Social Sciences: Geography · Grade 7

Memorandum · Term 3–4

TOTAL 79 MARKS

Marking guidelines

1. Award the full mark for a correct answer, even if the learner words it differently.
2. For source-based questions the answer must come from the source or be clearly drawn from it.
3. Where a question asks for an opinion, award the mark for any answer with a sensible reason.
4. Where a question asks for two or more items, award one mark per correct item.
5. Do not deduct marks for spelling, provided the answer can be read.

Question	Answer	Marks	Marking note
QUESTION 1 · Population growth and change · 15 marks			
1.1	About 0.3 billion (300 million) (1); about 1800 (1).	**2**	*Accept 0.2–0.3 billion and 1800–1850.*
1.2	For about 1 800 years the population grew very slowly (1). After about 1800 it grew faster (1). Since 1950 it has grown very fast: it more than tripled, from 2.5 billion to over 8 billion (1).	**3**	
1.3	Birth rate; Death rate; Infant mortality rate; Life expectancy	**4**	*1 mark each.*
1.4	Better medical care and vaccines; clean water and sewerage; better farming and more food; the industrial revolution; better transport so that food could be distributed.	**3**	*Any three. 1 mark each.*
1.5	35 − 10 = 25 per 1 000 (1) = 2.5% (1). It is growing, because there are more births than deaths (1).	**3**	
QUESTION 2 · Natural resources and water in South Africa · 20 marks			
2.1	Agriculture / irrigation (farming) (1); 61% (1).	**2**	*Accept about 60%.*

Question	Answer	Marks	Marking note
2.2	Any two: fix leaking taps and pipes; shower instead of bath / short showers; close the tap while brushing teeth; catch rainwater in a tank; use grey water on the garden; plant indigenous plants that need little water; water the garden early or late in the day; use full loads in the washing machine.	**2**	*1 mark each.*
2.3	Any two: drip irrigation instead of sprinklers; irrigate at night or early morning (less evaporation); cover the soil with mulch; grow crops that need less water; repair leaking canals and pipes; measure soil moisture and water only when needed.	**2**	*1 mark each.*
2.4	Any two: re-use and recycle water; clean (treat) polluted water before it goes back into rivers; do not dump waste or chemicals into rivers; use water-saving machines and processes; fix leaks; stop acid mine water from flowing into rivers and groundwater.	**2**	*1 mark each.*
2.5	Any three: low rainfall (about 450 mm a year, about half the world average) that is unevenly spread; high evaporation in hot, dry areas; droughts; a growing population and more farming and industry need more water; pollution makes some water unusable; leaking pipes waste water.	**3**	*1 mark each.*
2.6	The area of land from which all the rainwater drains into one river (1). Any two (1 each): dumping rubbish or sewage; factories or mines releasing polluted water; fertiliser and pesticides washing off farms; removing the plants on the riverbanks (erosion, mud/silt); taking too much water out (dams, pumping); alien plants such as wattle and blue gum that use a lot of water.	**3**	
2.7	Reasons, any two (1 each): they clean (filter) dirty water; they soak up water like a sponge and release it slowly, which reduces floods and keeps rivers flowing in the dry season; they are a home (habitat) for birds, frogs, fish and plants; they give people reeds, grazing and tourism. Disappearing, any one (1): drained or filled in for farms, houses, roads or mines; pollution (mine water, sewage); too much water taken out; alien plants.	**3**	*Accept the causes named in the stem.*

Question	Answer	Marks	Marking note
2.8	Use 1 + abuse 2, for example: soil – growing food / overgrazing, removing plant cover (erosion), too much fertiliser or pesticide, building on farmland; forests – timber, firewood, medicine / cutting down too many trees, fires, clearing for farms; air – we breathe it, wind energy / smoke from factories, power stations and cars, burning rubbish; animal life – food, tourism / poaching, overhunting, destroying habitats.	**3**	*The use and abuse must fit the chosen resource.*
QUESTION 3 · Use and abuse of marine resources · 15 marks			
3.1	The catches collapsed by 2010, and the fish that were caught were also smaller.	**2**	*1 mark for 'the catches collapsed', 1 mark for 'by 2010'. Also accept the smaller fish as part of what happened.*
3.2	Over-exploitation. Bigger boats with bigger nets caught more fish than could grow back. The large breeding fish were taken before they could spawn, so each year there were fewer young fish, until the resource collapsed.	**4**	*1 mark for the term, 1 for the bigger nets, 1 for the breeding fish, 1 for the consequence.*
3.3	A quota limits how much fish may be caught, so that enough is left to grow back. A closed season lets the fish breed undisturbed, so that the next generation can hatch.	**3**	*1 mark per measure, 1 for a clear explanation.*
3.4	Yes, it is reasonable — they have no other income and a family must eat every month. But without the measure there will be no fish at all within a few years, so they lose everything. The right answer is not to drop the measure but to support the fishermen through the season.	**3**	*1 mark for acknowledging the objection, 1 for the long-term consequence, 1 for a solution.*
3.5	Any one (1): Tsitsikamma (Africa's oldest, 1964), De Hoop, Stilbaai, Goukamma, Robberg, Table Mountain National Park MPA, iSimangaliso, Aliwal Shoal, Pondoland, Bird Island (Algoa Bay). Fishing is forbidden or strictly limited in (parts of) the reserve (1), so fish can breed and grow big, and young fish spread to nearby areas where people may fish (1).	**3**	*Accept any correct South African marine reserve.*
QUESTION 4 · A community conservation project · 8 marks			
4.1	They were forcibly removed from their land (1); in 1998 their land claim succeeded and the land was returned (1).	**2**	

Question	Answer	Marks	Marking note
4.2	That the land would stay part of the park as a contract park (1) — they own it, and the park manages the wildlife with them (1).	**2**	
4.3	Any two: income from eco-tourism lodges; work as guides; work as trackers; work as lodge staff.	**2**	
4.4	The wildlife and the land are protected (1), and at the same time the community earns an income and gets a school and a clinic (1).	**2**	
QUESTION 5 · Conservation areas and eco-tourism · 10 marks			
5.1	Tourism to natural places that protects the environment rather than damaging it, and that benefits the local community.	**2**	*1 mark for 'protects the environment', 1 for 'the community benefits'.*
5.2	It creates work for guides, cooks and crafters; visitors buy local food and crafts; some of the money goes to schools, clinics or conservation; people get a reason to conserve nature rather than destroy it.	**3**	*1 mark each.*
5.3	Area (1) + province (1), for example: Table Mountain National Park – Western Cape; Addo Elephant National Park – Eastern Cape; iSimangaliso Wetland Park or Hluhluwe-iMfolozi – KwaZulu-Natal; Kgalagadi Transfrontier Park or Augrabies Falls – Northern Cape; Pilanesberg – North West; Golden Gate Highlands – Free State; Mapungubwe – Limpopo. Purpose, any one (1): protect plants, animals and their habitats, especially endangered species; protect rivers, wetlands and catchments; research and education; eco-tourism and jobs; protect heritage sites.	**3**	*Accept any correct area with its correct province.*
5.4	The protection and careful management of the environment and natural resources, so that they are not wasted or destroyed (1). Reason, any one: so that they do not run out; so that plants and animals do not die out; we need clean water, soil and air for food, health and jobs; so that people later can also use them (1).	**2**	

Question	Answer	Marks	Marking note
QUESTION 6 · Factors affecting birth and death rates · 11 marks			
6.1	Any two: too few clinics, doctors and nurses; not enough clean drinking water or good sanitation; too little food, so people are weak and become ill easily; no money for medicine; people live far from a hospital.	**2**	*1 mark each. Accept any other correct reason.*
6.2	The death rate rises sharply (1), so the population grows more slowly or even becomes smaller (1). Today we have vaccines (smallpox has been wiped out), medicines such as antibiotics, better sanitation and clean water, and we know how germs spread (1).	**3**	
6.3	Poorer (often rural) families often have more children: children help on the farm or earn money, and they care for their parents in old age; where many children die young, families have more children (1). Richer families often have fewer children, because schooling and raising children cost a lot and parents work away from home (1).	**2**	
6.4	The death rate rises: soldiers and civilians are killed, and hunger and disease spread (1). The birth rate usually falls during a war because families are separated and life is unsafe (it often rises again after the war) (1).	**2**	
6.5	To slow down the very fast population growth (there were too many people for the food, jobs and services) (1). Result, any one: the birth rate fell and the population grew more slowly; today China has many old people and fewer young workers; many children grew up without brothers or sisters (1).	**2**	

Total **79 marks**



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