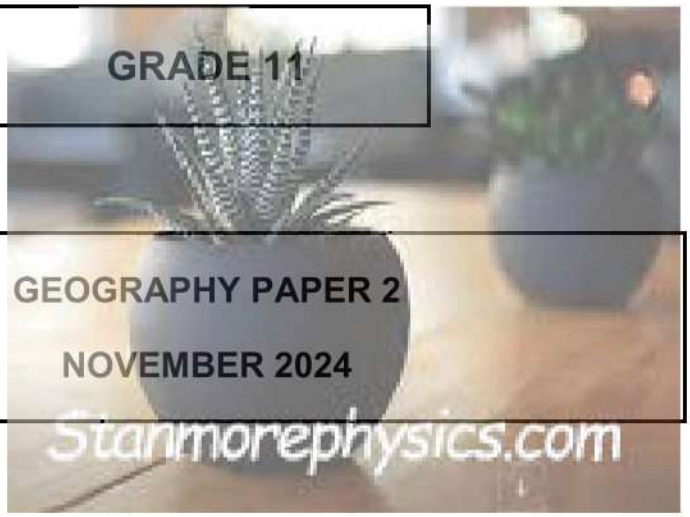
education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

FURTHER EDUCATION AND TRAINING

GRADE 11



GEOGRAPHY PAPER 2

NOVEMBER 2024

MARKS: 150

TIME: 3 HOURS

This question paper consists of 15 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO SECTIONS:

   SECTION A

   QUESTION 1: DEVELOPMENT GEOGRAPHY (60 MARKS)
   QUESTION 2: RESOURCES AND SUSTAINABILITY (60 MARKS)

   SECTION B
   QUESTION 3: GEOGRAPHICAL SKILLS AND TECHNIQUES (30 MARKS)

2. Answer ALL THREE questions
3. Leave a line between subsections of questions answered.
4. Start EACH question at the top of a NEW page.
5. Number the answers correctly according to the numbering system used in this question paper
6. Do NOT write in the margins of the ANSWER BOOK.
7. Draw fully labelled diagrams when instructed to do so.
8. Answer in FULL SENTENCES, except where you have to state, name, identify or list. Write in full sentences when answering paragraph questions.
9. Units of measurement MUST be indicated in your final answers, e.g., 1 020 hPa, 14 °C and 45 m.
10. You may use a non-programmable calculator.
11. You may make use of a magnifying glass.
12. Write neatly and legibly

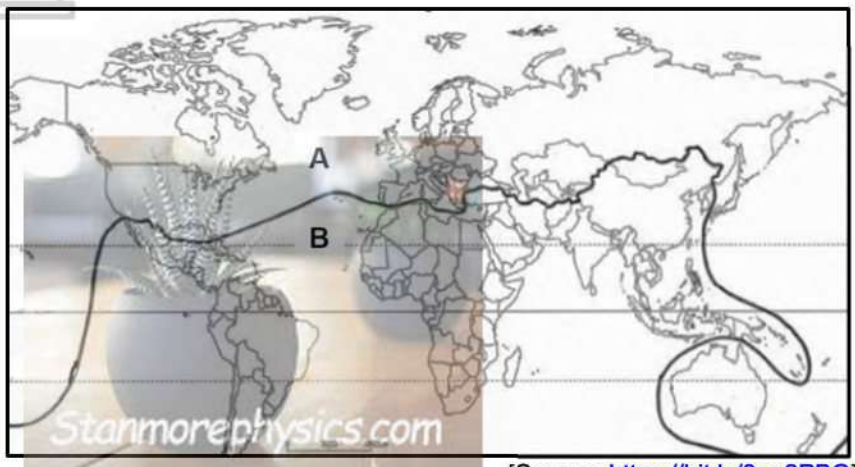
RESOURCES AND MATERIAL

13. An extract of 1: 50 000 topographical map 3224 BC GRAAFF REINET.
14. Orthophoto map 3224 BC 01 GRAAFF REINET.
15. Show ALL calculations and formulae where applicable. Marks will be allocated for this.
16. You must hand in the topographic map and the orthophoto map to the invigilator at the end of this examination session.

SECTION A: DEVELOPMENT GEOGRAPHY

QUESTION 1:

1.1 Refer to the diagram below on the Brandt-line. Match the letter **A** or **B** to the descriptions below. Only write down the correct letter (A or B) next to the question number in your ANSWER BOOK, e.g. 1.1.8 A



[Source: https://bit.ly/3og2PBQ]

1.1.1 Classified as the less economic **developed countries (LEDC's).**

1.1.2 Countries that have a higher GDP per income.

1.1.3 Highly industrialised countries.

1.1.4 Life expectancy in these countries are higher due to good quality of life.

1.1.5 Only a few people have access to private health care and the majority of people make use of governmental health care services.

1.1.6 Not enough adequate housing available in these countries and people sometimes don't have clean running water or electricity supply.

1.1.7 Countries that mostly export agricultural and/or mining raw materials.

(7 x 1) (7)

1.2. Match the term in COLUMN B with the description in COLUMN A. Write only the question number and the correct answer next to the question, e.g. 1.2.9 MEDC's

COLUMN A	COLUMN B
1.2.1 The average income that a person receives in a country.	A. Core and periphery development model
1.2.2 Total value of goods and services produced by a country in a given year including foreign exchange.	B. Rostow's development model
1.2.3 The average years a person can expect to live.	C. Sustainable development model
1.2.4 A model that suggests that development starts in the centre and spread out to the other areas.	D. Gini coefficient
1.2.5 An indicator that explains how wealth is shared within a country.	E. Human development index
1.2.6 A model that includes the environment as a necessity for development.	F. GDP
1.2.7 An indicator that shows the development of the population in terms of the life expectancy, literacy levels and GDP per capita.	G. GNP
1.2.8 A model that suggests that development must occur in stages to reach the ultimate goal.	H. Life expectancy
	I. GNP per income

(8 X 1) (8)

1.3 Refer to the cartoon below of globalisation.

[Source: https://bit.ly/3zFLFDg]

1.3.1 What is *globalisation*? (1 x 2) (2)

1.3.2 According to the cartoon, which **natural resource is the person at the bottom in need of?** (1 x 1) (1)

1.3.3 What does the cartoonist imply with this cartoon? (1 x 2) (2)

1.3.4 Explain the social impact of globalisation. (2 x 2) (4)

1.3.5 Online retailers like Shein and Temu is part of the top trade names around the world and is very popular among South Africans. Explain the negative impact of global online shops on South Africa's businesses. (3 x 2) (6)

1.4 Refer to a photograph below of the impact of development on the environment.

[Source: https://bit.ly/3Wc6i2M]

1.4.1 What is *development*? (1 x 2) (2)

1.4.2 Provide evidence from the photograph that proves that development has a negative impact on the environment. (1)
(1 x 1)

1.4.3 What is an environmental impact assessment study (EIA)? (1 x 2) (2)

1.4.4 Why is natural vegetation the first thing that is removed during development? (1 x 2) (2)

1.4.5 A mining company wants to develop a coal mine next to the borders of the Kruger National Park in Mpumalanga. Evaluate the social and environmental impact of this coal mine. (4 x 2) (8)

1.5 Refer to the extract below on development aid.

DEVELOPMENT AID CUTS WILL HIT FRAGILE COUNTRIES HARD, COULD FUEL VIOLENT CONFLICT

Fragile and least developed countries have had their development aid cut drastically, according to the Organisation for Economic Co-operation and Development. For instance, net official development assistance to sub-Saharan African countries has shrunk by 7.8% compared to 2021. And development aid for peace and conflict prevention has declined to its lowest in 15 years. These cuts will hit fragile countries hard. Fragile countries make up 24% of the world's population and account for 73% of the world's extreme poor. Fragile countries include Mali, Lebanon, Somalia, Syria and Iraq.

Budget cuts are already having far-reaching effects and fuelling humanitarian crises. The World Food Programme estimates that "every one percent cut in food assistance risks pushing more than 400,000 people towards the brink of starvation".

[Adapted from https://bit.ly/3RYHCsl]

1.5.1 Define the term *development aid*. (1 x 2) (2)

1.5.2 Identify TWO countries that are regarded as fragile as mentioned in the extract. (2 x 1) (2)

1.5.3 How many people are at risk of starvation due to the cut of development aid? (1 x 1) (1)

1.5.4 Give TWO ways that development aid can be effective or of assistance according to the extract. (2 x 1) (2)

1.5.5 "Development funding should be allocated in a way that corresponds more closely with peacebuilding and humanitarian needs." (2)
Explain why aid must rather focus on humanitarian need. (1 x 2)

1.5.6 Discuss the negative impact of development aid. (3 x 2) (6)

60

QUESTION 2: RESOURCES AND SUSTAINABILITY

2.1 Various options are provided for the following questions. Choose the correct answers (A–D) and write it down next to question number (2.1.1–2.1.8) in your ANSWER BOOK, e.g., 2.1.9 D.

2.1.1 An example of a non-renewable resources is . . .

A water
B iron ore
C plants
D solar energy

2.1.2 . . . is generally regarded as any carbon-based material such as animal (including human) waste, plant material, food waste, algae, industrial waste which when processed can produce organic fuels.

A Uranium
B Coal
C Petroleum
D Biomass

2.1.3 . . . energy requires photovoltaic cells to produce electricity.

A Solar
B Nuclear
C Wind
D Bio

2.1.4 When the number of resources is overused and it leads to a drastic decrease, it is called . . .

A conservation
B utilisation
C depletion
D exploitation

2.1.5 Examples of sustainable ways to ensure the availability of natural resources includes:

(i) Installation of solar driven stoves in homes.
(ii) Installation of pit toilets in under developed areas.
(iii) Education of farmers about the cultivation and irrigation.

A (i) and (ii)
B (ii) and (iii)
C (i) and (iii)
D All of the above

2.1.6 Nuclear energy is created from . . .

A. uranium
B. petroleum
C. coal
D. the sun

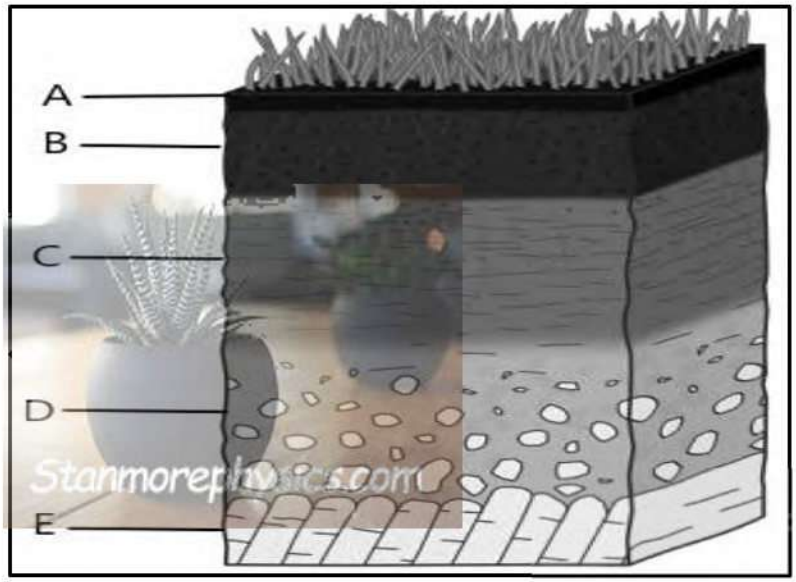
2.1.7 Mariculture can be regarded as . . .

A. preservation
B. conservation
C. utilisation
D. depletion

2.1.8 South Africa makes use of thermal energy to supply electricity because of the lack of . . .

A. financial resources
B. natural resources
C. human resources
D. manufacturing resources (8 x 1) (8)

2.2 Refer to the soil profile below. Match the letter **A – E** to the descriptions below. Only write down the correct letter (A - E) next to the question number in your ANSWER BOOK, e.g. 2.2.8 A



[Source: https://bit.ly/3zxpNtX]

2.2.1 The layer consists of partially disintegrated and weathered rocks.

2.2.2 Roots of plants do not penetrate this layer.

2.2.3 Consist of decayed plant and animal material and referred to the as the O-horizon.

2.2.4 This layer is rich in minerals and organic material. It's where most plant's roots grow and where many biological and chemical activities occur.

2.2.5 This layer accumulates minerals and nutrients leached down from the topsoil. It contains minerals like iron, aluminium, and clay.

2.2.6 Micro-organisms are found in this layer.

2.2.7 This layer is light in colour and leached of minerals and nutrients.

(7 x 1) (7)

2.3 Refer to the extract on soil erosion.

FOOD SECURITY AT STAKE AS SOIL EROSION SETS IN

Healthy soil is a prerequisite to achieving sustainable food security. Not just that, but healthy soil creates the foundation of healthy food, which contributes to the local and global food security chain. But in Mzansi (South Africa), we are losing more and more of that good soil due to soil erosion. "There are several causes for soil erosion, it is mostly wind, rainfall that is water-related, especially when it is flooding, clearing of vegetation and soil tillage or overgrazing so these are the main causes of soil erosion," says Murwa.

[Adapted from https://bit.ly/3LezdgA]

2.3.1 What is soil erosion? (1 x 2) (2)

2.3.2 What is the foundation of healthy food as mentioned in the article? (1 x 1) (1)

2.3.3 Identify TWO human activities that contributes to soil erosion according to the extract. (2 x 1) (2)

2.3.4 Explain why soil erosion is a cause of concern for South Africa. (2 x 2) (4)

2.3.5 Suggest strategies that can be implemented to prevent and control soil erosion. (3 x 2) (6)

2.4 Refer to the cartoon below on load shedding in South Africa.

[Source: https://bit.ly/4cv69NP]

2.4.1 What is *load shedding*? (1 x 2) (2)

2.4.2 What does the word "recovery" imply on the paper under the person's arm? (1 x 1) (1)

2.4.3 Identify THREE possible reasons why South Africa is not migrating to renewable resources. (3 x 2) (6)

2.4.4 Education in a country affects the economy one way or another. Explain the negative impact of load shedding on the education sector. (3 x 2) (6)

2.5 Refer to the image on wind farms

[Source: https://bit.ly/3WnvALL]

2.5.1 Can wind energy be regarded as a renewable or non-renewable energy resource? (1 x 1) (1)

2.5.2 State TWO natural factors that made the location of this wind farms favourable. (2 x 1) (2)

2.5.3 Identify ONE province in South Africa where a wind farm can be found. (1 x 2) (2)

2.5.4 In a paragraph of approximately EIGHT lines, evaluate the negative and positive aspects of wind energy. (4 x 2) (8)

60

TOTAL SECTION A: 120

SECTION B: GEOGRAPHICAL SKILLS AND TECHNIQUES

QUESTION 3:

GENERAL INFORMATION ABOUT GRAAFF REINET (SOUTH)

Graaff-Reinet is a town in the Eastern Cape Province of South Africa. It is the oldest town in the province and the fourth oldest town in South Africa.

Graaff-Reinet is home to more national monuments than any other town or city in South Africa. It is also known for being a flourishing market for agricultural produce, noted for its mohair industry, and sheep and ostrich farming.

[Adapted from https://en.wikipedia.org/wiki/Graaff-Reinet]

The following English terms and their Afrikaans translations are shown on the topographic map:

ENGLISH	**AFRIKAANS**
Golf course	Gholfbaan
Landing strip	Landingstrook
Furrow	Voor
Sewage disposal works	Rioolsuiweringswerke

3.1 MAPWORK SKILLS AND CALCULATIONS (10 MARKS)

3.1.1 In which province is Graaff-Reinet located?

A. Western Cape
B. KwaZulu-Natal
C. Northern Cape
D. Eastern Cape (1 x 1) (1)

3.1.2 The 24 in the map index refers to . . .

A. latitude
B. longitude
C. code
D. seconds (1 x 1) (1)

Refer to block E1 on the topographic map.

3.1.3 Calculate the area of the block in square meter (m^2).

Use the following information:
Length: 3,5 cm
Breadth: 3 cm

Formula: **Area = Length (L) x Breath (B)** (3 x 1) (3)

3.1.4 Determine the vertical exaggeration of a cross profile on a topographic map.

Use the following information:
Vertical scale: 1: 2000

Formula: **Vertical exaggeration =** $\frac{\textbf{Vertical scale (VS)}}{\textbf{Horizontal scale (HS)}}$ (3 x 1) (3)

3.1.5 Determine the true bearing from trig beacon 90 in block C2 to spot height 805 in block C1. (1 x 1) (1)

3.1.6 Why does point 3 appear bigger on the orthophoto map than on the topographic map? (1 x 1) (1)

3.2 MAP INTERPRETATION (12 MARKS)

3.2.1 Refer to the environmental issue shown in block C5.

(a) Identify the issue indicated. (1 x 1) (1)

(b) Provide ONE possible solution for this issue. (1 x 2) (2)

Refer to block D5 on the orthophoto map.

3.2.2 This photograph was taken in the (morning/afternoon). (1 x 1) (1)

3.2.3 Provide ONE piece of evidence to support your answer in QUESTION 3.2.2. (1 x 2) (2)

3.2.4 Provide TWO pieces of evidence from the topographic map to prove that Graaff-Reinet receives seasonal rainfall. (2 x 1) (2)

3.2.5 Evaluate the positive impact of the development of the N9 on the economy of Graaff-Reinet. (2 x 2) (4)

3.3 GEOGRAPHICAL SKILLS AND TECHNIQUES (8 MARKS)

Refer to the extract photograph from the orthophoto map.

[Adapted from https://www.google.com/maps]

3.3.1 Can the data in the image be regarded as primary or secondary data? (1 x 1) (1)

3.3.2 Give ONE reason for your answer in QUESTION 3.3.1. (1 x 2) (2)

3.3.3 The GIS-concept that is used to describe a demarcated area is . . .

A Remote sensing
B Demarcation
C Fencing
D Buffering (1 x 1) (1)

3.3.4 Outline the importance of demarcating the area next to the landing strip in block C4. (2 x 2) (4)

30

TOTAL: 150

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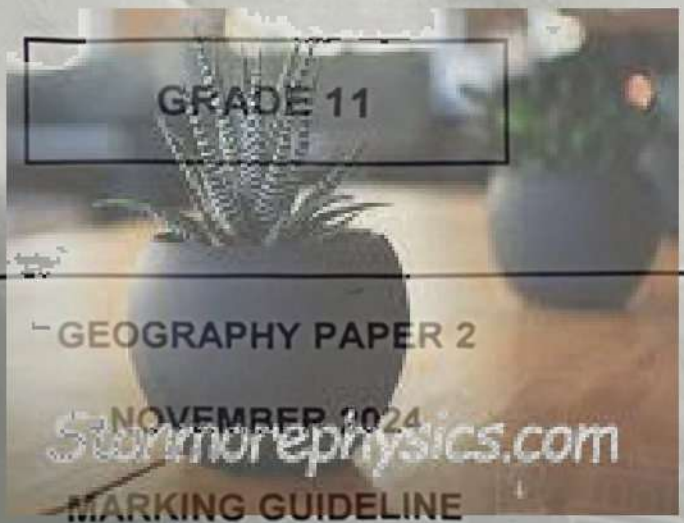

GRADE 11

GEOGRAPHY PAPER 2

NOVEMBER 2024

MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 10 pages.

SECTION A: DEVELOPMENT GEOGRAPHY

QUESTION 1:

1.1

1.1.1 B (1)

1.1.2 A (1)

1.1.3 A (1)

1.1.4 A (1)

1.1.5 B (1)

1.1.6 B (1)

1.1.7 B (1) (7 x 1) (7)

1.2.

1.2.1 I (1)

1.2.2 G (1)

1.2.3 H (1)

1.2.4 A (1)

1.2.5 D (1)

1.2.6 C (1)

1.2.7 E (1)

1.2.8 B (1) (8 x 1) (8)

1.3

1.3.1 Systems linking all the countries of the world closer together.
[CONCEPT] (2) (1 x 2) (2)

1.3.2 Water (1) (1 x 1) (1)

1.3.3 The poor is disadvantaged by globalisation (2)
The rich are advantaged by globalisation (2)
[ANY ONE] (1 x 2) (2)

1.3.4 People lose their cultures and traditions. (2)
Leads to cultural uniformity. (2)
Loss of family ties (2)
Diseases are easier to spread (2)
Increase in poverty as some locals lose their jobs (2)
Allow people to migrate all over the world/Travel and see the world. (2)
People have access to a bigger variety of products/service. (2)
Can improve the quality of living of people. (2)
Improve social interactions through various social media platforms. (2)
[ANY TWO] (2 x 2) (4)

1.3.5 A lot of people in South Africa loses their jobs. (2)
South African businesses cannot compete with online retailers such as Temu and Shein as they don't have such a big workforce. (2)
Less South African products are exported. (2)
South African businesses have to close down due to less customers. (2)
Businesses have to keep their profit margins low to keep their doors open and have a smaller economic growth. (2)
Less investments in local businesses. (2)
[ANY THREE] (3 x 2) (6)

1.4

1.4.1 The use of natural resources and technology to improve the quality of life in a country. **[CONCEPT]** (2) (1 x 2) (2)

1.4.2 Air pollution (1)
Natural vegetation is removed (1)
Water resource has dried up (1)
Soil erosion (1)
[ANY ONE] (1 x 1) (1)

1.4.3 A study that is done to determine the impact of a development project on the environment. (2) (1 x 2) (2)

1.4.4 To make space for manmade structures (accept examples). (2)
Some projects don't consider the environment as part of development. (2)
(1 x 2) (2)

1.4.5 **ENVIRONMENT**
Coal mine will remove a lot of the natural vegetation (2)
Soil erosion will increase in the area (2)
Water resources will be polluted (2)
A lot of water will be used that will affect aquatic ecosystems and biodiversity (2)
Ecosystem/biodiversity/food chains will be affected (2)
Dust/noise pollution will affect animal species (2)

SOCIAL
Lodges around the Kruger National Park might lose income as less guest will visit the area (2)
Aesthetic appeal of the area will decrease and less people would visit the area (2)
Job creation for the local communities (2)
Standard of living will improve (2)
Communities around the mine will become more accessible as infrastructure will be developed (2)

[ANY FOUR – MUST REFER TO THE ENVIRONMENT AND SOCIAL]
(4 x 2) (8)

1.5

1.5.1 The assistance of foreign countries or organisations to support countries in need. (2) (1 x 2) (2)

1.5.2 Mali (1)
Lebanon (1)
Somalia (1)
Syria (1)
Iraq (1)
[ANY TWO] (2 x 1) (2)

1.5.3 400 000 (1) (1 x 1) (1)

1.5.4 Development aid is effective when linked to the delivery of public services. (1)
Financial assistance can help governments absorb the effects of economic shocks. (1) (2 x 1) (2)

1.5.5 Humanitarian aid focus on the people in the country and not the country itself. (2)
Humanitarian aid focus on providing food, water, clothing, medical supplies, housing etc. to the people (2) (1 x 2) (2)

1.5.6 MEDC's receives natural resources from LEDC's at a lower price (2)
Multinational corporations grow their business profits at the expense of developing countries (2)
Products manufactured in MEDC's are sold to LEDC's at a higher cost (2)
Corruption can cause politicians to gain rather than the people in the country (2)
Poor people are exploited – low wages and long working hours. (2)
Financial loans can cause countries to have a high interest rate that they must repay (2)
LEDC's get dependent on MEDC's (2)
[ANY THREE] (3 x 2) (6)
[60]

QUESTION 2: GEOMORPHOLOGY

2.1

2.1.1 B (1)

2.1.2 D (1)

2.1.3 A (1)

2.1.4 C (1)

2.1.5 D (1)

2.1.6 A (1)

2.1.7 B (1)

2.1.8 A (1) (8 x 1) (8)

2.2

2.2.1 D (1)

2.2.2 E (1)

2.2.3 A (1)

2.2.4 B (1)

2.2.5 C (1)

2.2.6 A (1)

2.2.7 C (1) (7 x 1) (7)

2.3

2.3.1 Removal of the top layer of the soil. (2) (1 x 2) (2)

2.3.2 Healthy soil (1) (1 x 1) (1)

2.3.3 Clearing of vegetation (1)
Soil tillage (1)
Overgrazing (1)
[ANY TWO] (2 x 1) (2)

2.3.4 South Africa is dependent on farming to provide food for the people in the country (2)
South Africa is dependent on agricultural products to export for an income (2)
South Africa has limited soil available for farming (2)
[ANY TWO] (2 x 2) (4)

2.3.5 Conserve natural vegetation/Afforestation programmes can be implemented. (2)
Practise sustainable agriculture that includes crop rotation, contour ploughing and leaving grass walls between crop fields. (2)
Use compost and groundcover plants to reserve the soil structure. (2)
Regulate the number of livestock on a piece of land. (2)
Educate subsistence farmers about soil erosion. (2)
Use fertilisers to increase the amount of nutrients in the soil. (2)
Limit irrigation in areas where it is warm and dry (less drying out of soil due to evaporation). (2)
Fill up dongas and gullies (2)
[ANY THREE] (3 x 2) (6)

2.4

2.4.1 An interruption in the electricity supply to reduce the load on the national grid. (2) (1 x 2) (2)

INSRTUCTIONS FOR PART MARKING:
An interruption in the electricity supply (1)

2.4.2 It implies that the economy is improving (1)
It implies that the patient is getting better (1)
[ANY ONE] (1 x 1) (1)

2.4.3 South Africa lacks the knowledge about the installation and don't have policies in place to install renewable resources (2)
South Africa doesn't have enough space to install large windfarms/solar farms (2)
South Africa's government doesn't have the funds to invest in renewable resources (2)
Wind can be unpredictable and unreliable therefore makes wind energy a risky investment (2)
South Africa receives a lot of investments and foreign income from coal mining and therefore won't be able to stop coal mining (2)
Large number of people are employed at thermal power stations (2)
International companies invest a lot in Eskom and the government will lose these investments if they switch to renewable energy (2)
[ANY THREE] (3 x 2) (6)

2.4.4 Teachers/Learners might arrive late at school due to traffic congestions leading to loss in teaching time (2)
Study material cannot be photocopied and learners are disadvantaged as they don't have something to study from (2)
Schools that make use of technology like smartboards cannot teach and have to make other arrangements to catch up on lessons (2)
Schools have to spend money to buy petrol for generators to ensure that exams/lessons can take place to prevent loss time (2)
Schools where practicals must be conducted on equipment cannot conduct practicals and this leads to learners not completing their practical tasks (2)
Learners cannot study at home and this leads to lower grades (2)
Learners cannot complete task or homework and they get in trouble at school or lower grades (2) (3 x 2) (6)

INSTRUCTIONS FOR PART MARKING: MAXIMUM THREE MARKS:
Teachers/Learners might arrive late at school (1)
Study material cannot be photocopied (1)
Schools that make use of technology like smartboards cannot teach (1)
Schools have to spend money to buy petrol for generators (1)
Schools where practicals must be conducted on equipment cannot conduct practicals (1)
Learners cannot study at home (1)
Learners cannot complete task or homework (1)

2.5

2.5.1 Renewable energy source (1) (1 x 1) (1)

2.5.2 Large piece of land (1)
Flat land (1) (2 x 1) (2)

2.5.3 Northern Cape (2)
Western Cape (2)
Eastern Cape (2)
[ANY ONE] (1 x 2) (2)

2.5.4 **NEGATIVE**

When there is no wind available, the turbines cannot generate electricity. (2)
Spoil the beauty of the natural environment (2)
Expensive to construct and install (2)
Wind turbines can be noisy (2)
Birds and bats can get killed by the blades of the turbines (2)
Ecosystems are destroyed as large areas have to be cleared to make space for wind farms. (2)
Limited areas are suitable for wind farms (2)

POSITIVE

No coal or water is needed (2)
No release of carbon or sulphur in the air (2)
No dangerous waste products are produced (2)
The supply is the best in the winter when the demand is higher (2)
The soil underneath the turbines can be used for cultivation or livestock farming (2)
Farmers can receive rent from windfarm companies (2)
[ANY FOUR-MUST REFER TO BOTH NEGATIVE AND POSITIVE]

(4 x 2) (8)

60

TOTAL SECTION A: 120

SECTION B: GEOGRAPHICAL SKILLS AND TECHNIQUES

QUESTION 3

3.1 MAPWORK SKILLS AND CALCULATIONS (10 MARKS)

3.1.1 D (1) (1 x 1) (1)

3.1.2 B (1) (1 x 1) (1)

3.1.3 Area = Length (L) x Breath (B)
Area = (3,5 x 500) x (3 x 500)
Area = 1750 **(1)** x 1500 **(1)**
Area = 2625000 m² **(1)** (3 x 1) (3)

3.1.4 Horizontal scale: 1:50000 **(1)**
Vertical exaggeration = $\frac{1:2000}{1:50\,000}$ **(1)** substitution

Vertical exaggeration = 25 times **(1)** (3 x 1) (3)

3.1.5 232° **(1)** (231° - 233°) (1 x 1) (1)

3.1.6 The orthophoto map is 5 times larger than the topographic map (1) (1 x 1) (1)

3.2 MAP INTERPRETATION (12 MARKS)

3.2.1 (a) Soil erosion (1) (1 x 1) (1)

(b) Afforestation (2)
Add trees to the area that can act as a windbreak (2)
Fill up dongas in the area (2)
Retain soil cover (2)
Create a buffer zone around the area (2)
[ANY ONE] (1 x 2) (2)

3.2.2 Morning (1) (1 x 1) (1)

3.2.3 The shadows are eastwards (2) (1 x 2) (2)

3.2.4 Reservoir (1)
Non perennial rivers (1)
Presence of dams (1)
Wind pumps present (1)
[ANY TWO] (2 x 1) (2)

3.2.5 The road makes it easier to deliver services/ get access to goods (2)
More business will open due to more tourism in the area (2)
Improve the quality of the life of people/ Skills development in the area (2)
(2 x 2) (4)

3.3 GEOGRAPHICAL SKILLS AND TECHNIQUES (8 MARKS)

3.3.1 secondary data (1) (1 x 1) (1)

3.3.2 The image has been manipulated (2) (1 x 2) (2)

3.3.3 D (1) (1 x 1) (1)

3.3.4 Prevent people from getting injured on the landing strip (2)
To reduce noise pollution (2)
Safety reasons (2)
To ensure that aircrafts have enough space (2)
[ANY TWO] (2 x 2) (4)
30

TOTAL:150