heat comes from decades of poor planning. Since the 1950s, the global focus of city infrastructure planning has been on cars and on getting as many people as possible into tall buildings (skyscrapers).

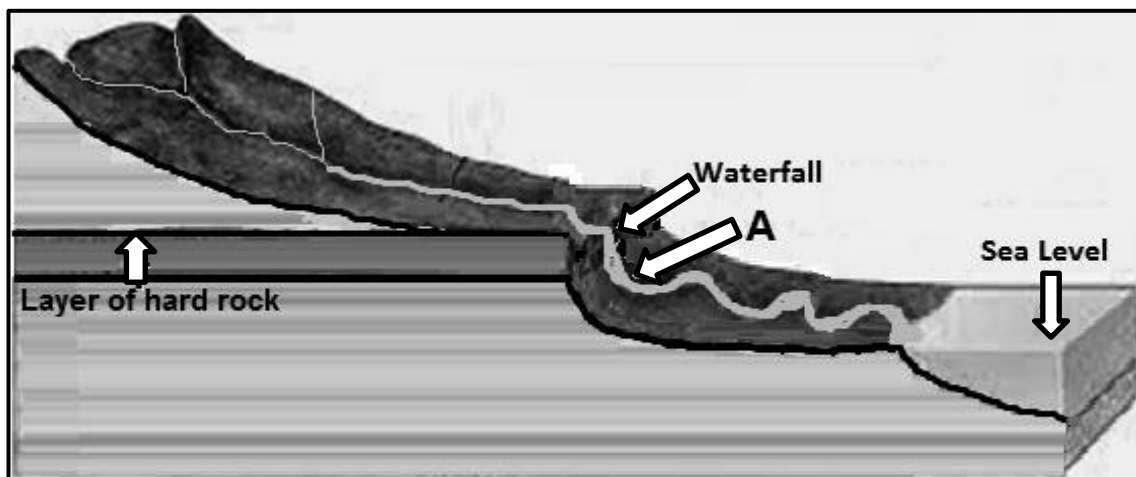
In South Africa's six big cities, this means tarred roads crisscrossing what used to be fields, big cement slabs providing parking for the cars, high-rise apartments and office blocks overcrowding their occupants. This both creates and traps heat, which leads to an urban heat island. This effect is worse at night, with cities storing heat.

The World Health Organisation (WHO) says urban heat islands, which both raise temperatures and trap pollutants, will have to disappear in this century if future generations are to live healthy lives in cities. A possible way of addressing the issue of heat islands is introducing 'green' strategies. Green strategies are sustainable and do not harm the environment.

[Adapted from <https://mg.co.za/article/2016-01-16-beyond-the-inferno-how-sa-cities-must-green>]

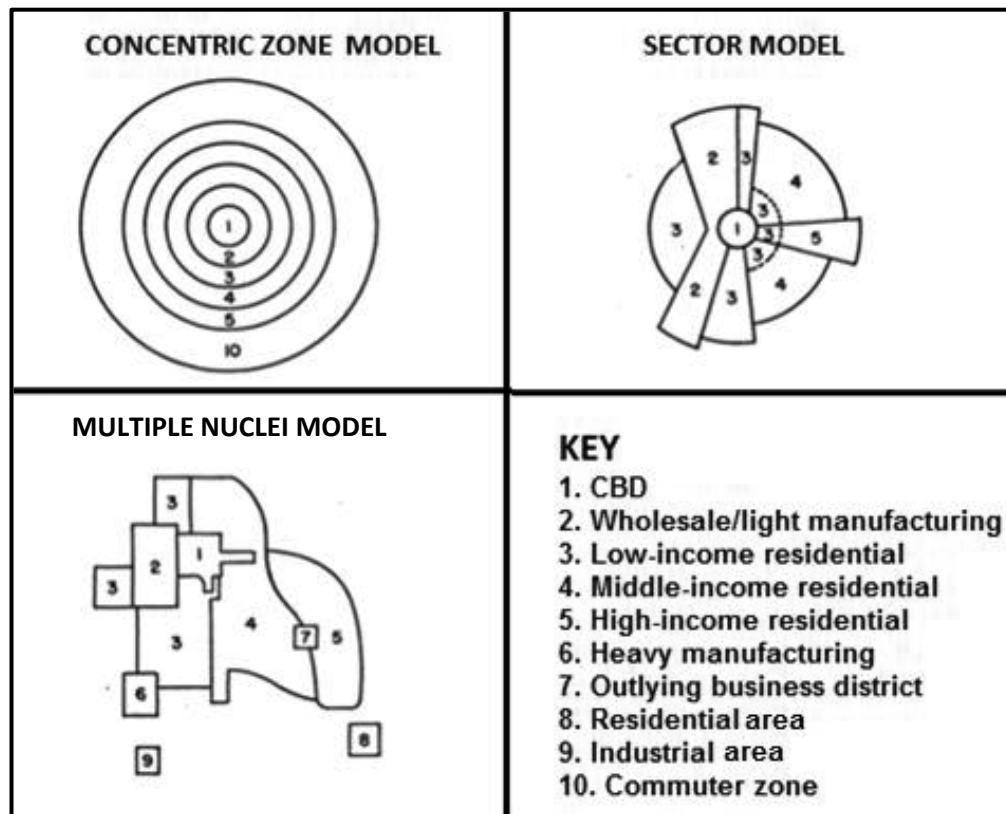
FIGURE 2.5: RIVER CAPTURE (STREAM PIRACY)

[Adapted from <https://revision.co.ke/marking-schemes/kcse-cluster-tests-3/geography/>]

FIGURE 2.6: RIVER PROFILE

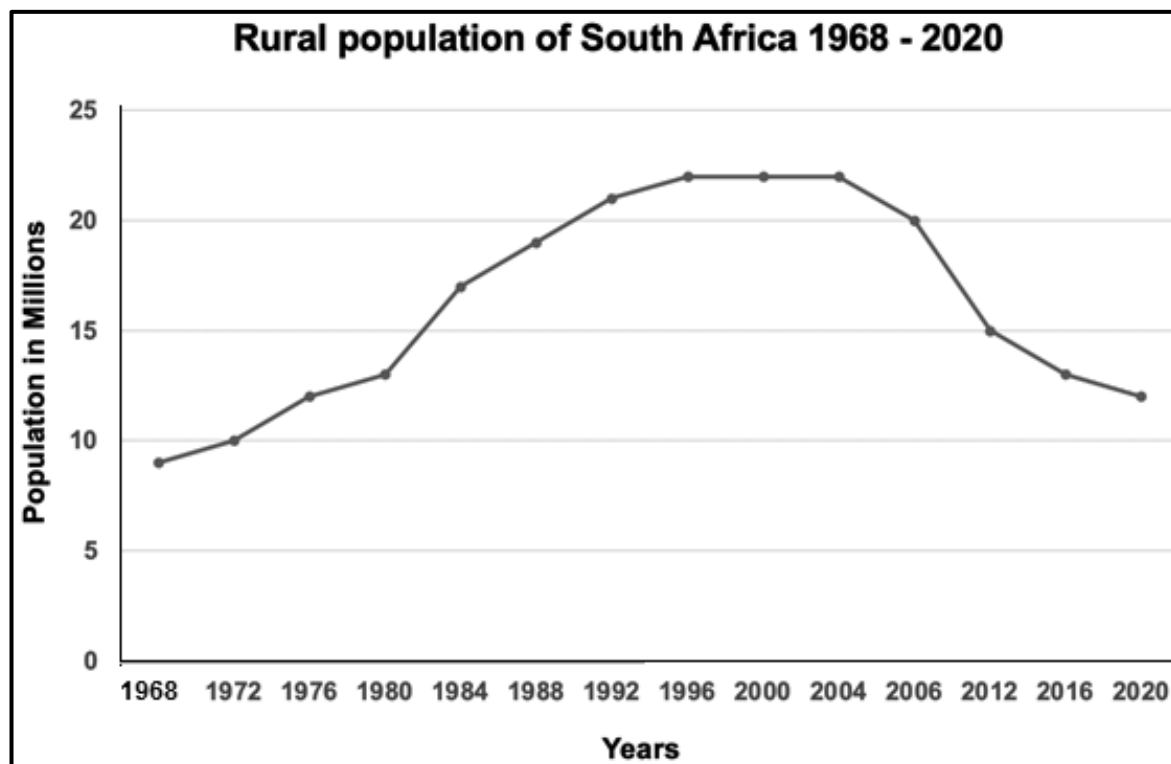
[Adapted from <https://www.google.com/search?q=photograph+of+an+ungraded+river+profile>]

FIGURE 3.1: MODELS OF URBAN STRUCTURE

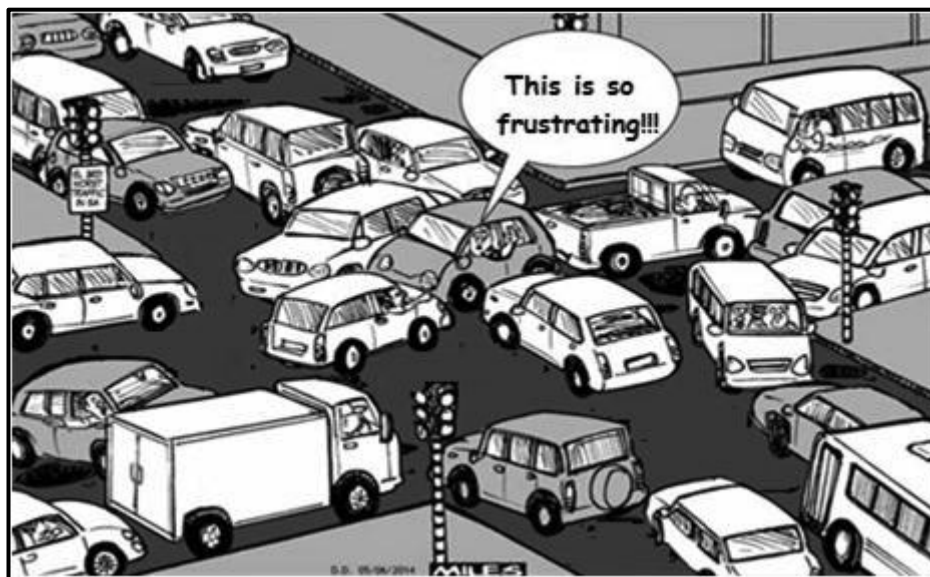


[Adapted from Davies 1981, <https://geographycasestudysite>]

FIGURE 3.3: RURAL DEPOPULATION



[Source: Examiner's graph]

FIGURE 3.4: URBAN ISSUE RELATED TO RAPID URBANISATION

[Adapted from <http://cartoonsbymiles.blogspot.com/2014/06/mixed-bag.html>]

FIGURE 3.5: CATTLE FARMING IN SOUTH AFRICA**TOUGH TIMES NEED TOUGHER CATTLE**

With the ongoing drought and foot-and-mouth disease outbreaks in South Africa, choosing the right cattle breed for production and breeding has never been more crucial. With its adaptability and high functional efficiency, Bonsmara cattle has proved itself the ideal breed to cope with, and thrive in, these challenging conditions.



The Bonsmara, bred for Africa's harshest conditions, has shown that it can adapt to the changing climate, reduced rainfall and warmer temperatures. The Bonsmara cow is capable of walking long distances to find grazing. The breed also adapts in both extensive and intensive agricultural environments.

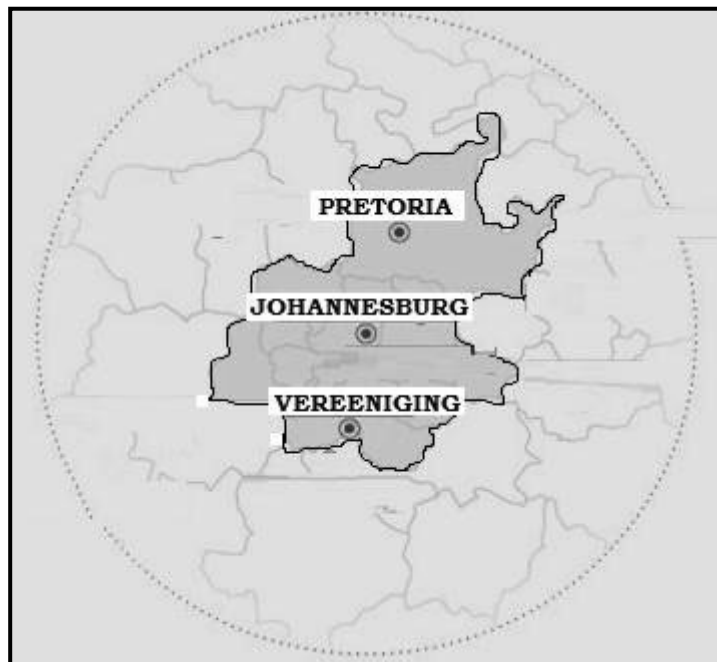
[Source: <https://www.farmersweekly.co.za/animals/cattle/tough-times-need-tougher-cattle/>]

FIGURE 3.6: PWV (GAUTENG) INDUSTRIAL REGION

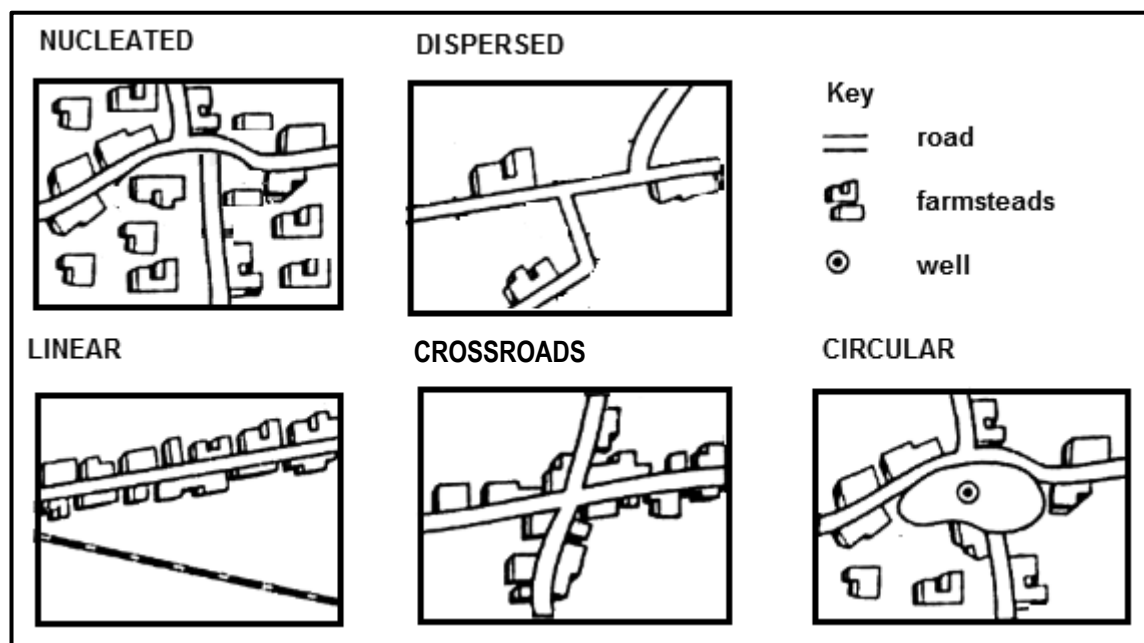
The PWV (Gauteng) Industrial Region is an integrated cluster of cities, towns and urban nodes that together make up the economic heartland of South Africa.

This region is the country's centre of trade within Southern Africa and beyond. PWV (Gauteng) produces more than 33,8% of the national GDP in current prices. PWV (Gauteng) is estimated to contribute about 45% of South Africa's total economic output.

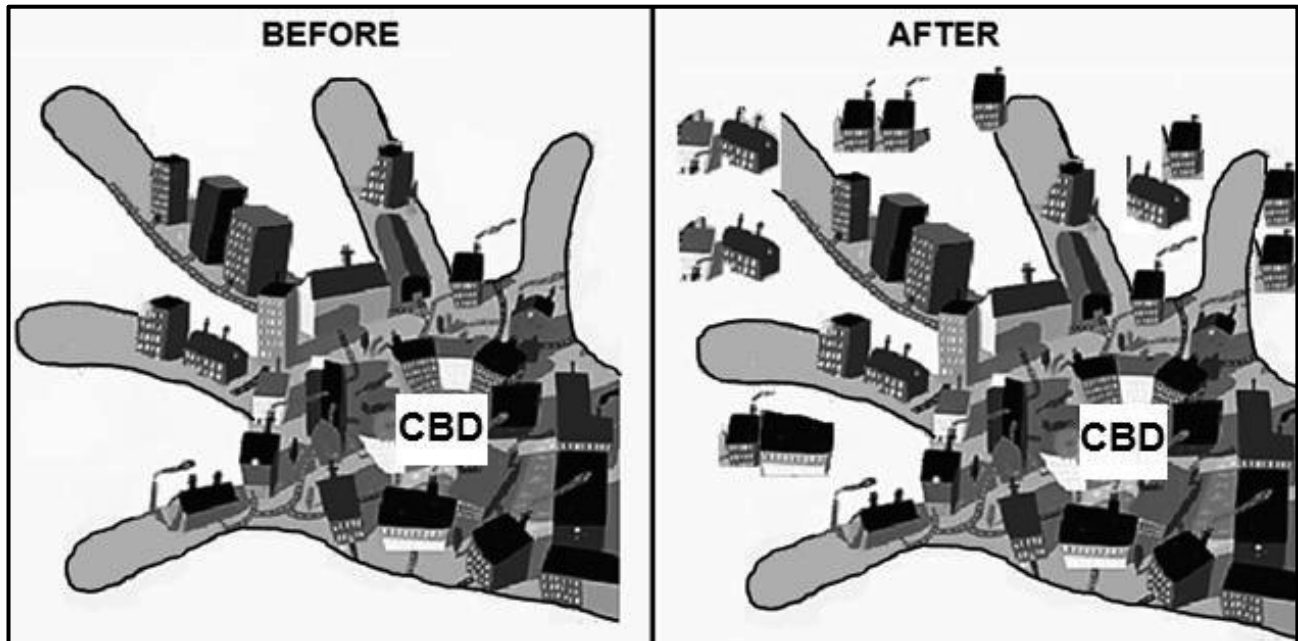
Despite its importance, the PWV (Gauteng) region faces many challenges, such as water shortages and high levels of unemployment.



[Adapted from <https://www.gcro.ac.za/about/the-gauteng-city-region/>]

FIGURE 4.1: RURAL SETTLEMENT PATTERNS AND SHAPES

[Adapted from <https://www.studyadda.com/current-affairs/human-settlements>]

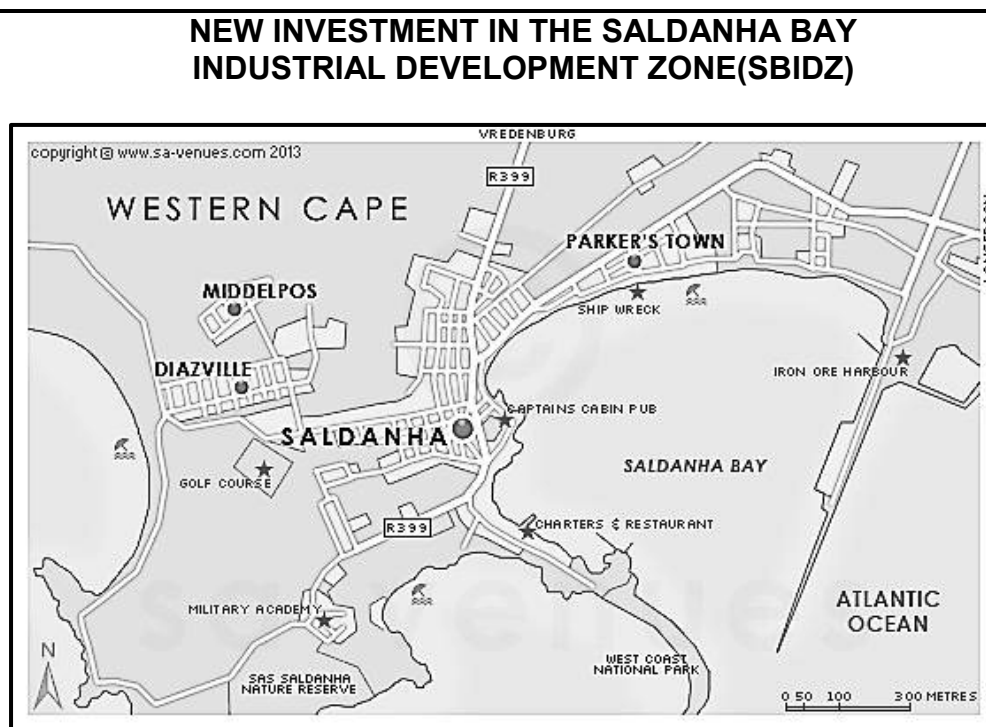
FIGURE 4.3: URBAN SPRAWL

[Adapted from <https://theurbanweb.wordpress.com/finger-plan-in-copenhagen-urban-sprawl/>]

FIGURE 4.4: URBAN ENVIRONMENTAL JUSTICE ISSUE

[Adapted from <https://pulitzercenter.org/reporting/south-africas-future-without-coal/>]

FIGURE 4.5: STRATEGIES FOR INDUSTRIAL DEVELOPMENT: THE SALDANHA BAY INDUSTRIAL DEVELOPMENT ZONE (SBIDZ)



The West Coast Corrosion Protection (WCCP) will nearly double their workforce as they position themselves to grow their already established business with the support of the SBIDZ fund.

As a small, local company in the corrosion protection and support services industry, the WCCP services a range of marine vessels in a number of ports across South Africa. Their new facility will provide a necessary base to expand their value and service offering to the maritime industry. It will open doors to new markets and customers.

The SBIDZ has, to date, signed 11 lease agreements with an investment value of over R3 billion. The development of the SBIDZ is key to unlocking the industrial potential of the West Coast, and Saldanha in particular.

Skills programmes initiated in the SBIDZ that focus on enterprise and contractor development have created a total of 2 199 individual training opportunities with 88% of participants having already graduated. Together with this, the local community benefits from social responsibility initiatives.

[Source: www.sbidz.co.za, <https://www.sa-venues.com/maps/westerncape/saldanha.php>]

FIGURE 4.6: INFORMAL SECTOR

[Source: iol.co.za]

Informal trade is dominated by women in most countries.

South Africa's informal retail sector is made up of around 750 000 informal micro-retailers (mostly women) operating from home ('spaza' shops) and street vendors. They generate a total revenue of R31,8 billion per year.

Providing support to the informal sector could help South Africa relieve some of its unemployment pressures. There are few barriers to entering the informal sector. It provides in many of the local community's basic needs.

[Adapted from [Citizenmatters-post-covid-16671](#)]^a





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GRADE 12

GEOGRAPHY P1

NOVEMBER 2020(2)

MARKING GUIDELINES

UMALUSI

15 DEC 2020

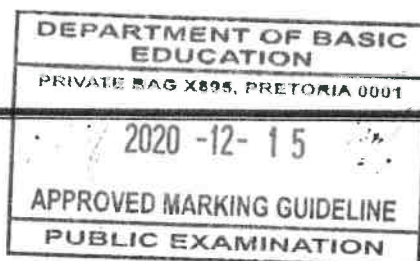
MARKS: 225

Name	Designation	Signature	Date
Mrs. ZPL SHABALALA	Umalusi External Moderator	<i>ZPL Shabalala</i>	15-12-2020
Mr. K NAIR	Umalusi External Moderator	<i>K Nair</i>	15-12-2020
Mr. GD SAMAAI	Umalusi External Moderator	<i>GD Samaa</i>	15/12/2020
Ms. T MAGSON	DBE Internal Moderator	<i>T Magson</i>	15/12/2020
Mr. R DAVECHAND	DBE Internal Moderator	<i>R Davech</i>	15/12/2020

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Marking Guidelines

The following marking guidelines have been developed to standardise marking in all provinces.

Marking

- ALL selected questions MUST be marked, irrespective of whether it is correct or incorrect
- Candidates are expected to make a choice of THREE questions to answer. If all questions are answered, ONLY the first three questions are marked.
- A clear, neat tick must be used: ✓
 - If ONE mark is allocated, ONE tick must be used: ✓
 - If TWO marks are allocated, TWO ticks must be used: ✓✓
 - The tick must be placed at the FACT that a mark is being allocated for
 - Ticks must be kept SMALL, as various layers of moderation may take place
- Incorrect answers must be marked with a clear, neat cross: ✕
 - Use MORE than one cross across a paragraph/discussion style questions to indicate that all facts have been considered
 - Do NOT draw a line through an incorrect answer
 - Do NOT underline the incorrect facts
- Where the maximum marks have been allocated in the first few sentences of a paragraph, place an **M** over the remainder of the text to indicate the maximum marks have been achieved

For the following action words, ONE word answers are acceptable: **give, list, name, state, identify**

For the following action words, a FULL sentence must be written: **describe, explain, evaluate, analyse, suggest, differentiate, distinguish, define, discuss, why, how**

The following action words need to be read within its context to determine whether a ONE word answer or FULL sentence is required: **provide, what, tabulate**

Totalling and transferring of marks

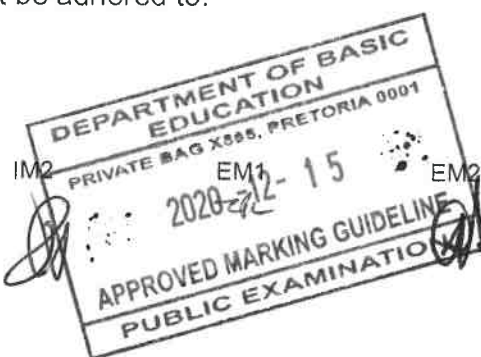
- Each sub-question must be totalled
 - Each question has six sub-sections, therefore six sub-totals per question required
 - Sub-section totals to be written in right hand margin at the end of the sub-section and underlined
 - Sub-total must be written legibly
 - Leave room to write in moderated marks on different levels
- Total sub-totals and transfer total to top left hand margin next to question number
- Transfer total to cover of answer book

Moderation

Marking on each level of moderation is done in the same way as the initial marking. All guidelines for marking must be adhered to.

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IM 1



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If a mark for a sub-question is changed after moderation, the moderator must strike through the marker's mark and write down the new mark. 42 16

The total for the question must be re-calculated, and similarly be struck off and the new total to be written down.

6

3

QUESTION 1

3

- 1.1.1 A (South Atlantic High) (1) ✓
 1.1.2 B (Kalahari High) (1) ✓
 1.1.3 B (South Indian) (1) x

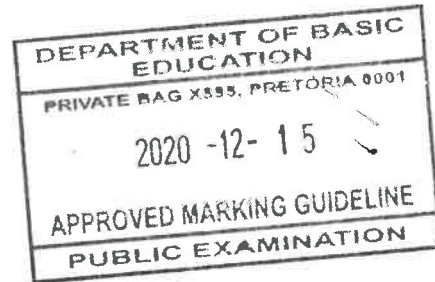
- 1.2.1 Melting snow ✓
 1.2.2 Mouth x
 1.2.3 Third order ✓

- 1.3.1 Katabatic x
 1.3.2 1 occurs during the day while 2 occurs at night ✓✓
 1.3.3 Cold air rolls down into the valley and forms an inversion ✓✓



Air flows downslope ✓✓

- 1.4.1 Shape of front concave
 Steep gradient of front ✓x
- 1.4.2 Warm air undercuts the cold air x
- 1.4.3 Air behind the cold front is colder than the air in front. Cold air moves faster than warm air ahead of it. Cold front catches up with the warm front. ✓✓
- 1.5.1 (a) A river that only flows all year round x
 (b) The river channel is wide x
 (c) Regularity of rainfall and the soil type over which the streams flow. ✓✓
- 1.6.1 Gauteng and the Eastern Cape ✓x
- 1.6.2 Mining waste dumped in the river and industries pollute the water. ✓✓
- 1.6.3 The cost of food production will increase as it is costly to buy purified water. Farmers will have to buy more chemicals to purify water. Chemicals cost a lot and this will increase production costs. It will be costly to purify water for use in electricity generation. These costs will be included in electricity prices. Costs will increase the price of electricity during production. There will be less clean water to generate hydro-electricity. ✓✓



2

2

6

7

4

11

SECTION A: CLIMATE, WEATHER AND GEOMORPHOLOGY**QUESTION 1**

1.1 1.1.1 A (1)

1.1.2 B (1)

1.1.3 A (1)

1.1.4 A (1)

1.1.5 B (1)

1.1.6 B (1)

1.1.7 B (1)

(7 x 1) (7)

1.2 1.2.1 I (1)

1.2.2 E (1)

1.2.3 D (1)

1.2.4 G (1)

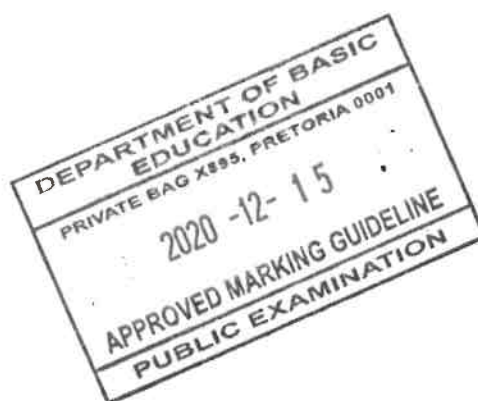
1.2.5 C (1)

1.2.6 A (1)

1.2.7 B (1)

1.2.8 H (1)

(8 x 1) (8)



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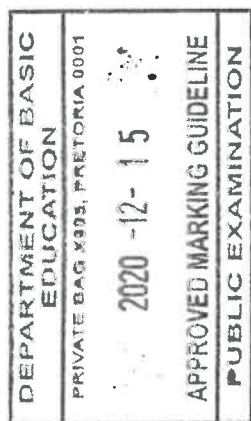
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- 1.3 1.3.1 Cold and warm fronts visible (Cold/Warm front visible) (1)
 Presence of an occluded front (1)
 Low pressure (less than 1000hPa) (1)
 Presence of warm/cold sectors (1)
 Mid-latitude cyclone is moving from west to east (as indicated by the symbol of the cold front) (1)
 It is where a mid-latitude cyclone should be located in winter (date) (1)
[ANY ONE] (1 x 1) (1)
- 1.3.2 Convergence (meeting) of cold (dry) polar air and warm (moist) sub-tropical air masses (2)
 Frictional drag (disturbances) occurs at the polar front (2)
[ANY ONE] (1 x 2) (2)
- 1.3.3 It is steered/driven by the westerly winds (2)
 Located in the westerly wind belt (2)
 Driven by jet streams (2)
[ANY ONE] (1 x 2) (2)
- 1.3.4 Steep pressure gradient (isobars are close together) (2)
 Rapid upliftment of air mass (2)
 Presence of cumulonimbus clouds (2)
 Backing of wind (2)
[ANY ONE] (1 x 2) (2)
- 1.3.5 Cold front moves faster than the warm front (2)
 Warm air sector narrows as the cold front undercuts it (2)
 The cold front catches up with the warm front (at the apex) (2)
[ANY TWO] (2 x 2) (4)
- 1.3.6 Increased rainfall fills up dams/rivers/jo-jo tanks which impacts positively on the agricultural sectors (2)
 Enables irrigation of winter crops which provides enough food for the local market (2)
 More agricultural products (accept examples) available for manufacturing industries/export (2)
 Low temperatures ideal for crops that thrive in cold conditions (2)
 Cold conditions can kill pests that eat the crops (2)
 More infiltration is causing a higher water table therefore ground water increases (2)
 Supplies seasonal agricultural jobs (2)
 Cleans polluted rivers as it is washed out pollution in river (2)
 Improves pasturage for livestock grazing (2)
 Soil fertility increases due to alluvium from flooding (2)
 Contributes to food production/food security (2)
 Availability of water for livestock (2)
[ANY TWO] (2 x 2) (4)



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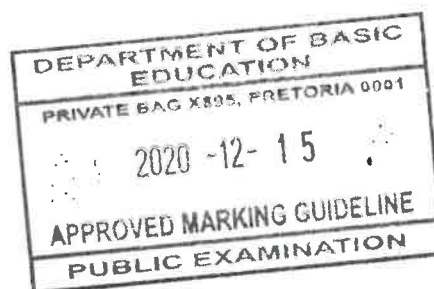
IM2

EM1

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- 1.4 1.4.1 B (1)
Accept Indian Ocean (1)
[ANY ONE] (1 x 1) (1)
- 1.4.2 Divergence of air from South Atlantic High to the trough of low pressure in the interior (2)
Anticlockwise rotation from South Atlantic High feeds in the cold air (2)
Cold air from above the Atlantic Ocean/Benguela current (2)
Air is dry due to limited evaporation (2)
[ANY ONE] (1 x 2) (2)
- 1.4.3 Cool dry air from the south west meets warm moist air from the north east (2)
Warm air is forced to rise rapidly over colder air and the rising air cools and condenses (cumulonimbus clouds form and thunderstorms occur) (2)
There is rapid rising of warm air along the east of the moisture front (2)
Moisture front covers an extensive linear area (NW to SE) (2)
[ANY TWO] (2 x 2) (4)
- 1.4.4 Torrential (Heavy) rainfall can cause extensive flooding (2)
Lightning can cause extensive fires (accept examples) (2)
Lightning can cause the death of people and livestock (2)
Hail can cause damage to property (2)
Gale force winds can damage property/infrastructure/crops/ uproot trees (2)
Flooding can lead to loss of human life/disrupt activities (2)
Crops will be destroyed by heavy rainfall (2)
Rainfall can destroy property and infrastructure (accept examples) (2)
There will be widespread soil erosion/loss of fertile soil due to heavy rainfall (accept examples) (2)
Poor visibility due to the heavy rainfall can cause accidents (2)
Ecosystems can be destroyed by flooding (2)
Loss of biodiversity due to destructive nature of the rain (2)
Economic destruction (accept explained examples) (2)
Social destruction (accept explained examples) (2)
Interruption of traffic/lack of visibility due to torrential rain (2)
[ANY FOUR] (4 x 2) (8)
- 1.5 1.5.1 At the point where the river enters the sea/river mouth/lakes (1) (1 x 1) (1)
- 1.5.2 They are home to hundreds of millions of people (1) (1 x 1) (1)
- 1.5.3 Groundwater being pumped from aquifers (permeable rocks) (1) (1 x 1) (1)



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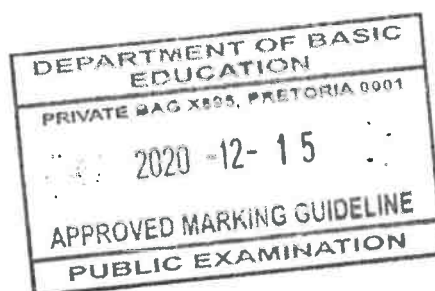
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- 1.5.4 Deltas are a source of water (2)
 Deltas sustain all ecosystems (2)
 Deltas ensures biodiversity (2)
 Deltas provide fertile farming land for agricultural activities/food production (2)
 Tourism (leisure activities) opportunities are created by deltas and contributes to the economy (2)
 Home to many people/settlement (2)
 Can be part of water transport system (2)
 Deltas are a source of protein (fish) (2)
 Provides water for fishing and aquaculture (2)
 [Accept candidates might write in the negative]
[ANY TWO] (2 x 2) (4)
- 1.5.5 Limit the number of people living on deltas to reduce the amount of water pollution (2)
 Reduce infrastructural development on deltas (2)
 Practice ecotourism to preserve deltas (2)
 Regulate mariculture in and around deltas (2)
 Reduce agricultural activity to protect the fertility of the soil (2)
 Reduce irrigation to ensure high water levels in the delta (2)
 Limit/regulate the extraction of groundwater beneath deltas (2)
 Declare as conservation areas (2)
 Educating the population residing in area about the significance of deltas (2)
 Buffer (fencing off) delta areas (2)
 Impose fines on those who pollute delta areas (2)
 Sustainable farming methods (accept examples) (2)
 Monitor/management upstream river development so rivers are not starved of sediments (2)
 Build fewer dams upstream to allow more sediment to be carried in rivers (2)
 Legislation to protect deltas (2)
 Restrict no of hydroelectric power stations/dams/reservoirs which alter delta ecosystems (2)
 Maintain vegetation and plantations in and around the delta (2)
 Regular monitoring and testing of the water quality (River health programmes) (2)
[ANY FOUR] (4 x 2) (8)
- 1.6 1.6.1 When a river erodes (downwards) again because it is re-energised (1)
[CONCEPT] (1 x 1) (1)
- 1.6.2 Lower course/Old stage (1) (1 x 1) (1)



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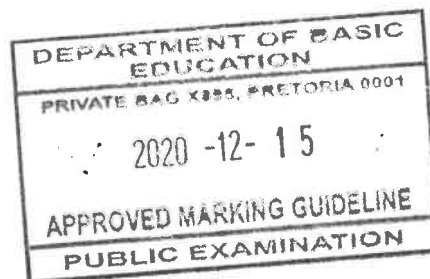
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- 1.6.3 Wide floodplain (almost flat) (1)
 Wide river valley (1)
 Meanders are visible (1)
 River enters the sea/river mouth (1)
 Presence of terraces (1)
 Evidence of lateral erosion (1)
 At the sea/ocean (label) (1)
 Entrenched meanders (1)
 Shading shows a deepening of the river channel (1)
[ANY ONE] (1 x 1) (1)
- 1.6.4 Gradient is steeper (river flows down a slope) (2)
 Turbulent flow (fast flowing river has more energy) after rejuvenation (2)
 Increase in volume of water (2)
 Results in a higher velocity after rejuvenation (2)
[ANY TWO] (2 x 2) (4)
- 1.6.5 (a) River channel has become deeper (2)
 River channel has become wider (2)
 River channel has become straighter (fewer meanders/curves/bends) (2)
 River channel has steeper sides (2)
[ANY ONE] (1 x 2) (2)
- (b) Meander loop has moved further downstream (2)
 Meander downstream has disappeared (2)
 Meander neck has become narrower (length and width of meander decreased) (2)
 Meander is entrenched/incised/deepens (2)
[ANY ONE] (1 x 2) (2)
- 1.6.6 Increases the amount of silt in the dam (2)
 Increased silt may damage the dam wall and cause it to collapse (2)
 Silting negatively impacts on the biodiversity of dams (2)
 Water holding capacity of dam reduced (2)
 Less effective in controlling flood waters (2)
 The increased volume and velocity of water may break the dam walls (2)
 Increased in the cost of maintenance (2)
 Water quality decreases when sediments are deposited (2)
[ANY TWO] (2 x 2) (4)
[75]



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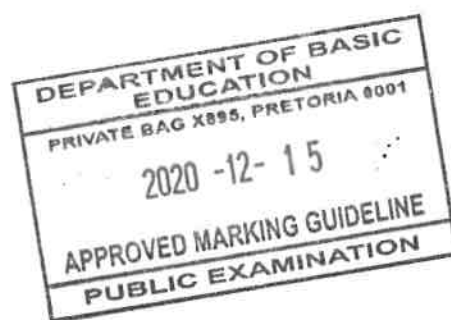
EM1

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QUESTION 2

- 2.1 2.1.1 Low pressure cell (1)
- 2.1.2 High pressure cell (1)
- 2.1.3 Low pressure cell (1)
- 2.1.4 Low pressure cell (1)
- 2.1.5 High pressure cell (1)
- 2.1.6 Low pressure cell (1)
- 2.1.7 High pressure cell (1)
- 2.1.8 High pressure cel (1) (8 x 1) (8)
- 2.2 2.2.1 D (1)
- 2.2.2 F (1)
- 2.2.3 G (1)
- 2.2.4 E (1)
- 2.2.5 H (1)
- 2.2.6 B (1)
- 2.2.7 C (1) (7 x 1) (7)



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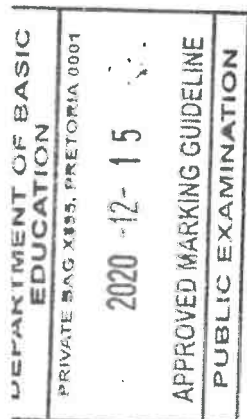
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- 2.3 2.3.1 Air circulation around cyclone is clockwise (1)
Date (April is late summer in the southern hemisphere) (1)
Mozambique/Mozambique channel/Madagascar/Maputo/Tanzania/Zambia is in the southern hemisphere (1)
It develops over the southern Indian Ocean (1)
[ANY ONE] (1 x 1) (1)
- 2.3.2 The warm air temperatures above the sea/warm ocean (+26.5°C) (Mozambique/Agulhas) current generates more evaporation (2)
Mozambique channel located close to the equator (2)
Mozambique channel is in the Indian ocean which is warmer (2)
[ANY ONE] (1 x 2) (2)
- 2.3.3 Increased moisture which will lead to rapid condensation (2)
Latent heat being released from rapid condensation would provide the energy for the system to move rapidly from **A** to **B** (2)
Wind intensity will change from gale force to hurricane strength because of the wind shear (change in wind speed and direction) (2)
Developed from a tropical depression into a tropical cyclone (2)
Eye has formed/intensified because of the decrease in air pressure (2)
Area covered by the eye increased in size (2)
Rainstorms increase as the eye wall and leading/forward quadrant approaches (2)
A is only a storm without an eye, **B** has an eye (2)
Pressure continues to drop as it moves towards **B** (intensified) (2)
[ANY TWO] (2 x 2) (4)
- 2.3.4 Source of moisture is reduced as it moves over the land (2)
Friction with the land surface would decrease the wind speed (2)
Moves away from warmer waters/cold dry air enters the system (2)
[ANY TWO] (2 x 2) (4)
- 2.3.5 The coastline of Mozambique will be subjected to wind and water erosion which will reshape the coastline (2)
More coastal rocks will become exposed limiting human activities (2)
Strong winds and torrential rain will destroy sand dunes which are essential for ecosystems and biodiversity (destroys natural coastal vegetation) (2)
Bay areas along the coastline would become shallower as a result of excess silting and restricts development (2)
Blockage of waterways by sand deposits decreases access to coastlines (2)
The coastline will be steeper and become inaccessible to tourists (2)
[ANY TWO] (2 x 2) (4)
- 2.4 2.4.1 An area of high temperature over the city that decreases towards the rural area/phenomenon that makes urban areas hotter than their surroundings (1)
[CONCEPT] (1 x 1) (1)



- 2.4.2 'the global focus of city infrastructure planning has been on cars' (1)
'getting as many people as possible into tall buildings' (1)
'Heat comes from decades of poor planning' (1)
'office blocks overcrowding their occupants' (1)
'tarred roads criss-crossing' (1)
'big cement slabs' (1)
[ANY TWO] (2 x 1) (2)
- 2.4.3 Subsiding air at night pushes the warm air closer to buildings in the city which results in more heat being concentrated (in a smaller area) (2)
Weaker convection currents at night concentrates the heat island effect (2)
Subsiding air traps the heat between buildings (2)
[ANY TWO] (2 x 2) (4)
- 2.4.4 Plant more trees to absorb more carbon dioxide (2)
Establish roof gardens/vertical gardens on high rise buildings (2)
Create parks/greenbelts in the urban area (2)
Reduce carbon emissions in urban areas by making use of solar energy (2)
Reduce carbon emissions in urban areas by making use of wind energy (2)
Replace concrete/tar surfaces with cobble stones which allow infiltration of water and cooling through evaporation (2)
Promote urban farming that will result in more evapotranspiration and cooling of temperatures (2)
Use of public transport/cycling to reduce the number of vehicles on the roads (2)
Reduce the number of vehicles on the road (accept examples) (2)
Use of reflective paint on buildings and roofs (2)
Reducing our carbon footprint through recycling and re-using of products (2)
Modernisation of buildings with greener materials (accept examples) (2)
Implementing energy saving strategies (accept examples) (2)
Encourage the use of hybrid cars which produce no pollution (2)
Use of catalytic converters in motor vehicles (2)
Creation of water features (accept examples) (2)
Green policy to be included in all legislation (2)
Awareness/education campaigns on green policies (2)
Incentives for going green/eco-friendly products (accept examples)
[ANY FOUR – ACCEPT QUALIFIED EXAMPLES] (4 x 2) (8)
- 2.5 2.5.1 Process in which one river captures/robs the headwaters of another river (1)
[CONCEPT] (1 x 1) (1)
- 2.5.2 1 – elbow of capture (1)
2 – wind/dry gap (1) (2 x 1) (2)
- 2.5.3 Flowing over a steeper gradient (accept examples) (1)
Flowing over softer rocks (1)
Increase in the volume of water (accept examples) (1)
Headward erosion (1)
[ANY TWO] (2 x 1) (2)

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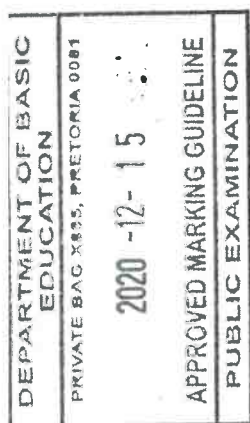
EM3

- 2.5.4 Headwaters of the misfit stream was cut off by the captor stream through the process of headward erosion (2)
It continued to flow (after the wind/dry gap) with a reduced supply of water (2)
(2 x 2) (4)
- 2.5.5 Volume of water in the river will increase (2)
Velocity (speed) of the river increases (2)
Increases the erosive power of the river (2)
Ability to transport a bigger load (2)
Rate of deposition is lowered (2)
Possibility of flooding increases (2)
River discharge is turbulent (2)
[ANY THREE] (3 x 2) (6)
- 2.6 2.6.1 Ungraded (1) (1 x 1) (1)
- 2.6.2 It has an uneven profile (2)
Presence of temporary base level of erosion/knickpoint/waterfall (plunge pool) (2)
Presence of resistant (hard) rock (2)
Multi concave profile (2)
[ANY ONE] (1 x 2) (2)
- 2.6.3 Riverbed is uneven and causes turbulent flow, which encourages erosion (2)
The steeper gradient will result in an increase in erosion (2)
It has obstacles (knickpoint/waterfall/temporary base levels) along the river that causes erosion (2)
The falling water is causing undercutting at the base of the waterfall (accept examples of erosional processes that occur at the base of the waterfall (plunge pool)) (2)
The softer rock at the base of the waterfall erodes faster (2)
[ANY TWO] (2 x 2) (4)
- 2.6.4 Downward/Vertical erosion dominates in the upper course causing a steep valley slope (2)
Headward erosion removes temporary base levels of erosion in the upper course (2)
Downward/Vertical erosion removes temporary base levels (waterfall) in the upper course (2)
This material is then transported downstream (2)
Discharge of the river increases in middle course causing lateral erosion (2)
Gradient in the middle course becomes less steep (2)
Deposition dominates in the lower course because the gradient is gentle (2)
Deposited materials fill up lakes and dams (2)
The river profile will now develop a concave shape from upper to lower course (2)
Equilibrium between erosion and deposition will maintain (result in) a graded profile (2)
[ANY FOUR] (4 x 2) (8)

[75]

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**SECTION B: RURAL AND URBAN SETTLEMENTS AND ECONOMIC GEOGRAPHY
OF SOUTH AFRICA****QUESTION 3**

3.1 3.1.1 Sector (1)

3.1.2 Concentric zone (1)

3.1.3 Sector (1)

3.1.4 Multiple nuclei (1)

3.1.5 Concentric zone (1)

3.1.6 Multiple nuclei (1)

3.1.7 Sector (1)

(7 x 1) (7)

3.2 3.2.1 C (1)

3.2.2 B (1)

3.2.3 C (1)

3.2.4 A (1)

3.2.5 B (1)

3.2.6 D (1)

3.2.7 B (1)

3.2.8 D (1)

(8 x 1) (8)



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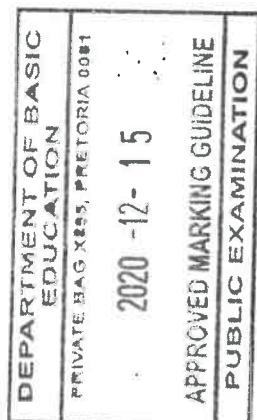
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EM3

- 3.3 3.3.1 Decrease in population numbers in rural areas (1)
[CONCEPT] (1 x 1) (1)
- 3.3.2 21-23 million (1) (1 x 1) (1)
- 3.3.3 Decrease (in population numbers) (1) (1 x 1) (1)
- 3.3.4 Less people paying for municipal services (market) resulting in less municipal services available (2)
Decrease in customers/buying power as people leave the rural areas (2)
Results in businesses closing and an increase in unemployment (2)
Closing of basic services (accept examples) (2)
Brain drain as skilled people leave the area (2)
Less investment as the area becomes a ghost town (2)
Decrease in production as there are more old people and fewer labourers (2)
Increasing crime brings stress to the people living in the settlement/ increase in crime/ social ills on the (vulnerable) population left in rural areas (2)
Property values decrease (2)
Poverty increases (2)
Local economy stagnates results in less employment (2)
Increase in child headed families (2)
Higher dependency on social services (2)
Travel further to serviced towns (2)
[ANY TWO] (2 x 2) (4)
- 3.3.5 Unemployment due to businesses closing down (2)
Mechanisation requires less manual labour and leads to unemployment (2)
Increase in crime due to lack of policing (2)
Lack of recreational/cultural/entertainment facilities due to lack of investment (2)
Increase in poverty due to unemployment/low salaries (2)
Poor basic services (accept examples) due to less people/investment (2)
Travel long distances to access tertiary education (2)
Low salaries cause people to move to urban areas to seek better paying jobs (2)
Farm killings creates fear and forces farmers to move to urban areas (2)
The slow pace of finalising the land reform is frustrating and forces people to move (2)
Lack of professional services in the rural areas causes people to seek those services elsewhere (2)
Pull factors (from an urban perspective):
Accessibility to better and efficient services in urban areas (accept explained examples) (2)
Greater variety of recreational activities attracts young adults (2)
Higher standard of living/higher wages in urban areas due to dominant secondary and tertiary activities (2)



Greater job opportunities in urban areas due to high concentration of economic activities (2)

[ANY TWO - must qualify statement]

(2 x 2) (4)

3.3.6 Acceleration of land reform to enable the poor and landless to obtain land for farming (2)

Create job opportunities through the decentralisation of industries from urban areas (2)

Improve work conditions and salaries (2)

Change ownership of land from communal to private land ownership (2)

Employment will increase local market's buying power resulting in further businesses opening up (2)

Creating tourism opportunities that would lead to more revenue/business opportunities for rural community (2)

Improving services in rural areas (accept examples) (2)

Tax rebates and other incentives to attract industries to re-locate to the rural area (2)

Making cheaper industrial sites available (2)

Incentives (accept examples) for professional people coming to work in rural areas (2)

Improving infrastructure such as roads for people to easily access services (2)

Hosting festivals in the rural areas to create income (2)

Promote rural areas as peaceful with aesthetic beauty (2)

Examples of eco-tourism, eco-estates (2)

Development of retirement villages (2)

Introduce measures (accept examples) to reduce crime (2)

[ANY TWO]

(2 x 2) (4)

3.4 3.4.1 Traffic congestion (1)

(1 x 1) (1)

3.4.2 Traffic is gridlocked/Traffic jam/Many cars (2)

(1 x 2) (2)



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IM 1

IM2

EM1

EM2

EM3

- 3.4.3 High influx of people with cars that enter cities (2)
 People living far from their working areas and as such are commuting daily (2)
 Inefficient public transport system that cannot cope with commuter needs (2)
 More vehicles on the road due to use of private motor vehicles (2)
 Insufficient roads/lanes to cater for the additional vehicles on the road (2)
 Expensive parking fees and shortage of parking space forces people to park on streets and as such blocks traffic (2)
 Grid iron street patterns in older parts of the city that lead to the build-up of traffic because there are too many stops (2)
 Narrow streets that do not allow for the smooth flow of traffic (2)
 An influx of mini bus taxis that hold up traffic while picking up and off-loading passengers (2)
 Intersections/unsynchronised robots create traffic congestion (2)
 Poor road quality (potholes) can slow down traffic (2)
 Poor maintenance of the roads (accept examples) (2)
 Load shedding resulting in traffic lights not working resulting in traffic congestion (2)
 Large concentration of economic activities in cities (2)
 People go to work at the same time and also come from work the same time (2)
 Service delivery protests (2)

[ANY TWO]

(2 x 2) (4)

- 3.4.4 Daily road users experience increase in general stress levels (2)
 Road rage becomes a daily occurrence (2)
 There will be higher rate of accidents (2)
 Employees arrive late at work (2)
 Poor employer/employee relations associated with late arrival at work (2)
 People can face disciplinary charges and even lose their jobs for being late (2)
 Forced cancellation of some meetings (2)
 Loss of productivity as hours lost due to traffic congestion (2)
 Stop and start increase petrol consumption which is costly for motorists (2)
 Increased maintenance costs for cars of motorists (2)
 Motorists can be easy target of crime/hijacking/smash and grab (2)
 Delay in the delivery of goods/services (2)
 Respiratory diseases due to pollution from exhausts (2)

[ANY FOUR]

(4 x 2) (8)

- 3.5 3.5.1 (Ongoing) drought (1)
 Foot and mouth disease outbreak (1)
 Changing climate (1)
 Choosing the correct breed (1)
 Walking long distances to find grazing (1)

[ANY ONE]

(1 x 1) (1)

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- 3.5.2 They can adapt to the changing climate/reduced rainfall and warmer temperatures (1)
 They can walk long distances to find grazing (1)
 Adapts well in extensive and intensive agricultural environments (1)
 With its adaptability and high functional efficiency (1)
[ANY TWO] (2 x 1) (2)

- 3.5.3 Provide government subsidies and grants (2)
 Increase education and skills of farmers (2)
 Provide access to funding from banks (2)
 Government to intensify support by allocation of agricultural/veterinary services (2)
 Land reform programmes where land is allocated to more farmers (2)
 Create easier access to services and facilities (for example abattoirs) required for cattle farming (2)
 More research to improve production (2)
 Development of infrastructure for small scale farmers (2)
 Regulation and subsidy of market prices (2)
[ANY TWO] (2 x 2) (4)



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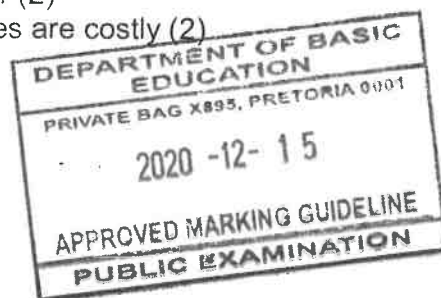
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- 3.5.4 Beef will become more affordable/cheaper prices (due to greater supply) (2)
 Beef will be more accessible to all people (due to increased production) (2)
 Beef will provide protein which is nutritious to the diets of many people (2)
 Creates more job opportunities as more meat is available for processing resulting in income to buy nutritious food (2)
 More meat will be available on the local market (due to increased production) (2)
 A variety of other products associated with beef can be produced (2)
 Decrease in the need to import expensive beef (2)
 More exports result in more local production creating job opportunities (2)
[ANY FOUR] (4 x 2) (8)
- 3.6 3.6.1 Johannesburg (1) (1 x 1) (1)
- 3.6.2 33.8% of the national GDP in current prices (1)
 45% of SA's total economic output (1) (2 x 1) (2)
- 3.6.3 Abundant raw materials from towns found near industries (2)
 Availability of cheaper energy supply mined in local area and transmitted over short distances by ESKOM (2)
 Availability of water and strategic water transfer schemes (2)
 Well established transport infrastructure in the form of road, rail and air to access raw materials and markets (2)
 Available flat land facilitates easy construction of infrastructure (2)
 Pretoria as an administrative capital marketed the region for industrial development (2)
 Availability of skilled/unskilled labour from high population (2)
 Large population serving as a base for buying power/market (2)
 Many institutions for skills development and research (2)
 Railway linked to Maputo harbour for exports (2)
[ANY TWO] (2 x 2) (4)
- 3.6.4 (a) This region generally does not receive enough rainfall during the year (2)
 High evaporation rates reduces the water supply (2)
 There is high competing demand for water from different sectors of the economy (2)
 High concentration of people in the region increases the demand of water for domestic use (2)
 Poor management (accept examples) of existing water resources reduces the supply even further (2)
 Water transfer schemes are costly (2)
[ANY ONE] (1 x 2) (2)



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- (b) Water transfer schemes allow for water to be transferred to PWV (Gauteng) Industrial Region (2)
 Tugela Vaal water transfer scheme allows water from the Tugela River in KZN to be transferred to the Vaal Dam (2)
 Lesotho Highlands project allows water from the Katse Dam to be transferred to the Vaal Dam (2)
 Recycling of water puts less pressure on the usage of the water (2)
 Water restrictions (2)
 Higher tariffs to limit the usage of water increasing (2)
- [ANY ONE]** (1 x 2) (2)
- (c) High influx of people from other parts of South Africa (2)
 High influx of illegal immigrants exceeding amount of employment opportunities available (2)
 Increase in unskilled labour force (2)
 Lack of Fourth Industrial Revolution skills (2)
 Retrenchments due to unstable economic climate (2)
 COVID-19 restrictions and protocols (2)
 Industries use machinery/robots to do work which replaces people (2)
 Lack of work experience (2)
- [ANY TWO]** (2 x 2) (4)
[75]

QUESTION 4

- 4.1 4.1.1 Dispersed (1)
- 4.1.2 Nucleated (1)
- 4.1.3 Dispersed (1)
- 4.1.4 Dispersed (1)
- 4.1.5 Crossroads (1)
- 4.1.6 Circular (1)
- 4.1.7 Linear (1)
- 4.1.8 Crossroads (1)



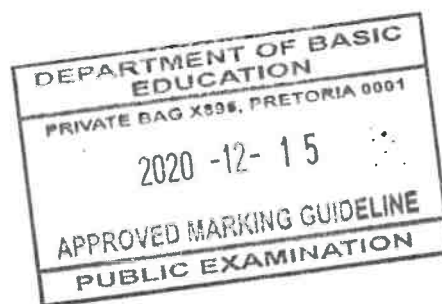
(8 x 1) (8)

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- 4.2 4.2.1 B (1)
- 4.2.2 D (1)
- 4.2.3 D (1)
- 4.2.4 B (1)
- 4.2.5 C (1)
- 4.2.6 C (1)
- 4.2.7 B (1) (7 x 1) (7)
- 4.3 4.3.1 The uncontrolled/unplanned/formless expansion of an urban area (1)
[CONCEPT] (1 x 1) (1)
- 4.3.2 The new buildings (in after diagram) don't follow an organised/planned pattern (2)
Invasion into the surrounding rural areas (2)
Houses between the fingers have developed (2)
New buildings have been constructed in the outskirts/rural urban fringe (2)
[ANY ONE] (1 x 2) (2)
- 4.3.3 It is difficult to control the development of informal settlements which results from a high level of urbanisation (2)
They have limited control over privately owned land (2)
They do not have the capacity to control the influx of people into urban areas (2)
They do not have the budget and time to plan urban areas in a controlled manner (2)
Interference of political parties/Illegal invasion of land (2)
Some municipal officials sell land illegally/ corruption (2)
Land invasion on unoccupied land (2)
Legal protocols make it difficult for local authorities to impose the law (2)
High demand to locate in urban areas (2)
[ANY TWO] (2 x 2) (4)



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- 4.3.4 An influx of motor vehicles would cause an increase in air pollution (2)
 Decentralisation of industries into the area contributes to global warming (2)
 An increase in population/vehicle numbers adds to the noise/land pollution (2)
 Industries in areas dumping waste water in nearby rivers (water pollution) (2)
 Infrastructural and housing development necessitates the clearing of vegetation (2)
 This would decrease the availability of oxygen (clean air) in the area (2)
 Deforestation and a lack of vegetation cover would cause increased runoff and soil erosion (2)
 Changes in the local microclimate due the removal of vegetation (2)
 Aesthetic beauty of the area would be diminished (2)
 The habitat for ecosystems in the area would be compromised (2)
 There would be a loss of biodiversity (2)
 An increase in population will cause water pollution due to lack of services (2)
 Infiltration is reduced affecting the water table negatively (2)
 Waste management becomes difficult resulting in (various forms of) pollution (2)
 Artificial surfaces lead to flash flooding due to reduced infiltration (2)
[ANY FOUR] (4 x 2) (8)

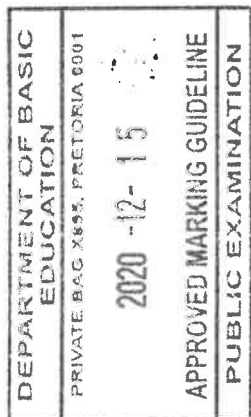
- 4.4 4.4.1 When the environment is treated in a manner that threatens to harm its existence/pollution of the natural environment/destruction of the natural environment (1)
[CONCEPT] (1 x 1) (1)

- 4.4.2 Air pollution (1) (1 x 1) (1)

- 4.4.3 Smoke from industries/power station being released into the atmosphere (1)
 Steam/smoke from cooling towers (1)
[ANY ONE] (1 x 1) (1)

- 4.4.4 It is polluting the atmosphere/diminished air quality (2)
 Increases temperature of the earth/global warming/ozone depletion (2)
 Increases chemicals like sulphur dioxide in the air which causes acid rain (2)
 Acid rain lowers the soil fertility (2)
 Soot deposits are found on exposed objects (2)
 Polluted air increases the rate of smog (2)
[ANY TWO] (2 x 2) (4)

- 4.4.5 People will suffer from health problems such as asthma and cancer (2)
 It will result in increased medical costs for the local community (2)
 The formation of smog causes visibility problems (2)
 Acid rain over the long term will negatively affect buildings/soil/vegetation (2)
 Exploitation of labour might be done on the vulnerable job seekers (2)
[ANY TWO] (2 x 2) (4)



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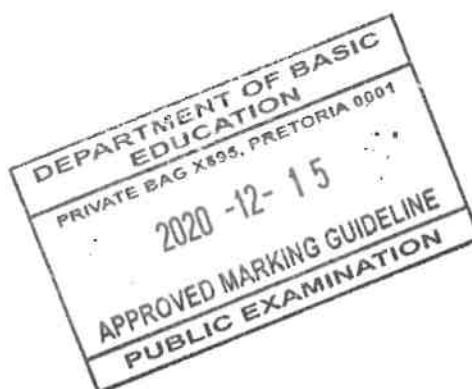
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- 4.4.6 Use of renewable/non-conventional sources of energy will have less impact on the health of people (2)
Stricter control by local authorities on the levels of air pollution on a regular basis (2)
Fines imposed on factory owners for exceeding the pollution levels (2)
Incentives on tax rebates for factory owners who comply (2)
Create more green spaces and parks in the urban area (2)
Stacks of factories to be built higher so that pollutants can be dispersed into the upper atmosphere (2)
Put filters in factory stacks to reduce the amount of pollutants emitted (2)
Promote awareness campaigns/education regarding clean energy resources (2)
Promote industrial decentralisation to reduce pollution in the area (2)
[ANY TWO] (2 x 2) (4)
- 4.5 4.5.1 West Coast Corrosion Protection/WCCP (1) (1 x 1) (1)
- 4.5.2 Corrosion protection (1)
It will service a range of marine vessels (1)
[ANY ONE] (1 x 1) (1)
- 4.5.3 Natural bay (natural port) (1)
Flat land (1)
Large amount of space available (1)
[ANY ONE] (1 x 1) (1)
- 4.5.4 Road network in Saldanha Bay will be extended/upgraded (2)
Road network linking Saldanha Bay to other areas will be extended/upgraded (2)
Harbour facilities will be improved and extended (2)
Railway network in the vicinity will be upgraded for the transport of bulky goods (2)
Bridges will be constructed to facilitate easier movement of goods/people (2)
Links between the different modes of transport (accept examples) improves accessibility/facilitate economic growth in the region (2)
[ANY TWO] (2 x 2) (4)



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4.5.5 **Positive:**

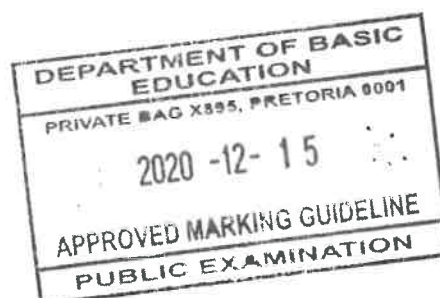
- Create employment opportunities (2)
- Increased earning potential (2)
- Greater skills development based on greater demand (2)
- Possible potential for promotions (2)
- Improved working conditions and employee benefits associated with working with large companies (2)
- Upliftment of standard of living/multiplier effect (2)
- Alleviate poverty (2)

Negative:

- Skilled workers from other areas are preferred above the locals of the area (2)
 - Smaller local businesses in direct competition with the investors might close with possible job losses (2)
 - Locals in the area might not have the necessary qualifications for the employment opportunities (2)
 - Susceptible to corruption, nepotism, bribery in order to secure jobs (2)
- [ANY TWO]** (2 x 2) (4)

- 4.5.6 Development of more facilities (accept explained examples) (2)
- Improvement in services (accept explained examples) (2)
 - Learnerships/Bursaries for the youth in the community (2)
 - Sports/Recreational/Cultural sponsorships (2)
 - Partnerships with the community to reduce crime and youth empowerment (2)
 - Feeding schemes for disadvantaged members of the community (2)
 - Provision of PPE's/ medicines in cases of disease outbreaks (2)
 - Skills development programs (2)
 - Improvement of infrastructure (accept explained examples) (2)
 - Funding/Create community employment projects (2)
 - Local people should be given preference to employment opportunities (2)
 - Funding and upgrading of local schools (2)
 - Funding environmental cleaning projects (2)
- [ANY TWO]** (2 x 2) (4)

- 4.6 4.6.1 (Street) vendor/hawker (1)
- Spaza shop (1)
- [ANY ONE]** (1 x 1) (1)
- 4.6.2 750 000 (1) (1 x 1) (1)
- 4.6.3 'There are few barriers to entering the informal sector' (1)
- 'Operating from home (spaza-shops)' (1)
- [ANY ONE]** (1 x 1) (1)



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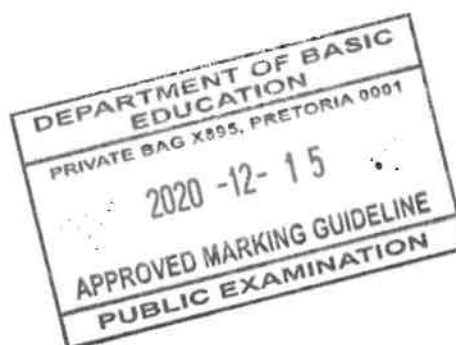
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- 4.6.4 Women have to fulfil domestic duties and the informal sector allows them to do both from home (2)
 There are few barriers to entering the informal sector (2)
 The informal market is lucrative and provide easy employment opportunities (2)
 Smaller number of women have the required education and technical skills for jobs in the formal sector (2)
 Women normally have to head up households (breadwinners) as single mothers (2)
 Flexible hours allow women to perform business and domestic duties (2)
 Gender inequality in the workplace causes less women to be employed (2)
[ANY TWO] (2 x 2) (4)
- 4.6.5 Creates employment for (local) people that cannot find employment in the formal sector (2)
 People are able to earn an income which increases buying power, resulting in an increase in the production of goods (2)
 Informal sector businesses purchase goods to sell from the formal sector increasing their market (2)
 Multiplier effect stimulates other formal businesses (2)
 Businesses in the formal sector sub-contract people from the informal sector creating more employment (2)
 By buying goods (accept examples) they pay VAT, this contributes to the tax of the country (2)
 Goods that are sold are cheap and affordable creating a bigger market thus increasing production and trade (2)
 The informal sector engages in partnerships with formal businesses (accept examples) that stimulates business (2)
 People employed in the informal sector develop entrepreneurial skills needed in the economy (2)
[ANY FOUR] (4 x 2) (8)
[75]

TOTAL: 225

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