



Province of the
EASTERN CAPE
EDUCATION

SENIOR PHASE

GRADE 9

NOVEMBER 2016

**SOCIAL SCIENCES
GEOGRAPHY**

MARKS: 100

TIME: 1 hours



This question paper consist of 10 pages, with a
topographical map as an addendum.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of three questions:

QUESTION 1: Mapwork (35 marks)

QUESTION 2: Surface Forces that shape the Earth and Development
(40 marks)

QUESTION 3: Sustainable Use of Resources (25 marks)

2. ALL questions must be answered.
3. Read the questions carefully before answering.
4. Number your answers correctly.
5. Start EACH section on a NEW page.
6. Refer to the mark allocation as a guide to assist you with the number of facts that must be written down to answer a question. A mark allocation of 3 x 2 one fact is required in most cases and 6 marks will be awarded. If there is no doubling of marks, for e.g. (3), only three facts are required for 3 marks.
7. **Write in full sentences or in short phrases to explain your answers.**
8. You have been supplied with an extract of a 1:50 000 topographical map 3424BB Humansdorp and an orthophoto map of a part of the mapped area. Refer to the topographical map and the orthophoto map when you answer QUESTION 1 of this question paper.

QUESTION 1: MAPWORK

Study the 1 : 50 000 topographical map (3424 BB Humansdorp) and the orthophoto map (3424BB 1 Humansdorp) provided to answer the following questions.

The following English terms or their Afrikaans translations are shown on the 1 : 50 000 topographical map:

English	Afrikaans
Diggings	Uitgrawings
Caravan park	Karavaanpark
Sewage works	Rioolwerke
River mouth	Riviermond
Golf course	Gholfbaan
Wetland	Vleiland
Brickworks	Baksteenfabriek

1.1 MULTIPLE-CHOICE QUESTIONS

Choose the correct answer from the options provided. Write down only the correct letter (A–D) next to the question number (1.1.1–1.1.6) as your answer, for e.g. 1.1.7 D.

1.1.1 The reference number of the topographical map is 3424BB Humansdorp. The 34 in the title refers to ...

- A 34°S: a latitudinal reference.
- B 34°S: a longitudinal reference.
- C 34°E: a latitudinal reference.
- D 34°E: a longitudinal reference. (1 x 2) (2)

1.1.2 The natural landform feature found along lines 3–4 on the orthophoto map is a ...

- A spur.
- B cliff.
- C waterfall.
- D river valley. (1 x 2) (2)

1.1.3 The approximate height of the cemetery at 9 on the orthophoto map is ...

- A 126 m.
- B 120 m.
- C 132 m.
- D 110 m. (1 x 2) (2)

- 1.1.4 What is the facility found at 34°02'25" S and 24°55'10" E on the topographical map?
- A Caravan park
 - B Model aircraft club
 - C Golf course
 - D School
- (1 x 2) (2)
- 1.1.5 The stream channel pattern in grid G1 is a ...
- A braided stream channel pattern.
 - B rock controlled channel pattern.
 - C straight channel pattern.
 - D meandering channel pattern.
- (1 x 2) (2)
- 1.1.6 The stage of river development in grid **I5** is typical of the lower stage of the river. Evidence seen in grid **I5** is because ...
- A there is deposited sediment in the river channel.
 - B the floodplain is not well-developed.
 - C the river channel is narrow.
 - D the gradient (slope) is steep.
- (1 x 2) (2)

1.2 MAPWORK TECHNIQUES AND CALCULATIONS

- 1.2.1 What is the direction from the arrow point indicated by the letter **Q** to Seekoeipunt (grid E11)?
- (1 x 2) (2)
- 1.2.2 What is the true bearing from the arrow point indicated by the letter **Q** to Seekoeipunt (grid E11)?
- (1 x 2) (2)
- 1.2.3 Calculate the distance in a straight line from **Q** to Seekoeipunt (grid E11) in kilometres. Show all steps in your calculation.
- (4)

1.3 MAP INTERPRETATION AND ANALYSIS

- 1.3.1 Development in the region:

A wind farm has been developed in the area around grid **A3** and **A4** on the topographical map (area above the number 3 on the orthophoto map).

- A Describe ONE possible advantage of such a development for the area concerned.
 - B Describe ONE possible disadvantage of such a development for the area concerned.
- (1 x 2) (2)
- (1 x 2) (2)

- 1.3.2 (a) Refer to the urban settlement of KwaNomzamo, grid **C2** on the topographical map and area number 12 on the orthophoto map.
- Classify the residential area as a (HIGH, MIDDLE or LOW) income residential area. (1)
- (b) Give ONE reason as evidence from the map and/or photo to back up your choice in QUESTION 1.3.2(a) above. (1 x 2) (2)
- 1.3.3 Large scale commercial farming:
- Large scale commercial farming is clearly practiced in the mapped area.
- Give TWO reasons from the topographical map and/or the orthophoto map as evidence to prove this statement. (2 x 2) (4)
- 1.3.4 Wetland characteristics:
- The area around X on the topographical map is called a wetland. Give TWO good reasons why this area is important and should be allowed to stay in its natural state. (2 x 2) (4)

[35]

QUESTION 2: SURFACE FORCES THAT SHAPE THE EARTH AND DEVELOPMENT ISSUES

2.1 PROCESSES

Choose from the terms in the text box below to name each of the following processes:

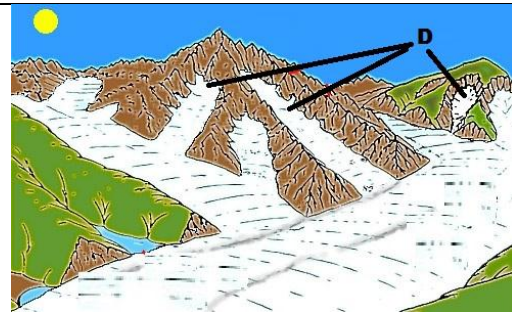
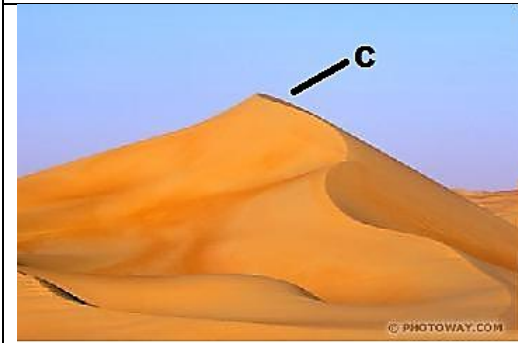
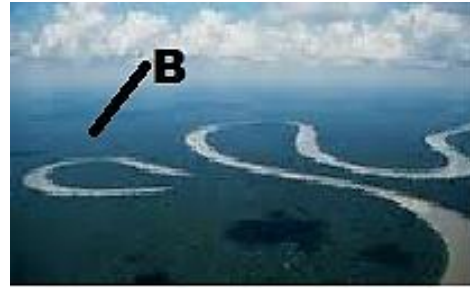
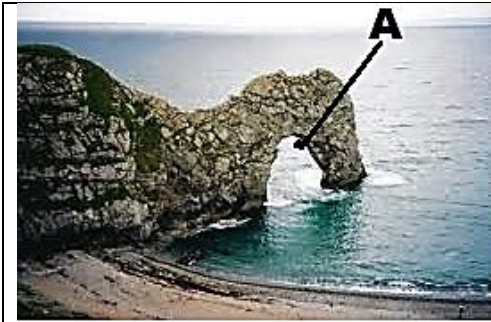
Granular disintegration; Hydraulic action; Abrasion; Shattering; Attrition; Corrosion; Deflation; Exfoliation
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- 2.1.1 Expansion and contraction causes certain rocks, like dolerite and granite, to break up in layers. This form of weathering gives the rock a rounded form. (1)
- 2.1.2 Rock particles are bumped together and get smaller in size. (1)
- 2.1.3 The force of water and trapped air pockets against a rock surface. (1)
- 2.1.4 Hollow depressions formed by wind erosion. (1)
- 2.1.5 River channels become smooth by small stones that are rubbed against the surface. (1)

2.2 FEATURES OF EROSION

- 2.2.1 Choose from the terms in the text box below to name each of the eroded landform features indicated by the letters (A–E) below. Write only the letter (A–E) and your choice as your answer. (5 x 1) (5)

cirques; arch; wave-cut platform;
barchan dune; ox-bow lake



- 2.2.2 Refer to the pictures of the eroded landforms (A–E). List the letters A to E on your ANSWER SHEET and in each case identify the erosive force that shaped each feature. (5 x 1) (5)

2.3 SOIL EROSION

Read the following case study and answer the questions that follow.

CASE STUDY: AGRICULTURE AS A CONTRIBUTOR TO SOIL EROSION



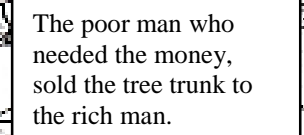


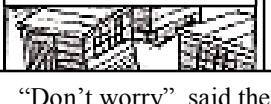



The main source of livelihood of the people in the Denku Region in Ethiopia is agriculture. The major source of crops grown in the area include tef (the staple grain of Ethiopia), haricot beans and maize.

However, in recent years, because of soil erosion that has reached a chronic level, agricultural production has declined significantly. The people in this area say that because of a decline in agriculture due to soil erosion, they have had to reduce the numbers of daily meals as well as the quantity of food per meal.

[Source: Via Afrika, *Social Sciences, Grade 9*, page 179]

- 2.3.1 Explain the meaning of the term *soil erosion*. (2)
- 2.3.2 Name ONE way soil erosion has disadvantaged the people living in the Denku Region of Ethiopia. (1)
- 2.3.3 Describe any TWO bad farming practices that can cause soil erosion. (2 x 2) (4)
- 2.3.4 Write a paragraph to discuss how better practices can be introduced to help the small-scale farmer:
- A Reduce soil erosion (2 x 2) (4)
- B Improve agricultural production (2 x 2) (4)

2.4 UNFAIR TRADE AND AID PROVISION PRACTICES

<p>A poor man chopped down a tree for his own use.</p>		<p>A rich man, from another country came along and said: "I will buy that tree trunk from you for R100."</p>	<p>At the saw mill the rich man cut the tree trunk into planks and is worth R200.</p>
	<p>The poor man who needed the money, sold the tree trunk to the rich man.</p>		
<p>The rich man took the planks to his factory. Six poultry sheds were made. Each shed was valued at R150.</p>	<p>The rich man went back to the poor man and said:</p> <p>"If you want to improve your standard of living buy three sheds from me at only R450 a shed.</p>		<p>The poor man said: "I can't afford the poultry sheds. I only have R80 left."</p>
	<p>"Don't worry", said the rich man: "I will lend you R400 at 21% interest – look at it as a loan from a friend. In return I want to buy more tree trunks at fixed prices."</p>		
	<p>As a result the poor man bought poultry sheds from the rich man and started to farm on a bigger scale. He had to pay back the R400 with interest. Sometimes instead of cash, the rich man took eggs and a lot more tree trunks. The poor man had no choice but to trade with the rich man because of his debt.</p>		

[Source: Adapted from *Focus on Geography, Grade 11*]

- 2.4.1 Which group of countries is represented by the "poor man"? (1)
- 2.4.2 Which group of countries is represented by the "rich man"? (1)
- 2.4.3 After the tree trunk was cut into planks, why did the wood become more expensive? (1 x 2) (2)
- 2.4.4 Describe the unfair trade relationship that developed between the two men. (1 x 2) (2)
- 2.4.5 Name TWO strategies recommended by the United Nations to develop more equitable (equal) trading relationships between "rich" and "poor" countries. (2 x 2) (4)

[40]

QUESTION 3: SUSTAINABLE USE OF RESOURCES**3.1 SUSTAINABLE VERSUS UNSUSTAINABLE LINE FISHING PRACTICES IN SOUTH AFRICA****Explanation of:**

Line fishing: fish caught using a fishing or by using a fishing line.

Recreation: an activity done for relaxation, fun and/or sport.

Geelbeck, red and white steenbras, rockcod, red stumpnose, carpenter, musselcracker, shell mussel and calamari ... these are some of the widely consumed line fish species of which stock are at dangerously low levels.

An alarming 67% of our top 27 recreational line fish species (that is, they are caught in the inshore zone between the depths of 5 metres and 130 metres) have been classified as 'collapsed'.

Six out of the ten of our most important commercial line fish species fall well below critical stock levels in the Western Cape – where the bulk of national line fish catches are made.

Stocks of kingklip, prawns, sole, shrimps and oysters are heading for depletion, while snoek, dorado, yellowtail and sardines are still in adequate supply.

In 2004 the South African Sustained Seafood Initiative (SASSI) informed consumers, **by giving fish in large supply: a green status** (for example, the dorado), those fish species that are **in danger of being destroyed: the orange status** (for example, kingklip) and those **fish species that are almost destroyed, a red status** (for example, red and white steenbras) the consumer can make more responsible choices.

[Source: Adapted from Via Afrika, *Social Sciences, Grade 9*]

3.1.1 Explain what is meant by **unsustainable fishing**. (2)

3.1.2 Refer to the last paragraph of the text above.

Explain how SASSI is trying to help the consumer make wise choices about the line fish they are eating. (3)

3.1.3 A Name the unsustainable practice that is causing certain line fish species to be endangered. (1 x 2) (2)

Definition of endangered:

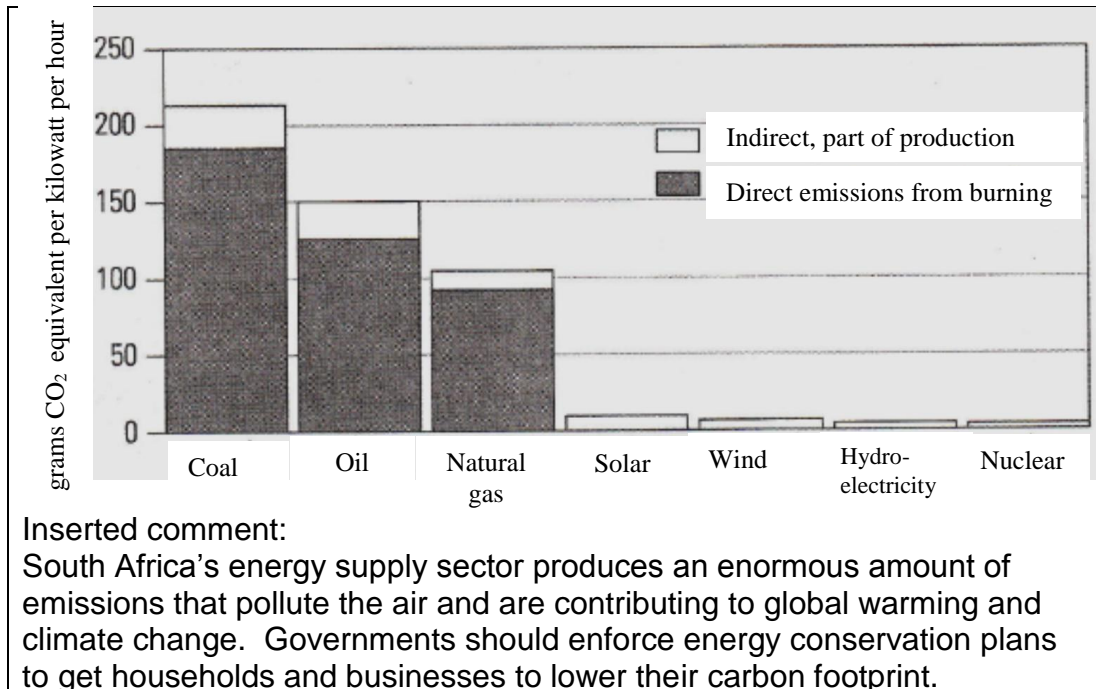
The fish species is in danger of becoming totally destroyed.

B Who or what do you think is responsible for the unsustainable practice named in QUESTION 3.1.3A? (1 x 2) (2)

3.1.4 Name and explain any TWO laws our government could enforce to ensure that the stock of orange and red status linefish are not depleted (completely destroyed). (2 x 2) (4)

3.2 GREENHOUSE GAS EMISSIONS (GIVEN OFF) FROM ELECTRICITY PRODUCTION

Study the bar graph and the inserted comment below to answer the questions that follow.



3.2.1 Write a sentence to explain any TWO of the following terms:

Greenhouse gases

Global warming

Climate change

Carbon footprint

(2 x 2) (4)

3.2.2 Refer to the bar-graph provided to answer the questions that follow.

A Which of the above-mentioned sources of energy is giving off the most carbon dioxide (CO₂)? (1)

B Which energy source is producing the least carbon dioxide (CO₂)? (1)

C Of the sources of energy indicated by the bar-graph which energy source is regarded as the most effective producer of electricity but at the same time is potentially the most dangerous? (1 x 2) (2)

3.2.3 Explain any TWO energy conservation plans that a government could enforce to encourage both household and business users to use less electricity. (2 x 2) (4)

TOTAL: [25] 100