



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 11

GEOGRAPHY P2

EXEMPLAR 2022

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. All diagrams are included in the QUESTION PAPER.
4. Leave a line between subsections of questions you answer.
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 BOOK.
8. Draw fully labelled diagrams when instructed to do so.
9. Answer in FULL SENTENCES, except where you have to state, name, identify or list.
10. Units of measurement MUST be indicated in your final answers, 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 topographic map of 2529CC EMALAHLENI and a 1 : 10 000 orthophoto map 2529 CC 15 EMALAHLENI are provided.
15. The area demarcated in RED/BLACK on the topographic map represents the area covered by the orthophoto map.
16. Show ALL calculations. Marks will be allocated for this.
17. You must hand in the topographic and orthophoto map to the invigilator at the end of the examination.

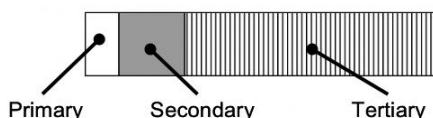
SECTION A: DEVELOPMENT GEOGRAPHY AND RESOURCES AND SUSTAINABILITY**QUESTION 1: DEVELOPMENT GEOGRAPHY**

- 1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question numbers (1.1.1 to 1.1.7) in the ANSWER BOOK, e.g. 1.1.8 D.

1.1.1 ... is an example of a less economically developed country (LEDC).

- A Germany
- B Australia
- C Nigeria
- D Italy

1.1.2 The graph represents a more economically developed country (MEDC) because of the large contribution of the ... activities.



- A primary and secondary
 - B primary and tertiary
 - C secondary and tertiary
 - D quaternary and primary
- 1.1.3 The United States of America (USA) has a ...
- A low life expectancy and low infant mortality.
 - B high life expectancy and high infant mortality.
 - C low life expectancy and high infant mortality.
 - D high life expectancy and low infant mortality.
- 1.1.4 The ... is the total value of goods and services produced within the borders of a country in one year.
- A GNP
 - B GNI
 - C GDP
 - D HDI
- 1.1.5 ... development is the responsible harvesting and use of resources for development, so that those resources are not depleted and available for future generations.
- A Sustainable
 - B Economic
 - C Social
 - D Permanent

1.1.6 The Gini-coefficient ...

- A measures the gap between rich and poor in a country.
- B is the number of years a person can expect to live.
- C measures the level of development of a country.
- D is the number of economic active people in a country.

1.1.7 A country above the Brandt line in the Southern Hemisphere is ...

- A South Africa.
- B Australia.
- C Nigeria.
- D Namibia.

(7 x 1) (7)

1.2 Choose the correct word(s) from those given in brackets. Write ONLY the word(s) next to the question numbers (1.2.1 to 1.2.8), e.g. 1.2.9 trade.

1.2.1 (Humanitarian/Development) aid refers to aid spent in a manner that is expected to promote development, whether achieved through economic growth or other means

1.2.2 (Multilateral/Bilateral) aid is given directly from one country to another country.

1.2.3 (Humanitarian/Development) aid refers to the short-term aid which is given to people in terms of distress.

1.2.4 (Non-government/Intergovernmental) organisations are private, voluntary organisations formed by individuals or a group of people, who donate money services and goods.

1.2.5 (Multilateral/Bilateral) aid is a form of aid given by large organisations such as the United Nations, the World Bank and the International Monetary Fund.

1.2.6 (Project/Programme) aid is the aid given to a specific sector, e.g. funding for the health sector of a country.

1.2.7 Aid given to countries, usually with conditions of repayment, is referred to as (conditional aid/ unconditional aid).

1.2.8 (Technical/Medical) aid is the form of aid involving educated or trained personnel who are moved to a developing country to address social problems.

(8 x 1) (8)

1.3 Refer to the extract on frameworks for development below.

Madikwe has the distinction of being one of the few game reserves in the world to be proclaimed purely on the grounds of being the most appropriate and sustainable land use for an area, run as a joint venture between the state, the private sector and local communities.

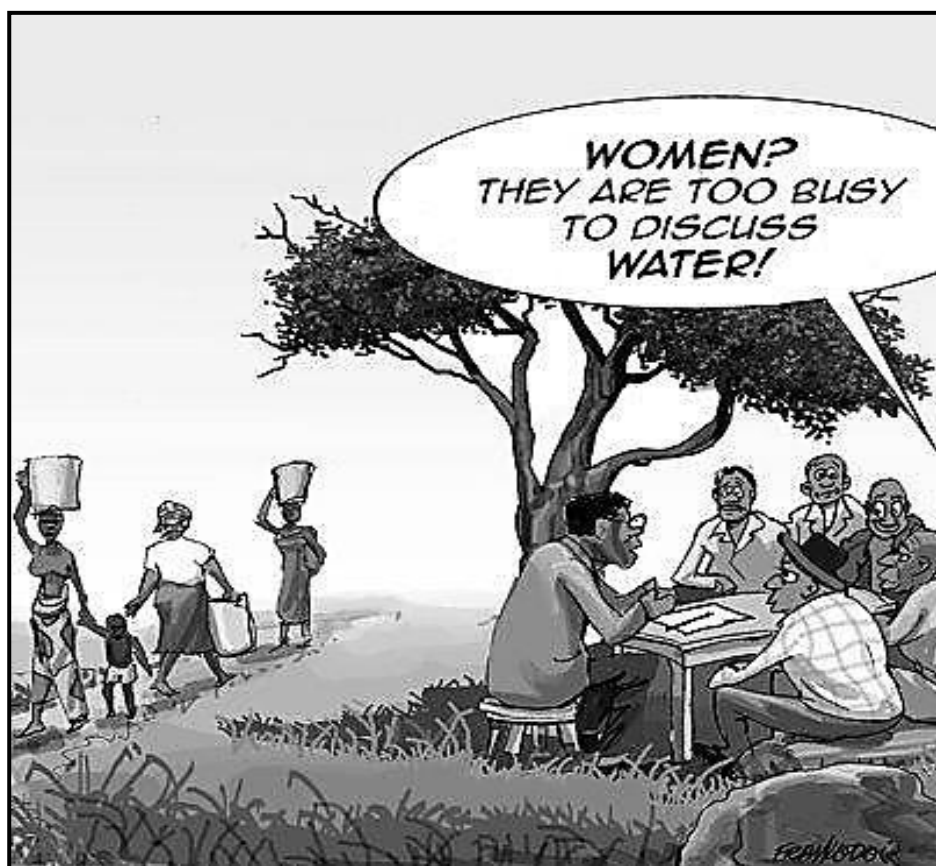
The project aims to involve the local community in wealth creation through tourism, skills and training. A number of impressive projects in the local Supingstad community have been achieved so far. The social responsibility programme is delivering tangible results at the various local schools which includes the fencing and safe keeping of the school properties, upgrading the school sports fields and playgrounds, renovating school buildings and facilities, setting up vegetable gardens and computer rooms, sinking a borehole and installing guttering, water tanks and toilets with running water at the high school.

Guests visiting the lodge are offered the opportunity to visit the Supingstad schools and some traditional historical sites. The Tau foundation has also granted university sponsorship to students with academic potential and stimulates performing arts by employing the high-school learners in singer-dance groups.

[Adapted from <https://www.taugamelodge.co.za>]

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|-------|--|---------|-----|
| 1.3.1 | Define the term <i>community-based development</i> . | (1 x 2) | (2) |
| 1.3.2 | State ONE way in which the local schools benefit from the Tau Lodge Project. | (1 x 1) | (1) |
| 1.3.3 | Why is it important to involve the Supingstad community in these projects? | (2 x 2) | (4) |
| 1.3.4 | Why is it important to involve the government in the monitoring of these projects? | (1 x 2) | (2) |
| 1.3.5 | Describe THREE economic challenges faced by rural communities that hinder development possibilities. | (3 x 2) | (6) |

- 1.4 Refer to the cartoon below that shows the role of women in development and which also illustrates gender roles.



[Source: [Google images](#)]

- | | | | |
|-------|--|---------|-----|
| 1.4.1 | Explain the concept <i>gender roles</i> . | (1 x 2) | (2) |
| 1.4.2 | How are gender roles depicted in the sketch? | (1 x 1) | (1) |
| 1.4.3 | Discuss TWO gender-related issues that have led to unfair treatment of women. | (2 x 2) | (4) |
| 1.4.4 | In a paragraph of approximately EIGHT lines, discuss measures that the South African government has put in place to address gender inequality. | (4 x 2) | (8) |

1.5 Study the case study on globalisation below.



[Source: <https://www.healthleadersmedia.com/covid-19>]

Could the coronavirus bring about the 'decline of globalisation'?

Nobody knows how long the Covid-19 epidemic will last. If it does not become less contagious, nervous populations around the world may have to wait until a vaccine is developed and rolled out.

In any case, factory closures and production suspensions are already disrupting global supply chains. So far, at least, financial commentators have focused on cost calculations for particular sectors: automakers worried about shortages of parts; textile makers deprived of fabric; luxury-goods retailers starved of customers; and the tourism sector, where cruise ships, in particular, have become hotbeds of contagion (areas where the virus has spread rapidly).

But there has been relatively little reflection on what the new climate of uncertainty means for the global economy.

To the USA, the Chinese origins of the disease will simply reaffirm the belief that China poses a danger to the world and cannot be trusted.

***CORONAVIRUS – A very contagious virus that spreads easily amongst humans and can cause a variety of diseases that can sometimes lead to death.**

[Adapted from www.weforum.org]

- | | | | |
|-------|---|---------|-------------|
| 1.5.1 | Define the term <i>globalisation</i> . | (1 x 2) | (2) |
| 1.5.2 | What indication is there in the cartoon that a disease/virus is affecting the world? | (1 x 1) | (1) |
| 1.5.3 | Name the TWO powerful economies referred to in the extract. | (2 x 1) | (2) |
| 1.5.4 | Why is there not a good relationship between the two powerful economies named in QUESTION 1.5.4? | (1 x 2) | (2) |
| 1.5.5 | Discuss how globalisation contributed to the rapid spreading of the coronavirus throughout the world. | (2 x 2) | (4) |
| 1.5.6 | Explain why the economic impact of the coronavirus would be worse in less economically developed countries LEDCs. | (2 x 2) | (4) |
| | | | [60] |

QUESTION 2: RESOURCES AND SUSTAINABILITY

- 2.1 Match the terms/concepts in COLUMN B with the descriptions in COLUMN A. Write ONLY the letter (A–I) next to the question numbers (1.2.1 to 1.2.8) in the ANSWER BOOK, e.g. 1.2.9 J.

COLUMN A		COLUMN B
1.1.1	Things people use to help them with their needs	A depletion
2.1.2	Careless use of resources that does not consider the consequences of each action	B sustainability
2.1.3	Resources that can be replaced or regenerated	C thermal electricity
2.1.4	Reduction in the supply through use of resources in large quantities	D non-renewable resources
2.1.5	Meeting today's needs without compromising the ability of future generations to meet their needs	E exploitation
2.1.6	Electricity generation using coal	F renewable resources
2.1.7	Capturing energy from the sun and converting it to electricity	G conventional energy
2.1.8	Resources that cannot be renewed or replaced	H resources
		I solar electricity

(8 x 1)

(8)

- 2.2 Give ONE word/term for each of the following descriptions by choosing a word/term from the list below. Write only the word/term next to the question numbers (2.2.1 to 2.2.7) in the ANSWER BOOK, e.g. 2.2.8 sustainability.

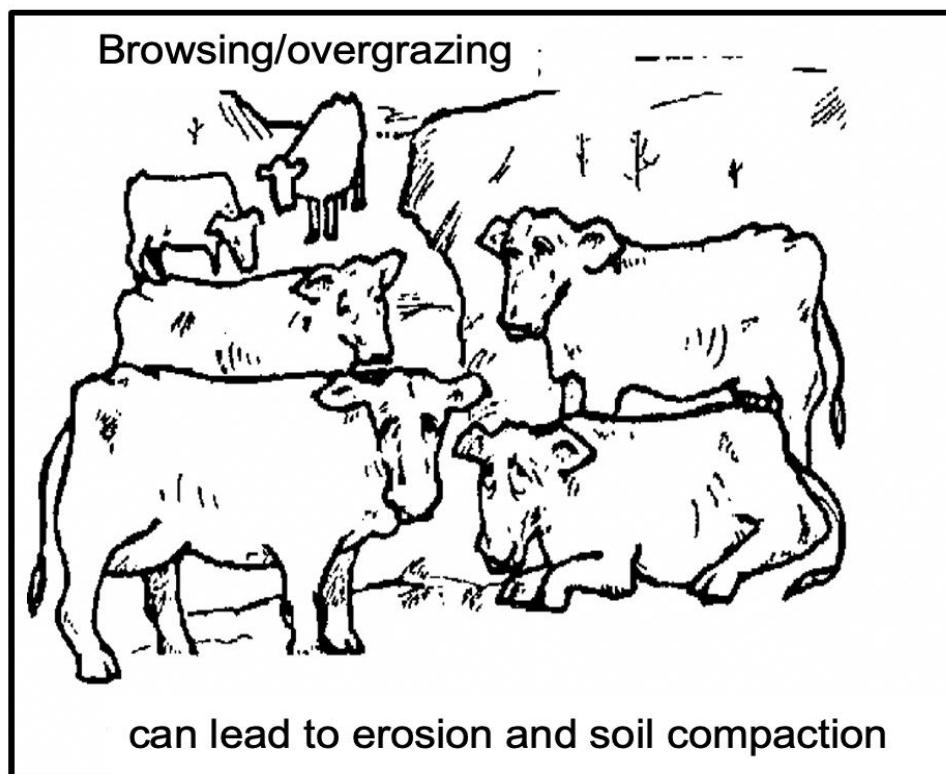
conventional energy; carbon footprint; Kyoto Protocol; green economy; greenhouse gases; energy management; global warming; non-conventional energy
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- 2.2.2 Measures the amount of greenhouse gases produced by human activities
- 2.2.2 An economy that encourages sustainable development
- 2.2.3 Measures taken to regulate the type and amount of energy used
- 2.2.4 An agreement made in 1997 to reduce emissions of greenhouse gases
- 2.2.5 A gradual increase in the overall temperature of the Earth's atmosphere
- 2.2.6 Methane, nitrous oxide and carbon dioxide are examples
- 2.2.7 Biofuels are examples

(7 x 1)

(7)

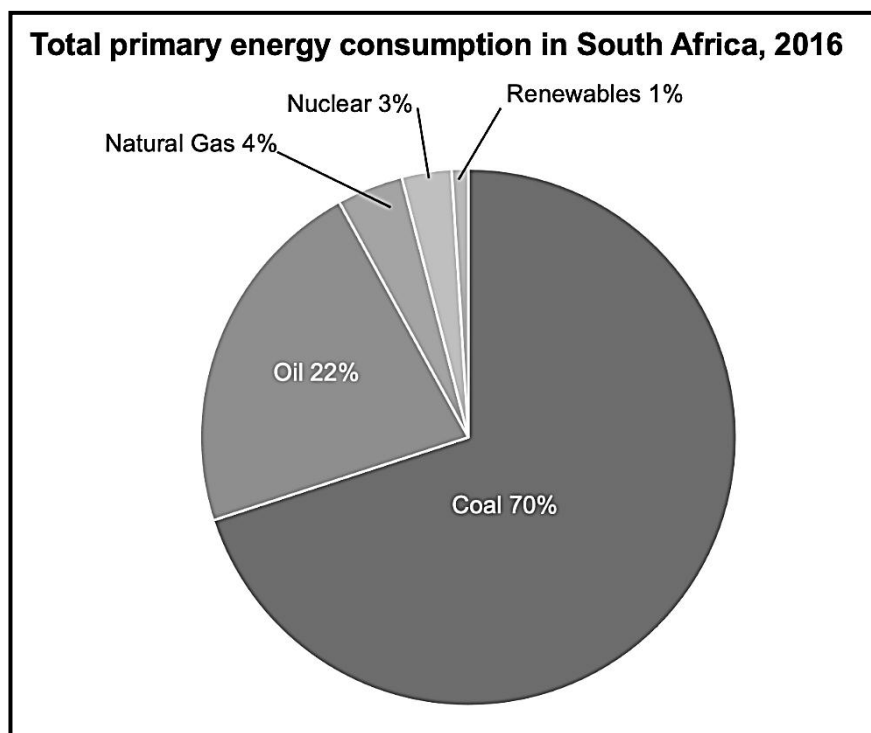
2.3 Refer to the sketch on soil erosion below.



[Source: www.ndzl.org]

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|-------|--|---------|-----|
| 2.3.1 | Define the concept <i>soil</i> . | (1 x 2) | (2) |
| 2.3.2 | Identify the cause of soil erosion illustrated in the sketch above. | (1 x 1) | (1) |
| 2.3.3 | Explain how the cause identified in QUESTION 2.3.2 leads to soil erosion. | (2 x 2) | (4) |
| 2.3.4 | Give TWO negative impacts of soil erosion on developing countries. | (2 x 2) | (4) |
| 2.3.5 | Discuss TWO strategies that developing countries can apply to overcome soil erosion. | (2 x 2) | (4) |

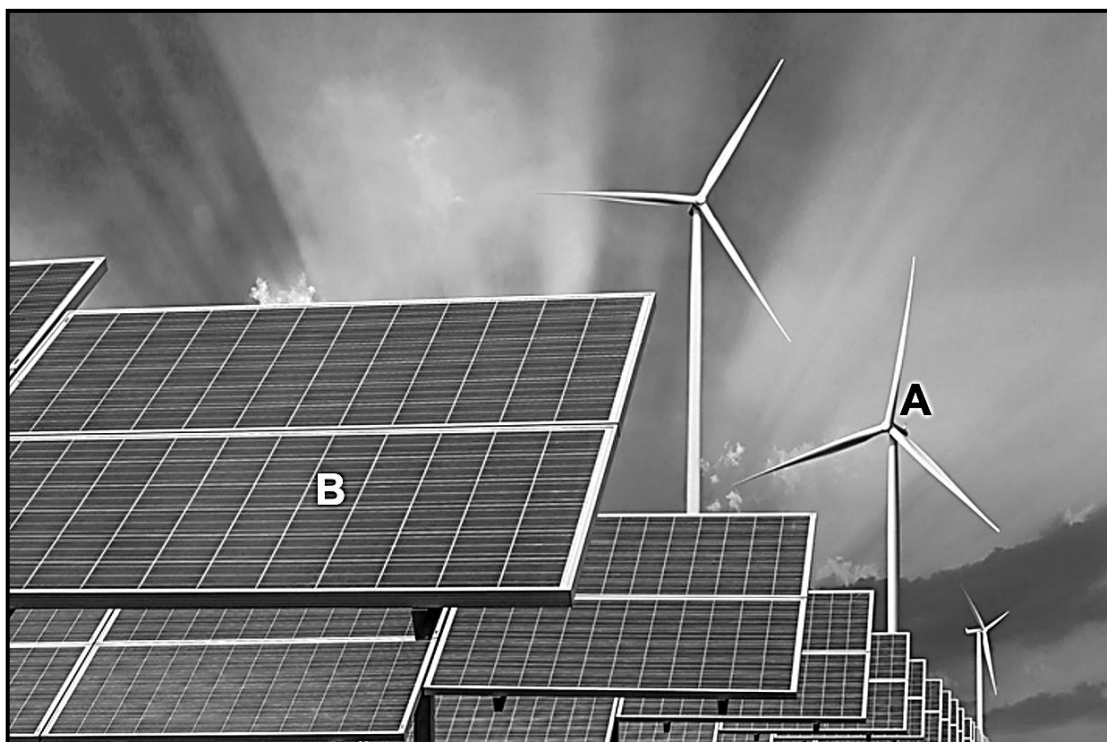
- 2.4 Refer to the pie graph below showing primary energy consumption in South Africa.



[Adapted from BP Statistical Review of World Energy 2017]

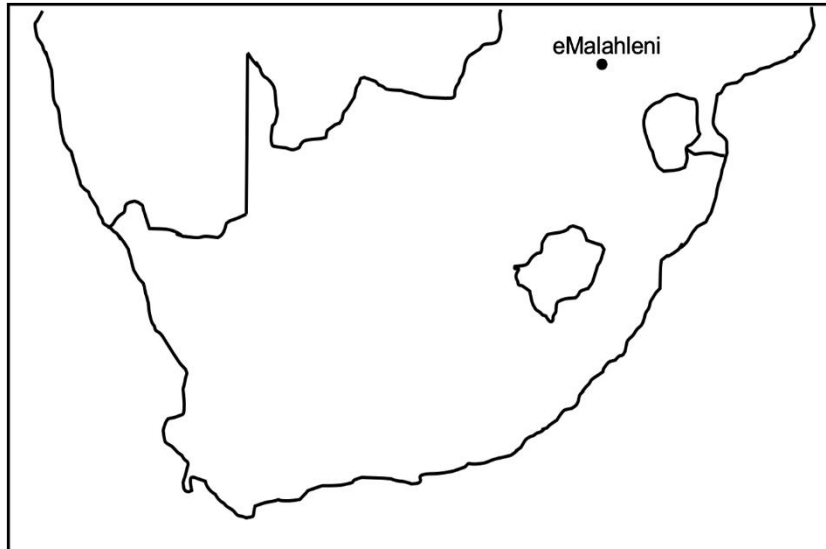
- 2.4.1 Define *conventional energy source*. (1 x 2) (2)
- 2.4.2 Calculate the total percentage of the conventional energy sources used in South Africa in 2016. (1 x 1) (1)
- 2.4.3 Which conventional energy source is used the most in the pie graph shown above? (1 x 1) (1)
- 2.4.4 (a) Is the energy source named in QUESTION 2.4.3 sustainable or unsustainable? (1 x 1) (1)
- (b) Give ONE reason for your answer to QUESTION 2.4.3(a). (1 x 2) (2)
- 2.4.5 Explain why South Africa relies heavily on thermal energy for the generation of power. (2 x 2) (4)
- 2.4.6 Discuss TWO impacts of thermal power stations. (2 x 2) (4)

- 2.5 Refer to the photograph below that illustrates non-conventional sources of energy.



[Source: <https://www.energyenvironmentallawadviser.com/2017/02/renewable-energy-development-can-still-look-to-purpa-as-new-administrationmovesin/>]

- | | | | |
|-------|--|---------|--------------------|
| 2.5.1 | What are <i>non-conventional sources of energy</i> ? | (1 x 2) | (2) |
| 2.5.2 | Identify the non-conventional sources of energy A and B in the photograph above. | (2 x 1) | (2) |
| 2.5.3 | Give ONE benefit of solar energy for South Africa's current energy generation situation. | (1 x 1) | (1) |
| 2.5.4 | Explain ONE negative environmental impact that wind turbines used to generate wind energy can have on the environment. (1 x 2) | (1 x 2) | (2) |
| 2.5.5 | In a paragraph of approximately EIGHT lines, discuss the impact of the non-conventional sources of energy, depicted in the sketch. on the economy of South Africa. | (4 x 2) | (8)
[60] |

SECTION B: GEOGRAPHICAL SKILLS AND TECHNIQUES**GENERAL INFORMATION ON EMALAHLENI**

eMalahleni (previously known as Witbank) is a city situated on the Highveld of Mpumalanga and lies halfway between Johannesburg and Nelspruit.

Established in 1890 as Witbank, the city is known for its coal-mining in the surrounding region. The city has grown rapidly around heavy industry, and a coal-fired power station at the Witbank Dam supplies electricity to a wide area. In eMalahleni, the average annual temperature is 15,4 °C. About 693 mm of precipitation falls annually.

QUESTION 3**3.1 MAP SKILLS AND CALCULATIONS**

Various options are provided as possible answers to QUESTIONS 3.1.1 and 3.1.2. Choose the answer and write only the letter (A–D) next to the question numbers (3.1.1 and 3.1.2) in the ANSWER BOOK.

3.1.1 eMalahleni is situated in ...

- A Gauteng.
- B KwaZulu-Natal.
- C Mpumalanga.
- D the Western Cape. (1 x 1) (1)

3.1.2 The feature on the topographic map at 25°54'50"S 29°12'45"E is a/an ...

- A cutline.
- B sinkhole.
- C mine.
- D aerodrome. (1 x 1) (1)

3.1.3 Calculate, in km², the average area of the orthophoto map, demarcated with a red block on the topographic map. Show ALL calculations. Marks will be awarded for calculations. Clearly indicate the unit of measurement in your final answer.

Formula: Area = length (L) x breadth (B) (5)

3.1.4 Why is the size of features on the orthophoto map different from the same features in the red block on the topographic map? (1 x 1) (1)

3.1.5 State TWO ways in which height is represented in block **G4**. (2 x 1) (2)

3.2 MAP INTERPRETATION

Various options are provided as possible answers to QUESTION 3.2.1 and 3.2.2. Choose the answer and write only the letter (A–D) next to the question numbers (3.2.1 and 3.2.2) in the ANSWER BOOK.

- 3.2.1 The name of the city eMalahleni is a reflection of the mineral mined in the area. eMalahleni means 'place of ...'.
A gold
B diamonds
C coal
D iron (1 x 1) (1)
- 3.2.2 The main activity found in blocks **J1–K1** is ...
A manufacturing.
B farming.
C mining.
D education. (1 x 1) (1)
- 3.2.3 Why can the mineral mined in the mapped area be classified as a non-renewable resource? (1 x 2) (2)
- 3.2.4 Why is the area in blocks **C4/5** and **D4** NOT suitable for new housing developments? (1 x 2) (2)
- 3.2.5 Refer to the newspaper headline below.



- Name ONE non-conventional energy source that could replace the thermal power stations of eMalahleni (Witbank) in the future. (1 x 2) (2)
- 3.2.6 Describe TWO impacts, visible on the map, that mining activities has had on the environment in this area. (2 x 2) (4)

3.3 GEOGRAPHICAL INFORMATION SYSTEM (GIS)

Various options are provided as a possible answer to QUESTION 3.3.1. Choose the answer and write only the letter (A–D) next to the question number (3.2.1) in the ANSWER BOOK.

- 3.3.1 The observation of Earth from a distance, using satellites, is called remote ...
- A data.
B vision.
C observation.
D sensing. (1 x 1) (1)
- 3.3.2 Define the concept *attribute data*. (1 x 2) (2)
- 3.3.3 Give ONE example of attribute data with respect to the golf course in block **F6**. (1 x 1) (1)
- 3.3.4 Why would a mining company use the following GIS information layers before they start open-cast mining in the mapped area?
- (a) Geology
- (b) Infrastructure (2 x 2) (4)
- TOTAL: 150**
- [30]**