



Province of the
EASTERN CAPE
EDUCATION

CHRIS HANI EAST

SOCIAL SCIENCES

GEOGRAPHY TERM 4 EXAMS 2024

GRADE 7

1 0 - 29 %	2 30 - 39%	3 40 - 49%	4 50 - 59%	5 60 - 69%	6 70 - 79%	7 80 - 100%	
0-14	15 - 19	20- 24	25 -29	30-34	35-39	40-50	Marks

Time Allocation: 1 Hour 20 Minutes

MARKING GUIDE

	SECTION A	Question 1	Question 2	SECTION B	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	TOTAL
Marks		8	7		5	4	5	4	10	7	50
Leaner's marks											
		15			35						

Instructions:

Use this question paper as your answer sheet

-Read the instructions on each question1

-Write neatly and clearly



QUESTION 1

[8 Marks]

- The table below shows birth and death statistics for 2009—2010 for four countries.
1.1. Demonstrate how birth and death rates affect the natural rate of population change for each country. Fill the blank spaces in the last column.

Country	Birth rate (births per 1 000 people)	Death rate (deaths per 1 000 people)	Natural rate of population change (increase or decrease per 1000 people)
France	13	9	4 ✓ (1)
Japan	8	9	-9 ✓ (1)
India	23	6	17
Sweden	10	10	0

1.1.1. Identify the country that has the most natural increase in population? (1)

- India ✓

1.1.2. Name the country has a natural decrease in population? (1)

- Japan ✓

1.2. Study the map at the map of life expectancy below.



1.2.1. Identify a continent where the life expectancy is over 70 years. (1)

- North America ✓
- Europe ✓
- Australia ✓ (any answer)

1.2.2. Identify the continent that has countries where the life expectancy is below 49 years? (1)

- Africa ✓

1.2.3. Explain what **Life Expectancy** is:

(2)

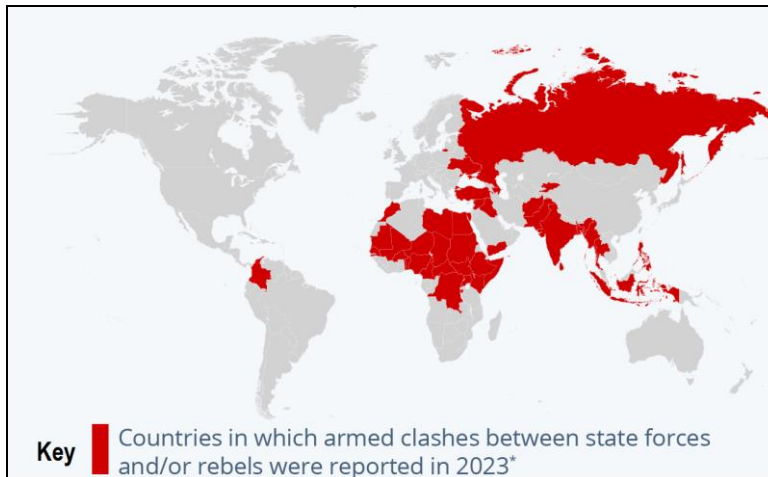
- **Life expectancy is the average age a person can expect to live.** ✓✓

QUESTION 2

[7 Marks]

2.1. Read the source below

Conflicts and wars



Between 1900 and 2000, approximately 160 million people died as a result of wars and conflicts across the world. Conflict and war have existed for as long as there have been people on Earth. Conflict refers to fighting between groups of people, while war refers to organised fighting between countries.

According to the **GPI**, the Middle East and North Africa region is the least peaceful region in the world. At the bottom of the 163-state ranking are Syria, with Afghanistan, South Sudan, Iraq and Somalia not far ahead.

Name of war	Year	Estimated number of deaths
World War I	1914-1918	40 million
World War II	1939-1945	50 million
Russian Civil War	1917-1920	6 million
Second Congo War	1998-2003	5 million
Korean War	1950-1953	3 million
Vietnam War	1955-1975	5 million

In many places in the world, huge groups of people have been murdered because of their race, religion or tribe. This kind of large-scale murder is called **genocide**, which means the deliberate killing of a particular group of people by another group of people because they are of a different race, religion or tribe. For example, in the Amazon forest of Brazil, an average of one tribe a year has been wiped out since 1900.

2.1.1. Identify any continent on map which is free from conflicts and wars.

(1)

- **North America** ✓
- **Australia** ✓

2.1.2. Use the table in the extract: to work out how many people died from 1917 to 1975 because of wars. (1)

- **19 million** ✓
-

2.1.3. Differentiate between a war and conflict? (2)

- **war refers to organised fighting between countries.** ✓
 - **Conflict refers to fighting between groups of people.** ✓
-

2.1.4. Armed **conflict** has **negative consequences** on population, infrastructure, public health provision, and social order.

- Justify the above statement. (3)
 - **Wars keep birth rates low. People have fewer children during times of war.** ✓
 - **Infrastructure like roads, buildings, bridges etc are destroyed** ✓
 - **Many people die from hunger and disease during wars.** ✓
 - **Wars prevent people from farming** ✓
 - **Wars prevent people from living a normal life.** ✓ (any 3)
-

SECTION B

QUESTION 3

[5 Marks]

3.1. Match column A to B

Column A		Column B	Answers
3.1.1.	Layer on the surface of the land made up of particles of rock where plants grow.	A. Hydrologic cycle	4.1.1. C ✓
3.1.2.	All living and non-living components of the ecosystems in oceans and seas.	B. Conservation	4.1.2. D ✓
3.1.3.	to protect and keep something from damage or loss.	C. Soil	4.1.3. B ✓
3.1.4.	to use something in a bad or harmful way.	D. Marine resources	4.1.4. E ✓
3.1.5	It involves the continuous circulation of water in the Earth-Atmosphere system	E. Abuse	4.1.5. A ✓

QUESTION 4

[4 Marks]

4.1. Study the pictures below and answer the questions that follow:



4.1.1 Describe the environmental damage in each picture and what caused the damage. (2)

A.	Damage done	Deforestation ✓
Cause	• Clearing forests for new residential areas ✓ • For timber ✓ • Cutting logs for exporting (commercial reasons) ✓ (any reason)	

4.1.2 (2)

B.	Damage done	Air pollution
Cause	• Burning of coal in generation of electricity ✓ • Air is polluted by the industries ✓ • burning of fossils ✓ (any reason)	

QUESTION 5

(5 Marks)

5.1. Study a map below



The map shows the location of the very large marine reserve known as the iSimangaliso Wetland Park. This area has been named a World Heritage Site because of its natural beauty. A large number and type of plants (flora), and bird and animal (fauna) species live in these habitats. A habitat is a particular area where plants and animals live and these species are protected in this conservation area.



The large marine habitat is a home to many species including humpback whales during summer months as they migrate northwards towards the warm waters of the Mozambique coastline. Loggerhead and Leatherback turtles return to Cape Vidal each

Park can go on game drives and educational tours, birdwatch, fish in selected locations, hike and go boating.



5.1.1. Explain why was the iSimangaliso Wetland Park made a conservation area? (1)

- **To protect the plants and animals from harm ✓**

5.1.2. Mention TWO things you think a tourist who visits iSimangaliso Wetland Park will do.

- **can go on game drives ✓**
- **and educational tours ✓**
- **bird-watch ✓**
- **fish in selected locations ✓**
- **hike and go boating ✓ (ANY 2)**

5.1.3. Conclude how can conservation areas benefit people who live close to those areas. (2)

- **People will be employed bringing income to local community ✓**
- **Facilities like roads will be improved ✓**
- **People will be educated on how to use natural resources in a better way ✓.**

ANY RELEVANT 1x2(2)

QUESTION 6

[3 Marks]

6.1. Read the source below and answer the questions that follow

A young couple visits the uKhahlamba Drakensberg park in KwaZulu-Natal. They hire a local guide who is an expert in San rock art. They spend several days hiking to see the paintings in sandstone rock shelters and caves.

Their guide is knowledgeable about wild flowers, and they photograph several rare species that are only found in the park. Each day they picnic in a beautiful spot, looking across the grassland and Drakensberg up at the ancient basalt cliffs. They are careful to leave nothing behind them when they continue on their walk.



6.1.1. Eco-tourism as a form of tourism that uses nature as its main attraction.

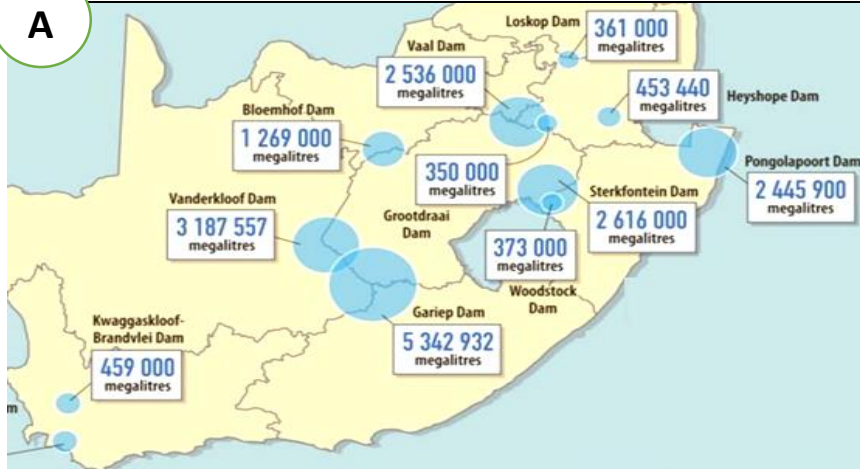
- Give THREE examples of this form of tourism from the source. (3)
- **The tourists are interested in the history, culture and natural aspects of the area (San rock art) ✓.**
- **They have booked tours with local guides ✓.**
- **Hiking ✓**
- **Visiting rock shelters and caves. ✓**
- **Looking at natural beauty of the grassland and the Drakensburg mountains and basalt cliffs. ✓**
- **they photographed several rare species that are only found in the park. ✓**
- **They leave environment clean after picnic ✓ (any 3)**

QUESTION 7

[10 Marks]

7.1. Study the sources below and answer the questions that follow

A

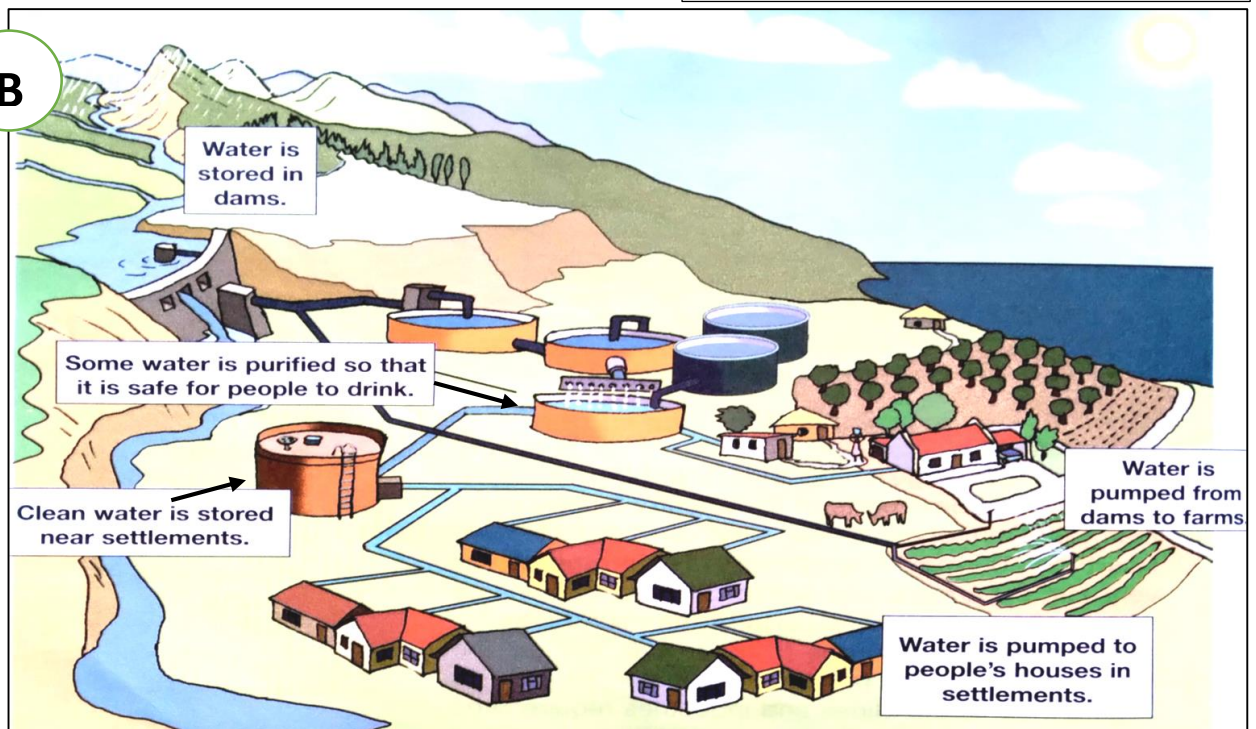


South Africa's large dams



Dams supply settlements with drinking water and farmers with water to irrigate their fields

B



Supplying people with water

Refer to Picture A

7.1.1. Name a dam that is bordering Free State and Eastern Cape? (1)

- **Gariep Dam ✓**

7.1.2. Point out the evidence on map why the above mentioned dam is considered the biggest in South Africa? (1)

- **It contains 5342932 mega-litres of water ✓**

- Look at the diagram in Picture B and answer these questions

7.2.1. Explain why people store water in dams? (1)

- To store water that supply settlements with drinking water and farmers with water to irrigate their fields ✓
-

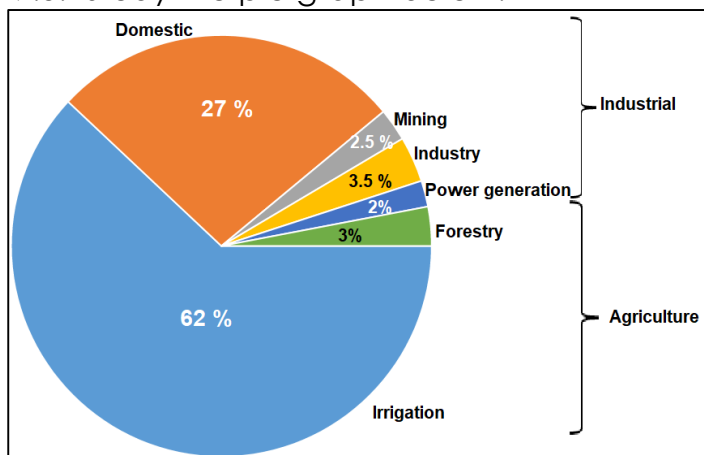
7.2.2. Based on information given in diagram, state how water get to farms and settlements? (1)

- Water is pumped from the dam to farms and settlements. ✓
-

7.2.3. Water that goes to farms and settlements goes separately, infer from the information given? (2)

- Water that goes to settlements is purified so that it is safe for people to drink ✓✓
-

7.3. Study the pie graph below.



7.3.1. Relate the relevant category of the pie chart graph to the following water use areas:

- Factory: industry ✓ (1)
 - Maize Field: irrigation (Agriculture) ✓ (1)
 - Flushing toilet: Domestic ✓ (1)
 - A plantation of pine trees: Forestry ✓ (1)
-

QUESTION 9**Essay Writing****[7 Marks]**

Write an essay about how the activities on pie graph will change if South Africa's population increases by 10 million people. For example, what parts of the diagram would use more water? Give reasons why you think this would happen.

-
- **As population increases South African water demand for agriculture will increase because more food will need to be grown and manufactured to serve all the countries 'population. ✓✓**
 - **industrial demand will be expected to rise at a faster rate as production will also be pushed to meet the demands of the people so water will play an important role. ✓✓**
 - **Water demand will also increase for domestic purposes like cooking, washing and sanitation. ✓**
 - **Increasing number of people in a country can also put more strain to our electricity. So more electricity generation will be in demand. ✓**
 - **Mining as a huge provider of job opportunities in South Africa will be another sector that will demand large quantities of water for mineral processing and refining, dust suppression✓✓**
-

Rubric for Paragraph

LEVEL 1	• Cannot extract evidence or extract evidence from the sources in a very exemplary manner. • Use evidence partially to report on topic or cannot report on topic.	Marks: 0-3
LEVEL 2	• Extracts evidence from the sources that is mostly relevant and relates to a great extent to the topic. • Use evidence from sources in a very basic manner.	Marks: 4-5
LEVEL 3	• Extract relevant evidence from the sources. • Extracted evidence - relates well to the topic. • Use evidence from the sources very effectively in an organized paragraph that shows an understanding of the topic.	Marks: 6-7