

Candidate Number <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> </table>											Candidate Name

JUNIOR SECONDARY CERTIFICATE

GEOGRAPHY

1300/1

PAPER 1

2 hours

Marks 90

2018

Additional Materials: Non-programmable calculator
Ruler

INSTRUCTIONS AND INFORMATION TO CANDIDATES

- Write your Candidate Number and Candidate Name in the spaces at the top of this page.
- Write your answers on the Question paper in the spaces provided.
- Write in dark blue or black pen.
- Use a pencil for any diagrams or graphs.
- Do not use correction fluid.

- Answer **all** questions.

- All working must be clearly shown.
- Sketch maps and diagrams should be drawn whenever they serve to illustrate an answer.

- The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's Use		
1		
2		
3		
4		
5		
6		
7		
Total		

<i>Marker</i>		
<i>Checker</i>		

This document consists of **15** printed pages and **1** blank page.



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

Climatology

1 (a) (i) Describe **one** difference between weather and climate.

.....

.....

.....

.....

[2]

(ii) Complete the table below by adding the names of the missing weather elements and instruments in the empty boxes.

Weather element	Weather instrument
Temperature	Six's thermometer
Rainfall	Rain gauge
Relative humidity	
	Barograph or barometer
Wind speed	
	Wind vane

[4]

(iii) Compare the siting requirements of a rain gauge with that of a wind vane.

Rain gauge	Wind vane

[4]

(b) Study Fig. 1, which shows simple pressure systems.

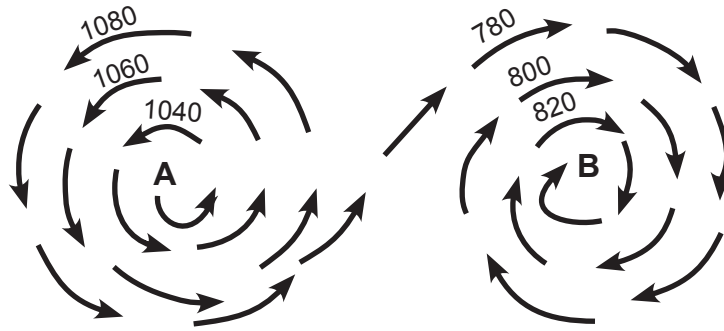


Fig. 1

(i) Define the term *isobar*.

.....

[1]

(ii) Identify the type of pressure system shown as **A**.

.....

[1]

(iii) Which **one** of the two pressure systems could lead to rainfall?

.....

[1]

(iv) Motivate the answer you gave in (b) (iii).

.....

[1]

(v) Briefly explain the wind movement shown in Fig. 1.

.....

[1]

[15]

Geomorphology

2 (a) Write a short sentence or phrase to give the meaning of the following concepts.

(i) tectonic plate

.....
.....

[1]

(ii) subduction zone

.....
.....

[1]

(iii) volcanism

.....
.....

[1]

(iv) earthquake

.....
.....

[1]

(v) erosion

.....
.....

[1]

(b) (i) State the type of plate boundary formed when two continental plates move towards each other.

.....

[1]

(ii) State the type of plate boundary formed when two plates move alongside each other.

.....

[1]

(iii) State the type of plate boundary formed when two plates move away from each other.

.....

[1]

(c) Study Fig. 2, which shows a plate boundary.

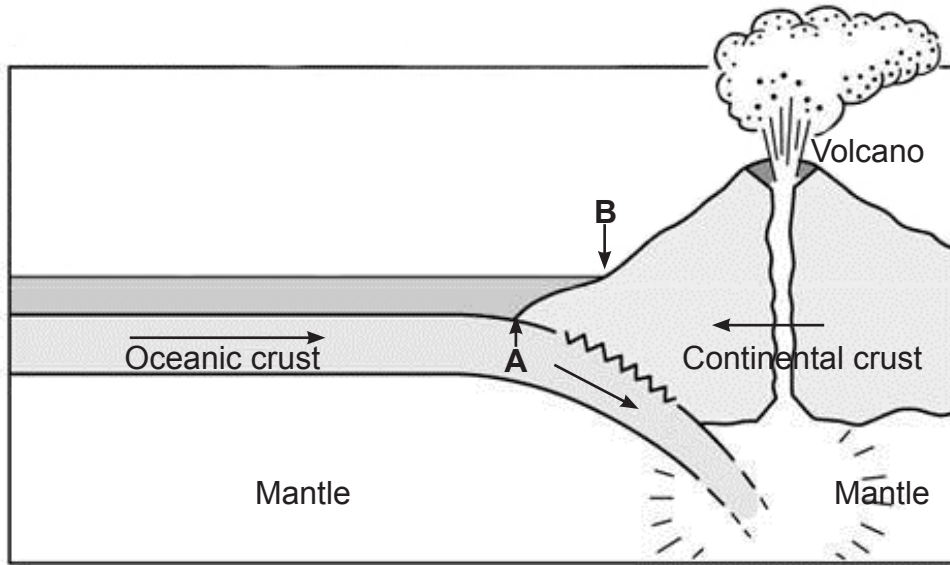


Fig. 2

(i) Identify the type of plate boundary shown.

..... [1]

(ii) State **one** reason for your answer in (c) (i).

..... [1]
.....

(iii) Name the feature formed at **A**.

..... [1]

(iv) Name the landform which could be formed on the ocean floor at **B**.

..... [1]

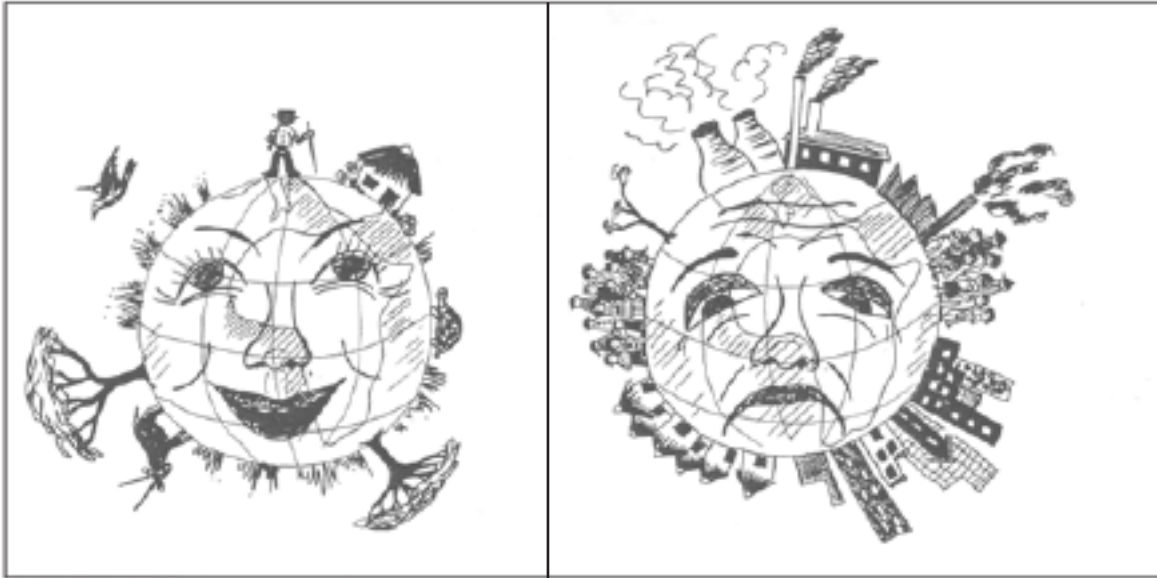
(v) Suggest how volcanoes could be formed at this type of plate boundary.

.....
.....
.....
.....
.....
.....
.....
..... [3]

[15]

Ecology

3 Study Fig. 3.

**A****B****Fig. 3**(a) List **two** differences between Fig. 3 A and Fig. 3 B.

A	B
1	
2	

[2]

(b) Study Photograph A, which shows a type of pollution.

Photograph A



(i) Identify the type of pollution shown.

..... [1]

(ii) Name **two** causes of this type of pollution.

1

2 [1]

(iii) Suggest **three** possible solutions to this type of pollution.

1

2

3 [3]

(c) Study Photograph B, which shows an example of the effects of bush encroachment.

Photograph B



(i) Define *bush encroachment*.

.....

.....

.....

[2]

(ii) Using Photograph B, give **two** effects bush encroachment can have on the natural environment.

1

2

[2]

(iii) State **one** cause of bush encroachment.

.....

[1]

(iv) Describe **three** measures that can be taken against bush encroachment.

1

.....

2

.....

3

.....

[3]

[15]

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Population

4 (a) Study Fig. 4, which shows the ages of people when they died in Guatemala in Central America and the United Kingdom (in Western Europe) in 2005.

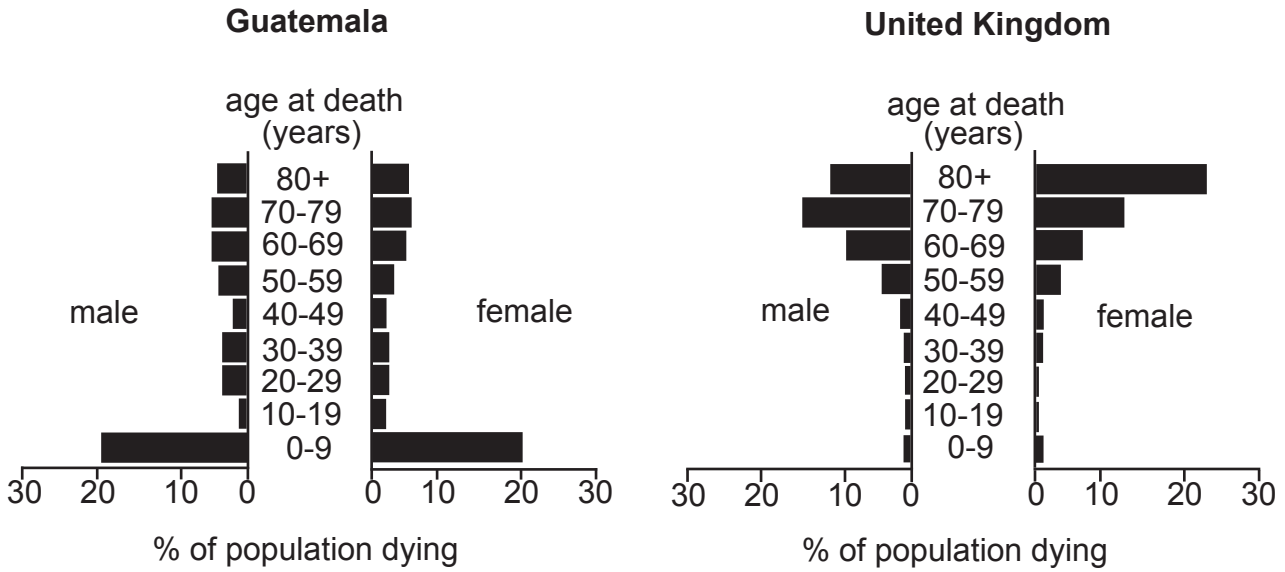


Fig. 4

(i) Compare the death rate amongst children 0-9 years in the two countries.

.....

.....

.....

.....

[2]

(ii) Which **one** of the two countries had a higher life expectancy?

.....

[1]

(iii) Briefly explain the lower number of deaths among the older people in Guatemala compared to the United Kingdom.

.....

.....

.....

.....

[2]

(iv) What does the death rate for children 0-9 years indicate about the health of children in Guatemala compared with children in the United Kingdom?

.....

.....

[1]

(v) Give **three** reasons for your answer in (a) (iv).

- 1
-
- 2
-
- 3
-

[2]

(vi) How does the age at the time of death of adults differ between Guatemala and the United Kingdom?

.....

.....

.....

.....

[2]

(vii) Explain how the pattern of death differs between males and females in the United Kingdom.

.....

.....

.....

.....

[2]

(b) Explain how the different ministries in the government of Guatemala can work together or as individual ministries in order to decrease the death rate or increase life expectancy.

.....

.....

.....

.....

.....

.....

[3]

[15]

Population

5 (a) Study Fig. 5, which shows life expectancy changes due to HIV/AIDS.

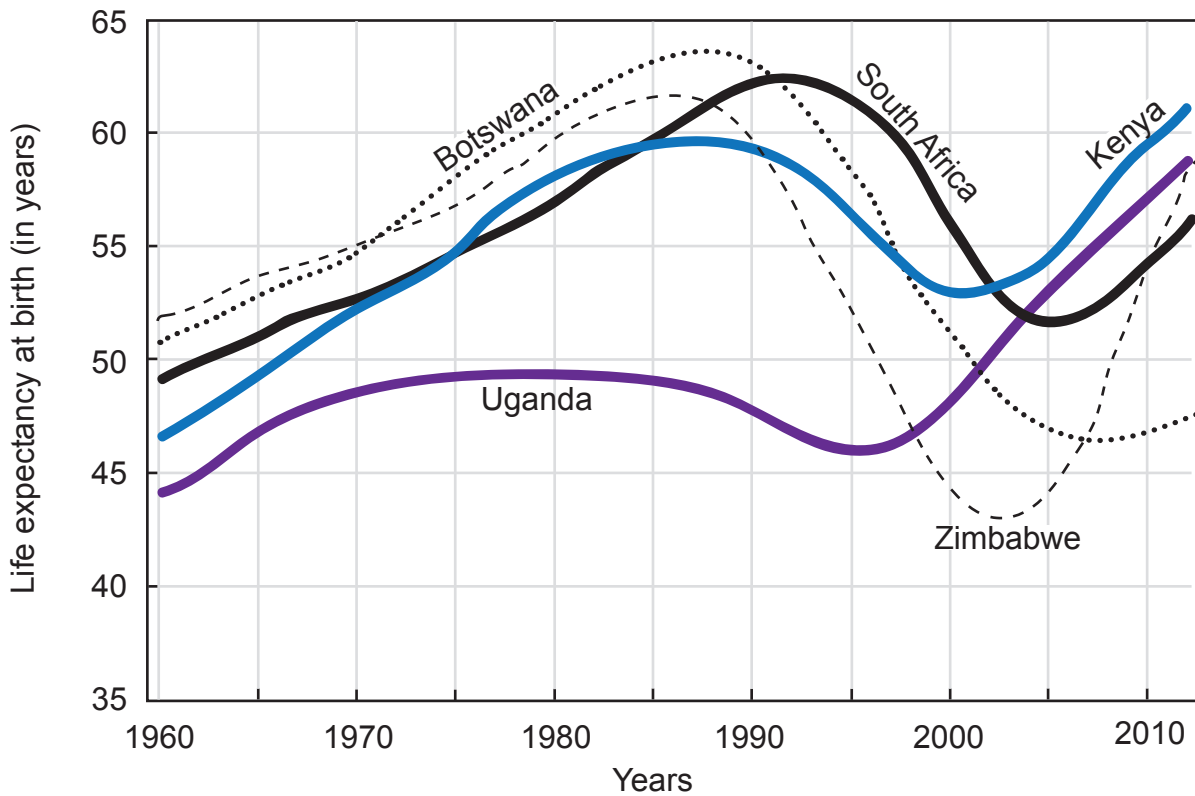


Fig. 5

(i) Name the country with the lowest life expectancy in 2000.

..... [1]

(ii) State the highest life expectancy overall.

..... [1]

(iii) With how much did the life expectancy of Botswana decrease between 1990 to 2010?

..... [1]

(iv) Compare the life expectancy patterns between South Africa, Uganda and Kenya.

..... [3]

(v) What could happen to population numbers in future due to HIV/AIDS awareness campaigns?

.....

[1]

(vi) Give **one** reason for your answer in (a) (v).

.....

[1]

(b) Apart from awareness campaigns, state **two** other strategies the governments of these countries can implement to reduce the spread of HIV/AIDS.

1.....

.....

2.....

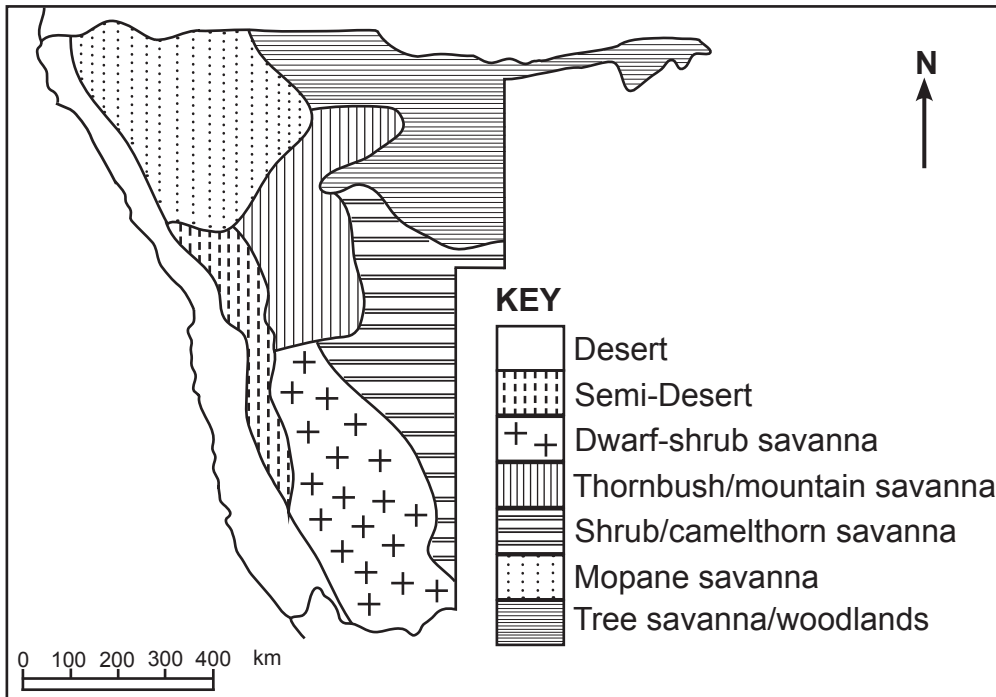
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[2]

[10]

Regional Geography

6 (a) Study the map, which shows the main vegetation regions of Namibia.



(i) Identify the type of vegetation that is mostly found in the north-eastern parts of Namibia.

..... [1]

(ii) State **one** reason for the dense vegetation found in the north-eastern parts of Namibia.

..... [1]

(iii) Name **one** vegetation type found in the areas with a higher height above sea-level.

..... [1]

(iv) State **one** type of vegetation that is well-adapted to the dry conditions of the Namib Desert.

..... [1]

(v) Give **one** way this vegetation is adapted to the dry conditions of the Namib Desert.

..... [1]

(vi) Identify **one** factor that contributes to the extremely dry conditions along the Namibian coast.

..... [1]

(b) Choose either beef cattle farming or karakul sheep farming.

Type of farming

(i) In which vegetation region is it mostly found?

.....

[1]

(ii) Discuss **three** factors which negatively affect the type of stock farming you have chosen.

1

.....

2

.....

3

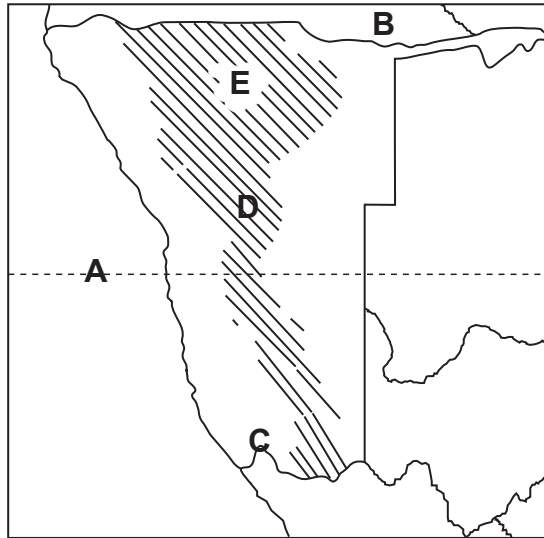
.....

[3]

[10]

Regional Geography

7 (a) Study the map given below to answer the following questions.



(i) Identify the line of latitude at **A**.
..... [1]

(ii) State the neighbouring country at **B**.
..... [1]

(iii) Name the river at **C**.
..... [1]

(iv) Name the physiographic region at **D**.
..... [1]

(v) Give the name of the national park at **E**.
..... [1]

(b) Choose **one** mode of transport.
Mode of transport.....

(i) Give **two** advantages of your chosen mode of transport.
1
2 [2]

(ii) List **two** disadvantages of your chosen mode of transport.
1
2 [2]

(c) Name **two** of the member countries of SACU.
1.....
2..... [1]

[10]