LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

MOPANI EAST

GRADE 11

GEOGRAPHY TEST

TEST 2

SEPTEMBER 2024

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MARKS: 60

TIME: 1 hours

This question paper consists of 7 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of ONE question with FIVE sub-questions.
2. Answer ALL the questions.
3. All diagrams are included in the QUESTION PAPER.
4. Number the answers correctly according to the numbering system used in this question paper.
5. Start EACH question at the top of a new page.
6. Answer in FULL SENTENCES, except when you have to state, name, identify, give, or list.
7. All paragraph questions must be answered in FULL sentences.
8. Write neatly and legibly.



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QUESTION 1: DEVELOPMENT GEOGRAPHY

1.1 Choose a term in COLUMN B that matches the description in COLUMN A. Write only the letter (A–H) next to the question number (1.1.1–1.1.8) in the ANSWER BOOK, for example, 1.1.9 J.

	COLUMN A	COLUMN B
1.1.1	An economic indicator that combines life expectancy and level of education.	A. Gross Domestic Product
1.1.2	The total value of goods and services produced by a country in a year including foreign earnings	B. Balance of payment
1.1.3	Index indicating the degree of inequality between men and women in a country	C. Balance of trade
1.1.4	The relationship between the value of a country's exports and imports	D. Gini co-efficient
1.1.5	Financial summary of all payments made by a country	E. Gross National Product
1.1.6	Total value of goods and services produced within the boundaries of a country in a year	F. Gender Inequality Index
1.1.7	Indicates how wealth is shared in a country - An economic indicator where a score of 1 shows complete inequality in a country.	G. Exports
1.1.8	Goods and services exiting (leaving) a country	H. Human Development Index
		I. Brandt line

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(8 x 1) (8)

1.2 Choose the correct word(s) from those given in brackets, making each statement geographically CORRECT. Write only the word(s) next to the question numbers (1.2.1–1.2.7).

1.2.1 A country with an economy that focuses more on manufacturing than agriculture. (Industrialised/non-industrialised).

1.2.2 (MEDCs/LEDCs) export mainly raw materials.

1.2.3 Birth rate, death rate, and population growth rate are examples of (Economic/Demographic) indicators of development.

1.2.4 Finding a vaccine for the coronavirus (COVID-19) is an example of development from a (regional/global) context.

1.2.5 (GDP/GDP per capita) is the total value of goods and services produced within the boundaries of a country in a year, per person

1.2.6 Natural (increase/decrease) refers to the population where the Birth rate is greater than the Death rate.

1.2.7 A type of tax placed on imported goods to make them more expensive than local goods. (customs/ tariffs). **(7 x 1) (7)**

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1.3 **Read the article about globalisation and answer the questions that follow.**

GLOBALISATION

An epidemic of globalisation – and the globalisation of an epidemic
Apr 03 2020 20:11
John Luiz

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The extraordinary events associated with the spread of the COVID-19 virus over the past few months has highlighted various weaknesses associated with globalisation. We have gained from this, but with COVID-19 we are experiencing one of many drawbacks associated with this model. We have seen the globalisation of an epidemic – now a pandemic – that respects no borders. In many respects we have been fortunate that something matching this scale has not happened earlier despite previous hints at this.

The other perspective is that of the epidemic of globalisation itself and what has been exposed as a result of this virus. The benefits of globalisation in manufacturing has lowered costs and facilitated specialisation associated with presumed competitive advantages.

To give two examples: The giant Boeing 787 Dreamliner has massive plants in Italy, Japan and United States manufacturing the one-piece composite fuselage barrels and wings and these aspects need to be completely in-sync and integrated across the globe. A major American notebook computer has its LCD display manufactured in South Korea or Taiwan, the microprocessor and motherboard in China, the memory in Japan, the hard disk drive in Singapore, Thailand or the Philippines, and the battery in Malaysia or Mexico.

[Source: www.fin24.com]

1.3.1 Provide a quote from the article indicating that globalisation contributed to the spread of the COVID-19 pandemic. (1x1) (1)

1.3.2 Provide **ONE** advantage of globalisation from the article. (1x1) (1)

1.3.3 Name **ONE** example of a multinational corporation (MNC) mentioned in the article. (1x1) (1)

1.3.4 Discuss how the COVID-19 pandemic would be a disadvantage to multinational corporations (MNCs). (2x2) (4)

1.3.5 Write a paragraph of approximately **EIGHT** lines explaining why globalisation is still viewed as the world's main stimulus of economic growth (Advantages of globalisation for world economic growth) (4x2) (8)

[15]

1.4 **Refer to the extract on frameworks for development and answer the questions that follow:**

Madikwe has the distinction of being one of the few game reserves in the world to be proclaimed purely on the grounds of being the most appropriate and sustainable land use for an area, run as a joint venture between the state, the private sector, and local communities.
The project aims to involve the local community in wealth creation through tourism, skills, and training. Several impressive projects in the local Supingstad community have been achieved so far. The social responsibility program is delivering tangible results at the various local schools which includes the fencing and safekeeping of the school properties, upgrading the school sports fields and playgrounds, renovating school buildings and facilities, setting up vegetable gardens and computer rooms, sinking a borehole and installing guttering, water tanks and toilets with running water at the high school.
Guests visiting the lodge are offered the opportunity to visit the Supingstad schools and some traditional historical sites. The Tau Foundation has also granted university sponsorship to students with academic potential and stimulates performing arts by employing high-school learners in singer-dance groups.
[Adapted from https://www.taugamelogde.co.za]

1.4.1 Define the term *community-based development.* (1x2) (2)

1.4.2 State ONE way in which the local schools benefit from the Tau Lodge Project. (1x1) (1)

1.4.3 Why is it important to involve the Supingstad community in these projects? (2x2) (4)

1.4.4 Why is it important to involve the government in monitoring these projects? (1x2) (2)

1.4.5 Describe **THREE** economic challenges faced by rural communities that hinder development possibilities. (3x2) (6)

[15]

1 .5 **Refer to the extract on development aid for African countries and answer the questions that follow:**

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AFRICAN COUNTRIES RECEIVE AID AFTER CYCLONE FREDDY

The European Union (EU) provided €2,5 million (R48 600 000) emergency funding to Mozambique, Malawi and Madagascar when they were struck by Tropical Cyclone Freddy in February 2023.

Tropical storms and cyclones, floods, droughts, and epidemics occur often, rendering the African region highly vulnerable to these risks.

An air support operation helped humanitarian stakeholders to reach communities affected by the flooding and strong winds. With this aid, humanitarian partners on the ground were able to procure essentials such as food, protection, emergency shelter, and non-food items.

Health and emergency services were also assisted because of the cholera epidemic that broke out in the region. Aid was allocated to partners working in the water, sanitation, and hygiene sectors to try and curb the effects of the water-borne diseases.



[Adapted from https://civil-protection-humanitarian-aid.ec.europa.eu/news-stories/news/southern-africa- and-indian-ocean-eu-allocates-eu25-million-emergency-aid]

1.5.1	Describe the concept of humanitarian aid.	(1x2)(2)
1.5.2	Name **TWO** countries that were affected by Tropical Cyclone Freddy.	(2x1)(2)
1.5.3	Identify an example of humanitarian aid mentioned in the extract.	(1x1)(1)
1.5.4	Why was a humanitarian aid needed in these countries?	(2x1)(2)
1.5.5	Why do LEDCs face more challenges in their efforts to recover from natural disasters compared to MEDCs?	(2x2)(4)
1.5.6	Explain the negative impact of humanitarian aid on developing countries.	(2x2)(4)

[15]

TOTAL : 60