GEOGRAPHY: GRADE 9

EXAM

75 MARKS

SECTION A: 35 MARKS

QUESTION 1   **TOTAL: 13 MARKS**

1.1) Define contour lines.   **(2)**

1.2) Complete the following statements:

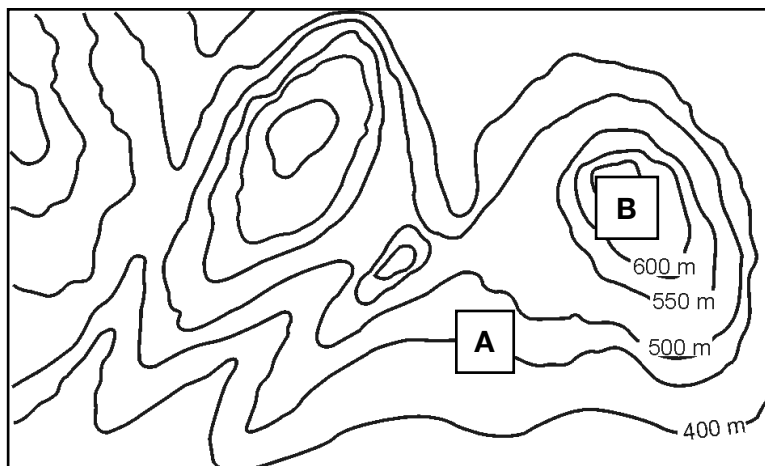   **1.2.1)** Sea level is at _____m.   **(1)**

    1.2.2) The height difference between any two contours is called _____.   **(1)**

    1.2.3) Rivers flow in _____.   **(1)**

    1.2.4) A _____ is the wedge of hilly land where two rivers flow.   **(1)**

1.3) Look at the contour map below and answer the questions that follow:

    1.3.1) Calculate the contour interval.   **(2)**

    1.3.2) What are the heights at points A and B?   **(2)**

1.4) What term do we give to the steepness of a slope?   **(1)**

1.5) How do we tell the difference between a steep slope and a gentle slope from
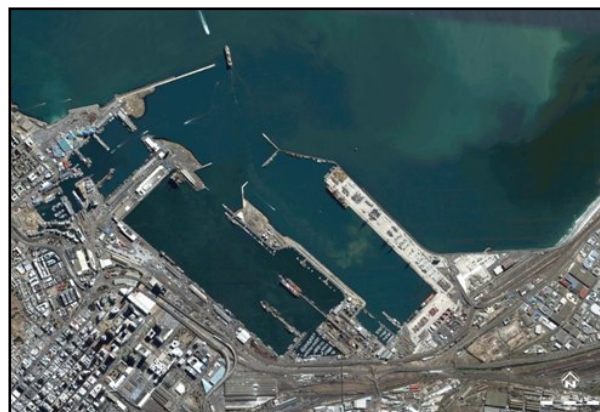a contour map?   **(2)**

QUESTION 2   **TOTAL: 22 MARKS**

2.1) Look at the map below and answer the questions that follow:

Mexico

United States

Mexican States
Population
- 345682 - 897046
- 897047 - 1806829
- 1806830 - 2867451
- 2867452 - 4487672
- 4487673 - 6774736
- 6774737 - 10662420

1:17,000,000
0 125 250   500   750   1,000
Kilometers

Author: Javier Alpuche
Date: 09/02/2016

      2.1.1) The scale for the map is 1:250 km. Explain what this means.   **(1)**

      2.1.2) If the distance from Durango to Honduras is 8cm, what would the actual
           distance be on the ground?   **(3)**

2.2) Look at the following map of Cape Town below and answer the following questions:

2.2.1) What is this kind of map called? **(1)**

2.2.2) List three features of this kind of map. **(3)**

2.2.3) How can height be shown? **(1)**

2.3) Topographic maps all have the same scale. What is this scale? **(2)**

2.4) Complete the table below, by filling in the missing information.

Feature	Symbol	Natural or Constructed
2.4.1)	●WT	Constructed
Lighthouse	**2.4.2)**	**2.4.3)**
2.4.4)	⬭	**2.4.5)**
National road	**2.4.6)**	**2.4.7)**

(7)

2.5) Explain the difference between perennial and non-perennial rivers. **(2)**

2.6) Draw the correct symbols for a trig beacon and for spot height. **(2)**

_____

SECTION B: 40 MARKS

QUESTION 3   **TOTAL: 20 MARKS**

3.1) Development can be defined as *becoming better, stronger and more advanced*.

Discuss the three main aspects of development. **(9)**

3.2) Two indicators of development are HDI and GDP. Explain what they are. **(4)**

3.3)

> In 2019, **Norway** ranked 1st with a **HDI** of **0.954**. **South Africa** ranked 113th on **0.705**, while **Zimbabwe** ranked 150th with **0.563**.
>
> The **life expectancy** in **South Africa** and **Zimbabwe 63** and **61** years old respectively. **Norway**, on the other hand, has a life expectancy of **82.3** years old.

From the information above, answer the following:

3.3.1) Explain the scale for HDI and what is measured. **(2)**
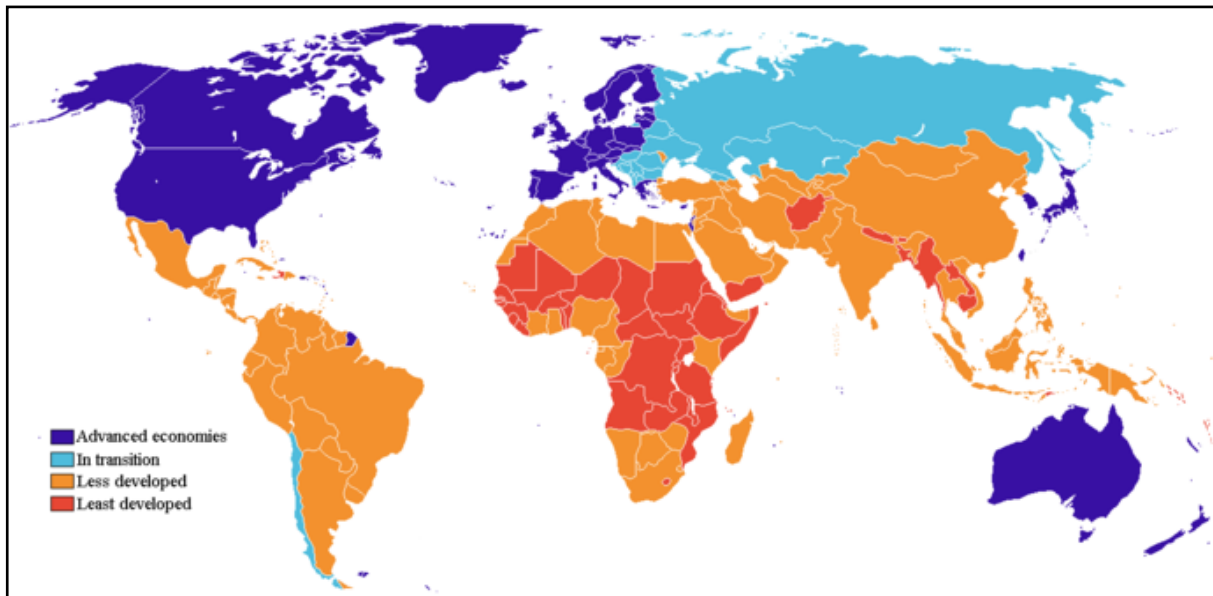
3.3.2) What do the HDIs of the above countries indicate? **(2)**

3.3.3) Discuss why South Africa and Zimbabwe have similar life expectancies,
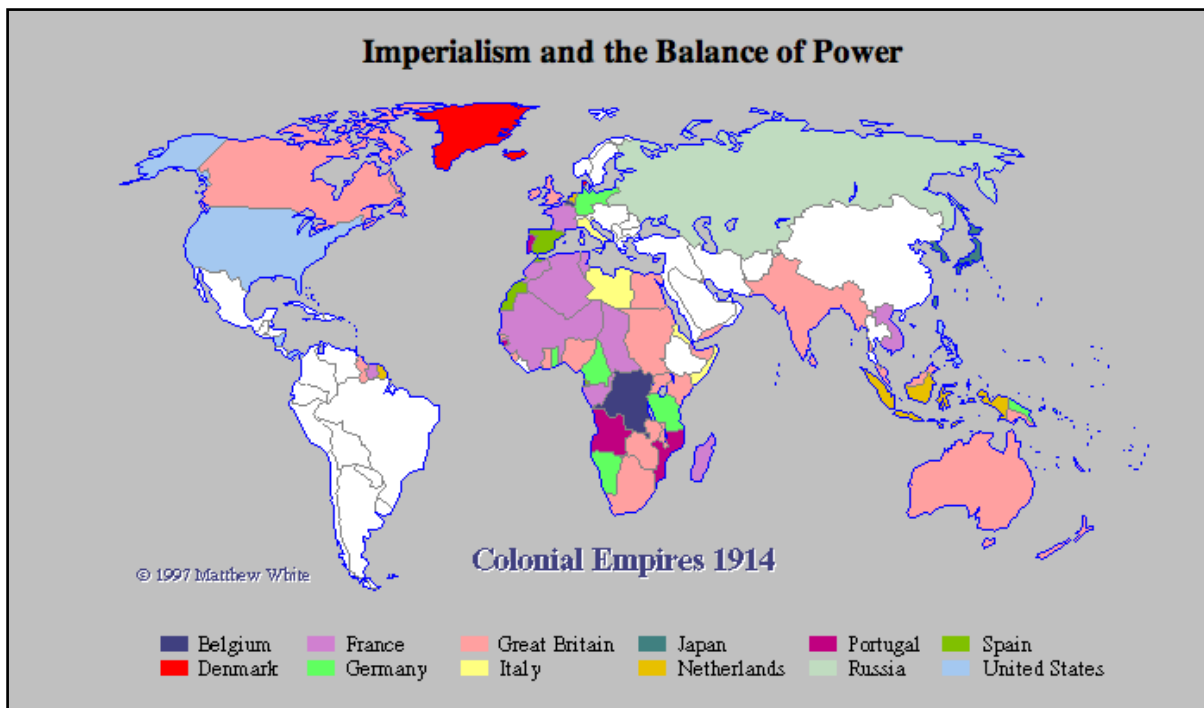while Norway's is much higher. **(3)**

QUESTION 4 **TOTAL: 10 MARKS**

Use the following maps to answer the questions below:

World Map indicating development of countries

KEY	
Purple	Advanced economies
Light blue	In transition
Orange	Less developed
Red	Least developed

Imperialism and the Balance of Power

Colonial Empires 1914

© 1997 Matthew White

■ Belgium	■ France	■ Great Britain	■ Japan	■ Portugal	■ Spain
■ Denmark	■ Germany	■ Italy	■ Netherlands	■ Russia	■ United States

World map indicating the Colonial Empires in 1914

4.1) Define colonialism. **(2)**

4.2) *"Today, many ex-colonies still have huge developmental problems."*
By drawing on comparisons from the two maps above, explain the truth of this
statement. **(4)**

4.3) Great Britain had a number of colonies. Name four countries which were under
Great Britain's colonial empire. **(4)**

QUESTION 5 **TOTAL: 10 MARKS**

5.1) Describe how trade can benefit the development of a country. **(2)**

5.2) What are trade imbalances? **(2)**

5.3.1) There are a number of ways countries can implement unfair trade. Name them. **(4)**

5.3.2) Discuss one of the above mentioned ways to implement unfair trade. **(2)**