

NAMIBIA SENIOR SECONDARY CERTIFICATE

GEOGRAPHY HIGHER LEVEL

8330/2

PAPER 2

2 hours 45 minutes

Marks 100

2017

Additional Materials: Answer Book
1:50 000 Survey Map Extract
Non-Programmable calculator
Ruler

INSTRUCTIONS AND INFORMATION TO CANDIDATES

- Write your answers and working in the Answer Book provided.
- Write your Centre Number, Candidate Number and Name on all the work you hand in.
- Write in dark blue or black pen.
- You may use a soft pencil for any diagrams or graphs.
- Do not use correction fluid.

- Answer **four** questions. **One** each from Section A, B and C. **Section D is compulsory.**

- 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.

This document consists of **12** printed pages.



Republic of Namibia
MINISTRY OF EDUCATION, ARTS AND CULTURE

SECTION A: THE PHYSICAL WORLD

Answer **one** question from **Section A**.

1 Study Fig. 1, which shows features resulting from plate tectonics.

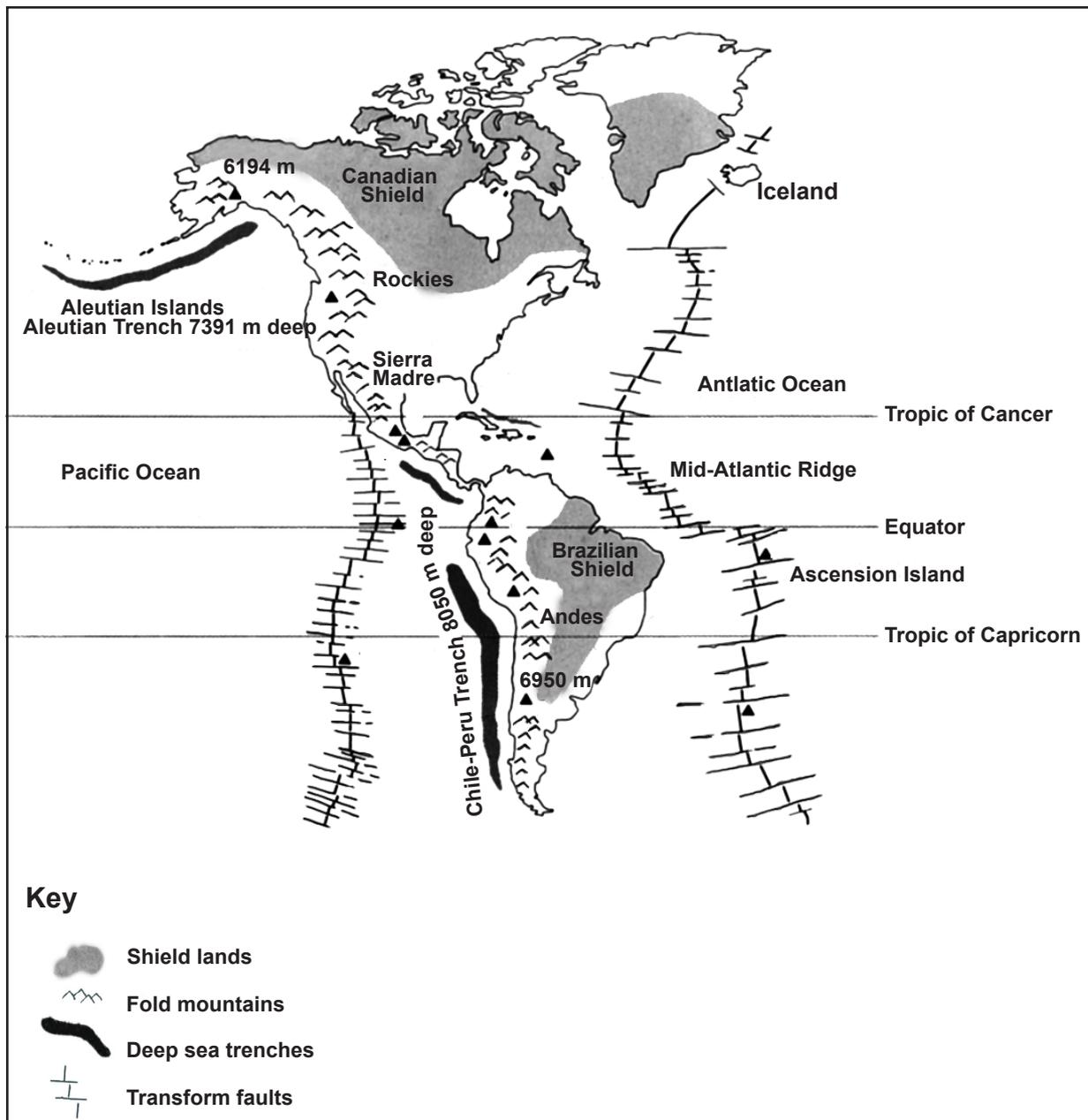


Fig. 1

- (a) (i) Name an example of each of the following structures shown in Fig. 1.
- Shield lands
 - Fold mountains
 - Deep-sea trenches
- [3]
- (ii) Compare the distribution of features of North America with features of South America referring to the similarities and differences. [4]
- (iii) State the highest height shown on the map. [1]
- (iv) Why do shield lands have few earthquakes and volcanoes? [2]
- (b) (i) Why would you advise people to live in sedimentary basins? [5]
- (ii) Why would you persuade people to move away from sedimentary basins? [2]
- (c) (i) Explain the formation of the Aleutian Trench.
You may use labelled diagrams to illustrate your answer. [5]
- (ii) Identify **three** differences between the landscape of shield lands and mountains. [3]
- [25]

2 (a) Study Fig. 2, which shows various forms of mass movement and their speeds.

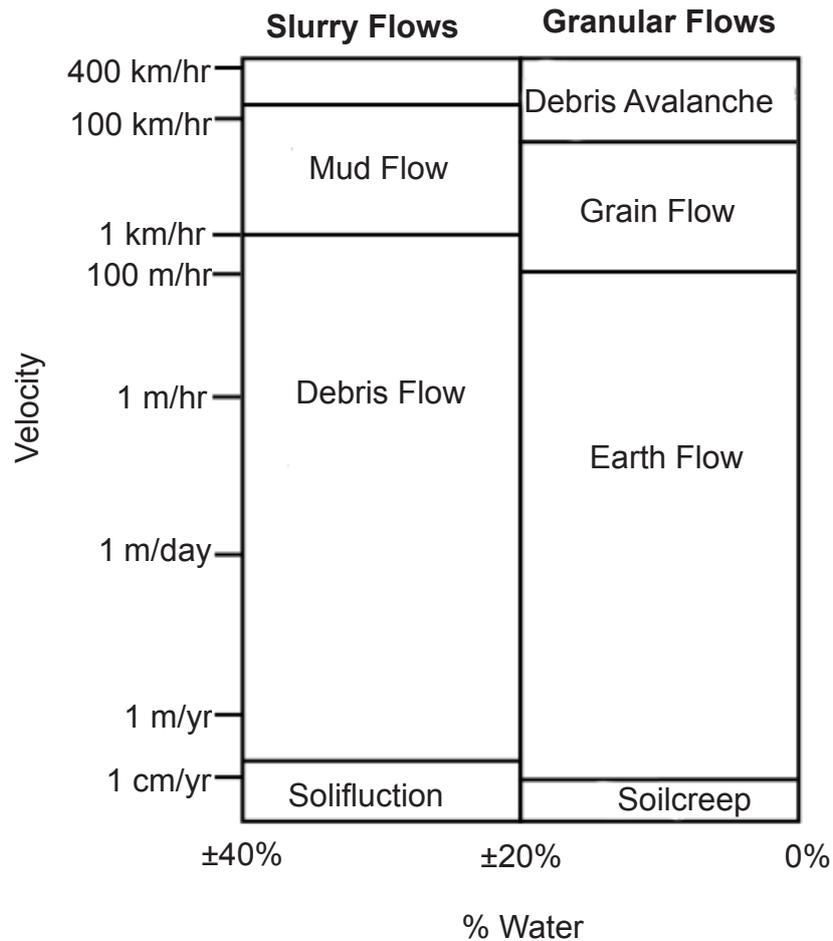


Fig. 2

(i) What is meant by each of the following terms?

- *mud flow*
- *solifluction*
- *mass movement*

[3]

(ii) Using Fig. 2, distinguish between slurry flow and granular flow.

[3]

(iii) Explain factors other than water content that would influence the velocity of the different flows.

[4]

(b) Study Fig. 3, which shows different types of mass movement.

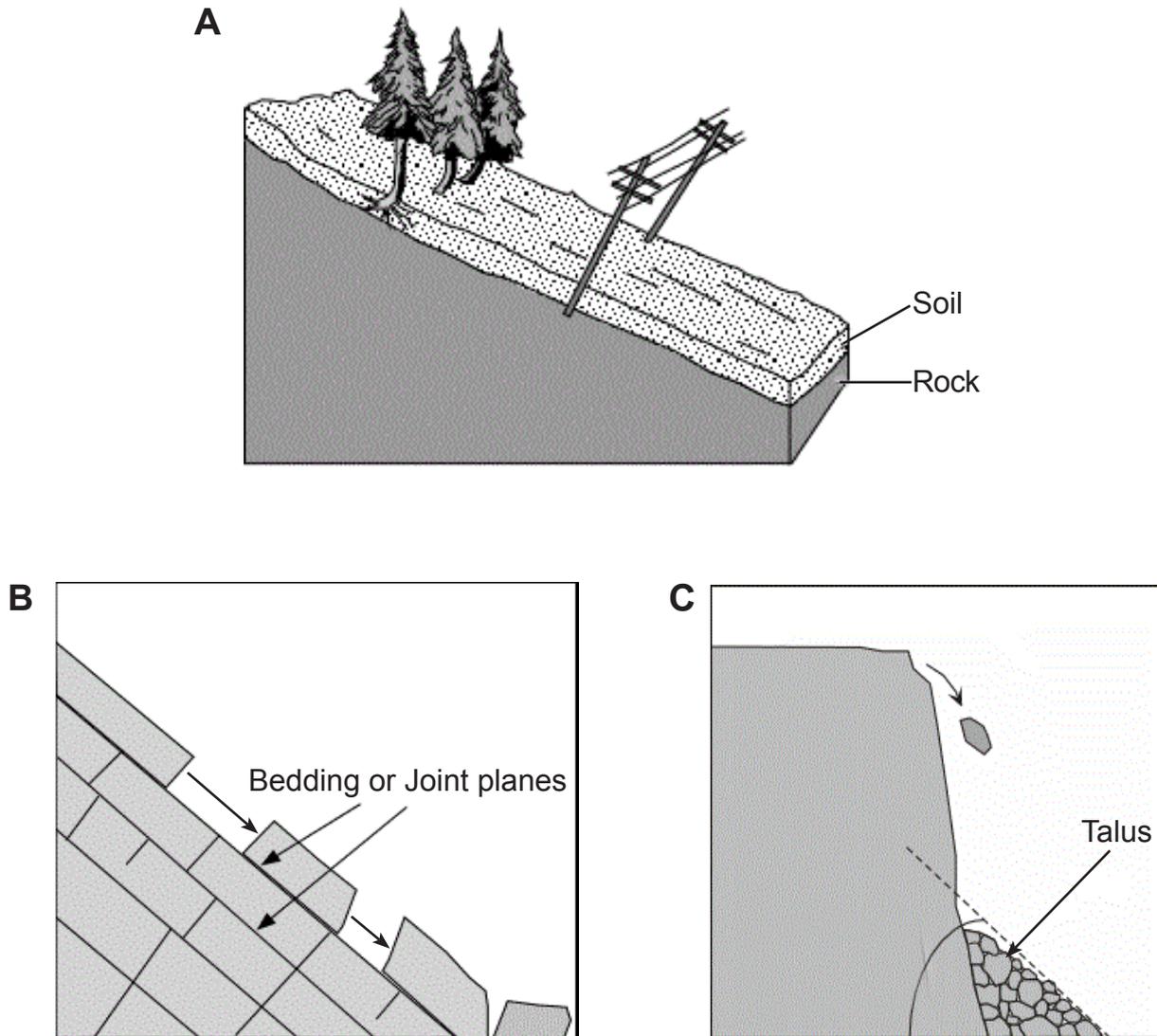


Fig. 3

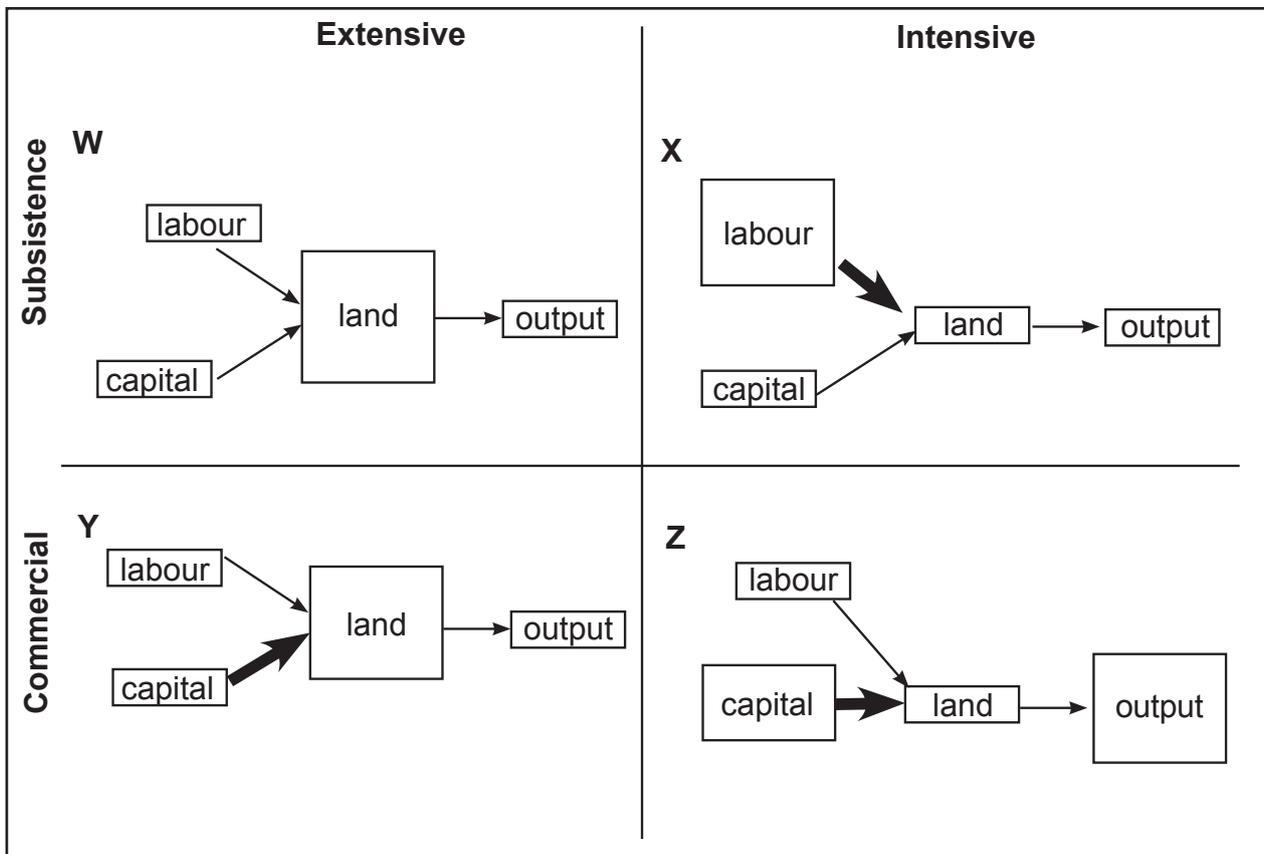
- (i) Identify the **two** types of mass movement labelled **A** and **C** in Fig. 3. [2]
- (ii) Which slope **A**, **B** or **C** reduce rapid mass movement?
Give **one** reason for your answer. [2]
- (iii) Give **three** examples of different human activities which decrease the danger of mass movement.
Explain how they reduce the danger. [3]
- (iv) Should slopes or cliffs be protected from mass movement?
Give **three** reasons for your answer. [3]
- (c) Rapid mass movement causes more problems for people than slow mass movement.
Discuss this statement. [5]

[25]

SECTION B: ECONOMIC AND ENVIRONMENTAL ISSUES

Answer **one** question from **Section B**.

3 (a) Study Fig. 4, which shows different farming systems.



Key

→ smaller amounts

➔ larger amounts

◻ smaller sizes

◻ larger sizes

Fig. 4

- (i) Explain the difference between extensive and intensive farming. [2]
- (ii) Using Fig. 4, compare the different farming systems shown in the diagram. [7]
- (b) (i) Which **one** of the farming systems, subsistence or commercial would you consider best for any developing country? Justify your answer. [3]
- (ii) Describe and explain **five** different land management strategies. [5]

- (c) (i) As farming becomes more modernised the influence of economic factors increases while the influence of physical factors decreases.
Discuss this statement with reference to farming in your area. [5]
- (ii) Namibia as a LEDC (Less Economic Developed Country) should use intermediate technology to increase agricultural production.
Do you agree with this statement? Justify your answer. [3]

[25]

- 4 (a) Study Fig. 5A and Fig. 5B, which show data on average water availability per capita 1950-2050.

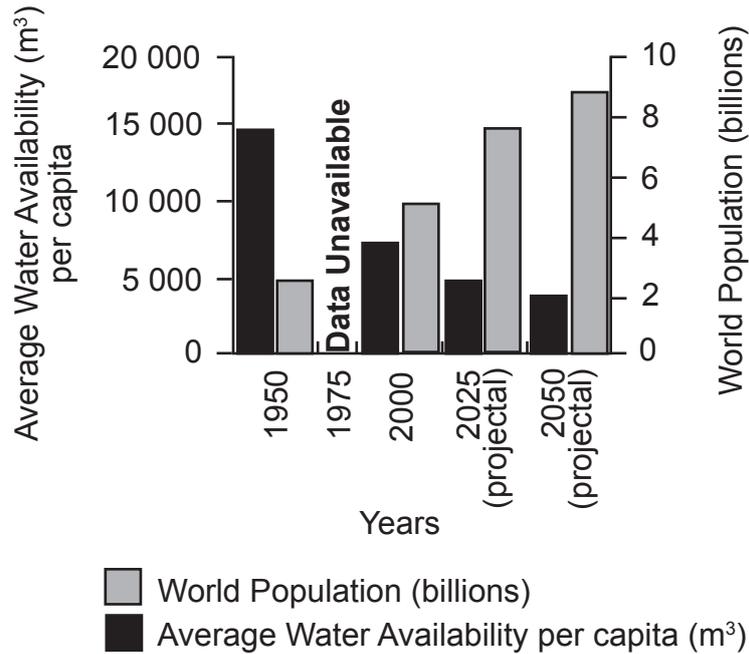


Fig. 5A

Projected changes in water Sufficiency, Stress and Scarcity



Fig. 5B

- (i) Using Fig. 5A, describe the relationship between world population and average water availability per capita. [4]
- (ii) Using Fig. 5B compare the pie charts showing projected changes in water sufficiency, stress and scarcity between 2025 and 2050. [4]
- (iii) Account for the changes identified in (a) (ii). [3]
- (b) Describe **three** different human causes of water shortages. [3]
- (c) Explain how the human causes of water shortages may be overcome. [4]
- (d) Explain why some areas with a higher rainfall, have a scarcity of available water, while other areas with a lower rainfall have sufficient water supply. [7]

[25]

SECTION C: POPULATION AND SETTLEMENT STUDIES

Answer **one** question from **Section C**.

- 5 (a) Study Fig. 6, which shows a simplified map of world population distribution.

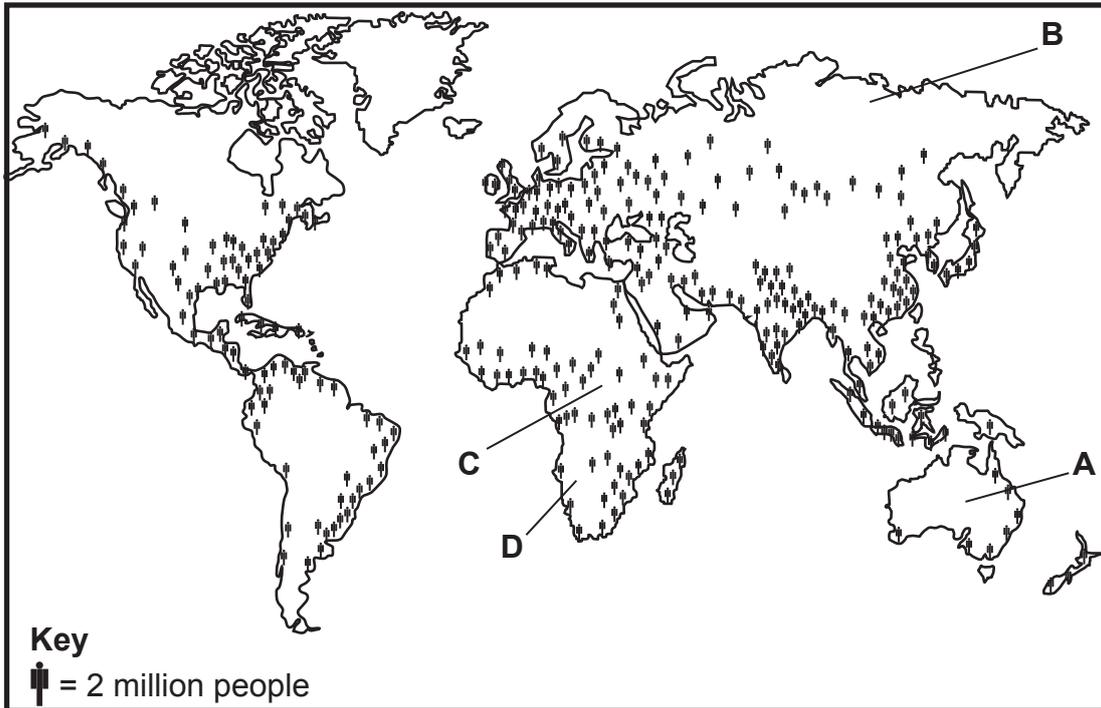


Fig. 6

- (i) Describe the population distribution shown on the map. [5]
- (ii) Choose **two** of the areas **A** to **D**.
 Suggest why each of these areas are sparsely populated. [4]
- (iii) To what extent is there a relationship between a country's population density and its quality of life? Briefly explain your answer. [4]

- (b) Study Fig. 7, which shows the income gap for selected regions of the world in 2012. Income gap is the difference between the riches and poorest within a region.

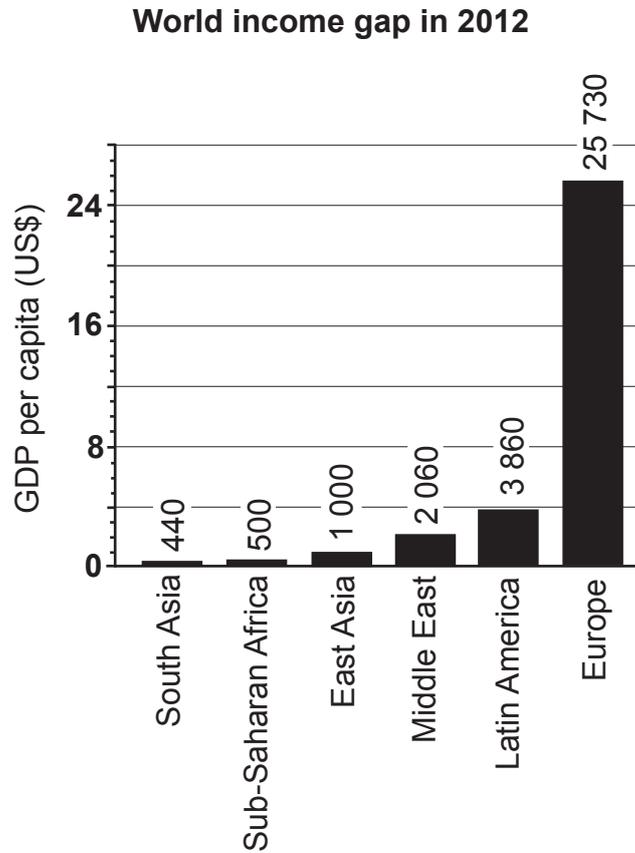


Fig. 7

- (i) Which region of the world shows
- the biggest gap?
 - the smallest gap?
- [2]
- (ii) Suggest **three** reasons for the differences shown in Fig. 7. [3]
- (iii) Identify **three** indicators other than GDP that can be used to measure quality of life. [3]
- (iv) Although some countries have a high GDP, they still have a low quality of life. Explain why GDP is not always a good indicator of quality of life. [4]

[25]

- 6 (a) Study Table 1, which shows percentage of population living in urban areas.

Table 1

Percentage of population living in urban areas

	1950	1975	2000	2025
World	29.2	37.1	41.0	46.6
MEDC	53.8	66.6	71.5	74.4
LEDC	17.0	25.4	31.2	39.3
<i>Note:</i> the UN prediction for the world in 2025 is 60%				

Key

MEDC: More Economically Developed Countries

LEDC: Less Economically Developed Countries

- (i) Using **Table 1** describe the changes in the percentage of World Population living in urban areas between 1950 and 2025. [4]
- (ii) Using **Table 1** compare the population living in urban areas between MEDCs and LEDCs from 1950 to 2025. [3]
- (iii) Explain the rate of urbanisation in MEDCs. [4]
- (iv) In what ways do high rates of rural-urban migration put a strain on the budget of city authorities? [3]
- (b) (i) Define the following problems experienced in cities
- Urban sprawl
 - Urban decay
 - Traffic congestion. [3]
- (ii) As a town planner, how would you manage **two** of the problems indicated in (b) (i). [8]
- [25]

SECTION D: THE INTERPRETATION OF TOPOGRAPHICAL MAPS

This question is **compulsory**.

- 7 Study the 1:50 000 map extract provided which is the Komatipoort area in South Africa.
- (a) (i) Describe and give reasons for the distribution of buildings east of 3159 in Moçambique. [5]
- (ii) How does the distribution differ from the distribution of buildings west of 3159 in South Africa? [3]
- (b) State the direction and the bearing from Elmboog ($25^{\circ}25'15''S$ $31^{\circ}54'50''E$) to Komatipoort along the railway. [2]
- (c) State **three** different characteristics of the Komatipoort River shown on the map extract. [3]
- (d) Use the map extract to describe **three** different ways that rail transport is helped in the area. [3]
- (e) Identify and explain **one** land management strategy shown on the map extract. [2]
- (f) (i) Compare the vegetation west of 3159 and east of 3159 as shown on the map extract. [3]
- (ii) Describe the relief east and west of 3159 as shown on the map extract. [4]
- [25]