

Province of the

**EASTERN CAPE**

EDUCATION

**NATIONAL**

**SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2010**

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| **GEOGRAPHY – PAPER 1**  **MEMORANDUM** |

**MARKS: 300**

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| This memorandum consists of 15 pages. |

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| **SECTION A: PHYSICAL GEOGRAPHY** |  |  |

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| **QUESTION 1: [12.1.2 – 12.1.5][12.2.1 – 12.2.4][12.3.1 – 12.3.2]** |  |  |

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| --- | --- | --- | --- | --- |
| 1.1 | 1.1.1 | Lake Tjad √√ |  |  |
|  |  |  |  |  |
|  | 1.1.2 | Kariba Dam √√ |  |  |
|  |  |  |  |  |
|  | 1.1.3 | Victoria Lake √√ |  |  |
|  |  |  |  |  |
|  | 1.1.4 | Zambezi River √√  Limpopo River √√ | (5 x 2) | (10) |
|  |  |  |  |  |
| 1.2 | 1.2.1 | F √√ |  |  |
|  | 1.2.2 | H √√ |  |  |
|  | 1.2.3 | A √√ |  |  |
|  | 1.2.4 | E √√ |  |  |
|  | 1.2.5 | B √√ | (5 x 2) | (10) |
|  |  |  |  |  |
| 1.3 | 1.3.1 | Mediterranean Sea √√ | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 1.3.2 | Central Africa receives more rainfall than North Africa √√ | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 1.3.3 | Egypt √√ | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 1.3.4 | An area at the mouth of a river which was formed by sediments that was deposited by the river. √√(Concept)   * Slow flowing river √√ * Shallow sea or lake √√ * No strong currents which can remove the deposited materials/ √√   (Concept TWO marks and Any 2 factors) | (3 x 2) | (6) |
|  |  |  |  |  |
|  | 1.3.5 | * Fertile soil provides great yields per hectare √√ * Enough water available √√ * Area are level and makes mechanisation easier √√ * The construction of transport routes are easier and cheap √√ (Any 2) | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 1.3.6 | * Fertility of the area decreases – decrease in natural deposition √√ * Water availability decreases √√ * Yield production decreases √√ (Any 2) | (2 x 2) | (4) |

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| 1.4 | 1.4.1 | Foreshore √√ | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 1.4.2 | The waves are busy eroding the coastline √√ | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 1.4.3 | Over a period of time, the pressure of the water √√ causes the cracks and joints in the rocks to become larger and pieces of stone is broken off. √√ | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 1.4.4 | * Waves breaks more into the sea √√ * It takes longer to flow to the notch √√   (Any relevant explanation) | (2 x 2) | (4) |

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|  | 1.4.5 | * Area is slippery because of attrition and the occurrence of lichen, limpets and algae √√ * A lot of sharp rock occur at the notch √√ * Strong winds occur √√ * Big destructive waves occur in the area √√   (Any 2) | (2 x 2) | (4) |
|  |  |  |  |  |
| 1.5 | 1.5.1 | Producers   * Weeds/reads/algae √ – autotrophic – produce their own food by using sunlight through the process of photosynthesis √   Primary consumers   * Watersnail/tadpole √– they eat plants – herbivores √   Secondary consumers   * Frog/dragonfly √ – meat-eaters(carnivores) and omnivores √ | (3 x 2) | (6) |
|  |  |  |  |  |
|  | 1.5.2 | Food chain √√– the transference of food energy through a series of organisms feeding successfully on each  other. √√  **OR**  Food web √√– a network of food chains which are inter-connected √√  **OR**  Food pyramid √√ – shows the transfer of food energy from one trophic level to another whereby food energy and the biomass decreases at each succeeding trophic level. √√  **(Any ONE with discussion)** | (2 x 2) | (4) |
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|  | 1.5.3 | **CARBON CYCLE**   * Marine animals exhale carbon dioxide during   respiration. √√   * During the decomposition of organisms, carbon dioxide is released. √√   **OXYGEN CYCLE**   * Water elements contain oxygen as part of its   composition. √√   * Plant material and phytoplankton releases oxygen through the process of photosynthesis. √√ | (4 x 2) | (8) |

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| 1.6 | 1.6.1 | **DEFORESTATION**  The chopping down of trees and the clearing of fields. √√  **(Concept)**  **DESERTIFICATION**  The process whereby an area becomes drier and the natural vegetation decreases. √√  **(Concept)** | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 1.6.2 | OVERGRAZING   * Too many live stock grazing in an area decreases its carry capacity; √√ * Results in fertile top soil being removed through soil erosion; √√ * Increase in run-off decreases infiltration and soil is impacted through live stock; √√ * Soil becomes less fertile and the water cycle is disturbed as a result of a decrease in transpiration and   evaporation. √√  **OR**  DEFORESTATION   * Less plants and trees to bind the soil; √√ * No decomposition results in less humus thereby decreasing the fertility of the soil; √√ * Transpiration decreases; √√ * Increased run-off causes further soil erosion and decreases evaporation; √√ * Water cycle is thus disturbed. √√   **OR**  INAPPROPRIATE FARMING METHODS   * Mono-culture and overgrazing deprives the soil of   nutrients; √√   * Fertility of the soil decreases; √√ * Soil becomes dry and exhausted; √√ * Productivity decreases. √√   **(Any ONE factor with discussion)** | (3 x 2) | (6) |
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|  | 1.6.3 | * Vegetation leads to a decrease in biodiversity; √√ * Eco-tourism is disadvantaged; √√ * Less moisture in the soil, more soil erosion and decrease in groundwater leads to a decrease of agricultural products; √√ * Less food production leads to famine; √√ * A decrease in agricultural exports; √√ * Increase in the import of staple food with an increase in expenditure and loans; √√ * Unemployment in agriculture and eco-tourism leads to   poverty. √√ (Any 2) | (2 x 2) | (4) |

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|  | 1.6.4 | **STRATEGIES TO PRESERVE PLANT AND ANIMAL LIFE**   * Control grazing fields through rotational grazing and less cattle per square km; √√ * Building of anti-erosion walls to reduce run-off and soil erosion; √√ * Introducing laws to protect indigenous plants against removal; √√ * Establish wild and nature reserves to protect them against extinction; √√ * Restrict hunting licenses to prevent illegal hunting and poaching; √√ * Introduce game farming; √√ * Implement conservation education programmes to make people aware of the sustainable use of the   environment; √√   * Encourage eco-tourism and use the funds generated to care for the environment; √√ * Plant trees to prevent soil erosion and to enrich the soil with nutrients. √√   **STRATEGIES TO IMPROVE THE QUALITY OF LIFE OF THE LOCAL COMMUNITIES**   * Control population growth to relieve pressure on food production and prevent deterioration of land; √√ * Encourage rural-urban migration for skills development and better job opportunities √√ * Water conservation programmes can be implemented; √√ * Educational programmes which emphasise the sustainable use of the natural environment; √√ * Educational farming programmes to assist farmers in the correct farming methods and skills. √√   **(Any relevant explanation – NO LIST OF FACTS – ONE MARK PER FACT IF LISTED – 3 MARKS PER SUB-SECTION)** | (6 x 2) | (12) |
|  |  |  |  | **[100]** |

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| **QUESTION 2: [12.1.2 – 12.1.5][12.2.1 – 12.2.4][12.3.1 – 12.3.2]** | | | | |  |  |
|  |  | | |  |  |  |
| 2.1 | 2.1.1 | | | Descending √√ |  |  |
|  | 2.1.2 | | | Glacier valleys √√ |  |  |
|  | 2.1.3 | | | B √√ |  |  |
|  | 2.1.4 | | | C √√ |  |  |
|  | 2.1.5 | | | C √√ | (5 x 2) | (10) |
|  |  | | | | |  |
| 2.2 | 2.2.1 | | | food chain √√ |  |  |
|  | 2.2.2 | | | carnivore √√ |  |  |
|  | 2.2.3 | | | Secondary consumer √√ |  |  |
|  | 2.2.4 | | | hydrosphere √√ |  |  |
|  | 2.2.5 | | | photosynthesis √√ | (5 x 2) | (10) |
|  |  | | |  |  |  |
| 2.3 | | 2.3.1 | * Sewerage√√ * Chemicals from factories√√ * Plastic from dumping√√ * Fertilizers from agriculture√√ (Any 2) | | (2 x 2) | (4) |
|  | |  |  | |  |  |
|  | | 2.3.2 | * Ecosystems are destroyed; √√ * Fish and marine life die; √√ * Beaches are spoilt; √√ * Sunlight cannot penetrate the oil layer therefore phytoplankton cannot photosynthesize; √√ * Food chains are being destroyed √√ (Any 2) | | (2 x 2) | (4) |
|  | |  |  | |  |  |
|  | | 2.3.3 | * Government does not care for the environment. √√ * Government has no control over the pollution of marine life. √√ | | (1 x 2) | (2) |
|  | |  |  | |  |  |
|  | | 2.3.4 | Negative − beaches are destroyed √√   * No marine life for deep-sea divers √√ * Less income √√ * Unemployment √√ (Any relevant answers) | | (2 x 2) | (4) |
|  | |  |  | |  |  |
|  | | 2.3.5 | * Declare certain coastal areas as protected marine   areas; √√   * Awarding Blue Flags to areas which are well   protected; √√   * Establishing “beach towns” in which the natural environment could be used for accommodation; √√ * Financial aid is given to coastal communities to ensure that the area is being conserved; √√ (Any 3) | | (3 x 2) | (6) |

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| 2.4 | 2.4.1 | Pacific Ocean√√ | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 2.4.2 | Cold Humboldt/Peruvian current √√   * Causes upwelling; √√ * Brings nutrients to the surface of the sea. √√   (Any advantage) | (2 + 2) | (4) |
|  |  |  |  |  |
|  | 2.4.3 | * The tropical easterly weakens; √√ * High pressure system develops over Australia with descending air; √√ * High pressure system over the west of South America with warmer weather; √√ * Low pressure system develops over the ocean and brings rain. √√ (Any relevant explanation) | (3 x 2) | (6) |
|  |  |  |  |  |
|  | 2.4.4 | ENVIRONMENT   * Decreases ground water levels; √√ * Increases evaporation and transpiration so that the higher temperatures hinder the growth of plants; √√ * Less plants leads to erosion; √√ * Biodiversity of the area decreases; √√ * More veldt fires occur. √√   ECONOMY   * Decrease in harvests and cattle used for slaughtering, increases food prices; √√ * Less exports causes a decrease in the GDP of the   product; √√   * Food must be imported; √√ * Agriculture related industries are disadvantaged; √√ * Unemployment leads to poverty; √√ * Income generated through tourism decreases**.** √√   MANAGEMENT OF DROUGHT STRICKEN AREAS   * Farmers selling their cattle before drought strikes; √√ * Farmers should avoid crops which demand a lot of   water; √√   * Do not over-graze; √√ * Implementation of inter-basin transference of water   schemes; √√  **(Any relevant answer – Any LIST of facts, only one mark should be awarded per fact. A MINIMUM OF TWO FACTS PER SUB HEADING SHOULD BE ANSWERED)** | (6 x 2) | (12) |

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| 2.5 | 2.5.1 | Positive influence √√ | (1 x 2) | (2) |
|  |  | **TEMPERATURE**   * High temperatures enhance chemical reactions such as decomposition and weathering √√ * Organic material decomposes very quickly in tropical regions leaving very little humus; √√ * High temperatures and rainfall in tropical areas causes deep infertile soil; √√ (Any 1)   **RAINFALL**   * Provides water for chemical and biological   processes; √√   * Promotes leaching of dissolved minerals and nutrients through the soil; √√ * In dry regions the process of alluviation is promoted and **water** evaporation leads to salination of the soil√√ * Excessive moisture promotes chemical erosion leaving a fine, grained thick layer of top soil found in these regions. √√ (Any 1) | (2 + 2) | (4) |
|  |  |  |  |  |
|  | 2.5.2 | **REGION A – SHEEP FARMING**   * Over grazing destroys the natural growth of plants and removes the thin layer of top soil thereby decreasing infiltration; √√ * Run-off takes place faster and soil erosion is promoted; √√ * Dongas and trenches develop; √√ * Dung from animals enrich the soil and this results in greater fertility of the soil. √√ (Any 2) | (2 x 2) | (4) |
|  |  | **REGION B – MINING**   * Natural vegetation is removed and this causes the ground to be exposed to soil erosion; √√ * Decrease in humus and nutrients in the soil because of less vegetation; √√ * Fertility of soil decreases; √√ * Wind erosion is promoted. √√ (Any 2) | (2 x 2) | (4) |
|  |  | **REGION C – CROP FARMING**   * Deforestation causes the soil to become dry and this leads to desertification; √√ * Incorrect farming methods exposes the soil to soil erosion and an increase in run-off; √√ * No natural humus and nutrients. √√ * Leaching decreases thereby decreasing the fertility of the soil; √√ * Misuse of insecticides destroys the plants which would normally bind the soil; √√ * Excessive use of fertilizer disturbs the mineral balance of the soil and leads to a decrease in productivity. √√ (Any 2) | (2 x 2) | (4) |

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| 2.6 | 2.6.1 | * It is a person who travels exclusively to view and study the beauty of nature and its biodiversity. √√**(Concept)** | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 2.6.2 | **LOCAL COMMUNITY**   * It is a source of protein food and fresh water; √√ * Generating electricity and energy; √√ * Area can be used for trade and transport; √√ * Income and employment opportunities; √√ * Promoting tourism and recreation; √√ * Surrounding area can expand and development can be promoted. √√ (Any 1)   **ECO-TOURIST**   * Viewing and studying the Cape Gannet and African penguin; √√ * Viewing of the unique estuarian of fresh water and salt water plants and animals; √√ * The natural plant growth in the nature reserve. √√   (Any 1) | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 2.6.3 | * Pollution and noise will impact negatively on the breeding habits of the penguin and Cape Gannet colonies; √√ * Industrial sludge will impact negatively on the bio-diversity of the surrounding area; √√ * Totals of fish will decrease; √√ * Relocation of the local community; √√ * Unemployment will lead to poverty; √√ * New skills will have to be taught – which leads to higher costs; √√ * Less international and local tourists; √√ * Less income from eco-tourism; √√ * Beaches will become less attractive as pollution and noise increases. √√ (Any 3) | (3 x 2) | (6) |
|  |  |  |  |  |
|  | 2.6.4 | * Declare the area as a marine protected area; √√ * Practice integrated marine and coastal   management; √√   * Improve crime prevention measures; √√ * Income from eco-tourism must be used to improve current reserves; √√ * Blue Flag status for beaches; √√ * Educating the local inhabitants on the sustainability of marine life. √√ | (3 x 2) | (6) |
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| **SECTION B: DEVELOPMENT, SUSTAINABILITY, PEOPLE AND THEIR NEEDS** |  |

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| **QUESTION 3: [12.1.2 – 12.1.5][12.2.1 – 12.2.4][12.3.1 – 12.3.2]** |  |

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| 3.1 | 3.1.1 | C √√ | | |  |  |
|  | 3.1.2 | E √√ | | |  |  |
|  | 3.1.3 | A √√ | | |  |  |
|  | 3.1.4 | D √√ | | |  |  |
|  | 3.1.5 | B √√ | | | (5 x 2) | (10) |
|  |  |  | | |  |  |
| 3.2 | 3.2.1 | Russia √√ | | |  |  |
|  | 3.2.2 | 8% √√ | | |  |  |
|  | 3.2.3 | USA √√ | | |  |  |
|  | 3.2.4 | India √√  Sub-Sahara Africa √√ | | | (5 x 2) | (10) |
|  |  |  | | |  |  |
| 3.3 | 3.3.1 | Human Development Index √ | | | (1 x 2) | (2) |
|  |  |  | | |  |  |
|  | 3.3.2 | * GDP/Capita √√ * Life Expectancy √√ * Literacy √√ (Any 2) | | | (2 x 2) | (4) |
|  |  |  | | |  |  |
|  | 3.3.3 | I – North America √√ / Europe √√ (Any 1)  II – Africa √√ | | | (2 x 2) | (4) |
|  |  |  | | |  |  |
|  | 3.3.4 |  | Illustration I | Illustration II |  |  |
| **GDP/capita** | Average income per person is  high √ | Average income per person is  low √ |
| **Life Expectancy** | Live longer − 70 – 80 years √ | Very low – 45 – 55 years √ |
|  |  | **Literacy** | Very high – average 100% √ | Very low − average 30% − 50% √ | (3 x 2) | (6) |
|  |  |  | | |  |  |
|  | 3.3.5 | * Decrease in poverty – more work and money   available; √√   * Basic services like water, sanitation etc. is more freely available; √√ * Medical services improves resulting in a higher life   expectancy; √√   * Schools being built and the availability of funds for education increases literacy; √√ * More people will become involved in decisions being made about development in their area. √√ | | | (2 x 2) | (4) |

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| 3.4 | 3.4.1 | The process whereby organisations, companies and countries operate internationally; the world thus becomes more integrated. √√ **(Concept)** | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 3.4.2 | PHOTO A – Trade advantages only the richer  countries; √√   * Conflict arises about who would have trading rights in certain areas; √√ **(Any relevant answer)**   PHOTO B – Industrialisation leads to large scale urbanisation resulting in the development of slums; √√   * Increase pressure on urban aids as more and more people move into the cities. √√**(Any relevant answer)** | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 3.4.3 | Companies which are established in different countries, without bringing any national boundaries into account. √√  **(Concept)** | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 3.4.4 | * Eliminates poverty and hunger; √√ * Universal primary teaching; √√ * Promotes equality and empowers women; √√ * Decreases mortality in children; √√ * Improves the health of baby and mother; √√ * Prevents malaria, HIV/AIDS and other illnesses; √√ * Ensures environmental sustainability; √√ * Develops a world partnership for development. √√   **(Any relevant answer – No LIST of FACTS)** | (6 x 2) | (12) |
|  |  |  |  |  |
| 3.5 | Study FIGURES 3.5A and 3.5B in order to answer the following questions. | |  |  |
|  |  |  |  |  |
|  | 3.5.1 | Deforestation √√ | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 3.5.2 | Different species √√ are found on one tree. √√ | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 3.5.3 | * Negative impact; √√ * Disturbs the ecosystem; √√ * Extinction of plant and animal life; √√ * The process can lead to global warming; √√ * Increase in soil erosion resulting in decrease in food production; √√ * Desertification; √√ * Habitat and drainage systems are destroyed. √√   (Any 2) | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 3.5.4 | Gasses which are emitted resulting in the temperature of the earth increasing. √√ **(Concept)** | (1 x 2) | (2) |

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|  | 3.5.5 | * Carbon dioxide√√ * Carbon monoxide√√ * Nitrogen oxide√√ * Methane√√ (Any 2) | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 3.5.6 | **DEFORESTATION**   * Limit the chopping down of trees; √√ * Preservation and conservation of species; √√ * Aforestation √√ (Any 2)   **AIR POLLUTION**   * Filters in chimneys; √√ * Decrease the use of fossil fuels and use more alternative methods of energy √√   (Any TWO relevant answers) | (4 x 2) | (8) |
|  |  | | |  |
| 3.6 | 3.6.1 | People who hunt wild animals illegally. √√ | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 3.6.2 | * Elephants destroyed the crops and properties of the local community; √√√ * Wild animals received high prices on the black   market. √√ (Any 1) | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 3.6.3 | * The locals do not feel any negativity about areas being reserved for wild life; √√ * People now realise the economic value of preserving wild life; √√ * People are advantaged because of the   preservation; √√   * People now believe in conservation. √√ (Any 2) | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 3.6.4 | * All locals play a role in decision making; √√ * Tour operators can still undertake safari’s and hunting expeditions; √√ * All parties are advantaged because of mutual participation | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 3.6.5 | * Biodiversity is maintained; √√ * Aesthetical value; √√ * Research purposes; √√ * Species who are in danger of becoming extinct are now protected; √√ * Wildlife and habitats are protected and the survival of species is ensured. √√ (Any 2) | (2 x 2) | (4) |
|  |  |  |  | **[100]** |

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| **QUESTION 4: [12.1.2 – 12.1.5][12.2.1 – 12.2.4][12.3.1 – 12.3.2]** | | | | |
|  |  |  |  |  |
| 4.1 | 4.1.1 | B √√ |  |  |
|  | 4.1.2 | C √√ |  |  |
|  | 4.1.3 | A √√ |  |  |
|  | 4.1.4 | C √√ |  |  |
|  | 4.1.5 | A √√ | (5 x 2) | (10) |
|  |  |  |  |  |
| 4.2 | 4.2.1 | C √√ |  |  |
|  | 4.2.2 | B √√ |  |  |
|  | 4.2.3 | D √√ |  |  |
|  | 4.2.4 | A √√ |  |  |
|  | 4.2.5 | A √√ | (5 x 2) | (10) |
|  |  |  |  |  |
| 4.3 | 4.3.1 | * The indicators for the Human Development Index (HDI) is used; √√ * GDP/capita, life expectancy and literacy is used and compared between male and female. √√ | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 4.3.2 | Deforestation Soil erosion√√ Weak soil quality√√ Decrease in harvests √√ Less food production √√ (Any logical order) | (3 x 2) | (6) |
|  |  |  |  |  |
|  | 4.3.3 | **FINANCIAL INDICATOR –** Women work and the men stay at home, but expect food when the women arrive at  home. √√  **SOCIAL INDICATOR –** After arriving home from work, women have to cook, take care of the children, while men are probably drunk. √√ | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 4.3.4 | * Women do most of the work and should therefore not be oppressed; √√ * Should have a say in decision making; √√ * Women take care of the children and therefore play a leading role in the future generation; √√ * In general, women do have a higher life expectancy than men and should therefore be given equal education. √√ (Any TWO relevant answers) | (2 x 2) | (4) |

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| 4.4 | 4.4.1 | **Primary industries**  Activities based on the excavation of natural raw  materials. √√ **(Concept)**  **Tertiary activities**  Activities based on the provision of services and trade. √√  **(Concept)** | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 4.4.2 | Pre-industrial phase 4 − 6% √√  Industrial phase 38 − 40% √√ | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 4.4.3 | * No income; √√ * Poverty; √√ * Unemployment √√ (Any 2 relevant answers) | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 4.4.4 | * Projects are community orientated; √√ * Nebo owns 51% of the company which gives them the majority rule on property and decisions; √√ * 1500 job opportunities were created; √√ * Day-to-day running of the company is managed by the Nebo community. √√ (Any 3) | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 4.4.5 | Industrial development phase: √√   * Farming is more commercialised; √√ * Infra-structure is developed – roads were built; √√ * Development of secondary activities e.g. knitting; √√ * Growth in the tertiary work force e.g. transport, exports, provision of water etc. √√   (Any 3 relevant answers accepted) | (3 x 2) | (6) |
|  |  | | |  |
| 4.5 | 4.5.1 | North is more developed than south√√   * North – well dressed – refers to the rich √√   Briefcase in hand – businessman, office job √√  Fatter – good, comfortable lifestyle. √√  (Any 1)   * South – poorly dressed√√   Torn clothes refer to poverty and manual labour √√   * Very thin – refers to malnutrition √√ (Any 1)   **(Any relevant explanation – refer to the sketch – contrasts should be illustrated)** | (3 x 2) | (6) |
|  |  |  |  |  |
|  | 4.5.2 | Developed countries/north needs raw materials in factories as well as raw materials to supply staple foods such as mielies, coffee etc; √√  Less developed countries need technology to excavate raw materials and provide job opportunities. √√  Need for financial aid to reduce poverty and provide the basic necessities. √√ | (2 x 2) | (4) |

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|  | 4.5.3 | * North exploits the South; √√ * South is too poverty stricken to with hold their resources from the North and do not have the finances, skills and technology to survive without the North; √√ * South owes the north large amounts of money because of loans made √√ (Any 2) | (2 x 2) | (4) |
|  |  | | |  |
| 4.6 | 4.6.1 | 1850 − Biomass including wood √√  1900 – coal √√ | (2 x 2) | (4) |
|  | 4.6.2 | * Industrial revolution – constant demand for energy; √√ * Invention of the steam engine; √√ * Use of wood is replaced with the use of coal as a source of energy. √√ (Any 2 relevant answers) | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 4.6.3 | There is a decrease in the use of coal. √√ | (1 x 2) | (2) |
|  |  |  |  |  |
|  | 4.6.4 | * Decrease in emissions of greenhouse gasses; √√ * Decrease in global warming; √√ * Biodiversity is maintained; √√ * Reduction in mining activities. √√ (Any 2) | (2 x 2) | (4) |
|  |  |  |  |  |
|  | 4.6.5 | **HOW SOLAR ENERGY IS GENERATED**   * Mirrors or sun panels reflect sunlight on one focal   point; √√   * Heat is thus concentrated; √√ * Water is heated turns to steam; √√ * Steam turns the turbines; √√ * Electricity is generated. √√   **ADVANTAGES OF THE USE OF SOLAR ENERGY**   * Sustainable; √√ * Very little to no air pollution; √√ * Available easily and everywhere; √√ * Inexpensive after equipment has been installed. √√   **REASONS FOR THE POOR USE OF SOLAR ENERGY IN AFRICA**   * Equipment is very expensive; √√ * Countries in Africa are poor and cannot afford to purchase the equipment; √√ * Skills to install, manage and maintain the equipment is lacking in most African countries; √√   **(Any relevant description – NB: at least TWO facts per sub heading must be described or discussed – LIST OF FACTS – ONLY ONE MARK PER FACT)** | (6 x 2) | (12) |
|  |  |  |  | **[100]** |
|  |  |  |  |  |
|  |  | **GRAND TOTAL:** | | **300** |