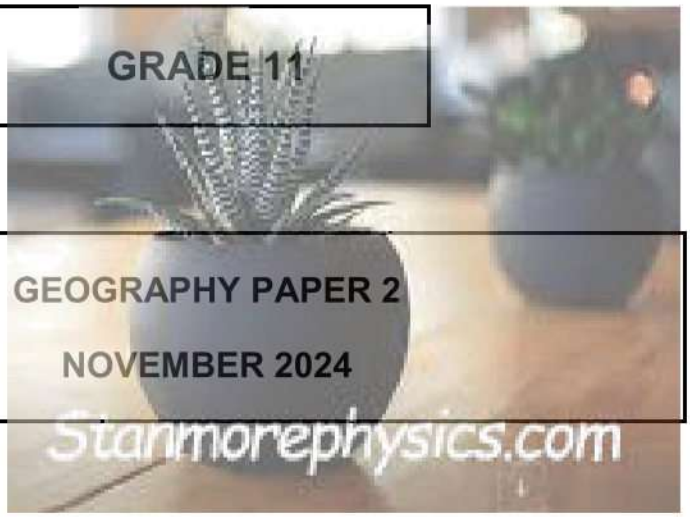
education

MPUMALANGA PROVINCE

REPUBLIC OF SOUTH AFRICA

FURTHER EDUCATION AND TRAINING

GRADE 11



GEOGRAPHY PAPER 2

NOVEMBER 2024

MARKS: 150

TIME: 3 HOURS

This question paper consists of 15 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO SECTIONS:

   SECTION A

   QUESTION 1: DEVELOPMENT GEOGRAPHY (60 MARKS)
   QUESTION 2: RESOURCES AND SUSTAINABILITY (60 MARKS)

   SECTION B
   QUESTION 3: GEOGRAPHICAL SKILLS AND TECHNIQUES (30 MARKS)

2. Answer ALL THREE questions
3. Leave a line between subsections of questions answered.
4. Start EACH question at the top of a NEW page.
5. Number the answers correctly according to the numbering system used in this question paper
6. Do NOT write in the margins of the ANSWER BOOK.
7. Draw fully labelled diagrams when instructed to do so.
8. Answer in FULL SENTENCES, except where you have to state, name, identify or list. Write in full sentences when answering paragraph questions.
9. Units of measurement MUST be indicated in your final answers, e.g., 1 020 hPa, 14 °C and 45 m.
10. You may use a non-programmable calculator.
11. You may make use of a magnifying glass.
12. Write neatly and legibly

RESOURCES AND MATERIAL

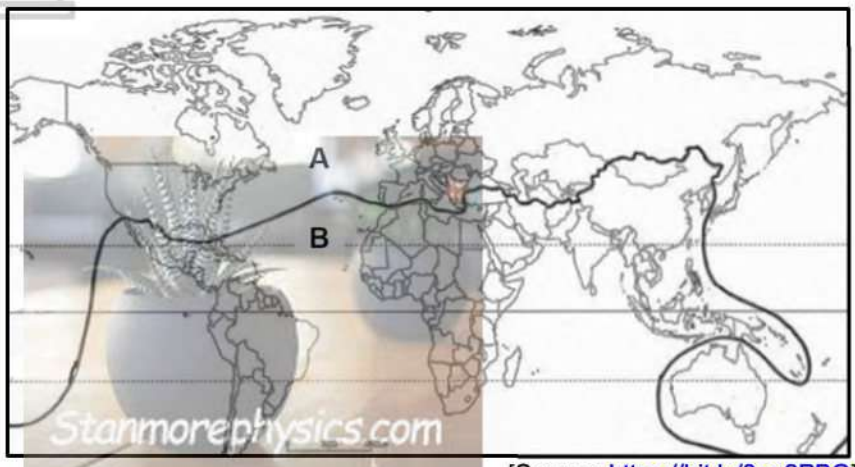
13. An extract of 1: 50 000 topographical map 3224 BC GRAAFF REINET.
14. Orthophoto map 3224 BC 01 GRAAFF REINET.
15. Show ALL calculations and formulae where applicable. Marks will be allocated for this.
16. You must hand in the topographic map and the orthophoto map to the invigilator at the end of this examination session.

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SECTION A: DEVELOPMENT GEOGRAPHY

QUESTION 1:

1.1 Refer to the diagram below on the Brandt-line. Match the letter **A** or **B** to the descriptions below. Only write down the correct letter (A or B) next to the question number in your ANSWER BOOK, e.g. 1.1.8 A



[Source: https://bit.ly/3og2PBQ]

1.1.1 Classified as the less economic **developed countries (LEDC's).**

1.1.2 Countries that have a higher GDP per income.

1.1.3 Highly industrialised countries.

1.1.4 Life expectancy in these countries are higher due to good quality of life.

1.1.5 Only a few people have access to private health care and the majority of people make use of governmental health care services.

1.1.6 Not enough adequate housing available in these countries and people sometimes don't have clean running water or electricity supply.

1.1.7 Countries that mostly export agricultural and/or mining raw materials.

(7 x 1) (7)

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1.2. Match the term in COLUMN B with the description in COLUMN A. Write only the question number and the correct answer next to the question, e.g. 1.2.9 MEDC's

COLUMN A	COLUMN B
1.2.1 The average income that a person receives in a country.	A. Core and periphery development model
1.2.2 Total value of goods and services produced by a country in a given year including foreign exchange.	B. Rostow's development model
1.2.3 The average years a person can expect to live.	C. Sustainable development model
1.2.4 A model that suggests that development starts in the centre and spread out to the other areas.	D. Gini coefficient
1.2.5 An indicator that explains how wealth is shared within a country.	E. Human development index
1.2.6 A model that includes the environment as a necessity for development.	F. GDP
1.2.7 An indicator that shows the development of the population in terms of the life expectancy, literacy levels and GDP per capita.	G. GNP
1.2.8 A model that suggests that development must occur in stages to reach the ultimate goal.	H. Life expectancy
	I. GNP per income

(8 X 1) (8)

1.3 Refer to the cartoon below of globalisation.



[Source: https://bit.ly/3zFLFDg]

1.3.1 What is *globalisation*? (1 x 2) (2)

1.3.2 According to the cartoon, which **natural resource is the person at the bottom in need of?** (1 x 1) (1)

1.3.3 What does the cartoonist imply with this cartoon? (1 x 2) (2)

1.3.4 Explain the social impact of globalisation. (2 x 2) (4)

1.3.5 Online retailers like Shein and Temu is part of the top trade names around the world and is very popular among South Africans. Explain the negative impact of global online shops on South Africa's businesses. (3 x 2) (6)

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1.4 Refer to a photograph below of the impact of development on the environment.



[Source: https://bit.ly/3Wc6i2M]

1.4.1 What is *development*? (1 x 2) (2)

1.4.2 Provide evidence from the photograph that proves that development has a negative impact on the environment. (1)
(1 x 1)

1.4.3 What is an environmental impact assessment study (EIA)? (1 x 2) (2)

1.4.4 Why is natural vegetation the first thing that is removed during development? (1 x 2) (2)

1.4.5 A mining company wants to develop a coal mine next to the borders of the Kruger National Park in Mpumalanga. Evaluate the social and environmental impact of this coal mine. (4 x 2) (8)

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1.5 Refer to the extract below on development aid.

DEVELOPMENT AID CUTS WILL HIT FRAGILE COUNTRIES HARD, COULD FUEL VIOLENT CONFLICT

Fragile and least developed countries have had their development aid cut drastically, according to the Organisation for Economic Co-operation and Development. For instance, net official development assistance to sub-Saharan African countries has shrunk by 7.8% compared to 2021. And development aid for peace and conflict prevention has declined to its lowest in 15 years. These cuts will hit fragile countries hard. Fragile countries make up 24% of the world's population and account for 73% of the world's extreme poor. Fragile countries include Mali, Lebanon, Somalia, Syria and Iraq.

Budget cuts are already having far-reaching effects and fuelling humanitarian crises. The World Food Programme estimates that "every one percent cut in food assistance risks pushing more than 400,000 people towards the brink of starvation".

[Adapted from https://bit.ly/3RYHCsl]

1.5.1 Define the term *development aid*. (1 x 2) (2)

1.5.2 Identify TWO countries that are regarded as fragile as mentioned in the extract. (2 x 1) (2)

1.5.3 How many people are at risk of starvation due to the cut of development aid? (1 x 1) (1)

1.5.4 Give TWO ways that development aid can be effective or of assistance according to the extract. (2 x 1) (2)

1.5.5 "Development funding should be allocated in a way that corresponds more closely with peacebuilding and humanitarian needs." (2)
Explain why aid must rather focus on humanitarian need. (1 x 2)

1.5.6 Discuss the negative impact of development aid. (3 x 2) (6)

60

QUESTION 2: RESOURCES AND SUSTAINABILITY

2.1 Various options are provided for the following questions. Choose the correct answers (A–D) and write it down next to question number (2.1.1–2.1.8) in your ANSWER BOOK, e.g., 2.1.9 D.

2.1.1 An example of a non-renewable resources is . . .

A water
B iron ore
C plants
D solar energy

2.1.2 . . . is generally regarded as any carbon-based material such as animal (including human) waste, plant material, food waste, algae, industrial waste which when processed can produce organic fuels.

A Uranium
B Coal
C Petroleum
D Biomass

2.1.3 . . . energy requires photovoltaic cells to produce electricity.

A Solar
B Nuclear
C Wind
D Bio

2.1.4 When the number of resources is overused and it leads to a drastic decrease, it is called . . .

A conservation
B utilisation
C depletion
D exploitation

2.1.5 Examples of sustainable ways to ensure the availability of natural resources includes:

(i) Installation of solar driven stoves in homes.
(ii) Installation of pit toilets in under developed areas.
(iii) Education of farmers about the cultivation and irrigation.

A (i) and (ii)
B (ii) and (iii)
C (i) and (iii)
D All of the above

Stanmorephysics.com

2.1.6 Nuclear energy is created from . . .

A. uranium
B. petroleum
C. coal
D. the sun

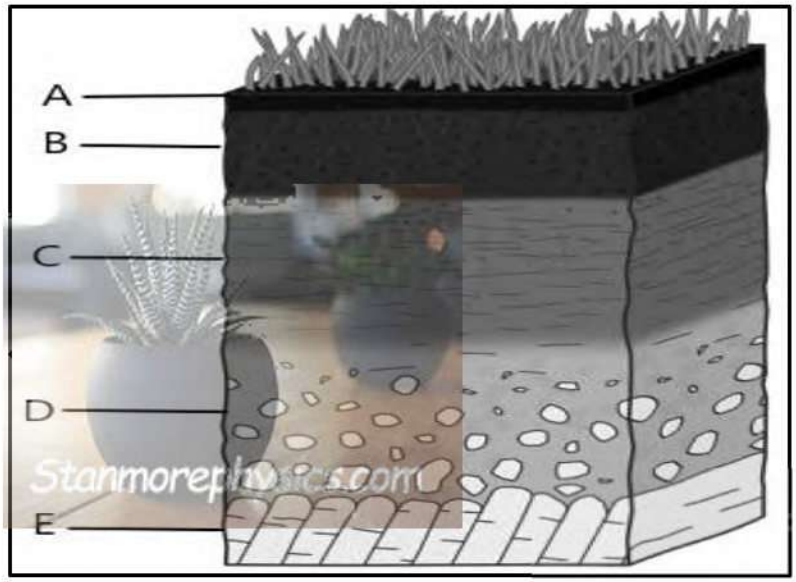
2.1.7 Mariculture can be regarded as . . .

A. preservation
B. conservation
C. utilisation
D. depletion

2.1.8 South Africa makes use of thermal energy to supply electricity because of the lack of . . .

A. financial resources
B. natural resources
C. human resources
D. manufacturing resources (8 x 1) (8)

2.2 Refer to the soil profile below. Match the letter **A – E** to the descriptions below. Only write down the correct letter (A - E) next to the question number in your ANSWER BOOK, e.g. 2.2.8 A



[Source: https://bit.ly/3zxpNtX]

2.2.1 The layer consists of partially disintegrated and weathered rocks.

2.2.2 Roots of plants do not penetrate this layer.

2.2.3 Consist of decayed plant and animal material and referred to the as the O-horizon.

2.2.4 This layer is rich in minerals and organic material. It's where most plant's roots grow and where many biological and chemical activities occur.

2.2.5 This layer accumulates minerals and nutrients leached down from the topsoil. It contains minerals like iron, aluminium, and clay.

2.2.6 Micro-organisms are found in this layer.

2.2.7 This layer is light in colour and leached of minerals and nutrients.

(7 x 1) (7)

2.3 Refer to the extract on soil erosion.

FOOD SECURITY AT STAKE AS SOIL EROSION SETS IN

Healthy soil is a prerequisite to achieving sustainable food security. Not just that, but healthy soil creates the foundation of healthy food, which contributes to the local and global food security chain. But in Mzansi (South Africa), we are losing more and more of that good soil due to soil erosion. "There are several causes for soil erosion, it is mostly wind, rainfall that is water-related, especially when it is flooding, clearing of vegetation and soil tillage or overgrazing so these are the main causes of soil erosion," says Murwa.

[Adapted from https://bit.ly/3LezdgA]

2.3.1 What is soil erosion? (1 x 2) (2)

2.3.2 What is the foundation of healthy food as mentioned in the article? (1 x 1) (1)

2.3.3 Identify TWO human activities that contributes to soil erosion according to the extract. (2 x 1) (2)

2.3.4 Explain why soil erosion is a cause of concern for South Africa. (2 x 2) (4)

2.3.5 Suggest strategies that can be implemented to prevent and control soil erosion. (3 x 2) (6)

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2.4 Refer to the cartoon below on load shedding in South Africa.



[Source: https://bit.ly/4cv69NP]

2.4.1 What is *load shedding*? (1 x 2) (2)

2.4.2 What does the word "recovery" imply on the paper under the person's arm? (1 x 1) (1)

2.4.3 Identify THREE possible reasons why South Africa is not migrating to renewable resources. (3 x 2) (6)

2.4.4 Education in a country affects the economy one way or another. Explain the negative impact of load shedding on the education sector. (3 x 2) (6)

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2.5 Refer to the image on wind farms



[Source: https://bit.ly/3WnvALL]

Stanmorephysics.com

2.5.1 Can wind energy be regarded as a renewable or non-renewable energy resource? (1 x 1) (1)

2.5.2 State TWO natural factors that made the location of this wind farms favourable. (2 x 1) (2)

2.5.3 Identify ONE province in South Africa where a wind farm can be found. (1 x 2) (2)

2.5.4 In a paragraph of approximately EIGHT lines, evaluate the negative and positive aspects of wind energy. (4 x 2) (8)

60

TOTAL SECTION A: 120

SECTION B: GEOGRAPHICAL SKILLS AND TECHNIQUES

QUESTION 3:

GENERAL INFORMATION ABOUT GRAAFF REINET (SOUTH)



Graaff-Reinet is a town in the Eastern Cape Province of South Africa. It is the oldest town in the province and the fourth oldest town in South Africa.

Graaff-Reinet is home to more national monuments than any other town or city in South Africa. It is also known for being a flourishing market for agricultural produce, noted for its mohair industry, and sheep and ostrich farming.

[Adapted from https://en.wikipedia.org/wiki/Graaff-Reinet]

The following English terms and their Afrikaans translations are shown on the topographic map:

ENGLISH	**AFRIKAANS**
Golf course	Gholfbaan
Landing strip	Landingstrook
Furrow	Voor
Sewage disposal works	Rioolsuiweringswerke

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3.1 MAPWORK SKILLS AND CALCULATIONS (10 MARKS)

3.1.1 In which province is Graaff-Reinet located?

A. Western Cape
B. KwaZulu-Natal
C. Northern Cape
D. Eastern Cape (1 x 1) (1)

3.1.2 The 24 in the map index refers to . . .

A. latitude
B. longitude
C. code
D. seconds (1 x 1) (1)

Refer to block E1 on the topographic map.

3.1.3 Calculate the area of the block in square meter (m^2).

Use the following information:
Length: 3,5 cm
Breadth: 3 cm

Formula: **Area = Length (L) x Breath (B)** (3 x 1) (3)

3.1.4 Determine the vertical exaggeration of a cross profile on a topographic map.

Use the following information:
Vertical scale: 1: 2000

Formula: **Vertical exaggeration =** $\frac{\textbf{Vertical scale (VS)}}{\textbf{Horizontal scale (HS)}}$ (3 x 1) (3)

3.1.5 Determine the true bearing from trig beacon 90 in block C2 to spot height 805 in block C1. (1 x 1) (1)

3.1.6 Why does point 3 appear bigger on the orthophoto map than on the topographic map? (1 x 1) (1)

3.2 MAP INTERPRETATION (12 MARKS)

3.2.1 Refer to the environmental issue shown in block C5.

(a) Identify the issue indicated. (1 x 1) (1)

(b) Provide ONE possible solution for this issue. (1 x 2) (2)

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Refer to block D5 on the orthophoto map.

3.2.2 This photograph was taken in the (morning/afternoon). (1 x 1) (1)

3.2.3 Provide ONE piece of evidence to support your answer in QUESTION 3.2.2. (1 x 2) (2)

3.2.4 Provide TWO pieces of evidence from the topographic map to prove that Graaff-Reinet receives seasonal rainfall. (2 x 1) (2)

3.2.5 Evaluate the positive impact of the development of the N9 on the economy of Graaff-Reinet. (2 x 2) (4)

3.3 GEOGRAPHICAL SKILLS AND TECHNIQUES (8 MARKS)

Refer to the extract photograph from the orthophoto map.



[Adapted from https://www.google.com/maps]

3.3.1 Can the data in the image be regarded as primary or secondary data? (1 x 1) (1)

3.3.2 Give ONE reason for your answer in QUESTION 3.3.1. (1 x 2) (2)

3.3.3 The GIS-concept that is used to describe a demarcated area is . . .

A Remote sensing
B Demarcation
C Fencing
D Buffering (1 x 1) (1)

3.3.4 Outline the importance of demarcating the area next to the landing strip in block C4. (2 x 2) (4)

30

TOTAL: 150

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