1.1
1.1.1 C
1.1.2 H
1.1.3 J
1.1.4 N
1.1.5 P
1.1.6 K
1.1.7 E
1.1.8 G
1.1.9 D
1.1.10 F
1.1.11 L
1.1.12 O
1.1.13 R
1.1.14 Q
1.1.15 M

1.2
1.2.1 Latitude:

Durban's latitudinal position leads to the sun's rays striking at an angle.
Johannesburg's latitudinal position leads to the sun's rays striking at an angle.

- **Tilt of the earth's axis:**
  When the axis tilts towards the sun more radiation is received. That is why the summer temperatures are higher than the winter temperatures when the axis tilts away from the sun in both Durban and Johannesburg.

- **Distribution of land and water masses:**
  Water holds heat longer. That is why the average temperature (summer and winter) of Durban will be higher.
  Land cools down more quickly and temperature will decrease. That is why the average temperature (summer and winter) of Johannesburg will be lower.

- **Ocean currents:**
  The warm Mozambique current flows past Durban. It warm air will cause higher average temperatures over Durban.
  Johannesburg, which is located in the interior and away from the sea, will experience lower average temperatures (winter and summer).

- **Altitude**
  Durban warmer because it occupies a low altitude
  Johannesburg experiences lower temp because of greater height above sea level.
### RUBRIC FOR MARKING:

<table>
<thead>
<tr>
<th>RATING</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can mention any four (4) causes and can elaborate correctly on all four of them.</td>
<td>7</td>
</tr>
<tr>
<td>The learner can mention any four (4) causes, but can only elaborate on 3 of them.</td>
<td>6</td>
</tr>
<tr>
<td>The learner can mention 3 causes, but can elaborate on all three of them.</td>
<td>5</td>
</tr>
<tr>
<td>The learner can mention 3 causes, but can elaborate on two of them.</td>
<td>4</td>
</tr>
<tr>
<td>The learner can mention only 2 causes and can elaborate on all two of them.</td>
<td>3</td>
</tr>
<tr>
<td>The learner can mention only two cause, but can elaborate on only one of them.</td>
<td>2</td>
</tr>
<tr>
<td>The learner can mention only one cause and can elaborate on it OR cannot elaborate OR mixes facts, but have a slight idea.</td>
<td>1</td>
</tr>
</tbody>
</table>

NB: THE MARK THAT A LEARNER OBTAINED SHOULD BE MULTIPLIED BY TWO.

| 1.2.2 A – low pressure cell | 7x2 (14) |
| B – tropical cyclone | 2x2 (4) |
| 1.2.3 Cloud cover – overcast | 6x2 (12) |
| Air temperature – 21°C | [30] |
| Dewpoint temperature – 17°C | |
| Type of precipitation – thunderstorm | |
| Wind direction – north east | |
| Wind speed – 20 knots | |
| 1.3 | 1x2 (2) |
| 1.3.1 4, 6 billion years | |
| 1.3.2 North America | |
| Europe | 2x2 (4) |
| 1.3.3 Africa | |
| South America | |
| Antarctica | |
| Australia | |
| New Zealand | |
| Madagascar | |
| Indian Peninsula | ANY TWO 2x2 (4) |
| 1.4 | | [10] |
1.4.1 6, 2
1.4.2 More than 400 aftershocks
   Magnitude of 6, 2
   Killed over 3700 people and injured thousands
1.4.3 Abnormal high waves caused by earthquakes
1.4.4 Find survivors
   Put survivors in a safer place
   Put up hospital tents for treatment
   Treat injured people
   Put up tents for shelter
   Take measures to prevent diseases from spreading
   Establish communication with the outside world
   Distribute donations as they arrive (water, food, medicine, etc)
   Arrange for bodies (identification, burial, cremation, etc)

   ANY FIVE IN ANY ORDER 5x2 (10)

   TOTAL: [75]

QUESTION 2
2.1
2.1.1 B
2.1.2 C
2.1.3 A
2.1.4 D
2.1.5 B
2.1.6 B
2.1.7 C
2.1.8 C
2.1.9 A
2.1.10 D
2.1.11 B
2.1.12 A
2.1.13 C
2.1.14 D
2.1.15 C

2.2
2.2.1 High pressure area
2.2.2 Anticyclone
2.2.3 Causes of desertification:
   Poor farming practices: Overstocking of stocking of animals leads to overgrazing
   Planting down slope. Not leaving vegetation-strips to cover soil surfaces.
   Sheet wash: When soil surfaces are removed because of large amounts of water flowing down slopes. If these surfaces have little vegetation cover, then lots of soil erosion will occur.
   Human pressure: Causes over-use of land. Due to overpopulation in areas of the world, the soil quality and vegetation are affected. This may cause desert conditions to form.

   MEASURES TO COMBAT (REVERSE) DESERTIFICATION:
   • Good farming methods/practices
   • Allow vegetation to grow on slopes
   • Avoid overpopulation
   • Reduce livestock
   • Stop deforestation
   • Stop overgrazing
   • Practice crop rotation
### RUBRIC FOR MARKING

<table>
<thead>
<tr>
<th>RATING</th>
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</thead>
<tbody>
<tr>
<td>The learner is able to mention and discuss all the causes and measures that could be taken to combat/reverse desertification. Correct and appropriate geographical language and concepts used.</td>
</tr>
<tr>
<td>The learner is able to mention and discuss few (three) of the causes and measures that could be taken to combat/reverse desertification. Correct and appropriate geographical language and concepts are used without errors.</td>
</tr>
<tr>
<td>The learner is able to mention and discuss fewer (two) of the causes and measures that could be taken to combat/reverse desertification. Geographical language and concepts are adequate although some relatively simple mistakes were made.</td>
</tr>
<tr>
<td>The learner is able to mention and discuss one of the causes and measures that could be taken to combat/reverse desertification. The learner used relatively poor geographical language and concepts.</td>
</tr>
<tr>
<td>The learner is able to discuss facts and ideas relevant to desertification without specifically mentioning causes and measures that could be taken to combat/reverse desertification. Geographical language and concepts are used indiscriminately.</td>
</tr>
<tr>
<td>The learner shows little knowledge of the causes and measures that could be taken to combat/reverse desertification. Ideas that are both relevant and irrelevant are thrown at random.</td>
</tr>
<tr>
<td>The learner shows little or no evidence of the knowledge of the causes and measures that could be taken to combat/reverse desertification. Geographical language and concepts are used inappropriately.</td>
</tr>
<tr>
<td>The learner displays no evidence of the knowledge of the causes and measures that could be taken to combat/reverse desertification. Geographical language is poorly used with gross conceptual errors. The learner did not respond to the question.</td>
</tr>
</tbody>
</table>

**NB:** THE MARK THAT A LEARNER OBTAINED SHOULD BE MULTIPLIED BY TWO.  
8x2 (16)

2.2.4 Loss of biodiversity (diversity of plant and animal species).  
- Expansion of suitable habitat for mosquitoes which transmit malaria  
- Damage to the photosynthesis process and genetic structure of plants.  
- Excessive leaching of plant nutrients from the soil.  
- Contamination of water.  
- Damage to animal life  
- Land that was suitable for farming become more desert-like  

**ANY FIVE**  
5x2 (10)

2.3  
2.3.1 Faulting  
2.3.2 Hanging wall/ Rift valley  
2.3.3 Foot wall/ Block mountains  
2.3.4 Normal fault Vertical movement of the two blocks  
2.3.5 a) Fault line  
   - Fault scarp  
   - Fault plane  
2.3.6 Sedimentary. Occur in layers.  

[20]
2.4
2.4.1 Shattering
2.4.2 Carbonation
2.4.3 Biological weathering
2.4.4 Oxidation
2.4.5 Exfoliation  

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<tbody>
<tr>
<td>TOTAL:</td>
<td>75</td>
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</tbody>
</table>

SECTION B

QUESTION 3

3.1
3.1.1 Depopulation
3.1.2 Inequalities
3.1.3 Pull factors
3.1.4 Population
3.1.5 Demography
3.1.6 Death rate
3.1.7 Developing countries
3.1.8 Malnutrition
3.1.9 Gross National Product
3.1.10 International Organisations

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<table>
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<tbody>
<tr>
<td>TOTAL:</td>
<td>10</td>
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</tbody>
</table>

3.2
3.2.1 Wildlife and Environment Society of South Africa
3.2.2 People Opposing Women Abuse
3.2.3 Southern African Development Community
3.2.4 Human Immune-deficiency Virus
3.2.5 Non-Governmental Organisation

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<table>
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<tbody>
<tr>
<td>TOTAL:</td>
<td>5</td>
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3.3
3.3.1 They are undocumented
They want to be legalized

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<tr>
<td>ANY TWO 2x2</td>
<td>(4)</td>
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3.3.2 Yes
Immigrants wanted to push through immigration reform.
They wanted undocumented workers to be legalized.

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<tr>
<td>3X2</td>
<td>(6)</td>
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3.3.3 Yes
Immigrants from Zimbabwe, Nigeria, Lesotho, etc.
Mostly illegal
Not documented

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<td>ANY TWO 2X2</td>
<td>(4)</td>
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3.3.4 They take job opportunities which were meant for South Africans
Less job opportunities for South Africans
Are willing to work for lesser wages
In some cases they bring new skills to South Africa

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<tr>
<td>ANY THREE 3X2</td>
<td>(6)</td>
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3.3.5 a) Increase the South African demand for housing
Increase in the backlog of housing
Put more strain on the budget for housing

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<td>ANY ONE 1X2</td>
<td>(2)</td>
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</table>

3.3.5 b) Increase the South African demand for water and sanitation.
Increase the backlog of water and sanitation.
Put more strain on the budget for water and sanitation.

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<td>ANY ONE 1X2</td>
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3.3.5 c) Increase the South African demand for more education opportunities
Increase the backlog of education facilities
Put more strain on the budget for education

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<tbody>
<tr>
<td>1x2</td>
<td>(2)</td>
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</table>
d) Increase the South African demand for health services
   Increase the provisioning backlog of health services
   Put more strain on the budget for health services  
   \[ \text{ANY ONE 1x2 (2)} \]

3.4
3.4.1 Organization of African Unity (OAU) \[ 1x2 (2) \]
3.4.2 One of the richest countries in Africa, one of the founders of the AU, stability, democratic constitution \[ 2x2 (4) \]
3.4.3 Greater unity among the people and countries of Africa
   Recognition of human rights and the raising of living standards
   Participation in the global economy and international negotiations
   Integration of the African economies and the promotion of sustainability at economic, social and cultural levels
   Development of the continent in various areas, particularly with regard to science and technology
   Promotion of good health and the eradication of preventable diseases
   To defend the sovereignty, territorial integrity and independence of its member states
   To promote peace, security and stability on the continent
   To promote democratic principles and institutions, popular participation and good governance
   To coordinate and harmonize the policies between the existing and future Regional Economic Communities for the gradual attainment of the objectives of the Union  \[ \text{ANY THREE 3x2 (6)} \]

3.5
3.5.1 a) Challenges facing the African continent
   Escalating poverty levels
   Underdevelopment
   The continued marginalisation of Africa
   High death rates
   Low life expectancy of adults
   Illiteracy  \[ \text{ANY TWO 2x2 (4)} \]

b) To eradicate poverty
   To place African countries on a path of sustainable growth and development
   Enhance Africa's full and beneficial integration into the global economy
   Ensure that peace is established and maintained on the whole continent
   To protect and promote democracy and human rights in the African countries and regions
   To restore and maintain economic stability
   To provide education, technical training and health care services
   To accelerate the empowerment of women  \[ \text{ANY THREE 3x2 (6)} \]

c) Minerals
   Oil and gas deposits
   Habitats with a rich diversity of plants and animals
   Palaeontological and archaeological sites of inestimable value
   A diversity of cultures  \[ \text{ANY TWO 2x2 (4)} \]

d) The legacy of colonialism
   The effects of the Cold War era
   The consequences of the international economic system
   The inadequacy and shortcomings of the policies of African countries since 1060
   Poor leadership
   Corruption
   Ineffective state governance
Political instability
Civil wars
Military conflicts
Mass migration

ANY TWO 2X2 (4)

TOTAL: 18

TOTAL: 75

QUESTION 4

4.1
4.1.1 False
4.1.2 True
4.1.3 True
4.1.4 False
4.1.5 True
4.1.6 False
4.1.7 False
4.1.8 True
4.1.9 True
4.1.10 False

10x1 (10)

4.2
4.2.1 Migration
4.2.2 Population growth rate OR growth rate
4.2.3 Unemployment
4.2.4 Racism
4.2.5 Conservation/ Preservationx1 (5)

4.3
4.3.1 India – Progressive
   Japan – Regressive

2x2 (4)

4.3.2 India – 3%
   Japan – 18%

2x2 (4)

4.3.3 India – high birth rate
   Japan – low birth rate

1x2 (2)

REASONS:
   India – high fertility rate
   Baby boom
   Developing country
   Broad base

ANY ONE 1x2 (2)

Japan – birth rate is under control
   Developed country
   Narrow base

ANY ONE 1x2 (2)

4.3.4 India – High death rate
   Japan – low death rate

1x2 (2)

4.3.5 India OR Progressive

ANY ONE 1x2 (2)

4.3.6 a) Brazil OR Argentina
   Any ONE 1x2 (2)

b) Sweden OR France
   Any ONE 1x2 (2)

[30]

4.4
4.4.1 a) Consult with local community/their knowledge about elephants (Indigenous Knowledge Systems)
Conduct needs analysis
Acquaint yourself with the practices of local community (values and attitudes)
Develop a negotiated action plan with the concerned local community of Mara

ANY THREE 3x2 (6)

b) Environmental officers
   Geologists
   Technicians

ANY THREE 3X2 (6)

c) Environmental officers: They know the behaviour of elephants; They can
tell us which elephants should be captured and which should be put down.

ANY ONE 1x2 (2)

Geologists: They can tell us where to look for alternatives of water sources

ANY ONE 1x2 (2)

Technicians: They can help us to plan and put up electricity, solar panel, etc.

ANY ONE 1x2 (2)

4.5
4.5.1 Six 1x2 (2)
4.5.2 Kofi Annan 1x2 (2)
4.5.3 New York OR USA/America 1x2 (2)
4.5.4 General Assembly 1x2 (2)
4.5.5 Promoting peace
   Striving for social justice
   Energy relief
   Promote development

ANY TWO 2X2 (4)

TOTAL: [75]
GRAND TOTAL: [225]