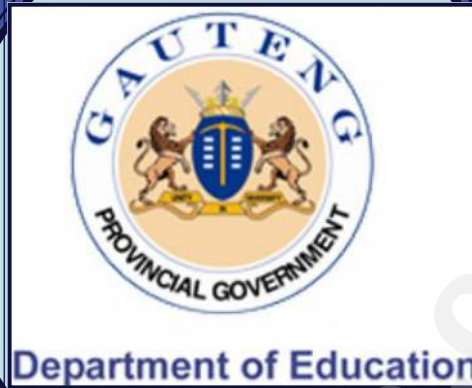




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SECONDARY SCHOOL IMPROVEMENT PROGRAMME



GRADE 12 TERM 2 2023

GEOGRAPHY



RESPONSES TO ACTIVITIES

ACTIVITY 1 – Class work

1.1 River Grading

Rivers that is in a state of balance/equilibrium between the rates of erosion and deposition(2)

River rejuvenation

Rivers become more energetic and starts to erode vertically again (2)

[CONCEPTS]

(2 x 2) (4)

1.2.1 River A (1)

(1 x 1) (1)

Reason

The profile is not smooth concave (2)

Knickpoints on the profile (2)

[ANY ONE]

(1 x 2) (2)

1.2.2 Natural

Waterfall (1)

Rapid (1)

Lake(1)

[ANY ONE]

Human-made

Dam (1)

(2 x 1) (2)

1.2.3 Downcutting / Vertical erosion to make the channel deeper (2)

Lateral erosion to widen the channel (2)

Knickpoint like waterfalls must be removed through headward erosion (2)

Rapids must be eroded away to smoothen the slope (2)

Deposition of material to build up the slope and gradient (2)

When there is a balance between rate of erosion and rate of deposition the stream is in equilibrium and therefor graded (2)

The longitudinal profile will also have a smooth, concave slope (2)

[ANY FOUR]

(4 x 2) (8)

ACTIVITY 2 – Class work

2.1 Long term increase in rainfall (1)

The breaking of a dam wall will increase the speed and volume (1)

Rapid flowing tributaries join the mainstream (1)

River capture increase the volume of water and encourages more erosion (1)

Worldwide lowering of sea level (1)

Uplift of the land through tectonic forces (1)

[ANY FOUR]

(4 x 1) (4)

2.2 In an incised meander downcutting/vertical erosion happens on the existing meander (2)

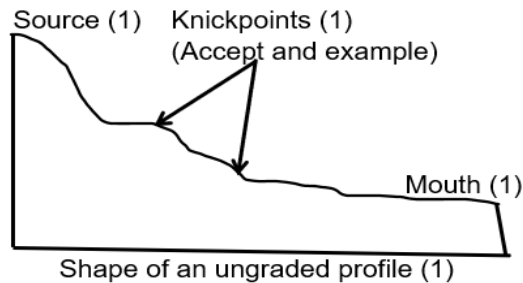
Downcutting/Vertical erosion on the river valley (2)

(2 x 2) (4)

2.3 Paired terraces (1) **Downloaded from eduresourceza.com** (1 x 1) (1)

2.4 Slopes are too steep for agricultural use (2)
Cause infrastructural challenges, which increases the costs for construction (2)
River become inaccessible for agricultural purposes (2)
[ANY TWO] (2 x 2) (4)

2.5



(4 x 1) (4)

ACVTIVITY 3 – Home work

- This activity help learners to see the link between processes
- The use of geographical language and concepts in questions
- The manner in which discussions and explanations should be structures

3.1.1 (a) Rivers that is in a state of balance/equilibrium between the rates of erosion and deposition (2)

(b) The level where erosion either stops permanently or temporarily (2)

(c) Change in the gradient of a slope (2)

[CONCEPTS]

(3 x 2) (6)

3.1.2 (a) Dendritic (1) (1 x 1) (1)

(b) 3rd order (2) (1 x 2) (2)

(c) Horizontally layered rocks (2)
Uniform in resistance to erosion (2) (2 x 2) (4)

3.1.3 (a) Waterfall (1) (1 x 1) (1)

(b) Upper course (1) (1 x 1) (1)

(c) Hard resistant rock delay the erosion process (2) (1 x 2) (2)

(d) Horizontally layered hard resistant rock underneath softer rocks (2)
Hard rock is exposed through erosion (2)
Water begins to tumble over the hard layered rock into the softer rock (2)

[ANY TWO]

(2 x 2) (4)

- 3.1 4 (a) It is multi concave (1)
Knickpoints found in the profile (1)
[ANY ONE] (1 x 1) (1)
- (b) The **drop in sea level** caused a knickpoint, which caused an imbalance between erosion and deposition (2)
An **increase in rainfall** caused an increase in downward/vertical erosion and therefore imbalance between erosion and deposition (2) (2 x 2) (4)
[NOTE: HOW THE RESPONSE IS STRUCTURED BECAUSE IT IS A DISCUSSION]
- (c) Downcutting / Vertical erosion to make the channel deeper (2)
Lateral erosion to widen the channel (2)
Knickpoint like waterfall must be removed through headward erosion (2)
Rapids must be eroded away to smoothen the slope (2)
Deposition of material to build up the slope and gradient (2)
When there is a balance between rate of erosion and rate of deposition the stream is in equilibrium and therefor graded (2)
The longitudinal profile will also have a smooth, concave slope (2)
[ANY FOUR] (4 x 2) (8)
[NOTE: HOW THE RESPONSE IS STRUCTURED BECAUSE IT IS AN EXPLANATION]

ACTIVITY 4 – Map work integration

- 4.1 Northwest turning north (1)
- 4.2 Tributaries joining at acute angles from the northeast and southeast (1)
Waterfall retreats upstream (1)
The waterfall retreats in a northwesterly direction (1)
[ANY TWO] (2 x 1) (2)
- 4.3 Augrabies waterfall (1) (1 x 1) (1)
- 4.4 It cause the profile to ungraded or multi concave (2) (1 x 2) (2)
- 4.5 Incised meander is evident (2) (1 x 2) (2)
- 4.6 Water is deeper and make extraction difficult and more expensive for agriculture (2)
The steep slopes makes the construction of roads impossible (2)
Bridges have to built in order to have access over the river, which is expensive (2)
[ANY TWO - MARKS WILL BE AWARDED FOR AGRICULTURE AND ROAD DEVELOPMENT] (2 x 2) (4)
NOTE: THE QUESTIONS REQUIRE THE LEARNERS TO HAVE TWO DIFFERENT RESPONSES

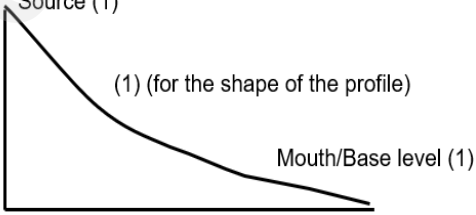
ACTIVITY 5 – Class work Downloaded from eduresourceza.com

Note:

- The structure of COLUMN A and COLUMN B. Past question papers don't have this type of question style and learners must be made aware.
- The question further require learners to provide a correct letter and NOT the concept/term

- 5.1
- 5.1.1 Z (1)
- 5.1.2 Y (1)
- 5.1.3 Z (1)
- 5.1.4 Y(1)
- 5.1.5 Z (1) (5 x 1) (5)
- 5.2 Learners usually struggle with the answering of superimposed and antecedent drainage.
- 5.2.1 Antecedent drainage (1) (1 x 1) (1)
- 5.2.2 Uplift/tectonic forces caused another landscape to develop, making the river older than the landscape (2) (1 x 2) (2)
- 5.2.3 Uplift due to tectonic forces (2)
The river maintained its course on the new landscape (2)
The rate of downcutting by the river is higher than the rate of uplift (2)
[ANY TWO] (2 x 2) (4)
- 5.2.4 An increase in the general rainfall (2)
Increase in the volume of water due to river capture (2)
River flows on less resistant rock (2)
Cracks in the rock structure makes it easier for the river to erode (2)
[ANY TWO] (2 x 2) (4)

ACTIVITY 6 – Home work

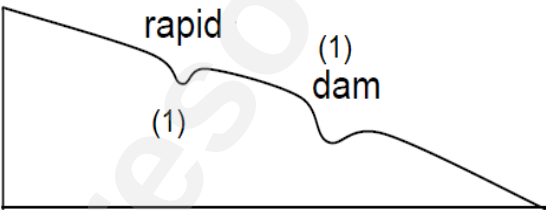
- 6.1
- 6.1.1 Shows the side view of a river from its source to its mouth (2)
[CONCEPT] (1 x 2) (2)
- 6.1.2 Waterfall (1) rapid (1) hard rocks (1) (1 x 1) (1)
- 6.1.3
- 
- Must be a **graded profile** with correct labels.
Award 1 mark for shape only (2 x 1) (2)

- 6.1.4 Almost smooth riverbed (2)
Concave shaped profile (2)
[ANY ONE] (1 x 2) (2)

- 6.1.5 **Processes that the river profile must undergo to be graded**
Downward erosion must increase in the upper and middle course (2)
The upper course must assume a steeper slope (2)
Headward erosion must increase to remove temporary base levels of erosion (2)
Flattening of rapids remove temporary base levels of erosion (2)
Filling in of lakes remove temporary base levels of erosion (2)
Stream carrying capacity must increase to carry additional stream load (eroded particles) (2)
Gradient in the lower course must decrease in order for carrying capacity to decrease (2)
In the lower course the stream discharge must be reduced (2)
Deposition occurs in the lower course lowering the gradient (2)
The river now assumes a steep gradient in the upper course and a gentle gradient in the lower course (2)
[ANY FOUR] (4 x 2) (8)

- 6.2 6.2.1 The lowest point to which a river can erode (2)
[CONCEPT] (1 x 2) (2)

- 6.2.2 Rapid (1)
Dam (1)
[ANY ONE] (1 x 1) (1)

- 6.2.3 (1)
source (1)
rapid (1)
dam (1)
mouth (1)

(4 x 1) (1)

- 6.2.4 Ungraded profile (1)
Multigraded profile (1)
[ANY ONE] (1 x 1) (1)

- 6.2.5 Has obstructions in its river course (1) (1 x 1) (1)

- 6.2.6 In the upper course, the gradient is steep, flow is turbulent and vertical erosion takes place (2)
In the middle course of the river the gradient is less steep, flow is laminar and lateral erosion and deposition takes place (2)
In the lower course of a river, the gradient is gentle, flow is laminar, and deposition occurs (2) (3 x 2) (6)

TYPICAL EXAMINATION QUESTIONS

- How examiners link the processes and content
- To see the repetitiveness of questions despite different sources used
- Improve paragraph writing
- Map work integration

1.1	1.1.1	Ungraded profile (1)	(1 x 1) (1)
	1.1.2	Lake (1) Waterfall (1) Knickpoint (1) Rock outcrops (1) [ANY ONE]	(1 x 1) (1)
	1.1.3	A drop in the original sea level (2) Presence of knick points/waterfalls (2) Ungraded profile (2) A sudden change in gradient (2) [ANY ONE]	(1 x 2) (2)
	1.1.4	<u>Description/Change</u> The meander will become incised/entrenched (2) The meander will develop steeper sides (2) Will form a cut-off meander/ox bow lake (2) [ANY ONE CHANGE] <u>Reason</u> The amount of energy of the river would increase (2) The velocity of water flowing within the meander increases (2) The rate of downward/vertical erosion in the meander will increase (2) A stronger flow will result in the river cutting through the meander neck (2) [ANY ONE REASON]	(2 x 2) (4)
	1.1.5	<u>Processes creating the steep gradient in the upper course</u> Headward/Backward erosion of knickpoints will increase the steepness of the slope (2) Downward erosion creates a steep gradient (2) In the upper course water flow is mostly turbulent (2) The stream has enough energy to carry larger particles (2) Larger particles increase downwards erosion (2) <u>Processes creating the gradual gradient in the lower course</u> Lateral erosion will lead to a more gradual gradient (2) Sediments are deposited in the lower course (2) In the lower course water flow is laminar (2) The carrying capacity is reduced due to the wider river channels (2) This increases the friction on a river bed and sides and slows water flow resulting in greater deposition rates (2) [ANY FOUR. MUST REFER TO BOTH STEEP GRADIENT AND GRADUAL GRADIENT]	(4 x 2) (8)

- 1.2 1.2.1 When a river erodes (downwards) again because it is re-energised (1)
[CONCEPT] (1 x 1) (1)
- 1.2.2 Lower course (1) (1 x 1) (1)
- 1.2.3 Wide floodplain (almost flat) (1)
 Wide river valley (1)
 Meanders are visible (1)
 River enters the sea/river mouth (1)
 Presence of terraces (1)
 Evidence of lateral erosion (1)
 At the sea/ocean (label) (1)
 Entrenched meanders (1)
 Shading shows a deepening of the river channel (1)
[ANY ONE] (1 x 1) (1)
- 1.2.4 Gradient is steeper (river flows down a slope) (2)
 Turbulent flow (fast flowing river has more energy) after rejuvenation (2)
 Increase in volume of water (2)
 Results in a higher velocity after rejuvenation (2)
[ANY TWO] (2 x 2) (4)
- 1.2.5 (a) River channel has become deeper (2)
 River channel has become wider (2)
 River channel has become straighter (fewer meanders/curves/bends) (2)
 River channel has steeper sides (2)
[ANY ONE] (1 x 2) (2)
- (b) Meander loop has moved further downstream (2)
 Meander downstream has disappeared (2)
 Meander neck has become narrower (length and width of meander decreased) (2)
 Meander is entrenched/incised/deepens (2)
[ANY ONE] (1 x 2) (2)
- 1.2.6 Increases the amount of silt in the dam (2)
 Increased silt may damage the dam wall and cause it to collapse (2)
 Silting negatively impacts on the biodiversity of dams (2)
 Water holding capacity of dam reduced (2)
 Less effective in controlling flood waters (2)
 The increased volume and velocity of water may break the dam walls (2)
 Increased in the cost of maintenance (2)
 Water quality decreases when sediments are deposited (2)
[ANY TWO] (2 x 2) (4)

- 1.3 1.3.1 Vertical (Accept downward) (1) (1 x 1) (1)
- 1.3.2 Upliftment (1)
Entrenched/Incised meanders (1)
[ANY ONE] (1 x 1) (1)
- 1.3.3 Isostatic uplift/Tectonic forces (1) (1 x 1) (1)
- 1.3.4 Steeper slopes make it unsuitable for human living (2)
Deeper gorges make farming activity impossible (2)
Building infrastructure will be more expensive (2)
More specialised farming machinery will be needed (2)
Water will not be easily accessible for human usage (2)
Narrow floodplains reduce fertile farming land (2)
[ANY TWO] (2 x 2) (4)
- 1.3.5 A knick point will develop between the old and the new point of erosion (2)
Waterfalls develop at the knick point where there is a sharp change in gradient (2)
Vertical (accept downward) erosion results in (paired) terraces (2)
Valleys within valleys develop as a result of a new valley floor (2)
Meanders deeply erode to form entrenched or incised meanders (2)
Floodplains are narrowed (2)
[ALSO ACCEPT THE FOLLOWING]
Higher velocity may remove some braided streams (2)
Higher velocity may break through the levees (2)
Higher velocity may wash the existing deltas away (2)
Higher velocity may result in more oxbow-lakes (2)
[ANY FOUR] (4 x 2) (8)
- 1.4 1.4.1 When a river is eroding the landscape downwards in response to a lowering/change of its base level (1)
River rejuvenation is a process where rivers (are re-energised to) actively erode downward again (1)
[CONCEPT] (1 x 1) (1)
- 1.4.2 A drop in the sea level (1) (1 x 1) (1)
- 1.4.3 Waterfall/rapids (1) (1 x 1) (1)
- 1.4.4 Rejuvenated rivers will be ungraded/obstructions along the course as a result of renewed downward erosion (2)
River will now show a multi-concave profile (2)
Temporary base levels of erosion will develop (examples: knickpoint, rapids, waterfall) (2)
Overgraded river as renewed downward erosion now takes place (2)
Vertical erosion downstream of the knickpoint dominates (2)
The balance between erosion and deposition is disturbed (2)
[ANY TWO] (2 x 2) (4)

- 1.4.5 Knickpoints can form because of the old erosion level meeting the new erosion levels (2)
 The knickpoint retreats upstream (2)
 Waterfall can form at the knickpoint due to the break/lowering along the course of the river (2)
 Waterfalls can turn into rapids (2)
 Meanders will become more incised and entrenched (erode vertically) (2)
 River cuts into the flood plain and a new flood plain develops (2)
 A valley within a valley form because of vertical erosion (2)
 Valleys with multi-terraced slopes will form (2)
 River channel becomes narrower (2)
 New floodplain is narrower than the original flood plain (2)
 More meanders develop (2)
[ANY FOUR] (4 x 2) (8)

- 1.5 1.5.1 D (1)
 1.5.2 C (1)
 1.5.3 C (1)
 1.5.4 B (1)
 1.5.5 C (1)
 1.5.6 B (1)
 1.5.7 C (1) (7 x 1) (7)
- 1.6 1.6.1 S: Captor Stream (1)
 Y: Captured Stream (1) (2 x 1) (2)
- 1.6.2 A: Elbow of capture (1)
 B: Wind gap (1) (2 x 1) (2)
- 1.6.3 Higher rainfall causing increased headward erosion (2)
 Larger stream volume increase erosion (2)
 S is flowing through softer rock (2)
 S has a steeper gradient (2)
[ANY TWO] (2 x 2) (4)

1.6.4 **THE IMPACT OF RIVER CAPTURE ON THE VOLUME OF WATER AND EROSION ABILITY**

River B

The headwaters of B is captured (2)

The volume of water in B will decrease (2)

The abovementioned reduces the erosive ability (2)

It will become a misfit stream (2)

River S

River S captured the headwaters of river B (2)

Water added to river S increases its volume (2)

The abovementioned increases the erosive ability (2)

The river becomes rejuvenated (2)

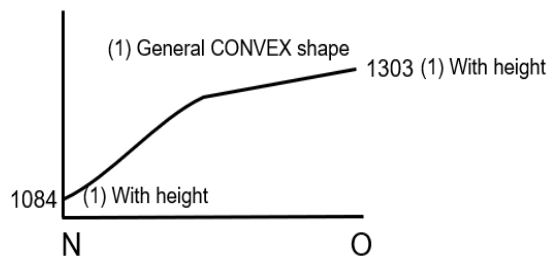
[ANY FOUR. MUST REFER TO BOTH RIVER B AND RIVER S] (4 x 2) (8)

- 1.7 1.7.1 Headward erosion (1) (1 x 1) (1)
- 1.7.2 Captor (1) (1 x 1) (1)
- 1.7.3 The river that flows down the steeper side of the watershed will erode faster because it has more energy (2) (1 x 2) (2)
- 1.7.4 The volume of water in the river increases (2)
The erosive power of the river will be renewed (2) (2 x 2) (4)
- 1.7.5 Will have less water and this will impact on vegetation that relies on water from the river channel (2)
The vegetation will become hardier, and this will impact on the type of wildlife that will be found in the river (2)
Biodiversity will be destroyed (2)
Ecosystems and food chains will be disturbed (2) (4 x 2) (8)

MAP WORK INTEGRATION

- 1.8 1.8.1 Dam wall (1) (1 x 1) (1)
- 1.8.2 Causes the water to dam up behind it (2)
Regulate the dam levels (2)
[ANY ONE] (1 x 2) (2)
- 1.8.3 164° (2) (1 x 2) (2)

1.8.4



(3 x 1) (3)

The drawing of rough cross sections are frequently examined. The examiners generally check the following:

- *Contour reading – lower value to the higher value*
- *Contour spacing – Contours near and spaced*
- *Spatial understanding of the learner*
- *Slope and landform identification*
- *Intervisibility*
- *The calculation of vertical exaggeration may also be examined*

NOTE: We draw a cross section from the lowest value to the highest value and from the first letter to the second.

- 1.8.5 Convex slope (1) (1 x 1) (1)
- 1.8.6 Stream flow towards the low laying dam (1) (1 x 1) (1)
- 1.8.7 It is the accumulation point of perennial and non-perennial rivers (2)
Natural low laying area surrounded by mountains (2)
The narrow valley made it easier to build the dam wall (2)
[ANY TWO] (2 x 2) (4)
- 1.8.8 North to northeast (1) (1 x 1) (1)
- 1.8.9 River flow toward or from the dam wall (2)
Joining of the tributaries at acute angles from a southeasterly and southwesterly direction (2)
[ANY ONE] (1 x 2) (2)

- 1.8.10 P – The area is before the dam wall (**stream-up**) therefore more water in the channel (2)

OR

At the specific point of the arrow, there is a non-perennial river, therefore the river only flow in the rainy season. Hence the river is **periodic** (2)

- Q – The area is below the dam wall (**stream-down**) therefore less water in the channel (2)

OR

At the specific point of the arrow the river is perennial, therefore the river flows throughout the year. Hence the river is **permanent** (2)

[THERE MUST BE DIRECT LINK BETWEEN THE REASONS FOR THE DIFFERENCE IN WATER VOLUME] (2 x 2) (4)

NOTE: The different responses based on map reading and interpretation as well as understanding and relating the map symbols to the theory of types of rivers

- 1.8.11 Z (1) (1 x 1) (1)

This seems very easy to spot, however the learner must understand what a longitudinal profile is and check the course of the river from P to Q and understand that the dam will cause a knickpoint.

- 1.8.12 The dam causes a knickpoint (2)
There is temporary base level of erosion making the longitudinal profile multi concave (2)
[ANY ONE] (1 x 2) (2)

SECTION 2 – RURAL SETTLEMENTS

ACTIVITY 1 – Class work

- 1.1 1.1.1 Circular/round (1) (1 x 1) (1)
- 1.1.2 Access to the village is restricted when the river floods (2)
Not all cultivated areas have access to the river (2)
Quality of roads affects transport (2)
Farmer bound to communal decisions (2)
[ANY TWO] (2 x 2) (4)
- 1.1.3 The village green provides a market for the cultivated crops (2)
Access to the transportation networks (roads) for some of the farmers (2)
Access to the river for some of the farmers will enable irrigation (2)
[ANY ONE] (1 x 2) (2)
- 1.1.4 Implementation of land reform policies (2)
Provision of farming subsidies by the government (2)
Improved rural infrastructure and service delivery (2)
Land tenure to be designed for eventual ownership (2)
Agricultural schools to sustain development and growth in farming capacity (2)
Skills development and training of farmers on scientific methods of farming (2)
Cooperative techniques can be used to improve crop yields and profits (2)
[ANY FOUR] (4 x 2) (8)

- 2.1 2.1.1 E (1)
- 2.1.2 D (1)
- 2.1.3 G (1)
- 2.1.4 B (1)
- 2.1.5 F (1)
- 2.1.6 A (1)
- 2.1.7 C (1) (7 x 1) (7)

ACTIVITY 3 – Home work

- 3.1 3.1.1 rural (1) (1 x 1) (1)
- 3.1.2 nucleated (1) (1 x 1) (1)
- 3.1.3 Hamlet (1)
[Accept rural hamlet] (1 x 1) (1)
- 3.1.4 Arable land (2) The soil is fertile and promotes the growth of crops (2)
Pasturage (2) The location enables the growth of a pasturage for livestock in the centre of the hamlet (2)
Fuel (2) The location of woodlands and trees around the settlement increases the availability of wood for heating (2)
Dry point (2) Settlement can be located on a slope above the flood level (2)
Aspect (2) The buildings are located on the middle slopes to improve the amount of heat received (2)
[Any ONE with explanation] (2 x 2) (4)
- 3.1.5 Collective land ownership – A belief system of agricultural activities within a single patriarchy and siblings (One family with buildings in close proximity to each other) (2)
Shared farming practices – Farmers with similar religious and belief systems group together to share farming implements and methods (2)
Traditional cattle farming communities believed to keep the holdings for livestock at the centre with buildings surrounding the cattle farming as the main activity (2)
[Any TWO] (2 x 2) (4)
- 3.1.6 Reduction of cultivated land would increase the rate of rural depopulation (2)
Soil becomes infertile and uneconomical to continue agricultural practices leading to abandoned farms and villages (2) (2 x 2) (4)

- 4.1 4.1.1 A decrease in the number of people living in the rural areas (1)
[CONCEPT] (1 x 1) (1)
- 4.1.2 Young adults/Between 18 to 35 years (Range) (1) (1 x 1) (1)
- 4.1.3 Abandoned buildings (2)
Empty or closed shops (2)
Aged population (2)
Reduced/Declining population (2)
Unemployed people (2)
Physical blight (2)
Crime (2)
[ANY ONE] (1 x 2) (2)
- 4.1.4 No growth of economic activities due to lack of skills (2)
No investment opportunities/Withdrawal of investments (2)
No infrastructure development to attract economic activities (2)
Lack of services hampers the growth of rural town (2)
Young and economically active people leave (2)
Reduced buying power (2)
[ANY TWO] (2 x 2) (2)
- 4.1.5 **SOLUTIONS TO ATTRACT GROWTH TO RURAL AREAS**
Industrial decentralisation to provide jobs in rural areas for young people/Cheap industrial sites to attract employment opportunities (2)
Implementation of GEAR/NDP to create sufficient jobs to people in rural areas (2)
Implementation of the RDP/NDP to provide basic services for rural population(2)
Integrated rural development to improve farming and meet the basic needs of people (2)
Establishment of parks and recreational facilities in rural areas to provide for leisure activities (2)
Organise festivals that will bring money into the small town (2)
Attract commuters to come and live in small towns (2)
Maximise eco-tourism/cultural tourism/ heritage tourism (2)
Agricultural schools to attract people/learners (2)
Introduction of local agenda 21
[ANY FOUR] (4 x 2) (4)

- 4.2. 4.2.1 Rural-urban migration (1) (1 x 1) (1)
- 4.2.2 Droughts (1)
Floods (1)
Soil erosion (1)
Natural disasters like earthquakes, mass movement, etc. (1)
Heavy frost (1)
[ANY ONE] (1 x 1) (1)
- 4.2.3 Resources like fertile soil are not being used for the economy (2)
Lack of skilled labour as people moved away in search of employment (2)
Small businesses are forced to close down because of less buying power and farmers choosing to buy in bulk in bigger cities (2)
Ageing of the area as young people leave in search of a 'better' future (2)
Cycle of stagnation and decline continue in rural area (2)
[ANY TWO] (2 x 2) (4)
- 4.2.4 During the present country side there is still a travelling distance between rural and urban settlements due to low population numbers in urban areas (2)
During the future country side, the urban areas has grown considerably and expanded, the border is now near to the rural areas (2) (2 x 2) (4)
- 4.2.5 Job creation projects in rural areas (2)
Decentralization of industries (2)
Improved basic services in rural areas (2)
Skills development in rural areas (2)
Farming related industries in rural areas (2)
Improved transport, health, education services (2)
Retirement villages in rural towns to attract people there (2)
Incentives for professionals and employers to settle in rural areas (2)
Development of eco-tourism through conservation of natural habitats and thus creating income opportunities for the local population (2)
[ANY FOUR] (4 x 2) (8)

ACTIVITY 4.3 – Home work

- 4.3.1 Aimed at providing previously disadvantaged people with land for farming purposes. (1)
[CONCEPT] (1 x 1) (1)
- 4.3.2 The philosophy of "willing seller/willing buyer" applies (2)
Land owners want a price above market value for their land (2)
[ANY ONE] (1 x 2) (2)

- 4.3.3 To help previously disadvantaged people to become effective farmers on their own land (2)
 To help black and poverty-stricken people in rural areas to improve their standard of living by enabling them to access and use land productively. (2)
 To decongest crowded former homeland areas. (2)
 To expand opportunities to women and growth in rural areas. (2)
[ANY TWO] (2 x 2) (4)
- 4.3.4 “Willing seller-willing buyer” has resulted in a long drawn-out process to negotiate land price with the current owners. (2)
 There has been no incentives for previous commercial farmers to support and mentor the “new” farmers. (2)
 There has been a lack of common census among political parties on the land reform debate. (2)
 Many of the redistributed farms are in a poor state of repair at the point of acquisition (2)
 There are gaps in the current policies which compromise effective implementation of the land reform programme (2)
 There is a lack of reliable monitoring system and evaluation thereof (2)
 It requires enough resources and time to effectively facilitate post- resettlement support to new land owners. (2)
 It is a lengthy and time-consuming process to select the rightful beneficiaries for land redistribution. (2)
[ANY FOUR] (4 x 2) (8)

ACTIVITY 4.4 – TYPICAL EXAMINATION QUESTIONS

- 4.4 4.4.1 The process of compensating people for the land they lost due to forced removals (1)
[CONCEPT] (1 x 1) (1)
- 4.4.2 To redress the injustices of apartheid (1)
 For national reconciliation and stability (1)
 To promote economic growth (1)
 To alleviate poverty (1)
[ANY TWO] (2 x 1) (2)
- 4.4.3 Beneficiaries have been neglected by the government (1)
 The people lack support to start ploughing (1)
 The people do not have the finances (1) (3 x 1) (3)
- 4.4.4 People were given land simply to redress the injustices of past policies, but no support to generate income and make an adequate and meaningful living (2) (1 x 2) (2)

- 4.4.5 Provide financial assistance to make sure that farmers can buy the basic equipment (2)
 Have workshops and training services available to make sure that the skills in farming and business management is on par (2)
 Help the farmers understand how the labour policies should be implemented (2)
 The development of local community forums so that the community can discuss how land should be developed and maintained (2)
 Provision of proper infrastructure like roads, electricity, computer literacy etc. (2)
 Government/NGO support (2)
[ANY FOUR] (4 x 2) (8)

SECTION 3 – URBAN SETTLEMENTS

ACTIVITY 1 – Class work

- 1.1 1.1.1 **Level** refers to the percentage of the total population in urban settlements (2)
[CONCEPT]
Rate measures the amount by which this percentage increases from year to year (2)
[CONCEPT] (2 x 2) (4)
- 1.1.2 Europe (1) (1 x 1) (1)
- 1.1.3 Europe (1) (1 x 1) (1)
- 1.1.4 Availability and efficiency of transport means people no longer have to live where they work (2)
 Growth of information technology means that people can work from home (2)
 Pollution, crime and traffic congestion encourage people to live outside the city centre (2)
 Housing is cheaper on the outskirts (2)
 Scenic and aesthetic beauty attract people to the outskirts (2)
[ANY TWO] (2 x 2) (4)
- 1.1.5 Apartheid laws like group areas act, influx control, pass laws, etc. lifted (2)
 Rural/Urban migration. (2)
 Immigrants and refugees from other countries. (2)
 Natural growth (2)
[ANY TWO] (2 x 2) (4)

- 1.1.6 Apartheid has made problems of urbanisation more complex (2)
 The lifting of racial restrictions has resulted in a mass movement of people to cities in search of jobs (2)
 Squatter settlements have mushroomed to accommodate the influx of people (2)
 Industrial expansion is not in keeping with the levels of urbanisation as there are more people than jobs available (2)
 Unequal pace between provision of services and urbanisation (2)
 Deepening poverty and unemployment (2)
 Increase in crime and violence (2)
 Urbanisation brings with it many urban conflicts associated with demands being placed on land, water, housing, transport, and employment (2)
 Social unrest and environmental pollution (2)
[ANY TWO] (2 x 2) (4)

ACTIVITY 2 – Home work

- 2.1 2.1.1 The physical growth or expansion of the size or area of the urban settlement (1)
[CONCEPT] (1 x 1) (1)
- 2.1.2 A dispersed/isolated rural settlement will become a clustered/nucleated, urban settlement (1)
 (1 x 1) (1)
- 2.1.3 Rural-urban migration/Influx of immigrants (2)
 Population increase in the city/higher birth rate (2)
 If push and pull factors are given, must be qualified (2)
[ANY ONE] (1 x 2) (2)
- 2.1.4 Traffic congestion due to an increase in cars (2)
 Noise and air pollution from vehicles(2)
 Rates and taxes will increase (2)
 The houses are expensive (2)
 Lack of privacy (2)
 Loss of agricultural land (2)
 Loss of aesthetics (2)
 Increase of informal settlements (2)
 Unemployment in the rural areas (2)
 Increase in crime rate (2)
 Damage to ecosystems/habitat/biodiversity (2)
 Strain on resources and services in the urban environment (2)
[ANY TWO] (2 x 2) (4)

- 2.1.5 Carpooling/Lift clubs (2)
 Improving public transport (2)
 Alternative forms of transport e.g. cycling (2)
 More greening of technology (2)
 Housing subsidies for poorer households (2)
 Community projects and development of community spaces (2)
 Small plots with high density (2)
 More visible policing (2)
 Develop greenbelts/parks/open spaces (2)
 Job creation in rural areas (2)
[ANY TWO] (2 x 2) (4)
- There are no more beautiful views (as a result of the urban expansion) (2)
[Look at interpretation of negative emotion] (1 x 2) (2)

ACTIVITY 3 – TYPICAL EXAMINATION QUESTION

- 3.1 3.1.1 C (1)
 3.1.2 A (1)
 3.1.3 F (1)
 3.1.4 D (1)
 3.1.5 B (1)
 3.1.6 F (1)
 3.1.7 F (1) (7 x 1) (7)

ACTIVITY 4 – Class work

- 4.1 4.1.1 *Sphere of influence* is area around a settlement from which it attracts customers (2)
Range is the furthest distance people are prepared to travel from to enjoy a particular service (2)
[CONCEPTS] (2 x 2) (4)
- 4.1.2 Car sales (1) (1 x 1) (1)
- 4.1.3 People are willing to travel much further to buy a car than they are to buy essentials like bread/ milk (1)
 Buying a car is an important aspect that happens once in a long while, so people are prepared to travel greater distances for the right model and type of car (1)
[ANY ONE] (1 x 2) (2)
- 4.1.4 Car sales would need a larger threshold population, to make their business sustainable and viable for profit (2) (1 x 2) (2)
- 4.1.5 It has a smaller range (2)
 It has a small sphere of influence (2) (2 x 2) (4)

- 4.1.6 Higher order goods and services are found in B, compared to surrounding areas (2)
 People are willing to travel further to B, to buy a specialised product or service (2)
 People travel short distances to take advantage of low order goods and services (like milk etc.) (2) (2 x 2) (4)

ACTIVITY 4.2 – Home work

- 4.2 4.2.1 A settlement that provides urban goods and services to a surrounding area (1)
[CONCEPT] (1 x 1) (1)
- 4.2.2 Trade of farm products (1) (1 x 1) (1)
- 4.2.3 The smaller the central place, the more the number of central places (2)
OR
 The larger the central place, the less the number of central places (2)
[ANY ONE] (1 x 2) (2)
- 4.2.4 High order services are more expensive and specialised (like specialist doctors) and people need to and are willing to travel further distances to take advantage or benefit from such a service (2)
 Low order services are less expensive and include everyday conveniences (like buying bread and milk), people travel short distances to access these basics (2)
[ANY TWO] (2 x 2) (4)
- 4.2.5 (a) The higher the order of service, the higher the threshold population (2)
OR
 The lower the order of service, the lower the threshold population (2)
[ANY ONE] (1 x 2) (2)
- (b) If a high order service is established in an area with a low threshold population, the business, or service will not have a large enough client or support base(2)
 It will close down or become bankrupt (2) (2 x 2) (4)

ACTIVITY 4.3 – TYPICAL EXAMINATION QUESTIONS

- 4.3 4.3.1 The ranking of urban settlements based on the number of functions found in the settlement (2)
[CONCEPT] (1 x 2) (2)
- 4.3.2 The land is above 300 m in height (1)
 Steep areas (1)
 Mountainous area (1)
[ANY ONE] (1 x 1) (1)
- 4.3.3 **A** (1) (1 x 1) (1)

- 4.3.4 **A** is linked to the main road, which increases its range (2)
Inhabitants of the Town prefer visiting/shopping at **A** rather than **B**, due to accessibility (2)
[ANY ONE] (1 x 2) (2)
- 4.3.5 (a) Regional shopping centre (1) (1 x 1) (1)
- (b) Located outside the built-up areas, where land values are lower (2)
Ample space for future expansion (2)
Next to the highway for accessibility (2)
Roads link the shopping centre to all other settlements (2)
[ANY TWO] (2 x 2) (4)
- (c) More people will pass through CITY **A** to reach the shopping centre (2)
People may relocate to CITY **A** to be nearer to the shopping centre (2)
The profits of the businesses of CITY **A** will increase due to the influx of people passing through (2)
[ANY TWO] (2 x 2) (4)

ACTIVITY 4.4 – Class work

- 4.4 4.4.1 (a) Transition zone (1)
(Accept zone of decay) (1)
(Accept light industry) (1)
[ANY ONE] (1 x 1) (1)
- (b) Mixed functions (accept examples e.g. light industries, residential areas, ware houses) (1)
Dilapidated buildings (1)
High land values (1)
Social evils are rife e.g. prostitution, drug trafficking, etc. (1)
Illegal occupancy of buildings by unemployed persons (1)
Graffiti on walls (1)
Buildings used for functions other than their original function (brownfields) (1)
Invasion and succession of the CBD (1)
Overcrowded conditions (1)
Informal traders (1)
Close to the CBD (1)
Light industries are found in the transition zone (1)
Light industries occupies small amount of space (1)
Light industries are not associated with pollution (1)
Light industries use light raw materials (1)
Light industries are close to the market as perishable goods are being manufactured (1)
[ANY TWO] (2 x 1) (2)

- (c) Close to local market (CBD) (2)
Does not require large spaces (2)
Light industries can occupy multi-storey buildings (2)
Produces less air, water, and water pollution (2)
Close to labour force (2)
[ANY ONE] (1 x 2) (2)
- (d) Applicable to both the Transition zone and light industry:
Land use zone A is the area of future expansion of the CBD which has high land values (2)
Land use zone A is close to the CBD therefore the demand for this land will increase in the future (2)
Competition for land increases the land value (2)
[ANY ONE] (1 x 2) (2)
- 4.4.2 Next to recreational area (2)
On the outskirts of urban area (2)
Away from industries (2)
Large dwellings (2)
Evidence of gardens (2)
Different architectural designs (2)
Near the greenbelt (aesthetic beauty) (2)
[ANY TWO] (2 x 2) (4)
- 4.4.3 Air pollution in zone C would discourage higher income housing at B (2)
Noise pollution in zone C would discourage higher income housing at B (2)
Zone C would take away the aesthetic appeal of zone B (2)
Zone C requires abundant and cheap land while the land values at zone B is high (2)
C will lower the property values of B (2)
[ANY TWO] (2 x 2) (4)

ACTIVITY 4.5 – Home work

- 4.5 4.5.1 The poorest members of our society (1) (1 x 1) (1)
- 4.5.2 Residential areas are on the outskirts of urban areas (2)
Living further from work (2)
Takes longer to get to work (2)
Higher transport costs (2)
Causes traffic congestion (2)
Lack of proper public transport systems (2)
[ANY TWO. ACCEPT ANY OTHER QUALIFIED REASONABLE ANSWER]
(2 x 2) (4)

- 4.5.3 Increases financial burden on household budget (2)
 More of the budget will be used for travelling costs (2)
 Less money for basic necessities/examples (2)
[ANY TWO] (2 x 2) (4)
- 4.5.4 Build more housing nearer to people's place of work, this would reduce travelling times, costs, and the carbon footprint (2)
 Create better quality public transport to allow people to more efficiently and more easily get to work e.g., BRT (Bus Rapid Transport) and Gautrain (2)
 Create more jobs in or close to densely populated, urban townships (2)
 Create more cycle lanes (2)
 Planned irregular street pattern to facilitate easier flow of traffic (2)
 Create flexi times (2)
 Ring roads (2)
 One-way streets (2)
 Synchronised traffic lights (2)
 Bus lanes (2)
 Park-and-ride (2)
 Lift clubs (2)
 Bridges and flyovers (2)
[ANY THREE] (3 x 2) (6)

ACTIVITY 4.6 – TYPICAL EXAMINATION QUESTION

- 4.6 4.6.1 When people are abused or treated unfairly(1)
[CONCEPT] (1 x 1) (1)
- 4.6.2 (a) People are living in informal housing(1)
 Lack of services evident(1)
[ANY ONE] (1 x 1) (1)
- (b) They are unemployed and cannot pay for services(1)
 Greed and corruption of municipal officials(1)
 Lack of participation or say in local government(1)
 Limited formal education(1)
[ANY TWO] (2 x 1) (2)
- (c) Can lead to violent protests (1)
 Increase in crime(1)
 Xenophobic attacks(1)
 Spread of disease(1)
 Increase in poverty(1)
[ANY TWO] (2 x 1) (2)
- 4.6.3 Air (1) (1 x 1) (1)
- 4.6.4 Health problems such as asthma and cancer (2)
 Skin ailments (2)
 Increase in eye diseases (2)
 Discomfort and lethargy (2)
[ANY TWO] (2 x 2) (4)

- 4.6.5 Government legislation coupled with fines to reduce emissions (2)
Industrial decentralisation (2)
Promote clean sources of energy (ACCEPT EXAMPLES) (2)
Relocate communities (2)
Create awareness campaigns (2)
Install filters/scrubbers in factories (2)
Frequent testing of air quality (2)
Create greenbelts (2)
Industries should have tall stacks/chimneys (2)
Protests/petitions to pressurise government to take judicious action against defaulting industries (2)
[ANY TWO] (2 x 2) (4)

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