



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

GEOGRAPHY P2

NOVEMBER 2009

MEMORANDUM

MARKS: 100

This memorandum consists of 11 pages.

RESOURCE MATERIAL

- An extract from topographical map 2230AA&AC MUSINA
- Orthophoto map 2230 AC 11 MUSINA SOUTH

NOTE: The resource material must be collected by the schools for their own use after the examination

INSTRUCTIONS AND INFORMATION

1. Write your examination number and your centre number in the spaces provided on the ANSWER BOOK.
2. Answer ALL the questions in the spaces provided in this question paper.
3. You should receive a 1:50 000 topographical map 2230AA&AC MUSINA and an orthophoto map of a part of the mapped area.
4. The topographical map and the orthophoto map must be handed to the invigilator at the end of this examination session.
5. You may use the blank page at the back of this question paper for all rough work and calculations.
6. A non-programmable calculator may be used.
7. The following English terms and/or their Afrikaans translations are shown on the topographical map:

ENGLISH	AFRIKAANS
Caravan park	Karavaanpark
Cemetery	Begraafplaas
Copper mine	Kopermyn
Diggings	Uitgrawings
Disused mine	Ongebruikte myn
Drive-in theatre	Inryteater
Fish farm	Visplaas
Landing strip	Landingstrook
Refuse dump	Afvalstortingsterrein
Rifle range	Skietbaan
River	Rivier
Sewage disposal works	Rioolafvalwerke
Shaft	Skag
Slimes dam	Slykdam

QUESTION 1: MULTIPLE CHOICE QUESTIONS

The following questions are based on the 1:50 000 topographical map 2230AA&AC MUSINA as well as the orthophoto map of part of the mapped area. Various options are provided as possible answers to the following statements. Choose the answer and write only the letter (A – D) in the block next to each statement.

1.1 The earth's curved surface is represented on the topographical map by the ... projection.

- A Mercator
- B Gauss conform
- C Lambert
- D transverse

B

1.2 The landform found between spot height 512 (H6) and spot height 526 (H6) is a ...

- A poort.
- B saddle.
- C spur.
- D valley.

B

1.3 Musina is an example of a ... town.

- A central place
- B junction
- C gap
- D bridge

A

1.4 The feature marked 1 (G5) on the topographical map is a/an ...

- A mine dump.
- B cutting.
- C embankment.
- D excavation.

D

1.5 An orthophoto map is a ... photograph which has contour lines, spot heights, trigonometrical stations and other labelled features drawn onto it.

- A high oblique
- B low oblique
- C horizontal
- D vertical

D

1.6 The true bearing of spot height 553 (**B**) from spot height 578 (**A**) on the orthophoto map is ...

- A 167°.
- B 193°.
- C 213°.
- D 257°.

A

1.7 The index of the orthophoto map sheet southeast of Musina is ...

- A 2230AC17.
- B 2230AC7.
- C 2229BD20.
- D 2229BD10.

A

1.8 The orthophoto map scale is ... than that of the topographical map.

- A 5 times smaller
- B 5 times larger
- C 40 times larger
- D 40 times smaller

B

1.9 The road marked **H** on the orthophoto map is a/an ... road.

- A arterial
- B main
- C secondary
- D other

C/D

1.10 The Sand River (Sandrivier) that flows in the mapped area is a/an ... river.

- A periodic
- B episodic
- C permanent/perennial
- D exotic

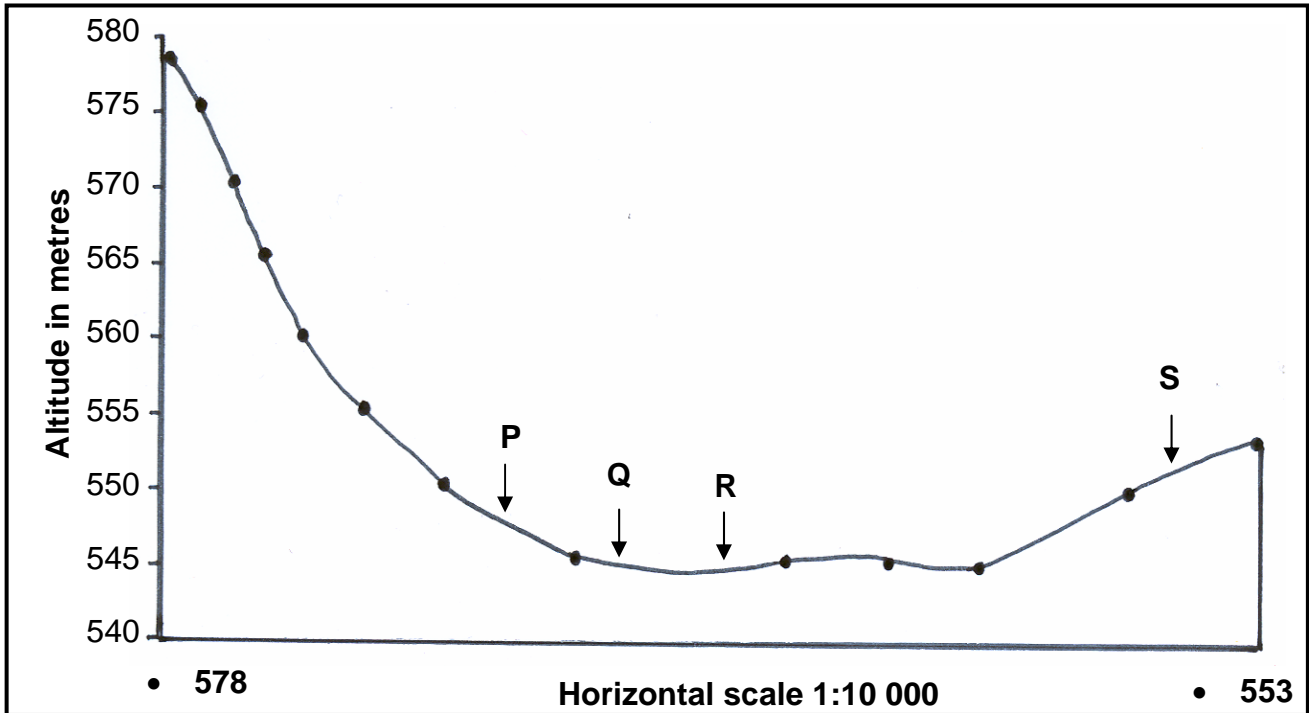
C

(10 x 2)

[20]

QUESTION 2: GEOGRAPHICAL TECHNIQUES AND CALCULATIONS

2.1 The diagram below is a cross-section from spot height 578 (A) to spot height 553 (B) on the orthophoto map.



2.1.1 Identify the features marked **P**, **Q**, **R** and **S** on the cross-section.

P - Road (Accept any type) ✓

Q - Messina waters/stream/non-perennial stream/dry stream/river ✓

R - Railway line ✓

S - Power line/cut line/hiking trail ✓

(4)

2.1.2 Are features **P** and **R** intervisible?

Yes ✓

(1)

2.1.3 Give ONE reason for your answer to QUESTION 2.1.2.

No high-lying ground/obstructions between the two given points ✓
[Concept]

(1)

- 2.1.4 Calculate the vertical exaggeration for the given cross-section. Show ALL your calculations.

$$\begin{aligned} \text{Vertical exaggeration} &= \frac{\text{vertical scale}}{\text{horizontal scale}} \quad \checkmark \\ &= \frac{1:500/555}{1:10\,000} \quad \checkmark \\ &= \frac{1}{500/555} \times \frac{10\,000}{1} \quad \checkmark \\ &= 18 - 20 \text{ times} \quad \checkmark \end{aligned}$$

[ONLY answer give FULL marks. If answer is incorrect mark steps.] (4)

- 2.2 Calculate the average gradient between spot height 532 (F3) and spot height 553 (E2) on the topographical map. Show ALL your calculations.

$$\text{Vertical Interval/Rise} = \frac{553 \text{ m} - 532 \text{ m}}{21 \text{ m}} \quad \checkmark$$

$$\begin{aligned} \text{Horizontal Equivalent/Distance} &= 2,5 \text{ cm} \times 500 \quad (\text{range: } 2,4 \text{ cm} - 2,6 \text{ cm}) \quad \checkmark \\ &= 1\,250 \text{ m} \quad \checkmark \end{aligned}$$

[Accept any other method to calculate distance. Actual marks for measurement and answer.]

$$\begin{aligned} \text{Gradient} &= \frac{\text{Vertical Interval}}{\text{Horizontal Equivalent}} \quad \checkmark \\ &= \frac{21}{1\,250} \quad \checkmark \\ &= \frac{1}{59,52} \quad / 1:59,52 \quad / 1 \text{ in } 59,52 \quad \checkmark \end{aligned}$$

(Range: 57 – 62)

[ONLY answer give FULL marks. If answer is incorrect mark steps.] (6)

- 2.3 Would you consider the gradient that you have calculated in QUESTION 2.2 to be steep or gentle?
- Gentle ✓* (1)
- 2.4 Explain your answer to QUESTION 2.3.
- Walk over a long ✓ distance to rise by 1 m ✓*
OR
Large ratio ✓ between height and distance ✓
[Concept]
OR
Contour lines far apart ✓✓ (2)
- 2.5 Give evidence from the topographical map to support your answer to QUESTION 2.3.
- Contour lines are far apart. ✓* (1)
[20]

QUESTION 3: APPLICATION OF THEORY/MAP AND PHOTO INTERPRETATION

- 3.1 The Limpopo River indicated on the topographical map forms an international boundary.
- 3.1.1 Which country lies directly to the north of the Limpopo River?
- Zimbabwe ✓✓* (1 x 2)(2)
- 3.1.2 What is the general direction of flow of the Limpopo River in the mapped area?
- West to east/northwest to southeast/eastwards ✓✓* (1 x 2)(2)
- 3.1.3 Give evidence from the map to support your answer to QUESTION 3.1.2.
- Higher-lying ground in the west/northwest ✓✓*
Direction at which some tributaries meet the Limpopo ✓✓
Tributaries join main stream from southeast ✓✓
V-shaped contour line (A1) crossing river point upstream ✓✓
[Any ONE] (1 x 2)(2)
- 3.1.4 Identify the stream channel pattern of the Limpopo River in blocks A1 and A2.
- Braided stream channel pattern ✓✓*
Meandering/winding/curved stream channel pattern ✓✓
[Any ONE] (1 x 2)(2)

3.2 Refer to the land-use zone marked **C** on the orthophoto map.

3.2.1 Identify the economic activity taking place at land-use zone **C**.

Industries/manufacturing/secondary ✓✓
Tertiary/military ✓✓
[Any ONE]

(1 x 2)(2)

3.2.2 Give TWO possible reasons why the site for the economic activity taking place at land-use zone **C** was selected.

For Industries

- *Away from built area ✓✓*
- *Associated with pollution ✓✓*
- *Level/flat land ✓✓*
- *Wide, open space ✓✓*
- *Close to power line ✓✓*
- *Close to transport/N1 ✓✓*
- *Relatively cheap land ✓✓*

For military

- *Away from built area ✓✓*
- *Associated with noise pollution ✓✓*
- *Level flat land ✓✓*
- *Close to transport ✓✓*
- *Wide open spaces ✓✓*
- *Close to border ✓✓*
- *Strategically placed ✓✓*
- *Shooting activity dangerous ✓✓*

[Any TWO]

(2 x 2)(4)

3.3 Many activities are located in the rural-urban fringe where large tracts of land are available at fairly low prices.

3.3.1 Name any TWO activities in the rural-urban fringe of Musina.

- *Drive-in theatre ✓✓*
- *Sewage disposal works ✓✓*
- *Cemetery ✓✓*
- *Recreation facilities/Golf course ✓✓*
- *Landing strip ✓✓*
- *Rifle/shooting range ✓✓*
- *Caravan park ✓✓*
- *Industries ✓✓*
- *Refuse dump ✓✓*
- *Fish farming ✓✓*
- *Stadium ✓✓*
- *Mining ✓✓*
- *Small holding ✓✓*

[Any TWO]

(2 x 2)(4)

3.3.2 Give ONE reason specific to each of the activities named in QUESTION 3.3.1, other than the availability of land and low land values, why the activities were established in the rural-urban fringe of Musina.

- *Drive-in theatre – away from lights/noise which may affect the image ✓✓*
- *Sewage disposal works – odours/bad smell/diseases ✓✓*
- *Cemetery – peaceful/quiet atmosphere/flat land ✓✓*
- *Recreation facilities/Golf course – peaceful atmosphere ✓✓*
- *Landing strip – avoid possible air crashes in town/noise ✓✓*
- *Rifle range – avoid accidents/dangerous shooting activities ✓✓*
- *Caravan park – peaceful/quiet atmosphere/scenic ✓✓*
- *Industries – pollution away from built area/town ✓✓*
- *Refuse dump – smells/diseases ✓✓*
- *Fish farming – smells/water available ✓✓*
- *Stadium – parking/noise/traffic control ✓✓*
- *Mining – pollution/dangerous activity/resource ✓✓*
- *Small holding – water/fertile soil/flat land ✓✓*

[Must refer to activities mentioned in QUESTION 3.3.1]

[Accept other reasons for specific activities]

(2 x 2)(4)

3.4 The N1 National Route passes through Musina on its way to the border post between South Africa and the country in QUESTION 3.1.1.

3.4.1 Name ONE advantage for the town of Musina as a result of the N1 passing through it.

- *More passing trade ✓✓✓*
- *Threshold population of services maintained ✓✓*
- *Economic growth ✓✓*
- *Boost to tourism ✓✓*

[Any ONE. Accept others]

(1 x 2)(2)

3.4.2 Name ONE disadvantage for the town of Musina as a result of the N1 passing through it.

- *Overcrowding ✓✓*
- *Traffic congestion ✓✓*
- *More accidents ✓✓*
- *Noise/air pollution caused by heavy trucks ✓✓*
- *Pressure on roads leads to poor road conditions ✓✓*
- *Services cannot cope ✓✓*
- *Influx of refugees ✓✓*
- *Increase in crime ✓✓*

[Any ONE. Accept others]

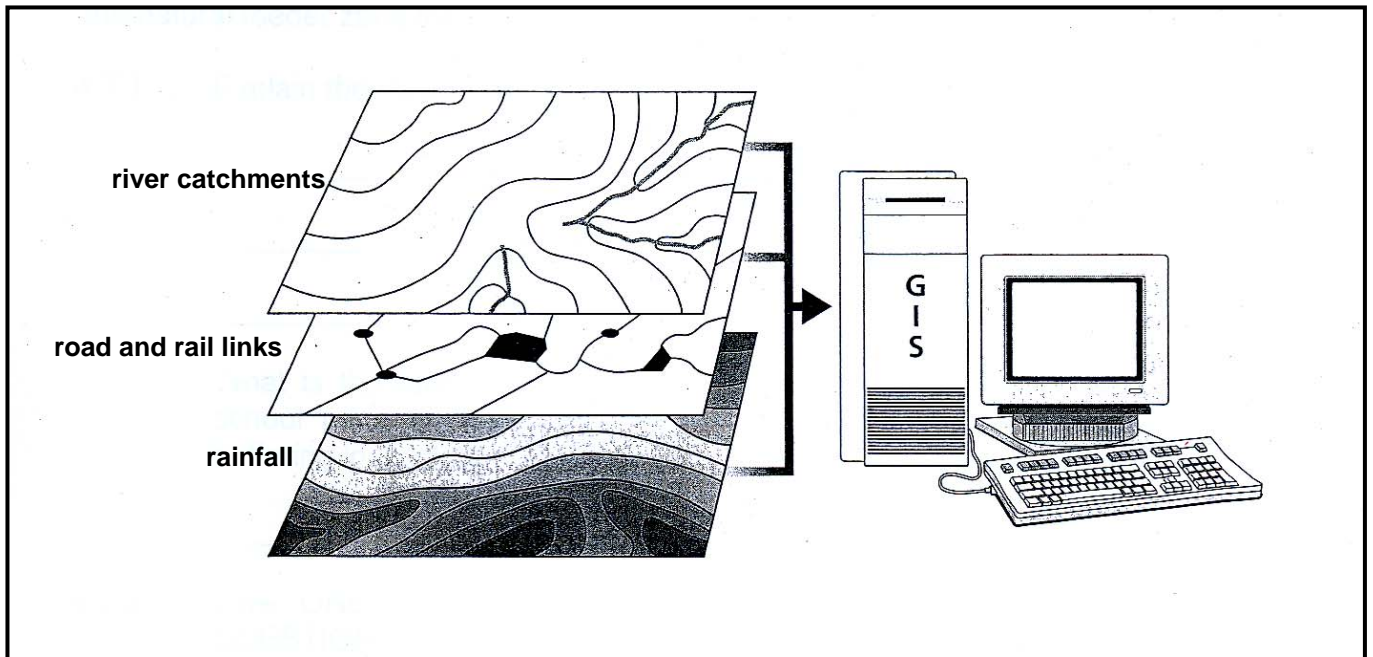
(1 x 2)(2)

- 3.4.3 Name the border post through which the N1 passes into the neighbouring country mentioned in QUESTION 3.1.1.
Beit Bridge ✓✓ (1 x 2)(2)
- 3.5 Find the slimes dam in blocks G3/4 on the topographical map.
- 3.5.1 Which primary economic activity made it necessary to build the slimes dam?
Copper mine/mining ✓✓ (1 x 2)(2)
- 3.5.2 Name a measure that was implemented to make the slimes dam less unsightly.
Trees were planted around the slimes dam ✓✓ (1 x 2)(2)
- 3.6 Refer to the residential areas marked **F** and **G** on the orthophoto map.
- 3.6.1 Which ONE of the residential areas marked **F** and **G** is more likely the older one of the two?
F ✓✓ (1 x 2)(2)
- 3.6.2 Give ONE reason for your answer to QUESTION 3.6.1.
More trees/vegetation visible, indicating it is more established ✓✓
Fewer open stands ✓✓
F closer to CBD/G on outskirts ✓✓
G has smaller stands ✓✓
F mainly grid pattern – G shows signs of irregular pattern ✓✓
[Any ONE] (1 x 2)(2)
- 3.7 Identify the man-made features marked **D** and **E** on the orthophoto map.
D Recreational field/Sports field ✓✓
E Rifle range ✓✓ (2 x 2)(4)
[40]

QUESTION 4: GEOGRAPHIC INFORMATION SYSTEMS (GIS)

- 4.1 Differentiate between *spatial data* and *attribute data*.
- Spatial data: *Data that can be specified by referring to geographic locations ✓✓*
[Concept]
- Attribute data: *Data that is described in words, numbers and pictures ✓✓*
[Concept] (2 x 2)(4)

4.2 The diagram below illustrates the concept of data layering.



4.2.1 Explain the meaning of the term *data layering*.

Maps showing different types of information are projected onto one another/placed on top of one another ✓✓
[Concept]

(1 x 2)(2)

4.2.2 Name any TWO layers of information that one can identify in block G3 on the topographical map.

- *Vegetation ✓✓*
 - *Drainage ✓✓*
 - *Cultivation ✓✓*
 - *Relief ✓✓*
 - *Infrastructure (roads, railway lines, etc.) ✓✓*
 - *Land-use ✓✓*
 - *Built-up areas ✓✓*
- [Any TWO]

(2 x 2)(4)

4.2.3 Explain TWO uses of data layering in a GIS.

Different sets of data can be compared ✓✓
Relationships between different sets of data can be established ✓✓
Analysing different sets of information ✓✓
Comparisons can assist with future developments ✓✓
[Any TWO. Accept others]

(2 x 2)(4)

4.3 Buffering can be used in many different ways in a GIS, for example when determining the natural feeder zone for a school.

4.3.1 Explain the meaning of the term *buffering*.

Drawing of rings around features at a specific distance/process of creating areas of calculated distances from a feature/process of demarcating a specified area around a feature ✓✓

[Concept]

(1 x 2)(2)

4.3.2 A learner lives in the feeder zone that has been created through buffering in block I3 on the topographical map. What is the furthest distance this learner will have to travel to school?

500 m – 700 m ✓✓

(1 x 2)(2)

4.3.3 Name ONE advantage of buffering for the school identified in QUESTION 4.3.2.

Determine possible number of households/learners in feeder zone ✓✓

Assist with admissions to the school ✓✓

Planning possible transport routes to and from school ✓✓

Planning of additional schools ✓✓

Determine distance learners must travel to school ✓✓

[Any ONE. Accept others]

(1 x 2) (2)
[20]

TOTAL: 100

