education

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NORTH WEST PROVINCE

PROVINCIAL ASSESSMENT

GRADE 11

GEOGRAPHY P1

MARKING GUIDELINES

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MARKS: 225

These marking guidelines consist of 13 pages and 4 pages with Cognitive levels.

Marking Guidelines

The following marking guidelines have been developed to standardise marking in all provinces.

Marking

- ALL selected questions MUST be marked, irrespective of whether it is correct or incorrect
- Candidates are expected to make a choice of THREE questions to answer. If all questions are answered, ONLY the first three questions are marked.
- A clear, neat tick must be used: ✓
  - If ONE mark is allocated, ONE tick must be used: ✓
  - If TWO marks are allocated, TWO ticks must be used: ✓✓
  - The tick must be placed at the FACT that a mark is being allocated for
  - Ticks must be kept SMALL, as various layers of moderation may take place
- Incorrect answers must be marked with a clear, neat cross: ✗
  - Use MORE than one cross across a paragraph/discussion style questions to indicate that all facts have been considered
  - Do NOT draw a line through an incorrect answer
  - Do NOT underline the incorrect facts
- Where the maximum marks have been allocated in the first few sentences of a paragraph, place an Ⓜ over the remainder of the text to indicate the maximum marks have been achieved.

For the following action words, ONE word answers are acceptable: **give**, **list**, **name**, **state**, **identify**
For the following action words, a FULL sentence must be written: **describe**, **explain**, **evaluate**, **analyse**, **suggest**, **differentiate**, **distinguish**, **define**, **discuss**, **why**, **how.**
The following action words need to be read within its context to determine whether a ONE word answer or FULL sentence is required: **provide**, **what**, **tabulate.**

Totalling and transferring of marks

- Each sub-question must be totalled o Each question has six sub-sections, therefore six sub-totals per question required
  - Sub-section totals to be written in right hand margin at the end of the sub-section and underlined
  - Sub-total must be written legibly
  - Leave room to write in moderated marks on different levels

- Total sub-totals and transfer total to top left hand margin next to question number
- Transfer total to cover of answer book

Moderation

Marking on each level of moderation is done in the same way as the initial marking. All guidelines for marking must be adhered to.
If a mark for a sub-question is changed after moderation, the moderator must strike through the marker's mark and write down the new mark. ~~14~~ 16
The total for the question must be re-calculated, and similarly be struck off and the new total be written down.

~~**32**~~ **36**

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

1.1.1 Insolation (1)
1.1.2 Atmospheric pressure (1)
1.1.3 Climatic region (1)
1.1.4 Planetary winds (1)
1.1.5 Front (1)
1.1.6 Geostrophic flow (1)
1.1.7 Isotherm (1)

(7 x 1) (7)

1.2
1.2.1 B (1)
1.2.2 A (1)
1.2.3 A (1)
1.2.4 C (1)
1.2.5 D (1)
1.2.6 C (1)
1.2.7 D (1)
1.2.8 B (1)

(8 x 1) (8)

1.3
1.3.1 The wind system is divided into three cells. (1) (1 x 1) (1)

1.3.2 P: Hadley/Tropical cell (1)
Q: MI-latitude/Ferrel cell (1)
R: Polar cell(1) (3 x 1) (3)

1.3.3 60^{0} (1) (1 x 1) (1)

1.3.4 *ITCZ: Intertropical Convergence Zone* (1) (1 x 1) (1)

1.3.5 X (1) (1 x 1) (1)

1.3.6 High temperature (2)
More rainfall (2) (2 x 2) (4)

1.3.7 The trade winds are warm and moist. (2)
Trade winds blow over the oceans and closer to the equator. (2) (2 x 2) (4)

1.4
1.4.1 The movement of loose materials down slope under the influence of gravity. (1) (1 x 1) (1)

1.4.2 Tilted power lines (2)
Tilted fences (2)
Falling rocks (2)
[Any ONE] (1 x 2) (2)

1.4.3 Construction on unstable slopes (2)
Cultivation on slopes (2)
Settlement of people on steep slopes. (2)
Earthquakes (2)
High rainfall (2)
[Any TWO] (2 x 2) (4)

1.4.4 Authorities can use concrete sprays to hold rocks on slopes (2)
Usage of wire mesh (2)
Planting vegetation on slopes (2)
Using bolts and nuts to fasten rocks (2)
Building of retaining walls (2)
Avoiding settlements on steep, unstable slopes. (2)
[Any FOUR] (4 x 2) (8)

1.5

1.5.1 Massive Intrusion: Cooling and solidification of magma underneath the surface. (1)
[Concept] (1 x 1) (1)
Extrusion: the cooling of magma on the earth's surface/ volcanic Eruptions. (1)
[Concept] (1 x 1) (1)

1.5.2 Igneous rock (1) (1 x 1) (1)

1.5.3 R: Laccolith (1)
S: Dyke (1)
T: Pipe (1)
U: Batholith (1)
V: Lopolith (1) (5 x 1) (5)

1.5.4 Landform R is dome shaped (2) whilst landform V is saucer shaped. (2)
(2 x 2) (4)

1.5.5 Batholith (1) (1 x 1) (1)

1.5.6 A Sill is formed when a thin layer of magma is forced between horizontal layers of sedimentary rocks. (2)
Magma cools horizontally between layers underneath the earth. (2)
[Any ONE] (1 x 2) (2)

1.6

1.6.1 The process which turns productive land into non-productive desert as a result of poor land-management (1) (1 x 1) (1)

1.6.2 Mauritania (1)
Mali (1)
Niger (1)
Chad (1)
Sudan (1)
Ethiopia (1)
Morocco (1)
Senegal (1)
[Any TWO] (2 x 1) (2)

1.6.3 Overgrazing (2)
Constructing boreholes, windmills and water points (2)
Farming marginal land (2)
Poor grazing management (2)
Incorrect irrigation practices (2)
Population increase (2)
Poverty (2)
Collecting fuel wood (2)
[Any ONE] (1 x 2) (2)

1.6.4 Desertification reduces the ability of land to support life. (2)
Affect domestic animals and agricultural crops. (2)
Food production is reduced. (2)
Leads to more imports. (2)
The price of food increases. (2)
More household budgets used for food. (2)
Poverty sets in. (2)
[Any ONE] (1 x 2) (2)

1.6.5 The number of animals on the land must be reduced. (2)
Reseeding may be necessary in badly degraded areas. (2)
Farmers should change farming methods to suit the land and soil. (2)
Good land management in semi-arid areas. (2)
Take part in the activities of conservation groups. (2)
Bring overgrazing to the attention of authorities. (2)
Set up schemes to save water in your community. (2)
[Any FOUR] (4 x 2) (8)
[75]

QUESTION 2

2.1
2.1.1 J (1)
2.1.2 D (1)
2.1.3 G (1)
2.1.4 H (1)
2.1.5 I (1)
2.1.6 B (1)
2.1.7 A (1)
2.1.8 E (1) (8 x 1) (8)

2.2
2.2.1 Water stress (1)
2.2.2 Anticyclone (1)
2.2.3 El Nino (1)
2.2.4 Primary (1)
2.2.5 Decrease (1)
2.2.6 Coriolis (1) (1)
2.2.7 Westerly (1) (7 x 1) (7)

2.3

2.3.1 A: Cold Benguala Current (1)
B: Warm Mozambique Current (1) (2 x 1) (2)

2.3.2

COLD BENGUELA	WARM MOZAMBIQUE
a) Cold (1) b) Dry air/less humidity (1)	Warm (1) Moist/high humidity (1)

(4 x 1) (4)

2.3.3 A / Atlantic ocean (1) (1 x 1) (1)

2.3.4 **A**
Decreases temperature (2)
Lead to desert conditions (2)
Lead to less rainfall (2)
e.g Kalahari desert (2)

B
Increases temperature (2)
Lead to increased rainfall (2)
e.g Plantations (2)
[Any FOUR: Must refer to both A and B] (4 x 2) (8)

2.4

2.4.1 X: horizontal structure (1)
Y: inclined structure (1) (2 x 1) (2)

2.4.2 A has a broad base than B (1)
B is smaller than A (1) (2 x 1) (2)

2.4.3 1: Dip slope (1)
2: Scarp slope (1) (2 x 1) (2)

2.4.4 2 (1) (1 x 1) (1)

2.4.5 In humid climates, the slopes of hills are suitable for farming. (2)
Basaltic plateaus are great tourist attractions. (2)
Some plateaus (e.g. Deccan plateau in India) are suited for human settlement and agriculture. (2)
Canyon landscapes have impressive scenery and are tourist attractions. (2)
Canyon landscapes can be used for recreational purposes example hiking, abseiling etc. (2)
Karoo landscapes are suitable for stock farming. (2)
[Any FOUR] (4 x 2) (8)

2.5

2.5.1

a) The movement of the earth around the sun (1)
[Concept)
b) The movement of earth around own axis (1)
[Concept]
c) The constant alignment of the earth's axis as the earth revolves. (1)

(3 x 1) (3)

2.5.2 Summer (2) (1 x 2) (2)

2.5.3 Equinox: the times of spring and autumn seasons, when neither of the hemispheres is tilted toward or away from the sun. (2)

Solstice: the times of winter and summer seasons when one hemisphere is tilted towards or away from the sun. (2) (2 x 2) (4)

2.5.4 0^0 (2) (1 x 2) (2)

2.5.5 21 December: longer day and shorter nights. (2)

21 June: longer nights and shorter days. (2) (2 x 2) (4)

2.6

2.6.1 Hot, dry winds blowing down the slopes of mountains.
[Concept] (1) (1 x 1) (1)

2.6.2 Air cools at 3^0 C for every 1000 feet. (2)
Then cools at $1,5^0$ C for every 1 000 feet until the top of the mountain is reached. (2) (2 x 2) (4)

2.6.3 Lost its moisture from condensation. (2) (1 x 2) (2)

2.6.4 16^0 C (2) (1 x 2) (2)

2.6.5 Melts the snow (2)
Dries out vegetation (2)
Spread veld fires (2)
Causes discomfort (2)
Causes skin irritation (2)
Increases temperature (2)
[Any THREE] (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

3.1.1 Arable (1)
3.1.2 Quaternary activities (1)
3.1.3 GDP (1)
3.1.4 Ecotourism (1)
3.1.5 Informal sector (1)
3.1.6 Subsistence agriculture (1)
3.1.7 Bilateral (1)
3.1.8 Multinational corporation (1) (8 x 1) (8)

3.2

3.2.1 Renewable (1)
3.2.2 Renewable (1)
3.2.3 Non-renewable (1)
3.2.4 Renewable (1)
3.2.5 Non-renewable (1)
3.2.6 Non-renewable (1)
3.2.7 Non-renewable (1) (7 x 1) (7)

3.3

3.3.1 A continuous process of improving people's living conditions, their prosperity and welfare through the spread of knowledge and the use of technology.
[Concept] (1) (1 x 1) (1)

3.3.2 The use of natural resources at a controlled rate so as not to damage the environment and to ensure that resources do not run-out. (1) (1 x 1) (1)

3.3.3 Prevent pollution and ecological degradation. (2)
Promote conservation. (2)
Secure ecologically sustainable development and the use of natural resources while promoting justifiable economic and social development. (2)
(3 x 2) (6)

3.3.4 People are continuously damaging the environment (2)
There is too much pollution (2)
There is high population growth (2)
Natural resources are gradually being depleted. (2)
[Any TWO] (2 x 2) (4)

3.3.5 To eradicate extreme poverty and hunger.
To achieve universal primary education.
To promote gender equality and empower women.
To reduce child mortality.
To improve maternal health.
To combat HIV/AIDS, malaria and other diseases.
To ensure environmental sustainability.
To develop a global partnership for development.
[Any THREE] (3 x 1) (3)

3.4

3.4.1 Trade between various countries/exchange of goods between countries [Concept] (1) (1 x 1) (1)

3.4.2 Poultry/chicken/chicken products (2) (1 x 2) (2)

3.4.3 DTI (2) (1 x 2) (2)

3.4.4 The chicken representing cheap imports is larger and stronger than the one representing local producers. (2) (1 x 2) (2)

3.4.5 SA belongs to the trade blocks/agreements/free trade zones, e. g. BRICS, SADC. (2)
Access to larger international markets (2)
Access to cheaper goods means more spending power for the poor to buy. (2)
More competitive prices for goods purchased. (2)
[Any TWO] (2 x 2) (4)

3.4.6 Advertising campaigns/trade fairs such as promote “local is lekker”.
Provide incentives for local industries
Providing funding/subsidies
Provide farmers with grants
Up-skill locals
[Any TWO] (2 x 2) (4)

3.5

3.5.1 Electricity generating windmills. (1) (1 x 1) (1)

3.5.2 Spider web (1) (1 x 1) (1)

3.5.3 An action to reduce the load on something, especially the interruption of an electricity supply to avoid excessive load on the generating plant. (1) (1 x 1) (1)

3.5.4 Overpopulation (2)
Increase number of households (2)
Development (2)
Industrial growth (2)
More electrical appliances (2)
[Any TWO] (2 x 2) (4)

3.5.5 Job losses (2)
Closure of businesses (2)
Loss of income (2)
Bankruptcy/liquidation/insolvency (2)
Non-growth of companies (2)
[Any FOUR] (4 x 2) (8)

3.6

3.6.1 Emergency assistance given to people who have been affected by disasters/ aid aimed at reducing human suffering. (1) (1 x 1) (1)

3.6.2 Donor countries (1) (1 x 1) (1)

3.6.3 UN (1)
WHO (1)
UNICEF (1)
OXFAM (1)
RED CROSS (1)
GIFT OF GIVERS (1)
[Any ONE] (1 x 1) (1)

3.6.4 Buy basic needs e.g food (2)
Buy goods like equipments (2)
Support their projects (2)
Improve provision of services (2)
Improve infrastructure. (2)
[Any TWO] (2 x 1) (2)

3.6.5 YES (2)
Because this is help they did not have before. (2)
It's a gift, build partnerships with other countries. (2)

NO (2)
because much of the AID is only for particular projects (2)
because of mismanagement (2)
there are more strings attached (2)
[Answer with any ONE reason] (2 x 1) (2)

3.6.6 She means that the challenges faced by poor countries cannot be resolved by the AID given by the donor (2)
Because much of the support is only for particular projects (2)
Half of the money should be use for trading with the donor countries (2)
The receiving countries should pay an interest of 1/3 (2)
The aid given has restrictions. (2)
[Any FOUR] (4 x 2) (8)

[75]

QUESTION 4

4.1
4.1.1 D (1)
4.1.2 C (1)
4.1.3 A (1)
4.1.4 H (1)
4.1.5 I (1)
4.1.6 F (1)
4.1.7 B (1)
4.1.8 E (1)
(8 x 1) (8)

4.2
4.2.1 E (1)
4.2.2 A (1)
4.2.3 B (1)
4.2.4 E (1)
4.2.5 B (1)
4.2.6 B (1)
4.2.7 F (1)
(7 x 1) (7)

4.3
4.3.1 It has companies all over the world. (1) (1 x 1) (1)

4.3.2 A factory where people work under poor conditions and are exploited. (1)
(1 x 1) (1)

4.3.3 China (1)
Indonesia (1)
Vietnam (1)
Thailand (1)
[Any ONE] (1 x 1) (1)

4.3.4 Availability of cheap labour (2)
Large labour pool (2)
Cheap raw materials are available (2)
Labour laws are not strict (2)
[Any TWO] (2 x 1) (2)

4.3.5 Nike products are generally expensive and people in Europe have a higher earning power and can afford to buy the products. (2)
Europeans like/ are involved in sports in large numbers (2)
[Any ONE] (1 x 2) (2)

4.3.6 She earns a very low wage. (2)
She is not able to send money home. (2)
She has no leisure time. (2)
Accommodation is very poor. (2)
She is tired all the time. (2)
She works long hours. (2)
She is exploited. (2)
She has no labour representation (union). (2)
[Any FOUR] (4 x 2) (8)

4.4

4.4.1 A model is a generalised and simplified version of reality used to illustrate and prove theory. (1)
[Concept] (1 x 1) (1)

4.4.2 Core-periphery model/ diffusionist (2) (1 x 2) (2)

4.4.3 Outskirts (2) (1 x 2) (2)

4.4.4 Main towns and cities e.g. Johannesburg, Bloemfontein (2) (1 x 2) (2)

4.4.5 Development shall spread outward from the core to the periphery. (2)
The levels of wealth, development and standard of living decrease with distance from the core. (2)
The economy will have nodal points which are core centres of economic activity. (2)
That the economy will have the networks which are the connection between the nodes of economic activity. (2)
That there is flow of information, goods, services and people through transport. (2)
That there is money between these centres, which lead to development in the spaces between. (2)
[Any THREE] (3 x 2) (6)

4.4.6 Lack of development
No investments
Neglect by authorities
[Any ONE] (1 x 2) (2)

4.5

4.5.1 Reconstruction and Development Program (1) (1 x 1) (1)

4.5.2 To redress the socio-economic problems brought about by the consequences of the struggle against apartheid. (2) (1 x 2) (2)

4.5.3 Through contained fiscal spending (2)
Sustained or lowered taxes (2)
Reducing government debt (2)
Trade liberalization (2)
[Any TWO] (2 x 2) (4)

4.5.4 NO (2)
Rural development: involves providing a better quality life for people living in rural areas. (2)
Spatial Development Initiatives (SDI): The government wanted to develop these areas by attracting investments, creating jobs, generating wealth and developing infrastructure (2)
The Growth, Employment and Redistribution policy (GEAR): GEAR was developed in 1996 as a strategy aimed at creating jobs and fast-growing the economy. It hoped to increase economic growth, exports, savings, investment and infrastructure, thereby stimulating the economy. (2)

OR

YES (2)
People have been given RDP houses. (2)

There is water supply.
More clinics and health centres are built. (2)
Infrastructure is constructed. (2)
More rural children access schools and universities. (2)
[The learner MUST state YES or NO TWO marks, and then give reasons.]
(4 x 2) (8)

4.6

4.6.1 A: Subsistence farming (1)
B: Commercial farming (1) (2 x 1) (2)

4.6.2 When people have enough food to eat in order to sustain a healthy life. (1)
(Concept) (1 x 1) (1)

4.6.3 Giving agricultural credit to small-holder farmers through the Agricultural Credit Scheme. (2)
Providing infrastructure necessary for agricultural development, e.g. roads, irrigation, storage facilities and power. (2)
Farmer support services and training that help small-holder farmers increase the productivity and output of their land. (2)
Provide upcoming farmers with land. (2)
Giving farmers subsidies. (2)
Provide scientific support to agriculture in order to make farmers more competitive in the global market. (2)
[Any TWO] (2 x 2) (4)

4.6.4 Provide food for the growing population. (2)
Earn foreign currency from exports. (2)
Provide raw materials for the industries. (2)
Provide employment to the rural poor. (2)
[Any TWO] (2 x 2) (4)

4.6.5 Insufficient rain, variable rainfall and drought – flood cycles (2)
Only 7% arable land. (2)
Water is expensive – Inter basin transfer. (2)
Thin soils (2)
Over-farmed land forever spoilt. (2)
Reduction in state subsidies. (2)
Farms too small to be economically viable – homelands policy. (2)
Poverty (2)
Land reform (2)
Price changes – subsidized farmers (2)
Diseases e.g. foot and mouth (2)
[Any TWO] (2 x 2) (4)

[75]
TOTAL: 225

MARKING GRID

QUESTION	LOW COGNITIVE	MIDDLE COGNITIVE	HIGH COGNITIVE
1.1			
1.1.1	1		
1.1.2	1		
1.1.3	1		
1.1.4	1		
1.1.5	1		
1.1.6	1		
1.1.7	1		
1.2			
1.2.1	1		
1.2.2	1		
1.2.3	1		
1.2.4	1		
1.2.5	1		
1.2.6	1		
1.2.7	1		
1.2.8	1		
1.3			
1.3.1		1	
1.3.2		3	
1.3.3	1		
1.3.4	1		
1.3.5		1	
1.3.6		4	
1.3.7		4	
1.4			
1.4.1	1		
1.4.2		2	
1.4.3		4	
1.4.4			8
1.5			
1.5.1		2	
1.5.2	1		
1.5.3	5		
1.5.4		4	
1.5.5		1	
1.5.6		2	
1.6			
1.6.1	1		
1.6.2		2	
1.6.3		2	
1.6.4		2	
1.6.5			8
TOTAL	25	34	16
EXPECTED	22	38	15

QUESTION	LOW COGNITIVE	MIDDLE COGNITIVE	HIGH COGNITIVE
2.1			
2.1.1	1		
2.1.2	1		
2.1.3	1		
2.1.4	1		
2.1.5	1		
2.1.6	1		
2.1.7	1		
2.1.8	1		
2.2			
2.2.1	1		
2.2.2	1		
2.2.3	1		
2.2.4	1		
2.2.5	1		
2.2.6	1		
2.2.7	1		
2.3			
2.3.1	2		
2.3.2		4	
2.3.3	1		
2.3.4			8
2.4			
2.4.1		2	
2.4.2		2	
2.4.3	2		
2.4.4	1		
2.4.5			8
2.5			
2.5.1a)	1		
b)	1		
c)	1		
2.5.2		2	
2.5.3		4	
2.5.4		2	
2.5.5		4	
2.6			
2.6.1	1		
2.6.2		4	
2.6.3		2	
2.6.4		2	
2.6.5		6	
2.6.6		6	
TOTAL	25	34	16
EXPECTED	22	38	15

QUESTION	LOW COGNITIVE	MIDDLE COGNITIVE	HIGH COGNITIVE
3.1			
3.1.1	1		
3.12	1		
3.1.3	1		
3.1.4	1		
3.1.5	1		
3.1.6	1		
3.1.7	1		
3.1.8	1		
3.2			
3.2.1	1		
3.2.2	1		
3.2.3	1		
3.2.4	1		
3.2.5	1		
3.2.6	1		
3.2.7	1		
3.3			
3.3.1	1		
3.3.2		1	
3.3.3		6	
3.3.4		4	
3.3.5	3		
3.4			
3.4.1	1		
3.4.2		2	
3.4.3		2	
3.4.4		2	
3.4.5		4	
3.4.6		4	
3.5			
3.5.1	1		
3.5.2		1	
3.5.3	1		
3.5.4		4	
3.5.5			8
3.6			
3.6.1	1		
3.6.2	1		
3.6.3	1		
3.6.4		2	
3.6.5		2	
3.6.6			8
TOTAL	25	34	16
EXPECTED	22	38	15

QUESTION	LOW COGNITIVE	MIDDLE COGNITIVE	HIGH COGNITIVE
4.1			
4.1.1	1		
4.1.2	1		
4.1.3	1		
4.1.4	1		
4.1.5	1		
4.1.6	1		
4.1.7	1		
4.1.8	1		
4.2			
4.2.1	1		
4.2.2	1		
4.2.3	1		
4.2.4	1		
4.2.5	1		
4.2.6	1		
4.2.7	1		
4.3			
4.3.1	1		
4.3.2	1		
4.3.3	1		
4.3.4		2	
4.3.5		2	
4.3.6			8
4.4			
4.4.1	1		
4.4.2	2		
4.4.3		2	
4.4.4		2	
4.4.5		6	
4.4.6		2	
4.5			
4.5.1	1		
4.5.2		2	
4.5.3		4	
4.5.4			8
4.6.			
4.6.1	2		
4.6.2	1		
4.6.3		4	
4.6.4		4	
4.6.5		4	
TOTAL	25	34	16
EXPECTED	22	38	15