



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NATIONAL
SENIOR CERTIFICATE

MOPANI EAST DISTRICT

Stanmorephysics.com
GRADE 10

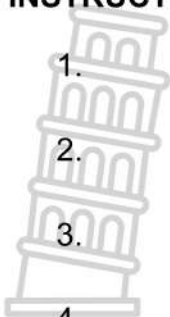
GEOGRAPHY TERM 3 CONTROLLED TEST
8 SEPTEMBER 2025

MARKS: 60

DURATION: 1½ hours

This question paper consists of 8 pages.

INSTRUCTION AND INFORMATION



1. This question paper consists of ONE question with FIVE sub-questions
2. Answer ALL sub-questions.
3. All diagrams are included in the QUESTION PAPER
4. Leave a line between subsections answered.
5. Number your answers correctly according to the numbering system used in the 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 when you have to state, name, identify or list.
9. Write neatly and legibly.



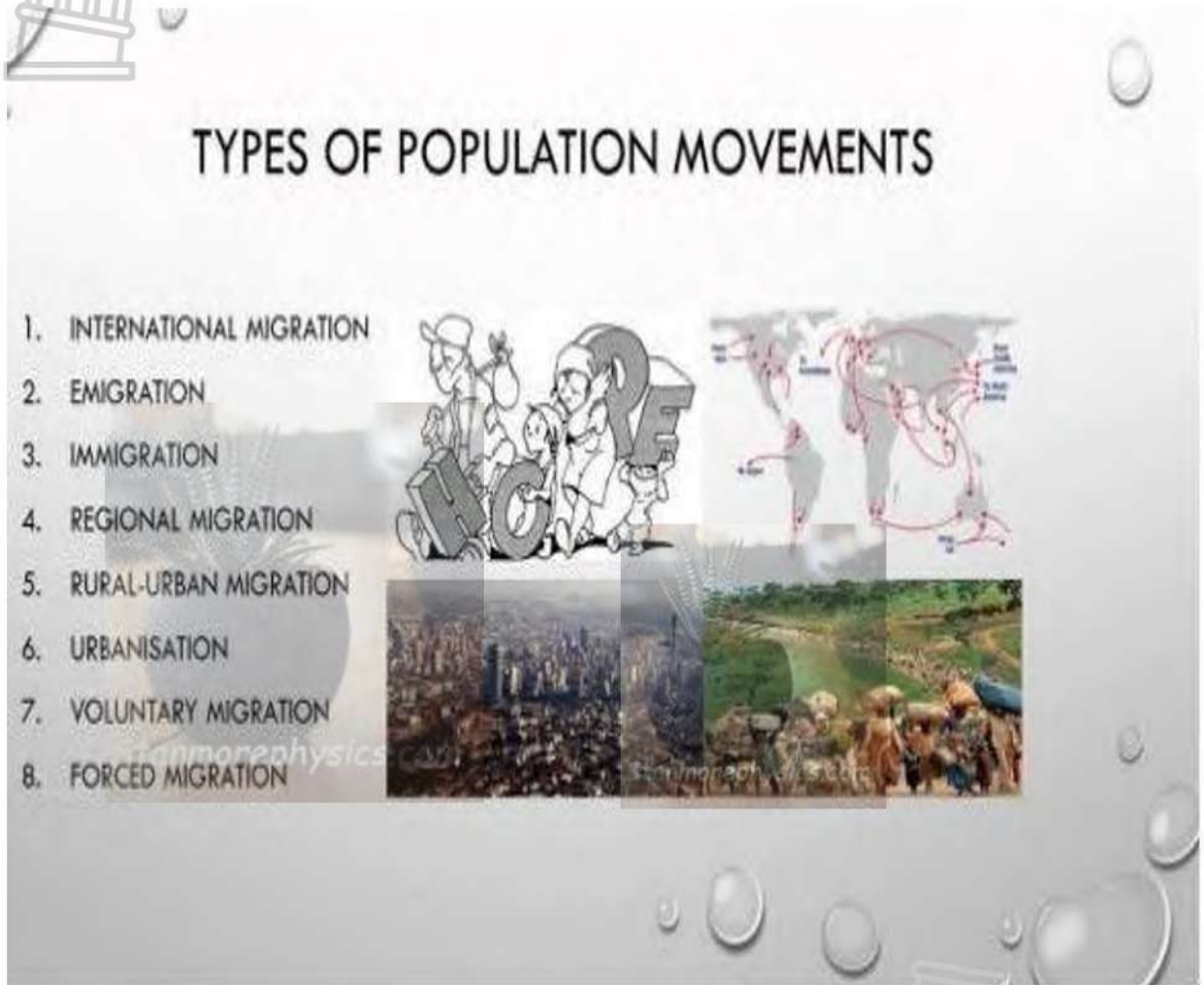
1.1 Match the statements in COLUMN A with the options in COLUMN B. Write only the letter (Y or Z) next to the question number (1.1.1 – 1.1.8) in the ANSWERSHEET, for example 1.1.9 Y

COLUMN A	COLUMN B
1.1.1. Statistics indicating how population is changing.	Y Population pyramid Z Population indicators
1.1.2. The decline (decrease) in the number people living in rural areas.	Y Rural depopulation Z Rural-urban migration
1.1.3 The rapid increase in the country's Population.	Y Population explosion Z Overpopulation
1.1.4 A graph showing population structure in terms of age and gender/sex.	Y Population structure Z Population pyramid
1.1.5 Parts of Earth that is suitable for people to live in.	Y Ecumene Z Non-ecumene
1.1.6 The number of people per square kilometre	Y Population density Z Population distribution
1.1.7 The study of the size, distribution, composition and growth of the world population.	Y Demography Z Population Geography
1.1.8 The percentage of the total population living in towns and cities.	Y Urban growth Z Urbanisation

(8 X1) 8

1.2 Refer to the sketches below showing different types of population movements. Match the statements with the type of population movements. Write only the number (1 to 8) next to the question number (1.2.1 to 1.2.7) in your ANSWERSHEET, e.g.

1.2.8 9.



1.2.1 Movement of people into a new country of residence.

1.2.2 Type of movement where person is forced to migrate.

1.2.3 Movement of people across a country's borders.

1.2.4 Movement of people within a region.

1.2.5 Movement of people out of their country to other countries.

1.2.6 Movement of people from rural areas to towns and cities.

1.2.7 Type of movement where a person freely chooses to migrate.

(7 x 1) (7)

1.3 Refer to the sketch below that shows the population characteristics of Brazil.



[Source: Google Image]

- 1.3.1 Is Brazil a developed or developing country? (1x1) (1)
- 1.3.2 Give ONE reason for your answer to QUESTION 1.3.1. (1X2) (2)
- 1.3.3 Give TWO possible reasons for the high birth rate in Brazil. (2x2) (4)
- 1.3.4 Discuss the negative impact of a rapid population growth rate on Brazil (2x2) (4)
- 1.3.5 Suggest TWO methods that Brazil can use to reduce the rapid population growth in their country. (2x2) (4)

[15]

1.4 Refer to the extract and photographs below on xenophobic attacks.

Xenophobic attacks in South Africa
 Each year there are reports of xenophobic attacks in various parts of the country. These attacks were particularly violent and widespread in May 2008. In a period of just two weeks, more than 60 people were killed, several hundred, and many thousands displaced when homes and businesses were attacked by angry crowds accusing foreigners of taking their jobs.
 Brian left Somalia hoping for getting job and better standard of living in South Africa. Now he fears for his life. 'I left home to try and support my family. But it is better to starve at home than to die here.' A crowd had attacked him in Johannesburg. They took all his belongings.




Victims of xenophobic attacks in SA
A protest against xenophobia in May 2008

1.4.1 Define the concept *refugee*. (1x2) (2)

1.4.2 Provide TWO reasons from the extract why Brian left his country of birth. (2x 1) (2)

1.4.3 Give TWO possible reasons why South Africans do not like foreigners. (2x1) (2)

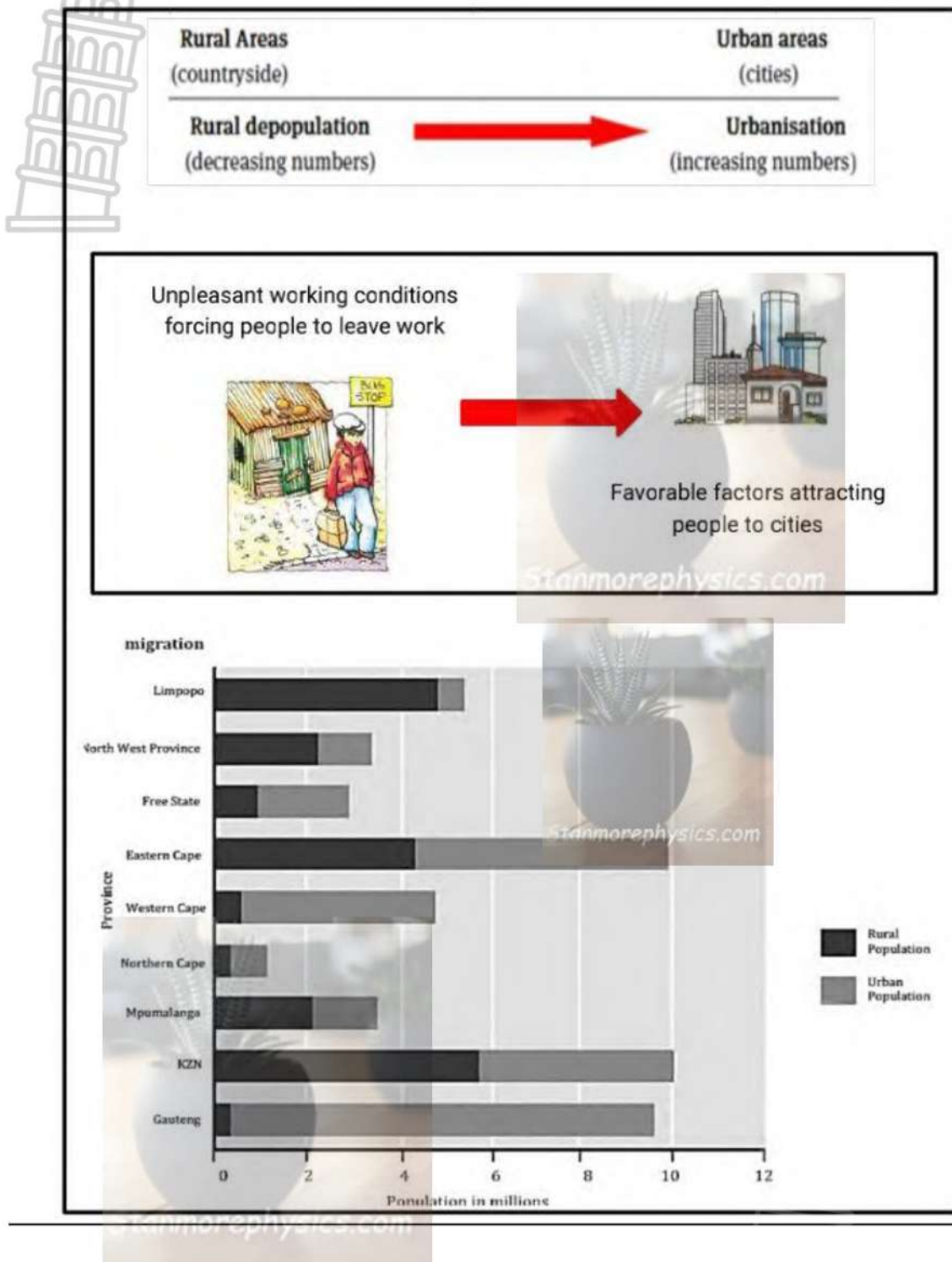
1.4.4 Identify ONE effect of xenophobic attacks on foreign nationals as seen from the extract. (1x1) (1)

1.4.5 Explain how South Africans can assist refugees. (2x2) (4)

1.4.6 Discuss how South Africa can benefit from the influx of refugees in the country. (2x2) (4)

[15]

1.5 Refer to the infographic below on rural-urban migration



1.5.1 State the concept depicted in the sketch.

(1 x 1) (1)

1.5.2 Identify the province in the bar graph with the highest urban population .

(1x1) (1)

1.5.3 Provide TWO reasons for the high urban population in the province

mentioned in QUESTION 1.5.2 .

(2x2) (4)

1,5.4 What do we call favourable factors attracting people to cities?

(1x1) (1)

1.5.5 In a paragraph of approximately EIGHT lines, discuss the push

factors or conditions forcing people to leave rural areas and

strategies that can be implemented to reduce rural

depopulation.

(4 x2) (8)

[15]





LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

MOPANI EAST DISTRICT

GRADE 10

**GEOGRAPHY TERM 3 CONTROLLED TEST
MARKING GUIDELINES
SEPTEMBER 2025**

MARKS: 60

These marking guidelines consist of 5 pages.

1.1

1.1.1 Z (1)

1.1.2 Y (1)

1.1.3 Y (1)

1.1.4 Z (1)

1.1.5 Y (1)

1.1.6 Y (1)

1.1.7 Z (1)

1.1.8 Z (1)

(8x1) (8)

1.2

1.2.1 3 (1)

1.2.2 8 (1)

1.2.3 1 (1)

1.2.4 4 (1)

1.2.5 2 (1)

1.2.6 5 (1)

1.2.7 7 (1)

(7 x 1) (7)

1.3

1.3.1 Developing (1)

(1x1) (1)

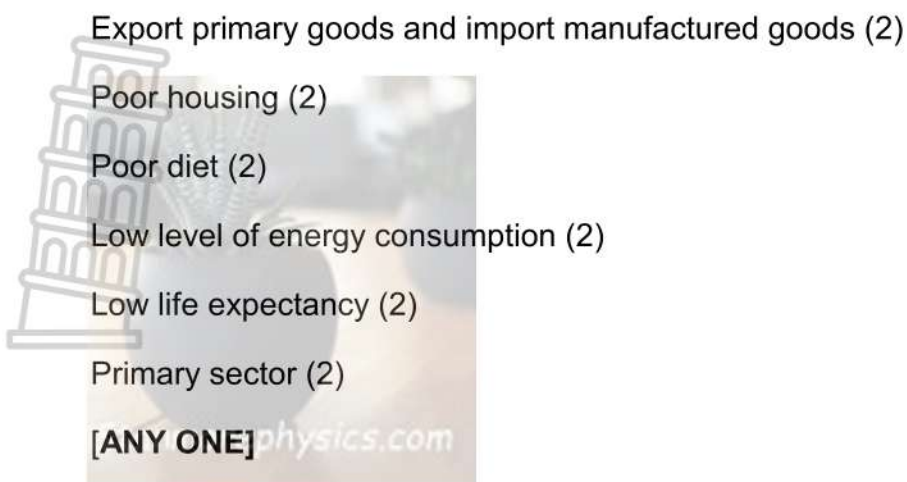
1.3.2 High birth rate (2)

(1x2) (2)

High death rate (2)

High rate of adult illiteracy (2)

High infant mortality (2)



1.3.3 High adult illiteracy/ poor education (2) (2x2) (2)

Tradition/ culture (2)

Marriages at young age (2)

Low social status of women (2)

Lack of access to contraception (2)

[ANY TWO]

1.3.4 Lack of job opportunities (2) (2x2) (4)

Service delivery decreases (2)

Food shortages (2)

Standard of living drops (2)

Higher crime rate (2)

Deterioration of environment (2)

Overcrowding in hospitals, schools etc. (2)

Lack of housing and growth of informal settlements (2)

[ANY TWO] – Accept others (2 x) (4)

1.3.5 Reduce immigration (2)

Introduce methods to eradicate poverty (2)

Improve living standards (2)

Population control (2)

Fertility control (2)

Educate people on birth control (2)

Improve accessibility to contraceptives (2)

[ANY TWO] – Accept other solutions

1.4

1.4.1 A migrant who is forced to flee from his/ her home country (1 x 2) (2)

1.4.2 Brian was hoping to get a job in South Africa (2)

He was looking for a better standard of living (2)

He was looking for a better salary to support his family (2) (2 x 1) (2)

[ANY TWO]

1.4.3 South Africans believe that refugees are here to take their jobs (1)

People associate refugees with crime and drugs (1) (2 x 1) (2)

1.4.4 Loss of lives (1)

Displacement (1)

Loss of belongings (1)

Destruction of property (1)

Fear and insecurity (1) (1 x 1) (1)

[ANY ONE]

1.4.5 Government should provide shelter (2)

Promote awareness (2)

Educate citizens on the positive contribution of immigrants to the economy (2)

Support local integration (2)

(ANY TWO) (2 x 2) (4)

1.4.6 Refugees fill skills gap (2)

Refugees are sources of cheap labour (2)

They contribute positively to the economy and our country (2) (2 x 2) (4)

[ANY TWO]

1.5

1.5.1 Rural – urban migration (1x1) (1)

1.5.2 Gauteng (1x1) (1)

1.5.3 More job opportunities (2)

Better education facilities (2)

Better healthcare facilities (2)

Higher standard of living (2)

Improved infrastructure and public services (2) (2 x 2) (4)

[ANY TWO]

1.5.4 Pull factors (1x1) (1)

1.5.5 **Push factors**

Poverty (2)

Lack of jobs in rural areas (2)

Poor infrastructure and service delivery (2)

Limited access to quality education, healthcare (2)

Natural disasters and drought (2)

Strategies to reduce rural depopulation

Upgrade infrastructure (2)

Create job opportunities (2)

Support farming and small businesses (2)

Improve service delivery (2)

Provide access to quality education (2) (2 x 4) (8)

(ANY FOUR)

N.B CREDIT FOR BOTH PUSH FACTORS AND STRATEGIES.



Stanmorephysics.com