Centre Number	Candidate Number	Candidate Name

NAMIBIA SENIOR SECONDARY CERTIFICATE

GEOGRAPHY HIGHER LEVEL

8330/3

PAPER 3

1 hour 45 minutes

Marks 60

2019

Additional Materials: Non-programmable calculator
Pencil
Ruler

INSTRUCTIONS AND INFORMATION TO CANDIDATES

- Candidates answer on the Question Paper in the spaces provided.
- Write your Centre Number, Candidate Number and Name in the spaces at the top of this page.
- Write in dark blue or black pen.
- Use a soft pencil for any rough work, diagrams or graphs.
- Do not use correction fluid.
- Do not write in the margin *For Examiner's Use.*

- Answer **all** the 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.
- You may use a non-programmable calculator.

For Examiner's Use		
1		
2		
3		
Total		
Marker		
Checker		

This document consists of **11** printed pages and **1** blank page.

Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

1 A group of Geography students are to conduct studies in the Central Business District (CBD) of a town.

(a) Pedestrian counts are to be included as part of the investigation.

Explain how you would organise counts by referring to

(i) positions in the CBD where students could count the number of pedestrians.

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..... [4]

(ii) when counts should take place and how long each count should last.

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..... [2]

(iii) methods to be adopted by the students to count and record the number of pedestrians.

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..... [3]

(b) Suggest **three** reasons why some parts of the CBD would have lower or higher numbers of pedestrians than other parts.

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2 .....

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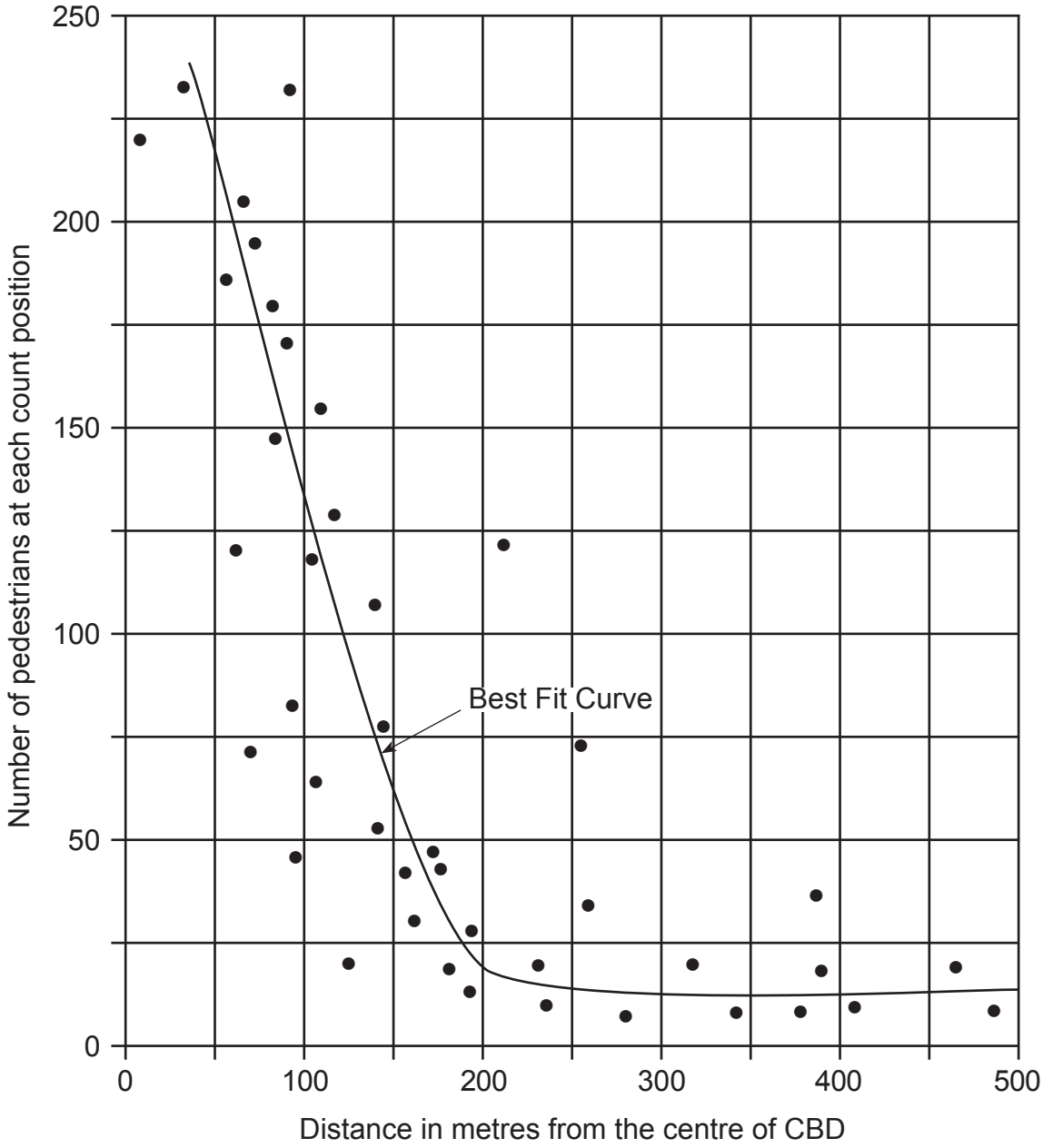
3 .....

..... [3]

(c) Fig. 1 shows the results of a pedestrian count in and around a CBD. This diagram is known as a scatter graph.



Key

- shows each count poisition and number of pedestrians counted

Fig. 1

(i) Explain how the scatter graph shown in Fig. 1 is constructed.

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..... [4]

(ii) Describe the relationship between number of pedestrians and distance from the centre of CBD as shown on Fig. 1.

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..... [3]

(d) The students decided to design a questionnaire to find out how many people use the functions of the CBD.

(i) Why is it useful to construct and test a trial questionnaire (a pilot study) before deciding on the final questionnaire you would use?

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..... [2]

(ii) State a hypothesis concerned with the uses made by people of the functions of the CBD.

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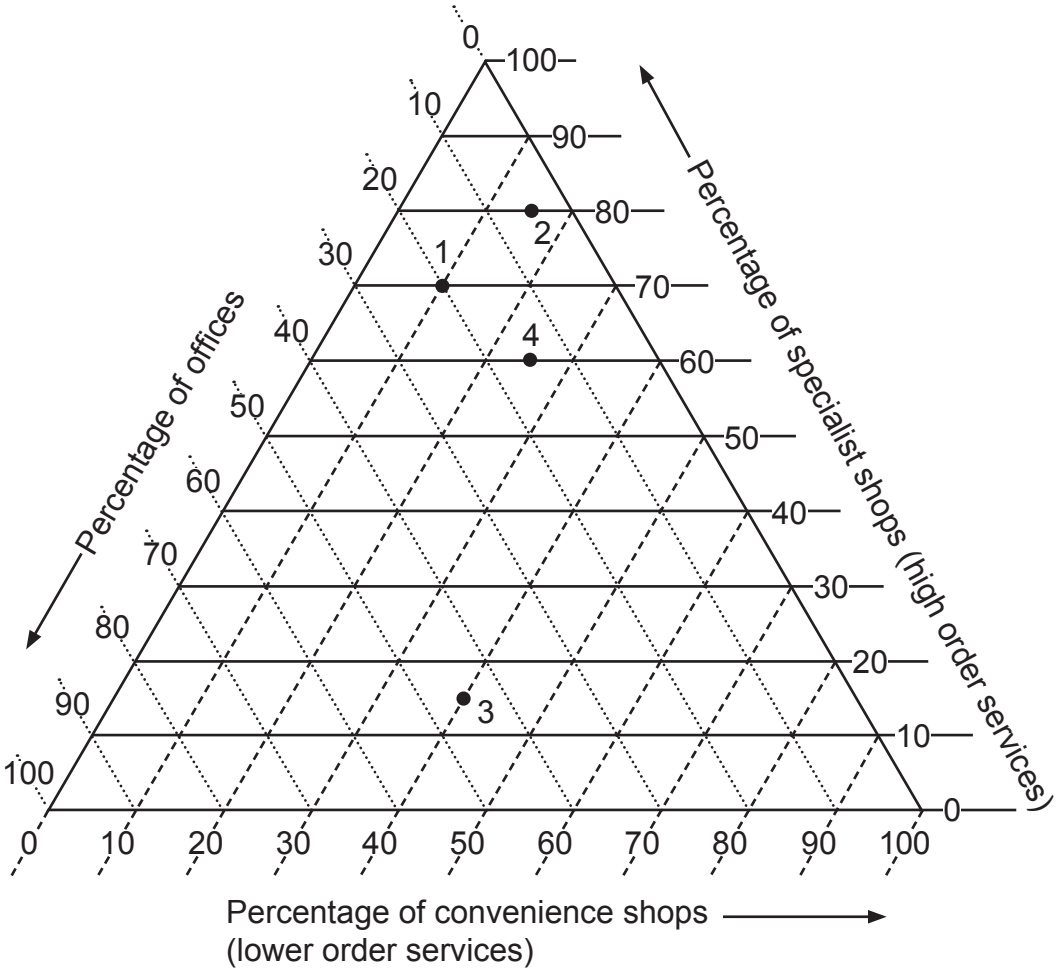
..... [2]

For Examiner's Use

(e) A survey of the uses of the ground floors of buildings in four of the main roads in a CBD is shown on Fig. 2.



Key

● 1 Road Number

Fig. 2

(i) What were the percentage uses made of the ground floors of buildings in road 2?

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..... [2]

(ii) Some of the students decided to visit a fifth road and survey the uses of ground floors.

On Fig. 2 mark in the position of road 5 which had the following uses of the ground floors of buildings.

Offices	25%
Specialist shops (higher order services)	53%
Convenience shops (lower order services)	22%

[2]

(iii) Suggest why there are sometimes differences in the uses made of the ground floors of buildings in different parts of the CBD.

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..... [3]

[30]

2 A study was made of a river channel. At various locations along the river's course, measurements were taken of the depth of the river channel and the speed of flow of the river. One section of the river's channel measurement is shown in Fig. 3. This has been produced by a computer using measurements made by students during a fieldwork.

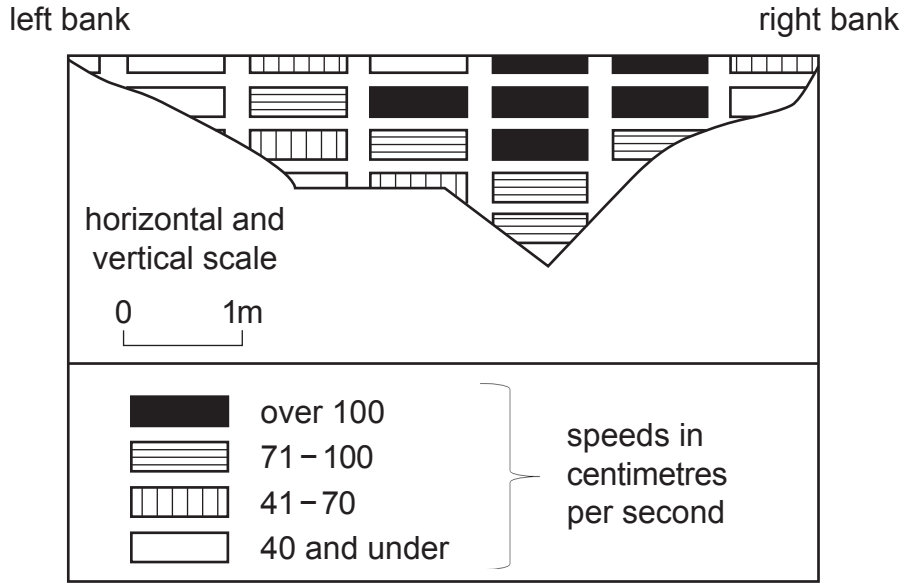

Fig. 3

(a) (i) Use the data in Fig. 3 to state

the maximum depth of this section of the river channel.

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the distance from the left bank to the level part of the channel.

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the width of the level part of the river channel floor.

..... [3]

(ii) How would you determine in the field which is the left and right bank of a river channel?

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..... [1]

(b) (i) Fig. 3 also shows information on the speed of flow of the river.

Use this data to describe the variations in river flow shown in the river channel.

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..... [5]

(ii) Suggest reasons for your answer to **(b) (i)**.

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(c) How would you determine the depth and also measure the speed of flow at various locations across a river channel?

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[9]

(d) Explain the methods you could use to investigate the bed load of a river cross-section.

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[3]

[25]

3 From observations made at a school weather station, a wind rose was produced showing the main wind directions and wind speed experienced over a year.

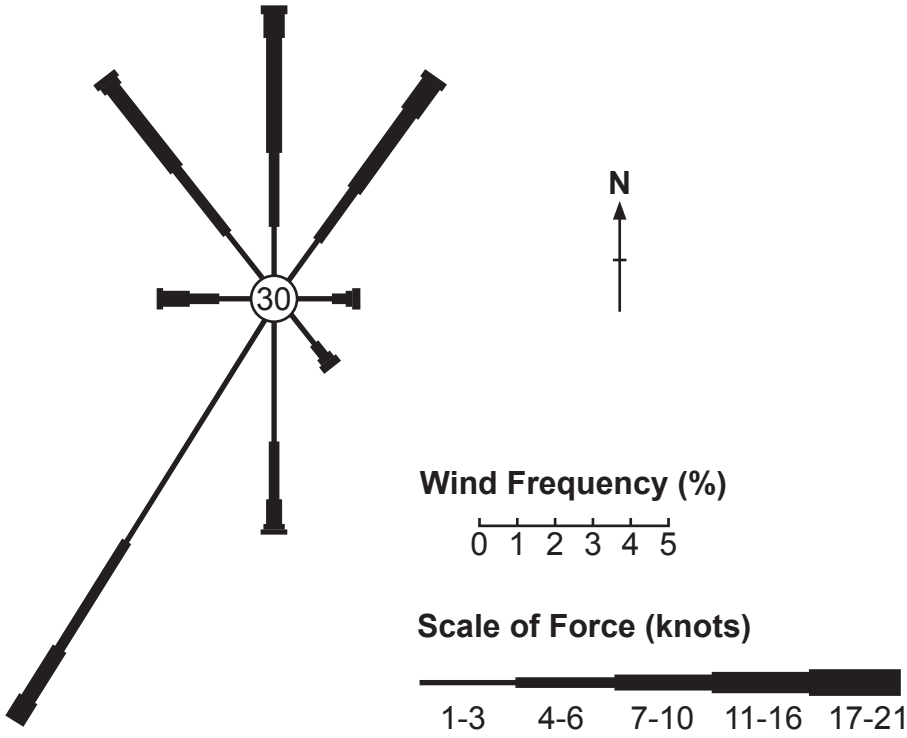

Fig. 4

Describe the main features of the wind direction and wind speed recorded on the wind rose Fig. 4.

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..... **[5]**

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