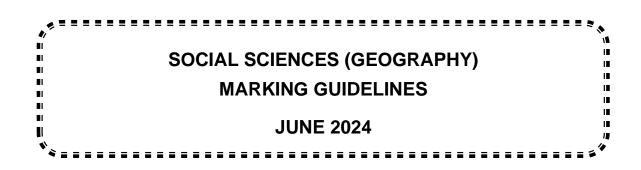# education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 9

Marks: 75

These marking guidelines consist of 6 pages.

QUESTION 1		ANSWER	MARKS	
1.1	1.1.1	D (Cultivated) ✓	(1 x 1)	(1)
	1.1.2	E (Perennial river) ✓	(1 x 1)	(1)
	1.1.3	B (Arterial Road) ✓	(1 x 1)	(1)
	1.1.4	A (Power lines) ✓	(1 x 1)	(1)
	1.1.5	C (Power line) ✓	(1 x 1)	(1)
				[5]
1.2	1.2.1	Trigonometrical Beacon✓	(1 x 1)	(1)
	1.2.2	Contour Interval ✓	(1 x 1)	(1)
	1.2.3	Line scale ✓	(1 x 1)	(1)
	1.2.4	Non-perennial river ✓	(1 x 1)	(1)
				[4]
1.3	1.3.1	740m✓✓	(1 x 2)	(2)
	1.3.2	Bottom of the hill ✓✓	(1 x 2)	(2)
	1.3.3	The contour line reading at A is 700m compared to D which is 800m ✓✓	(1 x 2)	(2)
	1.3.4	770m (Any range from 765-775m)✓✓	(1 x 2)	(2)
	1.3.5	820m ✓✓	(1 x 2)	(2)
				[10]
1.4	1.4.1	Vertical✓	(1 x 1)	(1)
	1.4.2	The vertical aerial photograph is an image of an area above taken from an aeroplane while the orthophoto image combines contours and other information with		

		an aerial photograph✓✓✓	(2 x 2)	(4)
	1.4.3	True✓	(1 x 1)	(1)
	1.4.4	Buildings are too large✓✓ Not a densely built up residential area✓✓ Access to road✓✓	(1 x 2)	(2)

	1.4.5	**Paragraph writing on the advantages of using aerial photographs. (8)** **Points that can be included in the paragraph:-** • Capturing hard to reach angles • Getting new familiar subjects • Surveying large areas quickly • Save time and money on traditional marketing method **Rubric to be used**		

Level 1	• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 3-5
Level 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6-8

				(8)
				[16]
		SUBTOTAL QUESTION 1:		**35**

2.1.	2.1.1	C✓	(1 x 1)	(1)
	2.1.2	A✓	(1 x 1)	(1)
	2.1.3	D✓	(1 x 1)	(1)
	2.1.4	C✓	(1 x 1)	(1)
	2.1.5	B✓	(1 x 1)	(1)
				[5]
2.2	2.2.1	US dollars/American dollars✓✓	(1 x 2)	(2)
	2.2.2	Female life expectancy/Adult literacy/Population size✓	(1 x 1)	(1)
	2.2.3	Literacy gives a chance for a country for people to contribute more in development/people can get better jobs/people can spread knowledge/increase wealth/ more production of skills. ✓✓	(1 x 2)	(2)
	2.2.4	a) **GDP per capita-** the average amount earned by each person in a year, based on the amount of money produced in the country✓✓ b) **Life expectancy-** the average number of years a person in a country can expect to live✓✓	(2 x 2)	(4)
	2.2.5	Urbanisation/Electricity ✓	(1 x 1)	(1)
	2.2.6	**Urbanisation-** Urban areas cover large areas of land and use a lot of resources/ Urban populations consume large quantities of food resources, water resources, energy resources. **Electricity-** a lot of electricity consumption✓✓	(1 x 2)	(2)
	2.2.7	Urban populations use more electricity in their homes as they have more appliances/Many public spaces such as shopping centres and street lights/ some modes of transport use electricity✓✓	(1 x 2)	(2)
				[14]

2.3.	2.3.1	**Advantages for those growing cotton-** They get money for their products/ They are able to export to larger companies/ More clothes rely on their production✓✓	(1 x 2)	(2)
	2.3.2	**Disadvantages for those growing cotton:-** Raw materials never sell for as much money as manufactured products/The products are less expensive✓✓	(1 x 2)	(2)
				[4]

2.4	2.4.1	Economic factors✓ Social Factors✓ Environmental factors✓		(3 x 1)	(3)
	2.4.2	Logging of timber/deforestation/cutting down trees✓ Burning forests to clear for agriculture✓		(2 x 1)	(2)
	2.4.3	To use them at a rate that is not sustainable and cannot replace themselves rapidly enough✓✓		(1 x 2)	(2)
	2.4.4	**Sustainable development-** development that meets current development needs in such a way that the future generations will still benefit✓✓		(1 x 2)	(2)
	2.4.5	**Paragraph writing on preservation of rainforests. (8)**			

Level 1	Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-2
Level 2	Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 3-5
Level 3	Uses relevant evidence e.g. demonstrates a thorough understanding of the topic Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6-8

Rubric to be used
Points that can be included in the paragraph
- Sustainable tourism could have still brought more tourists in Madagscar/tourist destination
- More people would be employed
- Ecotourism can encourage development of entrepreneurial activities
- Attract foreign investment/Study purpose and research

					(8)
					[17]
		SUBTOTAL QUESTION 2:			**40**
		GRAND TOTAL:			**75**