

Geography

**Exam
Practice
Book**
Grade 10



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FOCUS | Platinum

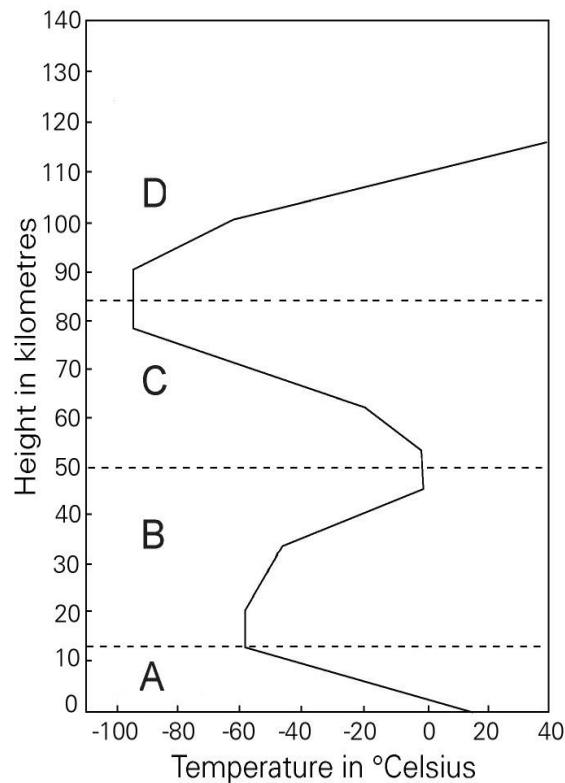
**GEOGRAPHY
PRACTICE TEST ONE****QUESTION 1**

- 1.1 List **FOUR** factors that affect temperature. (4x1) (4)
- 1.2 Differentiate between the concepts annual temperature range and diurnal temperature range. (2x2) (4)
- 1.3 Suggest **THREE** reasons why places along the equator are warmer than those closer to the poles. (3x2) (6)
- 1.4 Provide a reason for the average temperatures on the east coast of South Africa being warmer than those on the west coast. (1x2) (2)
- 1.5 Temperature inversions occur in the stratosphere and thermosphere.
What is a temperature inversion? (1x2) (2)
- 1.6 We experience a positive lapse rate in the troposphere. How much can we expect the temperature to change with every 100 m increase in altitude in this part of the atmosphere? (1x2) (2)
- 1.7 Define dew point temperature. (1x2) (2)
- 1.8 Clouds begin to form at condensation level. If the air temperature on the ground is 20 °C and dew point temperature is 12 °C, at what altitude will condensation occur? (1x2) (2)
- 1.9 What type of clouds will form in Question 1.8 above, and what type of precipitation do we usually associate with these clouds? (1+1) (2)
- 1.10 What type of precipitation, other than rain, could we expect from cumulonimbus clouds? (1x1) (1)
- 1.11 List the **THREE** different types of rainfall. (3x1) (3)

[30]

QUESTION 2

Refer to the diagram showing the structure of the atmosphere and answer the questions that follow.



- 2.1 Name the layers A, B, C and D shown in the diagram. (4x1) (4)
- 2.2 What gas makes up most of the atmosphere? (1x2) (2)
- 2.3 In which two layers do we find an increase in temperature with height? (2x2) (4)
- 2.4 Provide an explanation for the temperature increase in layer B. (2x2) (4)
- 2.5 Explain why layer A is such an important layer. (2x2) (4)
- 2.6 Why do long-distance aircraft choose to fly in the lower part of layer B? (2x2) (4)
- 2.7 Between each layer there is a 'pause'. Briefly explain what a pause is. (1x2) (2)
- 2.8 What is the temperature recorded at the upper limit of layer C? (1x2) (2)
- 2.9 Name **ONE** greenhouse gas that is found in the atmosphere. (1x2) (2)
- 2.10 Briefly explain why the gas you mentioned in Question 2.9 is a variable gas. (1x2) (2)

[30]

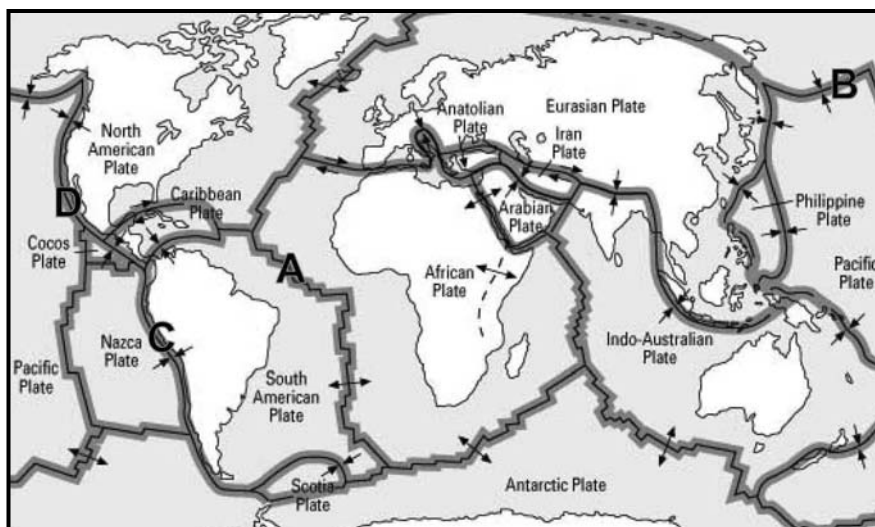
[TOTAL: 60 marks]

**GEOGRAPHY EXAM
PRACTICE TEST TWO**

Marks: 60

QUESTION 1

- 1.1.1 One of your classmates has brought some rock samples to school. You have been asked to identify the sedimentary rock. List **TWO** of the characteristics you would look for. (2x1) (2)
- 1.1.2 The samples included some igneous rocks. List **THREE** ways in which we make use of this versatile (useful) rock. (3x1) (3)
- 1.1.3 Igneous and sedimentary rocks may be changed into metamorphic rock. State the conditions under which this change may occur. (2x1) (2)
- 1.1.4 Igneous rocks begin their lifecycle in the mantle. Describe the state of the material in the mantle. (1x1) (1)
- 1.1.5 It is a widely held belief that the state of the material in the mantle leads to the process of continental drift. Draw a diagram that demonstrates how this process occurs. Include the following labels:
- oceanic plate,
 - continental plate,
 - divergent plate boundary,
 - convection cell, and
 - convergent plate boundary.
- (6x1) (6)
- 1.1.6 Provide **TWO** pieces of evidence to convince people that continental drift does actually occur. (2x1) (2)
- 1.1.7 Match the letters A to D in the following figure to the labels below:



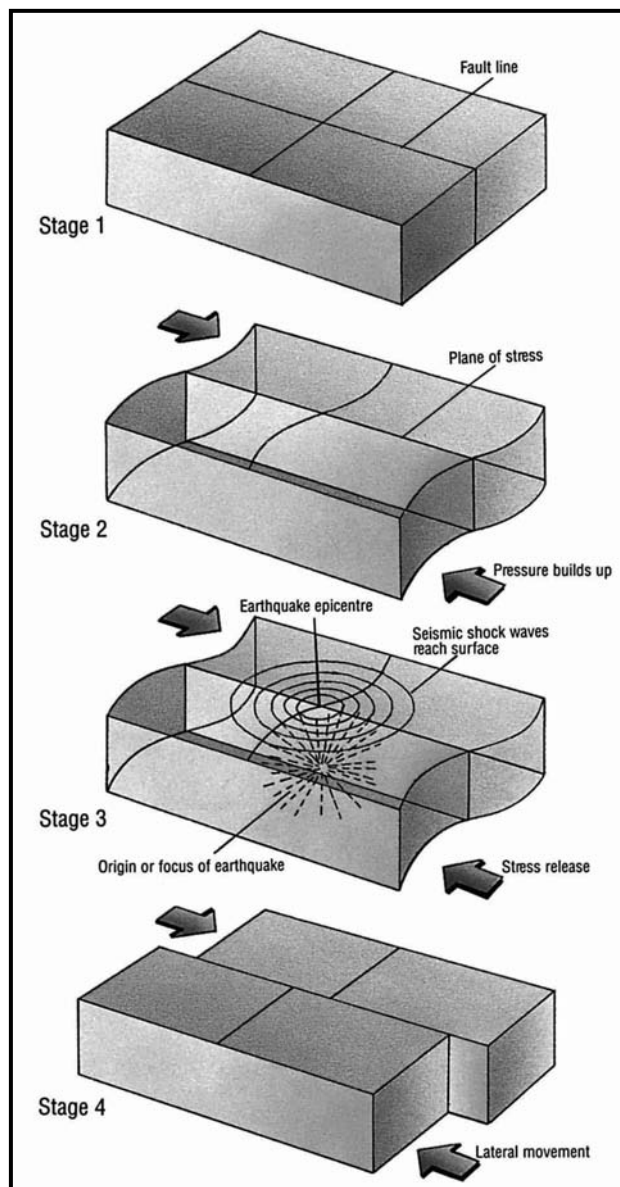
ocean trench, transform plate boundary, Mid-Atlantic Ridge, subduction zone (4x1) (4)

- 1.1.8 Provide an example of a young fold mountain range that formed when two continental plates collided. (1x1) (1)
- 1.1.9 Which **TWO** plates collided in the building of the Andes? (2x1) (2)
- 1.1.10 Identify **ONE** similarity and **ONE** difference between folding and warping. (1+2x1) (3)
- 1.1.11 Draw a fully-labelled diagram of an asymmetrical fold. (4x1) (4)

[30]

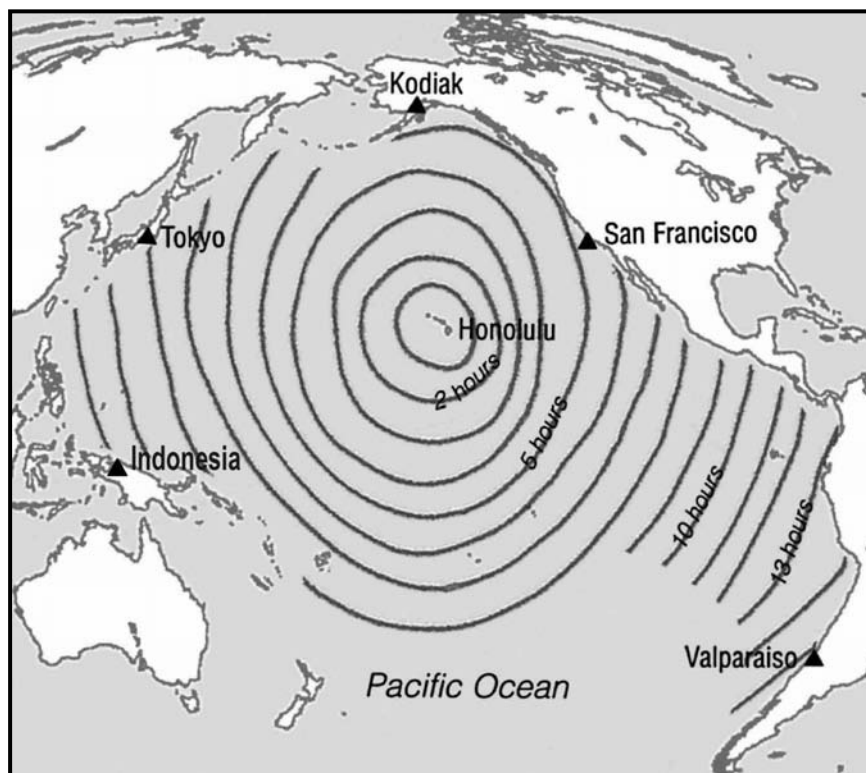
QUESTION 2

- 2.1 Refer to the next figure showing the stages of an earthquake and answer the questions that follow.



- 2.1.1 Identify the type of fault seen in the figure. (1x1) (1)
- 2.1.2 Which **TWO** plates are sliding past each other along the San Andreas Fault? (2x1) (2)

- 2.1.3 Draw a diagram to show the vertical displacement that occurs at a reverse fault. Indicate the forces involved as well as the direction of movement. (3x1) (3)
- 2.1.4 Differentiate between the focus and epicentre of an Earthquake and state which seismic waves emanate from each. (2x3) (6)
- 2.1.5 What is the Richter Scale, and what is the relationship between each level on this scale? (1+1x2) (3)
- 2.1.6 Should an earthquake occur on the sea floor, coastlines may be affected by a tsunami. List **THREE** consequences of a tsunami. (3x1) (3)
- 2.1.7 Use the information presented in the next figure to answer the rest of the questions.



- a) Where was the epicentre of the earthquake? (1x1) (1)
- b) If the earthquake generated a tsunami, how many hours later would the tsunami reach San Francisco? (1x2) (2)
- c) All radio and TV broadcasts would be interrupted by a 'Tsunami Warning Bulletin'. Write this warning, stating the facts and giving sensible advice without being alarmist (frightening people). (5x1) (5)
- d) Why would the impact of this natural disaster be less in San Francisco than in Indonesia? (2x2) (4)

[30]

[TOTAL: 60 marks]

**GEOGRAPHY EXAM
PRACTICE TEST THREE**

Marks: 60

QUESTION 1

1.1 Various possible answers are provided for each question. Write down **only the letter** of the correct answer next to the corresponding number.

1.1.1 Which is not a factor that affects the death rate?

- A Natural disasters
 - B Quality of life
 - C Literacy
 - D Economic conditions
- (2)

1.1.2 Which stage on the demographic cycle is characterised by a stabilised low death rate and a dropping birth rate?

- A Early expanding stage
 - B Late expanding stage
 - C Low stationary phase
 - D High stationary phase
- (2)

1.1.3 Which statement regarding the contracting of HIV/AIDS is true?

- A HIV/AIDS is a bigger problem in rich, developed countries.
 - B People who are HIV positive look different from everyone else.
 - C If you are pregnant and HIV positive, there are drugs that will decrease the chance of your baby having HIV.
 - D If I use a condom, I will be totally safe from HIV.
- (2)

1.1.4 Which of these organisations is **not** a global organisation?

- A United Nations
 - B United Nations Children's Fund
 - C The World Health Organization
 - D Congress of South African Trade Unions
- (2)

1.1.5 Which of the following birth-control measures only apply to men?

- A Sterilisation
 - B Condoms
 - C Vasectomy
 - D Birth-control pills
- (2)

1.1.6 What is the term used to describe sending a person back to his or her own home country?

- A Deportation
 - B Migration
 - C Immigration
 - D Repatriation
- (2)

1.1.7 Which of these African countries is **not** a SADC member?

- A Angola
- B Kenya
- C DRC
- D Mauritius

(2)

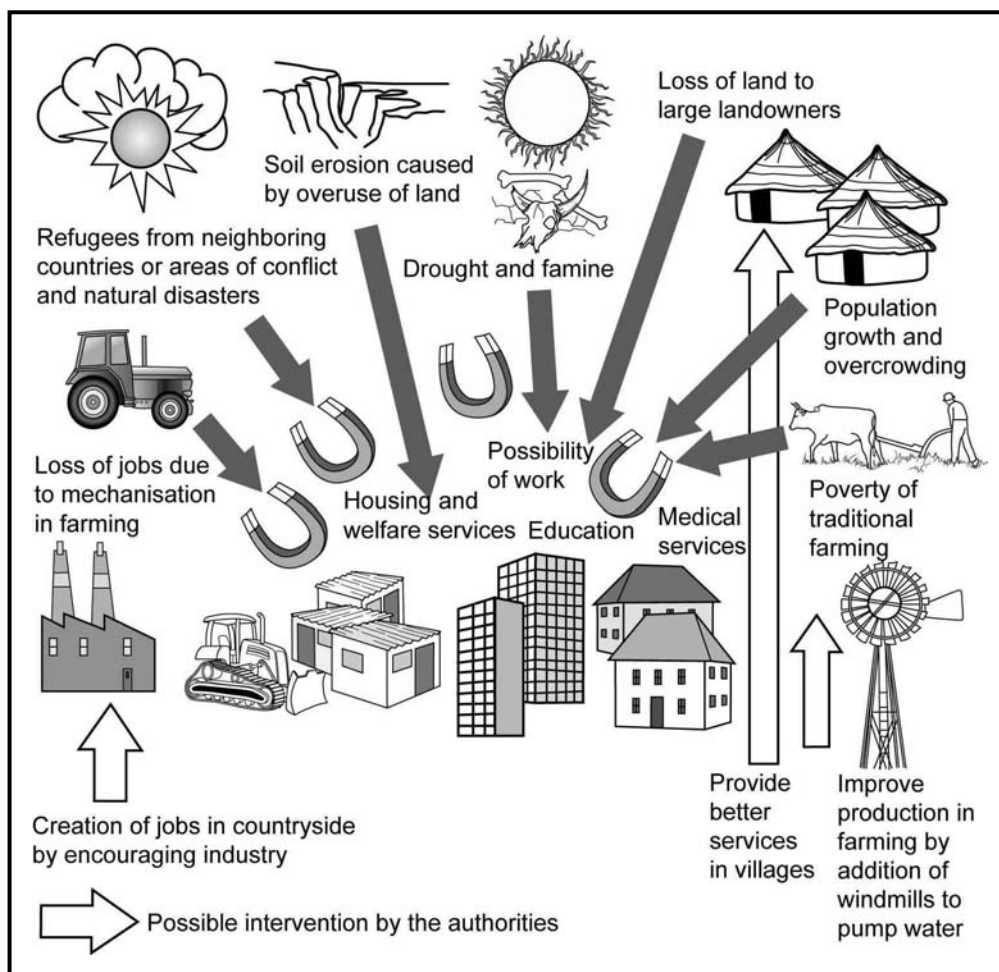
1.1.8 Which of the following is **not** a pull factor for migration to the urban areas?

- A Famine
- B Better education opportunities
- C Better services and infrastructure
- D 'Bright lights'

(1)

[15]

1.2 Study the next figure and then answer the questions that follow.



1.2.1 What type of migration is depicted in the figure?

(1x1) (1)

1.2.2 Suggest **TWO** reasons or factors that attract people to the city.

(2x1) (2)

1.2.3 List **TWO** factors that push people towards the city.

(2x1) (2)

1.2.4 Why would the authorities want to intervene and prevent this type of migration?

(1x2) (2)

1.2.5 Choose **TWO** of the possible intervention strategies shown in the figure and explain how they would prevent/slow down this type of migration.

(2x2) (4)

- 1.2.6 People become refugees due to environmental and human factors. Provide **ONE** example of each. (2x1) (2)
- 1.2.7 Differentiate between refugees and illegal immigrants. (2x2) (4)
- 1.2.8 Suggest a reason why the citizens of the host country may resent immigrants. (1x2) (2)
- 1.2.9 Many people leave the country of their birth voluntarily. In South Africa, this has resulted in a 'brain drain' (loss of skilled people).
- a) Explain how this could affect our economy. (2x2) (4)
- b) Why are people leaving South Africa? (2x1) (2)
- 1.2.10 Design a poster issued by the 'Homecoming Revolution' to persuade South Africans to come home. (5x1) (5)

[30]

QUESTION 2

- 2.1 Match the following statements in **Column A** with the terms or examples in **Column B**. Write down only the question number and correct letter.

Column A		Column B	
2.1.1	The number of infant deaths per 1 000 live births, per year	A	Maternal mortality rate
2.1.2	That which can be used or done without using up or damaging natural resources	B	Desertification
2.1.3	A disease affecting many people over a very large area	C	Emigrant
2.1.4	The sending of an unwanted person out of a country	D	Eradication
2.1.5	A person who moves to a foreign country	E	Infant mortality rate
2.1.6	Sending a person back to his or her home country	F	Volunteer
2.1.7	The rate at which a country's population is growing per year	G	Inequality
2.1.8	The complete destruction of something	H	Pandemic
2.1.9	A person who is 100 years old or older	I	Population explosion
2.1.10	When a previously humid or semi-arid area becomes dry, barren and unproductive	J	Deportation
2.1.11	A person who offers his or her services for no pay	K	Immigrant
2.1.12	When factors such as living conditions and access to resources are not the same for everyone	L	Sustainable
2.1.13	The number of women (per 100 000 women of reproductive age) who die while pregnant from any cause related to the pregnancy	M	Population growth rate
2.1.14	A person who has settled in another country after he or she has left his or her country of birth	N	Repatriation
2.1.15	When the world's population increases dramatically	O	Centenarian

[15]

[TOTAL: 60 marks]

**GEOGRAPHY EXAM
PRACTICE TEST FOUR**

Marks: 60

QUESTION 1

- 1.1 Read the next article, which appeared in the *Sunday Times* on 13 July 2008, and answer the questions that follow.

Flooding a mixed blessing for farms

Alien tree felling exacerbates damage, writes Anton Ferreira

If California's consumers cannot find South African oranges on the shelves next month, alien invaders will be at least partly to blame. Floods that struck this week demonstrated how the road to Hell is paved with good intentions – in this case South Africa's drive to rid its rivers of alien vegetation like blue gums and wattles.

One of those rivers is the Olifants. This week, for the second year in succession, it burst its banks after eight days of rain and turned into a torrent that spread devastation from the citrus orchards of Citrusdal to the vineyards of Vredendal.

The sheer volume of water – about 300 mm of rain fell in the Cedarberg – was enough to ensure widespread flooding on its own, but some local residents say the problem was exacerbated by the Working for Water programme to clear alien invaders.

Apparently the trees had been cut down but not removed. In most cases where bridges were washed away or culverts destroyed, it was because the culverts had been blocked by the tree trunks.

Martli Slabber, whose family owns the Hex River citrus farm on the banks of the Olifants, said the rain and floods struck in the middle of the citrus harvest season and forced a 10-day halt to picking.

'There's been a lot of landslides and waterlogging, which means people need to do a lot of earthworks in order to get back into their orchards, which has obviously got a lot of diesel and manpower costs.'

But she said the rain and snow were 'an absolute boon' for the region which had five dry years before last year's floods.

Slabber and other producers said up to 80% of the citrus crop had been harvested before the flood, so the rain did not spell disaster for the region. Picking would resume once water levels had dropped.

The rain overwhelmed drainage systems and exposed shortcomings in road maintenance. Some farmers could not move fruit because roads were washed away.

Gabrie Van Eeden, chief executive of Goede Hoop citrus packers said that as fruit is a living organism, any delay in picking could cause quality problems. Some fruit due for export would now be used for juicing instead.

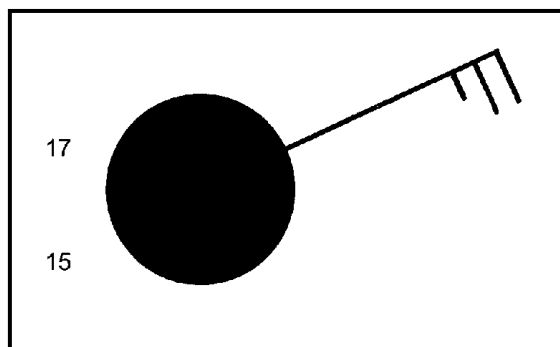
He said the fruit – exported all over the northern hemisphere – would hit markets later and miss the prime selling window. 'The price is good, but it drops from week to week. If you lose a week, it can cost you as much as a dollar a carton. A dollar a carton is a lot of money.'

The rain had also delayed loading in the Cape Town Harbour. 'The market is screaming for the fruit, and for a ship to lie in the harbour costs a lot of money.'

Adapted from 'Flooding a mixed blessing for farms', *Sunday Times*, Business Times section, 13 July 2008, p. 9

- 1.1.1 Which river burst its banks? (1x1) (1)
- 1.1.2 Name the **TWO** crops that were affected by the floodwaters. (2x1) (2)
- 1.1.3 The effects of the flood were made worse by the trees felled by the Working for Water programme. How is this so? (1x2) (2)

- 1.1.4 Why were these trees cut down in the first place? (1x2) (2)
- 1.1.5 What types of tree were cut down? (2x½) (1)
- 1.1.6 In which province did the flood occur? (1x1) (1)
- 1.1.7 The amount of rain that fell was unusual, but was the rain unseasonal? (1x1) (1)
- 1.1.8 State the type of rain experienced in this area and describe its formation. (1+3x1) (4)
- 1.1.9 Name the other type of precipitation that fell in the area and describe its formation. (1+2x1) (3)
- 1.1.10 How was the infrastructure of the area affected by the flood? (1x2) (2)
- 1.1.11 The economic effects of a flood may be felt long after the water has gone down. Quote **TWO** negative economic effects from the article. (2x1) (2)
- 1.1.12 Why was the flood a mixed blessing for the farms? (2x1) (2)
- 1.1.13 The day before the flood, the weather station model on the synoptic chart looked similar to the following one:



Use the weather station model to write the script for the television weather presenter's programme that evening.

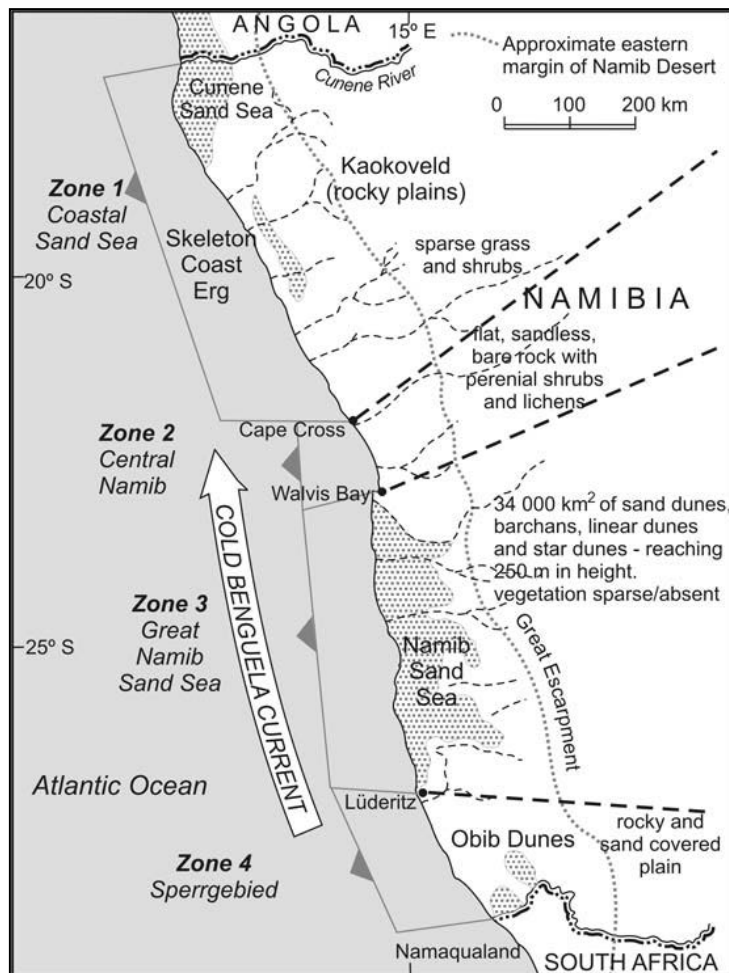
(7x1) (7)

[30]

QUESTION 2

- 2.1 Read the case study and study the map of Namibia, and then answer the questions that follow.

Namib Desert
The Namib Desert is one of the driest deserts in the world. It is located along the west coast of Namibia and stretches over a distance of 2 000 km and occupies an area of 2 million km². The Namib displays a variety of landscapes. It is divided into four main areas. The arid zone extends southwards into Namaqualand in South Africa. It is not as dry as the areas to the north and receives an average rainfall of around 150 mm in winter. This is sufficient to retain a dense vegetation cover of succulent vegetation that stabilises extensive areas of surface sand. The southern part of the Namib has great mineral wealth in the form of diamonds. This area is restricted and not open to the public. There is a flourishing fishing industry at Walvis Bay.



- 2.1.1 Name the large desert found in Namibia. (1x2) (2)
- 2.1.2 Briefly explain why deserts occur along the west coasts of continents. (2x2) (4)
- 2.1.3 What is the geographical name given to a sandy desert? (1x2) (2)
- 2.1.4 Explain the typical natural vegetation found in this desert biome. (2x2) (4)
- 2.1.5 'Sand dunes are not stationary because the wind continually blows them from one place to the next.' Draw a simple well-labelled diagram to show how wind transports sand from one place to another. (3x2) (6)
- 2.1.6 Define desertification. (1x2) (2)
- 2.1.7 Name **TWO** human factors that could result in desertification occurring. (2x2) (4)
- 2.1.8 Name the area around the Sahara desert that is in danger of becoming a desert in the near future. (1x2) (2)
- 2.1.9 How does this impact on the future of the large groups of people that live in the desert? (2x2) (4)

[30]

[TOTAL: 60 marks]

QUESTION 1

1.1 Any **four** of the following:

- Altitude (✓)
- Latitude (✓)
- Ocean currents (✓)
- Distance from the sea (✓)
- Aspect (✓)
- Orientation of mountain ranges (✓)
- Seasons (✓)
- Cloud cover (✓)
- Winds (✓)

(4x1) (4)

1.2 Annual temperature range is the difference between the hottest and coldest month of the year. ✓✓

Diurnal temperature range is the difference between the highest and lowest temperatures of the day. ✓✓

(2x2) (4)

1.3 Any **three** of the following:

- Direct sun's rays (✓✓)
- Smaller surface area to heat (✓✓)
- Less insolation lost through scattering, reflection and absorption as the atmospheric layer is thinner (✓✓)
- More insolation available (✓✓)
- Less atmosphere to be heated by terrestrial radiation, conduction and convection (✓✓)

(3x2) (6)

1.4 The warm Mozambique Current heats the coastline adjacent to it. ✓✓

(1x2) (2)

1.5 The temperature increases with altitude. ✓✓

(1x2) (2)

1.6 Accept **either**:

- Decrease by 0,65 °C (✓✓)

OR

- Decrease by 1 °C (✓✓)

(1x2) (2)

1.7 The temperature at which condensation occurs. ✓✓

(1x2) (2)

1.8 800 m ✓✓

(1x2) (2)

1.9 Stratus, ✓ drizzle or showers ✓

(1+1) (2)

1.10 Hail ✓

(1x1) (1)

1.11 Frontal or cyclonic, ✓ orographic or relief, ✓ convectional ✓

(3x1) (3)

[30]

QUESTION 2

- 2.1 A: Troposphere ✓
B: Stratosphere ✓
C: Mesosphere ✓
D: Thermosphere ✓ (4x1) (4)
- 2.2 Nitrogen ✓✓ (1x2) (2)
- 2.3 Stratosphere ✓✓ and Thermosphere ✓✓ (2x2) (4)
- 2.4 The ozone layer is found in this layer. ✓✓ The ozone layer absorbs ultraviolet rays and this raises the temperature of this layer. ✓✓ (2x2) (4)
- 2.5 All our weather patterns are formed here. ✓✓ This layer provides us with the air we need to survive. ✓✓ (2x2) (4)
- 2.6 There are no variable gases to form weather in the stratosphere. ✓✓ Aircraft can therefore fly above clouds and bad weather conditions e.g. storms. ✓✓ (2x2) (4)
- 2.7 A pause is an area of constant temperature. ✓✓ (1x2) (2)
- 2.8 Approximately -85 °C ✓✓ (1x2) (2)
- 2.9 Either one of the following:
- Water vapour (✓✓)
 - Carbon dioxide (✓✓)
- (1x2) (2)
- 2.10 The gas varies in amount, from time to time, and from place to place. ✓✓ (1x2) (2)

[30]

[TOTAL: 60 marks]

GEOGRAPHY

PRACTICE TEST TWO

QUESTION 1

1.1.1 Strata/layers ✓ and fossils ✓ (2x1) (2)

1.1.2 Any **three** of the following:

- Mining (✓)
- Road building (✓)
- Kerb stones (✓)
- Building material (✓)
- Work surfaces (✓)
- Statues (✓)
- Decorative plaques (✓)
- Grave stones (✓)

(3x1) (3)

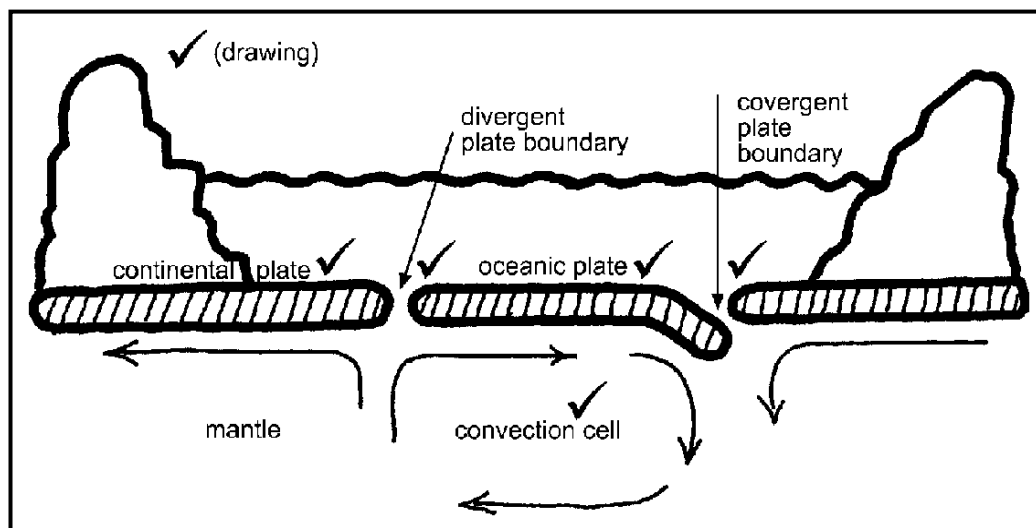
1.1.3 Application of heat ✓ and pressure ✓

(2x1) (2)

1.1.4 Molten / thick liquid / viscous ✓

(1x1) (1)

1.1.5



(6x1) (6)

1.1.6 Any **two** of the following:

- Similar rocks (type, age and formation) found on different continents (✓)
- Similar minerals found on different continents (✓)
- Identical fossils found on different continents (✓)
- Coal in Antarctica (✓)
- Continents fit together like a jigsaw puzzle at their continental shelves (✓)

(2x1) (2)

1.1.7 A = Mid-Atlantic Ridge ✓

B = ocean trench ✓

C = subduction zone ✓

D = transform plate boundary ✓

(4x1) (4)

1.1.8 Any **one** of the following:

- Alps (✓)
- Himalayas (✓)
- Atlas (✓)
- Caucasus (✓)

(1x1) (1)

1.1.9 Nazca Plate ✓ and South American Plate ✓

(2x1) (2)

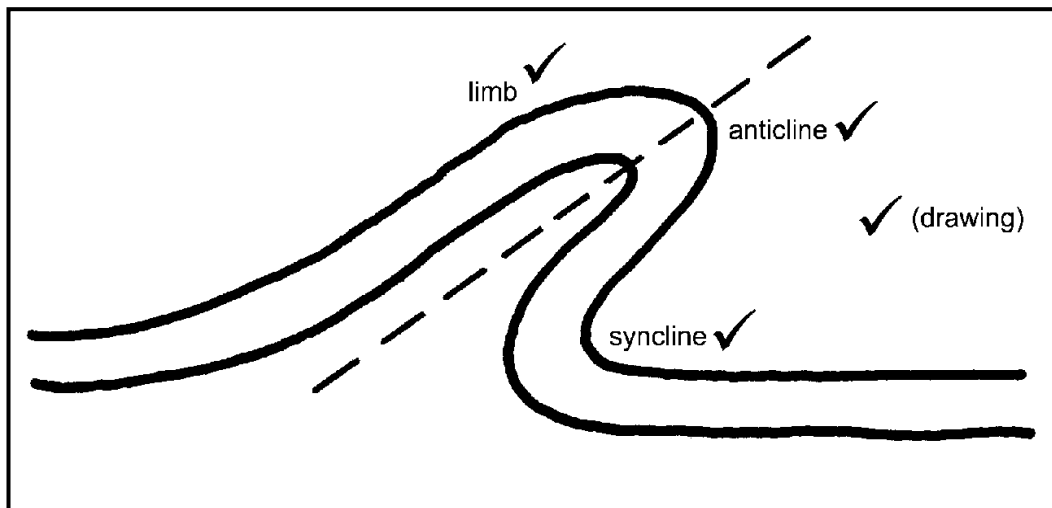
1.1.10 Similarity: Rocks are subjected to lateral compressional force. ✓

Difference: If the forces are not very strong and rocks are stable, rocks bend slightly (i.e. warping). ✓

If the forces are stronger, last for a longer time, and the rock is unstable, folding will result. ✓

(1+2x1) (3)

1.1.11



(4x1) (4)

[30]

QUESTION 2

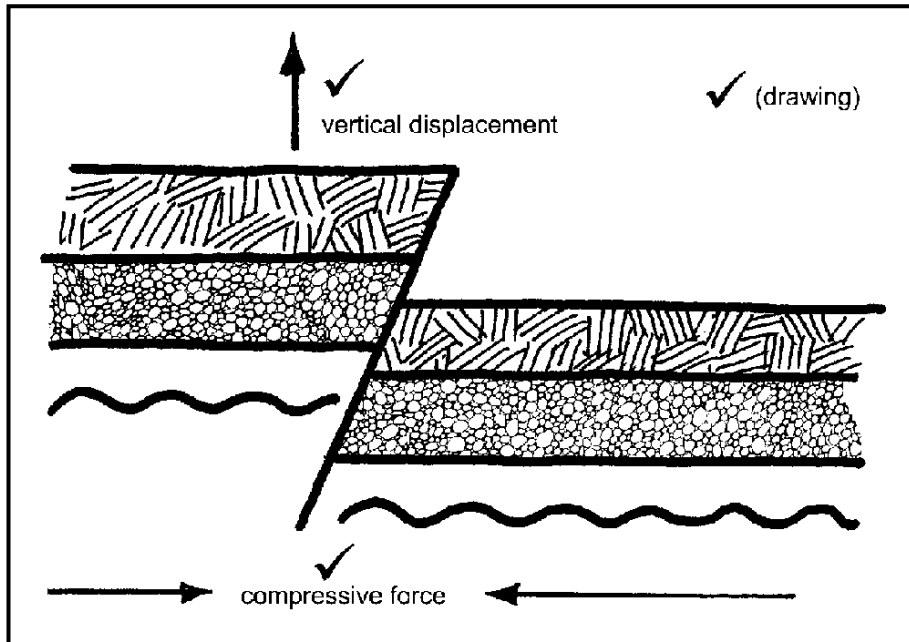
2.1.1 Transform or tear fault ✓

(1x1) (1)

2.1.2 North American Plate ✓ and the Pacific Plate ✓

(2x1) (2)

2.1.3



(3x1) (3)

2.1.4 The focus is where the earthquake originates within the crust; P and S waves emanate from here. ✓✓✓

The epicentre is the point on the Earth's surface directly above the focus; L waves emanate from here. ✓✓✓

(2x3) (6)

2.1.5 The Richter Scale is used to classify the magnitude of an earthquake. ✓

Each level represents a magnitude ten times greater than the one below it. ✓✓ (1+1x2) (3)

2.1.6 Any three of the following:

- Loss of life (✓)
- Loss of homes (✓)
- Damage to infrastructure (✓)
- Coastline and adjacent area flooded (✓)
- Crops/fields ruined and washed away (✓)
- Water, food, electricity shortages (✓)
- Contaminated water sources (✓)
- Disease (✓)

(3x1) (3)

2.1.7 a) Honolulu ✓

(1x1) (1)

b) 5 to 6 hours ✓✓

(1x2) (2)

c) 'We interrupt this programme to bring you news of an earthquake in the Hawaiian Islands. ✓ All Pacific Shore areas are being placed on tsunami alert. ✓ Should this earthquake generate a tsunami, it is predicted that the tsunami will arrive at our shores in approximately 5 hours. ✓ It is

recommended that the coastal area be evacuated. ✓ Secure your homes and take only very important documentation with you.' ✓

(Educators to use discretion, allocate marks for style.)

(5x1) (5)

d) Any **two** of the following:

- San Francisco has well-developed transport routes for evacuation. (✓✓)
- Evacuation will be faster as many people have their own transport and public transport is efficient. (✓✓)
- The infrastructure will probably withstand the impact of the tsunami better as the type and quality of the infrastructure is better. (✓✓)
- Hospitals and emergency services are more prepared and equipped for disaster management. (✓✓)
- The economy of the country would recover more readily as it is a First-World country. (✓✓)
- Any answer that shows an understanding of the differences between First-World and Third-World countries is acceptable. (✓✓)

(2x2) (4)

[30]

[TOTAL: 60 marks]

GEOGRAPHY
PRACTICE TEST THREE MEMORANDUM

QUESTION 1

- 1.1.1 C ✓✓ (2)
 1.1.2 B ✓✓ (2)
 1.1.3 C ✓✓ (2)
 1.1.4 D ✓✓ (2)
 1.1.5 C ✓✓ (2)
 1.1.6 D ✓✓ (2)
 1.1.7 B ✓✓ (2)
 1.1.8 A ✓ (1)
[15]
- 1.2.1 Rural-urban ✓ (1x1) (1)
- 1.2.2 Any **two** of the following:
- Possibility of work (✓)
 - Better medical services (✓)
 - Better education facilities (✓)
 - Housing and welfare services (✓) (2x1) (2)
- 1.2.3 Any **two** of the following:
- Loss of jobs due to mechanisation (✓)
 - Drought and famine (✓)
 - Soil erosion (✓)
 - Land consolidation (✓)
 - Overcrowding (✓) (2x1) (2)
- 1.2.4 Either **one** of the following:
- Rural areas become depopulated and decline even further. (✓✓)
 - Urban areas become too crowded; people cannot be housed and services provided are insufficient. This leads to a decline in urban areas. (✓✓) (1x2) (2)
- 1.2.5 Any **two** of the following:
- Creation of jobs through industry in a rural area will encourage people to stay in the area. They will earn better salaries and spend their money in the rural area. This will improve services and living conditions. (✓✓)
 - The provision of better services in villages will discourage movement to the cities as people's needs will be met. 'Bright lights' syndrome will not be as strong. (✓✓)
 - Production on farms could be improved by adding windmills to pump water, educating farmers about sustainable farming practices, changing to commercial farming and consolidating land. (✓✓) (2x2) (4)
- 1.2.6 Environmental factors (any **one** of the following):
- Natural hazards (earthquakes, cyclones, drought, famine, floods etc.) (✓)
 - Human intervention (dams, deforestation, salinisation, soil erosion, desertification) (✓)
 - Deterioration in quality of life (people move to areas with better soil, pasture, and water sources) (✓) (1x1) (1)

Human factors (any **one** of the following):

- Political pressure (✓)
- Religious persecution (✓)
- Racial discrimination (✓)
- War/conflict (✓)
- Land invasion (✓) (1X1) (1)

1.2.7 A refugee is a person who leaves home to seek safety in a foreign country. ✓✓
 Illegal immigrants leave their homes voluntarily (usually to seek a better quality of life), and enter the host country illegally. ✓✓ (2x2) (4)

1.2.8 Some local citizens think the immigrants are 'stealing' their jobs and houses. ✓✓ (1x2) (2)

1.2.9 a) When a country loses its professional, skilled and well-educated people, gaps start to form in the marketplace. ✓✓
 These services no longer generate income and the economy will be negatively affected in the long run. ✓✓ (2x2) (4)

b) Any **two** of the following:

- Crime rate too high (✓)
- Loss of trust in the government (✓)
- Job offers from overseas (✓)
- Any other valid reason (✓) (2x1) (2)

1.2.10 Poster mark allocation:

- Layout, design, flair ✓✓
 - Content ✓✓✓
 - (Ubuntu, Rainbow Nation, 2010, entrepreneurship etc.) (5x1) (5)
- [30]**

QUESTION 2

- | | | |
|--------|-----|-----|
| 2.1.1 | E ✓ | (1) |
| 2.1.2 | L ✓ | (1) |
| 2.1.3 | H ✓ | (1) |
| 2.1.4 | J ✓ | (1) |
| 2.1.5 | C ✓ | (1) |
| 2.1.6 | N ✓ | (1) |
| 2.1.7 | M ✓ | (1) |
| 2.1.8 | D ✓ | (1) |
| 2.1.9 | O ✓ | (1) |
| 2.1.10 | B ✓ | (1) |
| 2.1.11 | F ✓ | (1) |
| 2.1.12 | G ✓ | (1) |
| 2.1.13 | A ✓ | (1) |
| 2.1.14 | K ✓ | (1) |
| 2.1.15 | I ✓ | (1) |
- [15]**

[TOTAL: 60 marks]

QUESTION 1

- 1.1.1 Olifants River ✓ (1x1) (1)
- 1.1.2 Grapes ✓ and citrus fruit ✓ (2x1) (2)
- 1.1.3 The trees were cut down but not removed from the area. They became obstacles for the floodwaters. ✓✓ (1x2) (2)
- 1.1.4 They are not indigenous to the area and they were taking up too much water. (1x2) (2)
- 1.1.5 Blue gum ✓ and wattle ✓ trees (2x½) (1)
- 1.1.6 Western Cape ✓ (1x1) (1)
- 1.1.7 No ✓ (1x1) (1)
- 1.1.8 Cyclonic or frontal rain ✓
When a cold (heavy) air mass ✓ meets a warm (light) air mass, ✓ the cold mass forces the warm air to rise, cool and condense. ✓ Clouds form and rain results. (1+3x1) (4)
- 1.1.9 Snow ✓
When dew point temperature is below 0 °C, ✓ water vapour will condense directly into ice crystals ✓ that join together and fall as snow. (1+2x1) (3)
- 1.1.10 Any two of the following:
- Bridges were washed away (✓)
 - Culverts were destroyed (✓)
 - Drainage systems overflowed (✓)
 - Roads were washed away (✓)
- (2x1) (2)
- 1.1.11 Any two of the following:
- Increased labour costs (✓)
 - Increased diesel costs (✓)
 - Decreased value of fruit (✓)
 - Increased harbour costs (✓)
- (2x1) (2)
- 1.1.12 The flood has negative economic implications ✓ but it also brought the drought to an end. ✓ (2x1) (2)

- 1.1.13 'In the Western Cape, we can expect conditions typical of the winter season. The sky will be overcast ✓ with a very high ✓ chance of rain. ✓ The expected maximum temperature for tomorrow is 17 °C ✓ and a north-easterly wind of 25 knots ✓ is expected to blow.' ✓

(Give credit for high relative humidity and dew point temperature of 15 °C if mentioned.)

Flair ✓

(7x1) (7)

[30]

QUESTION 2

- 2.1.1 Namib Desert ✓✓

(1x2) (2)

- 2.1.2 Cold currents flow along west coasts resulting in almost no evaporation of water vapour. This creates dry atmospheric conditions. ✓✓ Where very little rain falls, there is limited vegetation. ✓✓

(2x2) (4)

- 2.1.3 Erg ✓✓

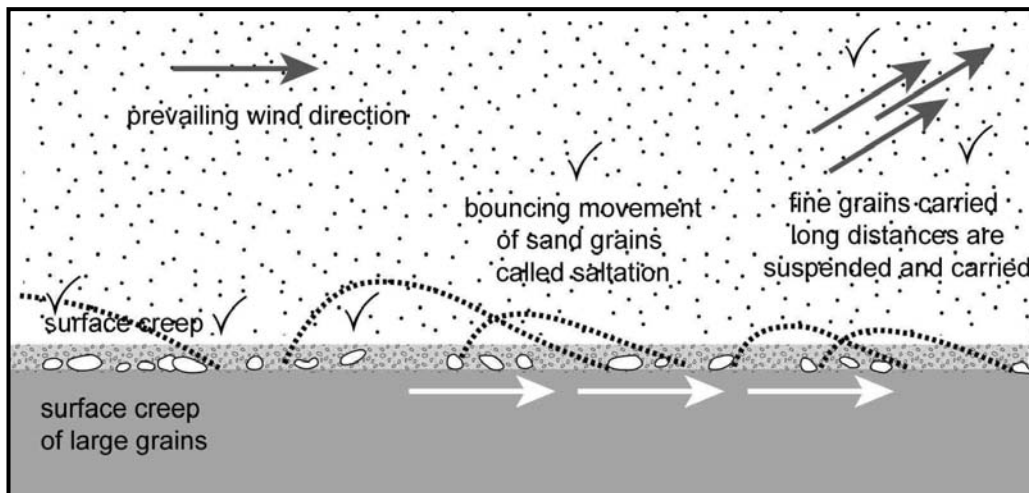
(1x2) (2)

- 2.1.4 Any two of the following:

- Plants with long roots to search for underground water (✓✓)
- Scrub, thorn bushes and succulents, which have adapted to very dry conditions (✓✓)
- Welwitschia plants (✓✓)

(2x2) (4)

- 2.1.5



(3x2) (6)

- 2.1.6 A process in which areas become more arid ✓✓

(1x2) (2)

- 2.1.7 Any two of the following:

- Overgrazing of animals (✓✓)
- Overcultivation of land (✓✓)
- Deforestation due to population growth (✓✓)
- Increased pressure on the land by people (✓✓)

(2x2) (4)

- 2.1.8 The Sahel region ✓✓

(1x2) (2)

2.1.9 Any **two** of the following:

- As the land becomes more degraded it loses its ability to support the population. (✓✓)
 - Many of the large groups are going to have to relocate closer to towns as the marginal areas become desert. (✓✓)
 - They will probably have to change their way of life and their livelihoods. (✓✓) (2x2) (4)
- [30]**

[TOTAL: 60 marks]



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