



KWA-NGOZA SECONDARY SCHOOL



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

KWANGOZA SECONDARY SCHOOL

UBHAQA (ILEMBE)
CIBANE TRIBAL AUTHORITY (16)

GRADE 9

SOCIAL SCIENCES

GEOGRAPHY

ASSESSMENT TASK

MAY/JUNE 2025 TEST

**DEPARTMENT OF EDUCATION
KWANGOZA SECONDARY SCHOOL**

MARKS: 75

TIME: 1 ½ HOURS

N.B. This question paper consists of 10 pages.

INSTRUCTIONS AND INFORMATION

1 This question paper consists of TWO SECTIONS.

SECTION A (TERM1)

QUESTION 1: CONTOUR LINES (5)

QUESTION 2: 1: 10 000 ORTHOPHOTO MAPS

1: 50 000 TOPOGRAPHIC MAPS

(17)

QUESTION 3: INFORMATION FROM MAPS AND PHOTOGRAPHS (8)

SECTION B (TERM2)

QUESTION 4: DEVELOPMENT (22)

QUESTION 5: FACTORS AFFECTING DEVELOPMENT (13)

QUESTION 6: OPPORTUNITIES FOR DEVELOPMENT (5)

2 Answer ALL THREE questions.

3 All diagrams are included in the QUESTION PAPER.

4 Leave a line between the subsections of questions answered.

5 Start EACH question at the top of a NEW page.

6 Number the answers correctly according to the numbering system used in this question paper.

7 Do NOT write in the margins of the ANSWER SHEET.

8 Draw fully labelled diagrams when instructed to do so.

9 Answer in FULL SENTENCES, except when you have to state, name, identify or list.

10 Units of measurement MUST be indicated in your final answer, e.g. 1 020 hPa, 14 °C and 45 m.

11 You may use a non-programmable calculator.

12 You may use a magnifying glass.

13 Write neatly and legibly.

SPECIFIC INSTRUCTIONS AND INFORMATION FOR SECTION B

14 A 1: 50 000 topographical map 2926AA BLOEMFONTEIN-NOORD (NORTH) and a 1: 10 000 orthophoto map 2926AA 10 BLOEMFONTEIN-NOORD (NORTH) are provided.

15 The area demarcated in RED/BLACK on the topographical map represents the area covered by the orthophoto map.

16 Show ALL calculations. Marks will be allocated for steps in calculations.

17 You must hand in the topographic and orthophoto map to the invigilator at the end of this examination session.

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GENERAL INFORMATION ON BLOEMFONTEIN

Coordinates: 29°05'S; 26°09'E

Bloemfontein is the capital city of the Free State. It is located in central South Africa on the southern edge of the Highveld. The area is generally flat with isolated hills. Although agriculture is the main primary activity, businesses mainly drive Bloemfontein's economy.

Due to the many businesses, it has attracted more people into the area. This has led to many new developments.

[Adapted from <https://en.wikipedia.org/wiki/Bloemfontein>]

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

ENGLISH

Spring
Game reserve
Roads under construction



AFRIKAANS

Spruit
Wildreservaat
Paaie onder konstruksie

SECTION A: MAP SKILLS

QUESTION 1: CONTOUR LINES

1.1 Match the statements/sketches in COLUMN A with the options in COLUMN B on contour lines. Write only Y or Z next to the question numbers (1.1.1 to 1.1.5) in the ANSWER SHEET, e.g. 1.1.6 Y.

NO.	COLUMN A	COLUMN B	
1.1.1		Y Z	Flat land Hill
1.1.2		Y Z	River valley A gentle slope
1.1.3	The measure of steepness or the slant of a feature relative to the horizontal plane.	Y Z	Slope spur
1.1.4	The slope of a landscape.	Y Z	Contour interval Gradient
1.1.5slope bulges outward. At the top it has a gradual slope	Y Z	Convex slope Concave slope

[5]

QUESTION 2: 1: 10 000 ORTHOPHOTO MAPS & 1: 50 000 TOPOGRAPHIC MAPS

2.1 MAP SKILLS AND CALCULATIONS

- 2.1.1 In which province is Bloemfontein located?
- A. Gauteng
 - B. Mpumalanga
 - C. Free State
 - D. Eastern Cape
- (1 x 1) (1)
- 2.1.2 The scale of the topographical map is (smaller/larger) than the scale of the orthophoto map.
- (1 x 1) (1)
- 2.1.3 Refer to the features on the orthophoto map to give a reason for your answer to QUESTION 2.1.2
- (1 x 1) (1)

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2.1.4 A small-scale map shows:

- (i) A small area
- (ii) Greater detail
- (iii) A large area
- (iv) Less detail

- A. (i) and (ii)
- B. (ii) and (iv)
- C. (i) and (iii)
- D. (iii) and (iv)

(1 x 1) (1)

2.1.5 Complete the grid reference/coordinates of the reservoir at **F** in block **B1** on the topographical map. Write down only the information that is not included in the question.

- (a) ____°02'55"S
- (b) 26° ____' ____"E

(3 x 1) (3)

2.1.6 The scale of the orthophoto map:

- A. 1 cm represents 100 m
- B. 1 cm represents 100 cm
- C. 1 m represents 500 m
- D. 1 cm represents 500 cm

(1 x 1) (1)

Refer to the topographic map
stanmorephysics.com

2.1.7 Identify TWO natural features and TWO constructed features that you can see in the map.

(2 x 1) (2)

2.1.8 Calculate the distance (ground distance) in metres (**m**) from spot height **1358** at **G** in block **A3** to trigonometrical station **96** at **H** in block **C4**.

Formula: Actual distance = Map distance x Map scale

(3 x 1) (3)

Refer to the orthophoto map

2.1.9 The contour interval of the orthophoto map is (5 m/20 m).

(1 x 1) (1)

2.1.10 Calculate the straight-line distance in metres (**m**) from spot height **1431** at **6** in block **A3** to spot height **1427** at **7** in block **B4**.

Formula: Actual Distance = Map distance x Map scale

(3 x 1) (3)

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QUESTION 3: INFORMATION FROM MAPS AND PHOTOGRAPHS

3.1 Refer to the orthophoto map

3.1.1 The main settlement pattern at area **8** in blocks **D1** and **E1** on the orthophoto map is ...

- A. Dispersed.
- B. Nucleated or (Clustered settlements)
- C. Linear.
- D. Circular. (1 x 1) (1)

Refer to the Woodland Hills settlement in block **B2** on the topographical map.

3.1.2 (a) What evidence (*constructed features*) suggests that this suburb is still undergoing development? (1 x 1) (1)

(b) Explain the negative impact that this development could have on (*agricultural land*) farming in the area. (1 x 2) (2)

Refer to blocks **A1/A2** and **B1/B2** on the topographical map.

3.1.3 (a) Identify the (*land use*) primary activity practised in blocks (1 x 1) (1)

(b) Why is this primary activity (answer to **QUESTION 3.1.3** (a) practised on a large scale? (1 x 1) (1)

(c) Identify TWO (*man-made*) strategies that were put in place in blocks **A1/A2** and **B1/B2** to ensure a regular water supply for the primary activity. (2 x 1) (2)

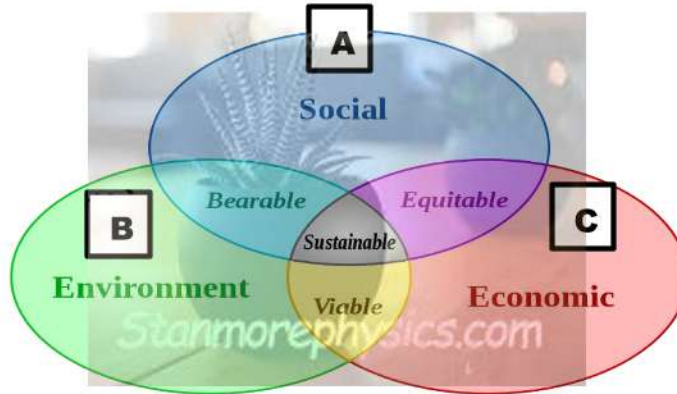
[8]

[TOTAL SECTION A: 35 MARKS]

SECTION B: DEVELOPMENT ISSUES

QUESTION 4: DEVELOPMENT

4.1 Match the descriptions below with sketches A, B and C. Write only A, B or C next to the question numbers (4.1.1 to 4.1.5) in the ANSWER SHEET, e.g.4.1.6 B. Refer to sketches A, B and C on Development below to answer QUESTIONS 4.1.1 to 4.1.5.



- 4.1.1 ...refers to the adaptation of new technologies and the change from an economy based on agriculture to an economy based on industry (1 x 1) (1)
- 4.1.2 ...it measures the wellbeing of people... (1 x 1) (1)
- 4.1.3 Development should consider.....issues such as air pollution, water quality and global warming (1 x 1) (1)
- 4.1.4 The ecological footprint is the measure of our demand for land and water..... (1 x 1) (1)
- 4.1.5 Being able to take part in society and having rights is important to..... (1 x 1) (1)

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4.2 Refer to the extract below on the future of the planet.

This newspaper article explains what could happen to the planet by 2050 if humans do not change their behaviour.

EARTH 'WILL EXPIRE BY 2050'

A STUDY by the World Wildlife Fund (WWF), to be released on Tuesday, warns that the human race is plundering the planet at a pace that outstrips its capacity to support life. In a damning condemnation of Western society's high consumption levels, it adds that the extra planets (the equivalent size of Earth) will be required by the year 2050 as existing resources are exhausted. The report, based on scientific data from across the world, reveals that humans have destroyed more than a third of the natural world over the past three decades.

Using the image of the need for mankind to colonise space as a stark illustration of the problems facing Earth, the report warns that either consumption rates are dramatically and rapidly lowered or the planet will no longer be able to sustain its growing population. Experts say that seas will become emptied of fish while forests which absorb carbon dioxide emissions are completely destroyed and freshwater supplies become scarce and polluted.

Source: www.guardian.co.uk/uk/2002/jul07/research.waste, accessed on 4/07/2012

- 4.2.1 Define the term "plundering" as used in the context of the extract. (1 x 2) (2)
- 4.2.2 What is the main prediction made by the World Wildlife Fund's study regarding the planet's resources? (1 x 2) (2)
- 4.2.3 Name ONE human activity mentioned in the extract that has a negative impact on the planet. (1 x 1) (1)
- 4.2.4 How does the report emphasize the urgency of addressing environmental degradation? (2 x 2) (4)
- 4.2.5 In a paragraph of approximately eight lines, suggest sustainable strategies to mitigate the problems facing the planet. (4 x 2) (8)

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QUESTION 5: FACTORS AFFECTING DEVELOPMENT

- 5.1 Select ONE term/concept for each of the following descriptions on the factors affecting development. Write only the term/concept next to the question numbers (5.1.1 to 5.1.5) in the ANSWER SHEET, e.g. 5.1.6 Welfare.

Colonialism	Fair trade	Industrialisation	Political stability	Economy
Welfare	Company	Country	International	Trade imbalance

- 5.1.1 The difference in value between the total exports and total imports of a country during a specific period of time is called... (1 x 1) (1)
- 5.1.2 The development of industry on a big scale. (1 x 1) (1)
- 5.1.3 When the government is in control and things are running smoothly and peacefully in a country. (1 x 1) (1)
- 5.1.4 The policy or practice of gaining political control over another country, occupying it with settlers and exploiting it economically. (1 x 1) (1)
- 5.1.5 Trade in which fair prices are paid to producers in developing countries; it is carried out legally. (1 x 1) (1)

[5]

- 5.2 Refer to the extract below on corruption.

A MAJOR OBSTACLE TO SOUTH AFRICA'S DEVELOPMENT

Corruption has long been a thorn in the side of South Africa's development, undermining the country's progress and hindering its growth. From government contracts to business deals, corruption has permeated various sectors, diverting resources meant for the poor and vulnerable.

The Gupta family scandal, which involved former President Jacob Zuma and his cabinet members, is a prime example of state capture and corruption. The scandal led to widespread outrage, protests, and calls for accountability. Corruption affects development in several ways: Misallocation of resources: Corruption diverts resources meant for essential services like healthcare, education, and infrastructure to personal gain. Inefficient governance: Corruption undermines the rule of law, eroding trust in institutions and creating uncertainty for businesses. Inequality and poverty: Corruption exacerbates inequality and poverty, as those with connections and resources benefit at the expense of the marginalized.

- 5.2.1 What is corruption? (1 x 2) (2)
- 5.2.2 How does corruption affect development? (1 x 2) (2)
- 5.2.3 What can be done to combat corruption? (1 x 2) (2)
- 5.2.4 What role can citizens play in fighting corruption? (1 x 2) (2)

[8]

QUESTION 6: OPPORTUNITIES FOR DEVELOPMENT

6.1 Refer to the sources below on land reform in South Africa.

A FRESH APPROACH TO LAND REFORM

South Africa currently faces a problem as the process of land reform [‘Policy to bring about equitable distribution and access to land’] has advanced too slowly and much of the land that has been transferred has become economically inactive.

Conflicting (different) views cause South Africans to have questions about land reform. What is the future of land reform in South Africa? Can the process be accelerated? Will it produce equal outcomes? Whose interests will be served?

At a South African agricultural congress, a panel discussion on the future of land reform agreed that, when it comes to successful land reform, intense negotiations and compromises are necessary. This is in keeping with the three pillars of land reform, namely redistribution, tenure and restitution. Land restitution provides a challenge as funding needs to be allocated to compensate dispossessed communities for land previously lost. Well-managed land reform can create assets for the poor, stabilise relationships and promote development. On the other hand, if it is poorly managed, it destroys assets, causes poverty to communities and weakens the economy.

[Adapted from <http://www.landreformfutures.org/>]

[Adapted from <http://www.landreformfutures.org/>]

- 6.1.1 According to the extract, What is land reform? (1 x 1) (1)
- 6.1.2 According to the extract, what is the benefit of well-managed land reform? (1 x 1) (1)
- 6.1.3 Why land restitution (giving back land, money, or benefits to people) is considered a challenge? (1 x 2) (2)
- 6.1.4 How does B show the successful process of land restitution? (1 x 1) (1)

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[TOTAL SECTION B: 40 MARKS]

[GRAND TOTAL: 75 MARKS]



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GRADE 9

SOCIAL SCIENCES
HISTORY
ADDENDUM
ASSESSMENT TASK
MAY/JUNE 2025 TEST

DEPARTMENT OF EDUCATION
KWANGOZA SECONDARY SCHOOL

TOTAL: 75



ADDENDUM

N.B. This addendum consists of 6 pages including this page.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT ROLE DID THE WHITE ROSE RESISTANCE GROUP PLAY IN DECRYING NAZI CRIMES AND PROMOTING RESISTANCE DURING WORLD WAR II?

SOURCE 1A

The source below highlights Sophie Scholl's lesser-known story as a key member of the Weiße Rose resistance group in Nazi Germany.

Within the United States, Sophie Magdalena Scholl is not the best-known resistance fighter, but her story is a powerful one. She was a key member of the Weiße Rose (White Rose)—a resistance group run by students at the University of Munich who distributed leaflets and used graffiti to decry Nazi crimes and the political system, while calling for resistance to the Nazi state and the war. On February 22, 1943, she was beheaded for treason at just 21 years old.

Sophie was born in May 1921, the fourth of six children to an upper-middle class family in the south of Germany. Robert, her father, was mayor of Forchtenberg, an idyllic town in the northeast of the modern state of Baden-Württemberg. When Sophie was 10, the family moved to Ulm, a mid-size southern town dating back to the Middle Ages, where her father worked as state auditor and tax consultant.

[From <https://www.nationalww2museum.org/war/articles/sophie-scholl-and-white-rose>]

SOURCE 1B

The extract below reveals Sophie Scholl's transformation from a supporter of the Nazi regime to an active resistance fighter.

After the Nazis came to power in January 1933, Sophie, along with most of her siblings, was an excited and happy follower of the National Socialist cult of youth. The teenager believed in the ideals propagated at the time. Similar to many of their contemporaries, Sophie was particularly intrigued by the focus on nature and communal experiences. She joined the BDM, the Bund Deutscher Mädel (League of German Girls) and quickly rose in their ranks. The parents, especially her father, did not like their children's involvement in the Nazi youth groups and made no secret about it. A critic of the party from the beginning, who had raised their children firmly grounded in the Christian tradition, Robert Scholl viewed the developments in Germany and their children's interest in Nazism with growing fear and horror. Lively discussions were a daily occurrence at the dinner table, teaching the children the value of open and honest conversation—a rarity at the time. Sophie's siblings, especially her oldest brother Hans, later to become a founding member of the Weiße Rose, also were members of non-Nazi groups of young people. These associations shared and propagated a love for nature, outdoor adventures, as well as the music, art and literature of German Romanticism. Originally seen as compatible with Nazi ideology by many, these alternative groups were slowly dissolved and finally banned by 1936. Hans remained active in one such group, however, and was arrested in 1937 along with several of the Scholl siblings. This arrest left a mark on Sophie's conscience and began the process that eventually turned her from happy supporter of the Nazi system to active resistance fighter.

[From <https://www.nationalww2museum.org/war/articles/sophie-scholl-and-white-rose>]

SOURCE 1C

The source below describes the White Rose's courageous efforts to distribute anti-Nazi pamphlets across Germany, despite strict rationing and Gestapo surveillance.

The White Rose was a small endeavor with large consequences. At its core were siblings Hans and Sophie Scholl, their fellow students Alexander Schmorell, Willi Graf, Christoph Probst, and a professor of philosophy and musicology at the University of Munich, Kurt Huber. Together they published and distributed six pamphlets, first typed on a typewriter, then multiplied via mimeograph. At first, they only distributed them via mail, sending them to professors, booksellers, authors, friends and others—going through phone books for addresses and hand-writing each envelope. In the end, they distributed thousands, reaching households all over Germany. Acquiring such large amounts of paper, envelopes, and stamps at a time of strict rationing without raising suspicion was problematic, but the students managed by engaging a wide-ranging network of supporters in cities and towns as far north as Hamburg, and as far south as Vienna. These networks were also activated to distribute the pamphlets, attempting to trick the Gestapo into believing the White Rose had locations all across the country.

[From <https://www.nationalww2museum.org/war/articles/sophie-scholl-and-white-rose>]

SOURCE 1D

The source below is a photograph showing Sophie Scholl (center) bids farewell to her brother Hans (left) and friend Christoph Probst (right) before their departure for the Eastern Front in July 1942. George Wittenstein



[From <https://th-thumbnailer.cdn-si-edu.com/Eek2yt1SVYW/>]

GRADE 9 - Addendum

QUESTION 2: HOW DID THE CONSTRUCTION OF THE BERLIN WALL IN 1961 IMPACT THE MASS MIGRATION OF EAST GERMANS TO WEST BERLIN?**SOURCE 2A**

The following source, entitled 'What you should know about the Wall', is taken from a brochure that was published in 1962. It was produced by the East German government and gives the reasons for building the Berlin Wall. It was published in English and was intended for foreign distribution.

[The Wall] was the result of developments of many years' standing in West Germany and West Berlin. Let us recall preceding events: In 1948, a separate currency reform was introduced in West Germany and West Berlin. The West German reactionaries (backward-looking) thereby split Germany and even Berlin into two currency areas. The West German separatist state was founded in 1949. Bonn (the capital city of West Germany) thereby turned the zonal border into a state frontier.

In 1954 West Germany was included in NATO (the North Atlantic Treaty Organisation). The decision on the atomic armament of the West German Bundeswehr (German army) was made in 1958. Thus, Bonn continued to aggravate the situation in Germany and Berlin ... We have submitted more than one hundred proposals for an understanding on the renunciation (giving up) of atomic armament and on the withdrawal of the two German states from NATO or the Warsaw Treaty...

[From <http://research.calvin.edu/german-propaganda-archive/schlugs13.htm>. Accessed on 27 February 2015.]]

SOURCE 2B

This source was written by DF Fleming, an American historian, in 1961. It describes the economic prosperity and political freedom that was evident in West Berlin. It outlines the reasons for the construction of the Berlin Wall.

By 1961, West Berlin was a glittering outpost of capitalism, luxurious (rich) by comparison to East Berlin, prosperous (successful), bustling (busy). The United States had poured \$600 million into West Berlin. West Germany had also contributed heavily to making it a shining example of our way of life ... The economic comparison was damaging enough, but the comparison between individual liberties in West Berlin and the regimented, tight police controls around it was still worse. The contrast led 300 000 East Germans each year to disappear into West Berlin and be flown out to West Germany. Mostly they were young, talented, educated and professional people, a drain which could not be endured indefinitely (forever) ... Since 1949, 3 million people had gone through the escape hatch (exit) and the population was declining. West Berlin also contained the greatest combination of espionage (spy or secret service) agencies ever assembled in one place. It was an almost unbelievable windfall (for the West) to be able to pursue missions of modern 'intelligence', including sabotage (damage), 110 miles (200 kilometres) deep in 'the enemy's territory'. Western radio stations and all other propaganda arms had the same advantage. For all these reasons West Berlin was like a deep running sore (a dangerous wound) to the East.

[From *The Cold War and its Origins* by DF Fleming]

SOURCE 2C

This extract focuses on the short-term reasons for East Germany's decision to build the Berlin Wall.

... The forced collectivisation policy (a policy of taking private land into state ownership) in East Germany was disastrous (terrible) and there was consequently a massive rise in the number of refugees fleeing westwards through the open frontier in Berlin. In 1960, 199 000 fled and in the six months up to June 1961 a further 103 000. By June 1961 reports were pouring into government offices from the Stasi (the East German secret police) of unrest and discontent in the factories ... The torrent (flood) of refugees this policy caused made the closure of the frontier in Berlin inevitable if the GDR was not to collapse. Ulbricht (the East German leader) finally achieved the go-ahead for this at the meeting of the Warsaw Pact states (the USSR and its allies in Eastern Europe) on 3 to 5 August 1961. The operation was well planned by Honecker, the minister in charge of security, and was carried out in the early hours of 13 August. Initially, the 'anti-fascist protective wall' (the name given to the Berlin Wall by East German authorities) consisted mainly of barbed wire, but this was rapidly replaced by a more permanent concrete structure.

[From Germany from Defeat to Partition 1945–1963 by D Williamson]

SOURCE 2D

The photograph below shows the Berlin Wall, a physical barrier that divided East and West Berlin, symbolizing the city's turbulent past and the struggle for freedom during the Cold War era. During this period, around 5000 people attempted to escape over the Wall, with estimates of the resulting death toll varying between 100 and 200



[From The textbook 'Via Afrika grade 9 learner's book 'Social Sciences']

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

FucpTGCWZaewjYk=/1000x750/filters:no_upscale():focal(700x527:701x528)/https://tf-cmsv2-smithsonianmag-media.s3.amazonaws.com/filer_public/db/14/db14b821-90ae-4407-8a69-4588e11a5fe8/white_rose.png]

From The textbook ' Via Afrika grade 9 learner's book 'Social Sciences']

[From The Cold War and its Origins by DF Fleming]

<http://research.calvin.edu/german-propaganda-archive/schlugs13.htm>.





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GRADE 9

**SOCIAL SCIENCES
GEOGRAPHY
MARKING GUIDELINES
ASSESSMENT TASK
MAY/JUNE 2025 TEST**

**DEPARTMENT OF EDUCATION
KWANGOZA SECONDARY SCHOOL**

MARKS: 75

N.B. These marking guidelines consists of 7 pages.

GRADE 9

PRINCIPLES FOR MARKING SOCIAL SCIENCES GEOGRAPHY

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

- ALL questions **MUST** be marked, irrespective of whether it is correct or incorrect
- Where the maximum marks have been allocated for a particular question, place an over the remainder of the text to indicate the maximum marks have been achieved.
- Where a correct fact has been mentioned more than once in a specific response
- A clear, neat tick must be used: ✓ R
- 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

For the following action words, **ONE-word answers** are acceptable: 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 and give

TOTALLING AND TRANSFERRING OF MARKS

- Each sub-question must be totalled
- Sub-section totals to be written in the right-hand margin at the end of the sub-section and underlined
- Sub-totals 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 sheet

SECTION A: MAP SKILLS

QUESTION 1: CONTOUR LINES

1.1

NO.	COLUMN A	COLUMN B	
1.1.1	Z	Y Z	Hill
1.1.2	Y	Y Z	River valley
1.1.3	Y	Y Z	Slope
1.1.4	Z	Y Z	Gradient
1.1.5	Y	Y Z	Convex slope

[5]

QUESTION 2: 1: 10 000 ORTHOPHOTO MAPS & 1: 50 000 TOPOGRAPHIC MAPS

2.1 **MAP SKILLS AND CALCULATIONS**

- 2.1.1 C (1 x 1) (1)
- 2.1.2 Smaller (1 x 1) (1)
- 2.1.3
 - The features appears (5 times) larger on the orthophoto map (1)
 - The features appears (5 times) smaller on the topographical map (1)
 - [ANY ONE] (1 x 1) (1)
- 2.1.4 D (1 x 1) (1)
- 2.1.5
 - (a) 29°02'55"S
 - (b) 26°10'12"E (3 x 1) (3)
- 2.1.6 A (1 x 1) (1)
- 2.1.7
 - Natural: vegetation, rivers, lakes and natural dams
 - Constructed: transport infrastructure (roads, railway lines, airport, settlements and industry, dams, cultivated, farmed areas
 - Any other relevant response (2 x 1) (2)
- 2.1.8 $7,8 \text{ cm} \times 500 = 3\,900 \text{ m}$ (3 x 1) (3)

- 2.1.9 (5 m) (1 x 1) (1)
- 2.1.10 cm x = m (3 x 1) (3)
- [17]

QUESTION 3: INFORMATION FROM MAPS AND PHOTOGRAPHS

3.1

- 3.1.1 B (1 x 1) (1)
- 3.1.2 (a) Roads under construction/ incomplete roads (1)
Vacant plots/ (1) Construction moving away from original settlement (1) (1 x 1) (1)
- (b) Urban expansion could reduce size of farms (2)
Construction will create pollution (2) (1 x 2) (2)
Increase in traffic congestion around farms (2)
Construction will silt up dams (2)
Increased flooding (2)
Decrease in fertile soil for farming (2)
Water scarcity for farms (2)
Increased land prices (2)
Increase in crime (accept examples) (2)
[ANY ONE]
- 3.1.3 (a) Agricultural land/Agriculture (1) (accept farming/cultivation) (1) (1 x 1) (1)
- (b) Water supply (accept examples) (1)
Availability of large tracts of land (1)
Access to market (1)
Close to transport networks (1)
The slope is gentle (1)
Fertile soil/arable land (1)
Availability of storage (silos) (1) (1 x 1) (1)
- (c) Construction of dams (1)
Construction of furrows (1)
Reservoir (1)
Wind pump (1) (2 x 1) (2)

[8]

[TOTAL SECTION A: 35 MARKS]

SECTION B: DEVELOPMENT ISSUES**QUESTION 4: DEVELOPMENT**

4.1

4.1.1	C	(1 x 1) (1)
4.1.2	A	(1 x 1) (1)
4.1.3	B	(1 x 1) (1)
4.1.4	B	(1 x 1) (1)
4.1.5	A	(1 x 1) (1)

[5]

4.2

- 4.2.1
- **Plundering refers to the human race exploiting and using up the planet's resources at an unsustainable rate, exceeding its capacity to support life. This term highlights the destructive and wasteful nature of human activities that are degrading the environment.** (1 x 2) (2)
- 4.2.2
- **The main prediction made by the World Wildlife Fund's study is that if consumption rates are not dramatically and rapidly lowered, the planet's existing resources will be exhausted, and an equivalent of one or more planets the size of Earth will be required to sustain the growing population by the year 2050.** (1 x 2) (2)
- 4.2.3
- **High consumption levels, particularly in Western societies. This is highlighted as a major contributor to the degradation of the environment and the depletion of natural resources.** (1 x 1) (1)
- 4.2.4
- **The report emphasizes the urgency of addressing environmental degradation by using a stark illustration: the need for mankind to colonize space due to the Earth's inability to sustain its growing population. This highlights the dire consequences of inaction and the need for immediate and drastic reductions in consumption rates to prevent catastrophic outcomes.** (2 x 2) (4)

GRADE 9

- 4.2.5
- To mitigate the problems facing the planet, sustainable strategies can be implemented.
 - One approach is to adopt renewable energy sources, such as solar and wind power, to reduce dependence on fossil fuels.
 - Governments and industries can invest in sustainable infrastructure, like green buildings and eco-friendly transportation.
 - Individuals can make conscious choices to reduce consumption, reuse, and recycle. Sustainable agriculture practices can help preserve forests and freshwater supplies.
 - Furthermore, education and awareness programs can promote environmentally friendly behaviours.
 - By working together, we can reduce our ecological footprint and ensure a liveable future. By adopting these strategies, we can slow down the degradation of natural resources.
- (4 x 2) (8)

QUESTION 5: FACTORS AFFECTING DEVELOPMENT

5.1

- 5.1.1 Trade imbalance (1 x 1) (1)
- 5.1.2 Industrialisation (1 x 1) (1)
- 5.1.3 Political stability (1 x 1) (1)
- 5.1.4 Colonialism (1 x 1) (1)
- 5.1.5 Fair trade (1 x 1) (1)

[5]

5.2

- 5.2.1 Corruption is the abuse of power or position for personal gain, often through bribery, nepotism, or cronyism. (1 x 2) (2)
- 5.2.2 Corruption diverts resources, undermines governance, and exacerbates inequality and poverty. (1 x 2) (2)
- 5.2.3 Strengthening institutions, promoting transparency and accountability, and encouraging whistleblowing can help combat corruption. (1 x 2) (2)
- 5.2.4 Citizens can report suspicious activity, demand transparency, and participate in public discourse to hold leaders accountable. (1 x 2) (2)

GRADE 9

QUESTION 6: OPPORTUNITIES FOR DEVELOPMENT

6.1

- 6.1.1 **'Policy to bring about equitable distribution and access to land'**(1) (1 x 1) (1)
- 6.1.2 **Create assets for the poor (1)**
Stabilise relationships (1)
Promote development (1) (1 x 1) (1)
- 6.1.3 **Budgets/funding needs to be accessed (2)**
Legal arrangements need to be concluded (2) (1 x 2) (2)
- 6.1.4 **Shaking of hands (1)**
There is no fighting (1)
Peaceful environment (1) (1 x 1) (1)

[5]

**[TOTAL SECTION B: 40 MARKS]****[GRAND TOTAL: 75 MARKS]**