



education

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PROVINCIAL ASSESSMENT

GRADE 11

GEOGRAPHY P1

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MARKS: 225

TIME: 3 hours

This question paper consists of 12 pages and 10 paged annexure.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions.
2. Answer ONLY THREE questions of 75 marks each.
3. All diagrams are included in the ANNEXURE.
4. Leave a line between 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. Number the answers in the centre of the line.
8. Do NOT write in the margins of the ANSWER BOOK.
9. Draw fully labelled diagrams when instructed to do so.
10. Answer in FULL SENTENCES, except where you have to state, name, identify or list.
11. Write neatly and legibly.

SECTION A: ATMOSPHERE AND GEOMORPHOLOGY

Answer at least ONE question in this section. If you answer ONE question in SECTION A, you must answer TWO questions in SECTION B.

QUESTION 1

1.1 Select from the list below a suitable term that matches the definition provided in. Write only the question number (1.1.1–1.1.7) and the term of your choice, for example 1.1.8 Geography.

planetary winds; Isobar; Climatic region; Isotherm; Front; Insolation;
Atmospheric pressure; Cyclone; Monsoons; Equator; Geostrophic Flow

- 1.1.1 Incoming solar radiation
- 1.1.2 The force exerted against a surface by the weight of a column of air above that surface
- 1.1.3 An area over which temperature and rainfall conditions are very similar, and different from those in other areas
- 1.1.4 Major winds that blow all year round over large expanses of the earth's surface
- 1.1.5 The boundary between air masses that have different characteristics
- 1.1.6 Theoretical wind that would result from an exact balance between the Coriolis force and the Pressure Gradient force.
- 1.1.7 Lines joining places of equal temperature (7 x 1) (7)

1.2 Refer from FIGURE 1.2 to answer the following questions. Write only the letter of the correct answer next to the numbering in your answer book.
For example 1.2.9. E

- 1.2.1 Eroded materials cannot accumulate on this slope.
- 1.2.2 This slope is convex in shape.
- 1.2.3 Soil creep occurs here.
- 1.2.4 The slope is also called the debris slope
- 1.2.5 A low-angled concave slope.
- 1.2.6 Has a constant angle.
- 1.2.7 The slope is mostly suitable for farming.
- 1.2.8 The most vertically inclined slope. (8 x 1) (8)

- 1.3 Refer to FIGURE 1.3 showing the tri-cellular circulation of the atmosphere in order to answer the following questions.
- 1.3.1 Why do meteorologists refer to a tri-cellular circulation of the atmosphere? (1 x 1) (1)
- 1.3.2 Identify the THREE cells of circulation labelled P, Q and R respectively. (3 x 1) (3)
- 1.3.3 At which line of latitude do mid-latitude cyclones develop? (1 x 1) (1)
- 1.3.4 What does the abbreviation *ITCZ* stand for? (1 x 1) (1)
- 1.3.5 Where, at X, Y or Z, would the ITCZ be found? (1 x 1) (1)
- 1.3.6 Explain any TWO weather conditions that one will experience at the ITCZ. (2 x 2) (4)
- 1.3.7 Account for the weather conditions mentioned in 1.3.6 that occurs at the ITCZ. (2 x 2) (4)
- 1.4 Study the diagram illustrated in FIGURE 1.4 which is about mass wasting and then answers the questions below.
- 1.4.1 What is meant by *mass wasting*? (1 x 1) (1)
- 1.4.2 Give evidence from the FIGURE 1.4 that mass wasting is occurring. (2 x 1) (2)
- 1.4.3 Explain TWO causes of mass wasting. (2 x 2) (4)
- 1.4.4 In a paragraph of approximately EIGHT lines, suggest what humans can do to prevent mass wasting. (4 x 2) (8)
- 1.5 Refer to FIGURE 1.5 on landforms of massive intrusion to answer these questions.
- 1.5.1 Distinguish between the concepts *Massive intrusion and extrusion*. (2 x 1) (2)
- 1.5.2 State the type of rock associated with intrusions. (1 x 1) (1)
- 1.5.3 Label the diagram from **R** to **V**. (5 x 1) (5)
- 1.5.4 How does landform **R** differ from landform **V**? (2 x 2) (4)
- 1.5.5 State an intrusive landform which is the parent material to tors. (1 x 1) (1)
- 1.5.6 Explain the formation of the sill. (1 x 2) (2)

1.6 Study the extract in FIGURE 1.6 on desertification in Africa to answer the questions below.

- 1.6.1 What is *desertification*? (1 x 1) (1)
 - 1.6.2 State TWO countries outside the Sahara that are at risk of desertification. (2 x 1) (2)
 - 1.6.3 Describe ONE way in which humans contribute to desertification. (1 x 2) (2)
 - 1.6.4 Discuss ONE effect of desertification on the economy of Africa. (1 x 2) (2)
 - 1.6.5 In a paragraph of approximately EIGHT lines, suggest sustainable ways in which desertification in Africa can be prevented. (4 x 2) (8)
- [75]**

QUESTION 2

2.1 Match the statements in Column B with the most appropriate answer in Column A. Write ONLY the correct letter (A-J) next to the correct numbering (2.1.1.-2.1.8) in your answer book. e.g. 2.1.9. K

COLUMN A	COLUMN B
2.1.1 Equatorial low	A. Found between 30 ^o and 40 ^o north and south of equator.
2.1.2 Maritime air	B. Lines joining places with the same atmospheric pressure
2.1.3 Veering	C. Air deviates to the left in the southern hemisphere
2.1.4 Isobar	D. Winds blowing parallel to the isobars
2.1.5 Energy balance	E. Warm, moist winds blowing towards the equator from both hemispheres
2.1.6 Surplus energy	F. Moist airmass that originate from oceans
2.1.7 Backing	G. Formed because of intense heating at equator
2.1.8 Geostrophic winds	H. A comparison between the amount of heat energy received and that which is given off
2.1.9 Trade winds	
2.1.10 Subtropical High	

(8 x 1) (8)

- 2.2 Choose the correct answer from the alternatives given in brackets to make the statements correct. Write only the word(s) next to the numbering in your answer book, for example, 2.2.8 Backing
- 2.2.1 (Albedo/Water stress) is defined as a low per capita availability of water.
- 2.2.2 A High pressure centre is called a/n (cyclone/anticyclone).
- 2.2.3 (El Niño/La Nina) leads to the disappearance of fish over the Pacific Ocean.
- 2.2.4 The major way in which heat energy is transferred to different parts of the Earth's surface on a global scale is (secondary/primary) circulation.
- 2.2.5 Isobars (decrease/increase) towards the centre of the low pressure cell.
- 2.2.6 (Ferrel/Coriolis) force is a deflective force that changes the direction of all winds blowing on the surface of the earth.
- 2.2.7 Winds blowing from the subtropical highs to the sub-polar low pressure belts are referred to as (easterly/westerly) winds. (7 x 1) (7)
- 2.3 Refer to the sketch map of Africa, FIGURE 2.3 and then answer the questions that follow.
- 2.3.1 Name the ocean currents **A** and **B** respectively. (2 x 1) (2)
- 2.3.2 Tabulate TWO differences for each of the ocean currents you named above. (4 x 1) (4)
- 2.3.3 Identify the coldest ocean. (1 x 1) (1)
- 2.3.4 Briefly explain the impact of currents **A** and **B** on the climate of South Africa. Give examples to support your answer. (4 x 2) (8)
- 2.4 Refer to FIGURE 2.4 which shows structural landforms to answer these questions.
- 2.4.1 Identify the rock structure at **X** and **Y**. (2 x 1) (2)
- 2.4.2 Differentiate between landforms **A** and **B**. (2 x 1) (2)
- 2.4.3 Landform **D** is inclined. Name slope types 1 and 2 respectively. (2 x 1) (2)
- 2.4.4 Which slope (1 or 2) will erode faster? (1 x 1) (1)
- 2.4.5 In a paragraph of approximately EIGHT lines, explain the significance of the structural landforms in FIGURE 2.4 to humans. (4 x 2) (8)

2.5 Study FIGURE 2.5 on unequal heating of the atmosphere and answer the following questions.

2.5.1 Define the following concept:

a) *revolution*

b) *rotation*

c) *parallelism of the axis*

(3 x 1) (3)

2.5.2 Which season will be represented by both **A** in the northern hemisphere and **B** in the southern hemisphere?

(1 x 2) (2)

2.5.3 Differentiate between an *Equinox* and a *Solstice*.

(2 x 2) (4)

2.5.4 At which latitude does the direct rays from the sun strike the earth at **A**.

(1 x 2) (2)

2.5.5 Describe the difference in the length of the day and night on the earth on the 21 December and 21 June.

(2 x 2) (4)

2.6 Refer to FIGURE 2.6 on Föhn winds and then answer the questions below.

2.6.1 Define *Föhn winds*.

(1 x 1) (1)

2.6.2 Describe how adiabatic cooling is taking place from the bottom of the mountain to the top of the mountain.

(2 x 2) (4)

2.6.3 Explain ONE reason why the air is drier at 3.

(1 x 2) (2)

2.6.4 Give evidence from FIGURE 2.6 that the air at 4 is hot.

(1 x 2) (2)

2.6.5 Briefly explain the impact of these winds from 4 onwards.

(3 x 2) (6)

[75]

SECTION B: DEVELOPMENT, RESOURCES AND SUSTAINABILITY

Answer at least ONE question in this section. If you answer ONE question in SECTION B, you must answer TWO questions in SECTION A.

QUESTION 3

3.1 Choose the correct answer from the alternatives given in brackets to make the statements correct. Write only the word(s) next to the numbering in your answer book, for example, 3.3.9 farming

3.1.1 (pasture/arable) land that can be used for farming.

3.1.2 Economic activities linked with training, IT, data acquisition and research. (tertiary activities/quaternary activities)

3.1.3 The total value of all goods and services produced by a country in a year. (GNP/GDP)

3.1.4 Tourism that benefits local people and minimises damage to environment. (package tours/ecotourism)

3.1.5 Self-employed people trading goods and services on the street and working from backyard workshops. (informal sector/informal settlements)

3.1.6 Farming to produce crops to consume rather than to sell. (commercial agriculture/subsistence agriculture)

3.1.7 Aid given from one government to another government. (multilateral/bilateral)

3.1.8 Large company operating globally. (NGO/multinational corporation) (8 x 1) (8)

3.2 State whether the following are renewable or non-renewable resources. Write only renewable or non-renewable next to the numbering in your answer book. For example, 3.2.8 Renewable

3.2.1 Soil

3.2.2 Water

3.2.3 Oil

3.2.4 Air

3.2.5 Minerals

3.2.6 Cement

3.2.7 Coal

(7 x 1) (7)

3.3 Refer to FIGURE 3.3 on development to answer the following questions.

- 3.3.1 What does the term *development* means? (1 x 1) (1)
- 3.3.2 Explain the concept *Sustainable development* . (1 x 1) (1)
- 3.3.3 Provide THREE ways through which sustainable development can be achieved. (3 x 2) (6)
- 3.3.4 Suggest TWO reasons why it will be difficult for sustainable development to be met by 2030. (2 x 2) (4)
- 3.3.5 State THREE millennium goals. (3 x 1) (3)

3.4 Refer to the cartoon in FIGURE 3.4 showing the role of international trade in the South African economy.

- 3.4.1 What is *international trade*? (1 x 1) (1)
- 3.4.2 Name the product that is being imported into South Africa in large quantities. (1 x 2) (2)
- 3.4.3 Which government department is represented as the referee in the cartoon? (1 x 2) (2)
- 3.4.4 Explain why the cartoon suggests that the fight cannot be nice, clean and fair. (1 x 2) (2)
- 3.4.5 Why are cheap imports allowed into South Africa despite its negative impact on the economy of South Africa? (2 x 2) (4)
- 3.4.6 Suggest TWO possible measures to reduce South Africa's reliance (dependence) on cheap imports. (2 x 2) (4)

3.5 Study FIGURE 3.5, on energy generation, and then answer the following questions.

- 3.5.1 What is a *wind turbine*? (1 x 1) (1)
- 3.5.2 What, from the cartoon has stopped the turbines? (1 x 1) (1)
- 3.5.3 What is *load shedding*? (1 x 1) (1)
- 3.5.4 Suggest reasons for continued load shedding. (2 x 2) (4)
- 3.5.5 In a paragraph of approximately EIGHT lines discuss the impact of load shedding on small businesses. (4 x 2) (8)

3.6 Refer to the cartoon in FIGURE 3.6 depicting foreign aid.

- 3.6.1 Explain *Humanitarian aid*. (1 x 1) (1)
- 3.6.2 What is the term used to refer to rich countries providing aid to poor countries? (1 x 1) (1)
- 3.6.3 Name ONE organization that gives foreign aid to poor countries. (1 x 1) (1)
- 3.6.4 Give TWO problems that poor countries have to try and solve with the aid they receive. (2 x 1) (2)
- 3.6.5 Do you think this ‘crate of aid’ is going to solve the problems you highlighted above at 3.6.4? Give a reason for your answer. (2 x 1) (2)
- 3.6.6 Examine what the woman in the cartoon is saying about aid given and critically discuss her statement. (4 x 2) (8)

[75]

QUESTION 4

4.1 Match the following statements in Column B with the terms or examples in Column A. Write down only the question number (4.1.1-4.1.8) and correct letter next to the numbering in your answer book. For example, 4.1.9. J

COLUMN A	COLUMN B
4.1.1 Non-renewable resources	A. Carbon dioxide, methane, nitrous oxide
4.1.2 Acid rain	B. Protecting a species or habitat for future use
4.1.3 Greenhouse gases	C. Acids in the air caused by pollution, which fall to the ground as liquids, solids or gases
4.1.4 Preserve	D. Cannot be replaced when used up
4.1.5 Basic needs	E. More economically developed countries
4.1.6 The ‘south’	F. Less economically developed countries
4.1.7 Conserve	G. Rostow’s model of development
4.1.8 The ‘north’	H. Keeping areas of Earth, untouched by humans, in their present condition
	I. Requirements necessary to lead a healthy and productive life

(8 x 1) (8)

4.2 Refer to FIGURE 4.2 to answer these questions. Write only the letter for the correct layer next to the numbering in your answer book. For example: 4.2.8 G

4.2.1 The parent material

4.2.2 This layer is referred to as the O horizon

4.2.3 Eluviation occurs here

4.2.4 Is the partly weathered material

4.2.5 Is the actual top soil

4.2.6 Experiences the process of leaching

4.2.7 Determines the type of soil formed (7 x 1) (7)

4.3 Refer to FIGURE 4.3 A, Rosa's diary and the map in FIGURE 4.3B and then answer the questions that follow.

4.3.1 Define a *trans-national corporation*. (1 x 1) (1)

4.3.2 What is a *sweatshop*? (1 x 1) (1)

4.3.3 Where is 98% of Nike's footwear manufactured? (1 x 1) (1)

4.3.4 Give ONE reason why these countries were selected for manufacturing. (1 x 2) (2)

4.3.5 Why is a large amount of Nike products sold in Europe? (1 x 2) (2)

4.3.6 In a paragraph of approximately EIGHT lines, explain why globalisation has not improved Rosa's life. (4 x 2) (8)

4.4 Study Figure 4.4, a model of development and then answer the questions that follow.

4.4.1 What is a *development model*? (1 x 1) (1)

4.4.2 What is the name of the model represented in FIGURE 4.4? (1 x 2) (2)

4.4.3 Explain the word "periphery" in relation to this model. (1 x 2) (2)

4.4.4 Which area in South Africa can be referred to as the "core"? (1 x 2) (2)

4.4.5 Briefly describe THREE objectives of this model. (3 x 2) (6)

4.4.6 State ONE reason why there are fewer jobs and services in the periphery? (1 x 2) (2)

4.5 After 1994, the government of SA developed more strategies to redress the inequalities of the past, one of which was RDP. Read the extract in Figure 4.5 to answer the questions below.

- 4.5.1 What does the abbreviation *RDP stands for?* (1 x 1) (1)
- 4.5.2 According to the extract, what was the aim of RDP? (1 x 2) (2)
- 4.5.3 How did the government intend to achieve its aim? (2 x 2) (4)
- 4.5.4 In a paragraph of approximately EIGHT lines, assess whether the government has achieved the aim of RDP, if not, state strategies that can be implemented and if yes, support with examples. (4 x 2) (8)

4.6 Study FIGURE 4.6.A and B on agriculture to answer the following questions.

- 4.6.1 Match the pictures A and B with Subsistence and commercial farming respectively. (2 x 1) (2)
- 4.6.2 What is food security? (1 x 1) (1)
- 4.6.3 Explain strategies that the government can put in place to promote food security. (2 x 2) (4)
- 4.6.4 Discuss TWO roles of agriculture to the economy of RSA. (2 x 2) (4)
- 4.6.5 Explain TWO problems that affect agriculture in South Africa. (2 x 2) (4)

[75]

TOTAL: 225