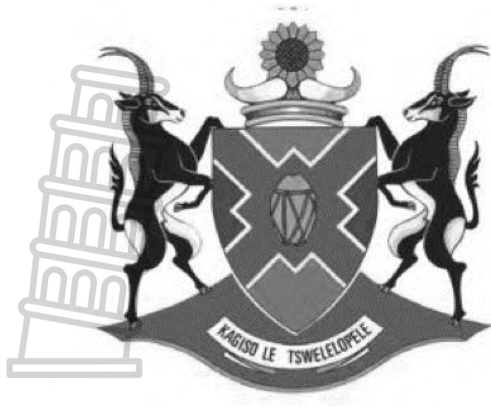




education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 9

SOCIAL SCIENCES (GEOGRAPHY)
JUNE 2024

MARKS: 75

TIME: 2 hours



This question paper consists of 9 pages.

INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.

1. This paper consists of TWO sections:

SECTION A: Map Skills

SECTION B: Development

2. Answer ALL the questions.
3. Write ALL the answers in the ANSWER BOOK.
4. Start EACH question on a NEW page.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Present your answers according to the instructions for each question.
7. Write neatly and legibly



SECTION A: MAP SKILLS

QUESTION 1

1.1 Match the 1:50 000 map symbols with the correct features in the table.

SYMBOLS	FEATURES
1.1.1 	A. Power line
1.1.2 	B. Arterial road
1.1.3 	C. Reservoir
1.1.4 	D. Cultivated land
1.1.5 	E. Perennial river

[5]

1.2 Write a WORD that best describes each of the following statements.

- 1.2.1

The triangular symbol that shows the exact height of a place on a map.

(1x1)

(1)
- 1.2.2

The difference in height between contour lines on a topographic map

(1x1)

(1)
- 1.2.3

A line that marks the distance on the map compared to distance on the ground.

(1x1)

(1)
- 1.2.4

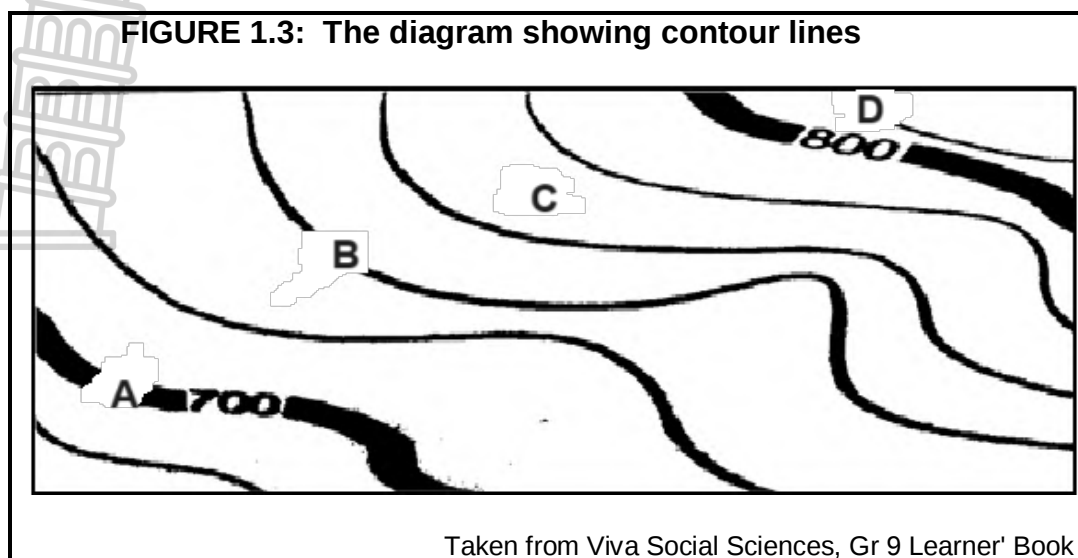
A river that flows only during rainy seasons.

(1x1)

(1)

[4]

1.3 Refer to Figure 1.3 and answer the questions that follow.



- | | | | |
|-------|---|-------|-----|
| 1.3.1 | What is the height above sea level at point B? | (1x2) | (2) |
| 1.3.2 | Is point A at the bottom or the top of the hill? | (1x2) | (2) |
| 1.3.3 | Give a reason for your answer in 1.3.2. | (1x2) | (2) |
| 1.3.4 | Point C is not a contour line. Estimate its height in metres. | (1x2) | (2) |
| 1.3.5 | What is the height of the contour line at point D? | (1x2) | (2) |

[10]



1.4 Study Figure 1.4 below and answer questions that follow.

FIGURE 1.4: The aerial photograph of Barberton



[Taken from Spot On, Gr 9 Learner' Book]

- 1.4.1 Is the aerial photograph above an oblique or vertical? (1x1) (1)
- 1.4.2 What is the difference between a vertical aerial photograph and an orthophoto image? (2x2) (4)
- 1.4.3 The land use zone represented on this aerial photograph is an industrial zone. Is it TRUE or FALSE? (1x1) (1)
- 1.4.4 Give a reason for your answer in 1.4.3. (1x2) (2)
- 1.4.5 In a paragraph of 5-6 lines, explain advantages of using aerial photographs. (8)

TOTAL QUESTION 1: [16] 35

SECTION B: DEVELOPMENT ISSUES

QUESTION 2

2.1 Choose the most correct answer from the given alternatives. Write down only the correct alphabet next to the appropriate question. (e.g. 2.1.7. J)

2.1.1 Development is a process in which ...

- A people and socio-economic inputs(resources) are used to improve people's lives.
- B people have luxuries like cars, refrigerators, houses, and tarred roads.
- C social, economic and environmental resources are used to improve human livelihood.
- D none of the above is correct. (1)

2.1.2 GDP means:

- A The total value of goods and services produced by the country in a particular year.
- B The total value of goods and services produced by a country divided by the number of people in a country.
- C The money generated by the country per year.
- D The total value of goods produced in a year by the whole world. (1)

2.1.3 The Brandt Line is used to show ...

- A the poorest countries.
- B the richest countries.
- C the economically average countries.
- D the rich north and poor south countries. (1)

2.1.4 Trading partnership based on transparency and respect is called ...

- A unfair trade.
- B trade surplus.
- C fair trade.
- D trade deficit. (1)

2.1.5 Development that meets the needs of the present generation without compromising future generations is called ...

- A unsustainable.
- B sustainable.
- C compromising.
- D non-renewable. (1)

[5]

2.2 Study Figure 2.2 below and answer the questions below.

FIGURE 2.2: The table showing indicators of development of four countries.

Country	Population x 1000	Female Life Expectancy	Urbanisation %	Adult Literacy %	Electricity Consumption (million kw hours)	GDP per capita (US dollars)
A	126 995	87	67	99	287 621	39 865
B	18 993	53	59	70	2 198	1 892
C	50 492	54	62	89	40 282	8 114
D	110 645	58	78	93	47 451	7 956

[Adapted from Platinum Social Sciences, Gr 9 Learner' Book]

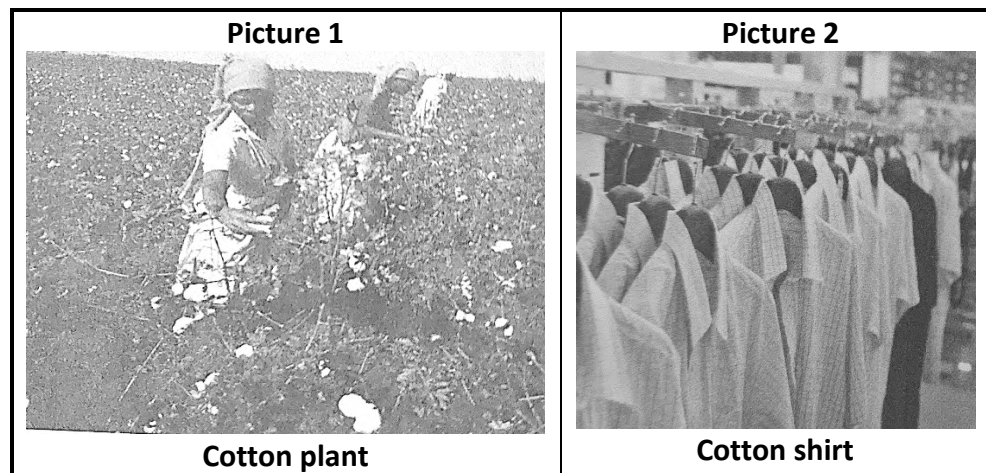
- 2.2.1 Which currency is used to determine the per capita GDP? (1 x 2) (2)
- 2.2.2 Give One example of social indicators in the table. (1 x 1) (1)
- 2.2.3 Why is literacy used as an indicator of development? (1 x 2) (2)
- 2.2.4 Define the following terms:-
- a) GDP per capita (1 x 2) (2)
- b) Life expectancy (1 x 2) (2)
- 2.2.5 Which of the indicators will have the greatest impact on the environment?
Name One. (1 x 1) (1)
- 2.2.6 Give a reason for your answer in 2.2.4. (1 x 2) (2)
- 2.2.7 Explain why the country with the highest electricity consumption is the most urbanised. (1 x 2) (2)

[14]



2.3 Study Figure 2.3 below and answer the questions that follow.

FIGURE 2.3: Pictures showing raw and manufactured cotton



[Taken from Viva Social Sciences, Gr 9 Learner' Book]

2.3.1 A cotton shirt may cost R200, while the raw cotton was bought for R10.

- a) What is the advantage of those growing the cotton to industries? (1 x 2) (2)
- b) What is the disadvantage for those growing cotton? (1 x 2) (2)

[4]

2.4 Read Figure 2.4 and answer the questions below.

FIGURE 2.4: A case study on Madagascar's depleted forests

Madagascar is a very poor and an under-developed country, which once had large areas of rainforests with many unique plants and animals. These unique features are important tourist attractions and, with good advertising, they can help the tourism industry to grow, providing many jobs and bringing in income.

Instead of preserving these forests and harvesting trees sustainably, most of the forests have been cleared in a process called deforestation. The trees were cut down and the timber exported, and only few people benefitted from the income.

The rest of the forests were burned to provide more space to grow crops to feed Madagascar's rapid growing population. However, clearing the forests has been unsustainable. It has caused widespread soil erosion and this has reduced the amount of crops that the farmers can grow. Much of the soil has been washed down the rivers and has ended up covering the coral reefs along the coast and affecting the fishing industry.

[Adapted from Oxford Successful Social Sciences, Gr 9 Learner' Book]

2.4.1 Name THREE factors that contribute to sustainable development. (3 x 1) (3)

2.4.2 In which TWO ways were forests depleted? (2 x 1) (2)

2.4.3 What does it mean to deplete resources? (1 x 2) (2)

2.4.4 Define the term 'sustainable development'. (1 x 2) (2)

2.4.5 In a paragraph of 6-8 lines, briefly explain how preserving the rainforests could have created jobs and therefore improved development in Madagascar. (8)

TOTAL QUESTION 2: 40
GRAND TOTAL: 75



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PROVINCIAL ASSESSMENT

GRADE 9

SOCIAL SCIENCES (GEOGRAPHY) MARKING GUIDELINES

JUNE 2024

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 <table><tr><td>Level 1</td><td> • 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. </td><td>MARKS: 0-2</td></tr><tr><td>Level 2</td><td> • Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner. </td><td>MARKS: 3-5</td></tr><tr><td>Level 3</td><td> • 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. </td><td>MARKS: 6-8</td></tr></table>			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
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				(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 Madagascar/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