education

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North West Department of Education
NORTH WEST PROVINCE

PROVINCIAL ASSESSMENT

GRADE 11

GEOGRAPHY P1

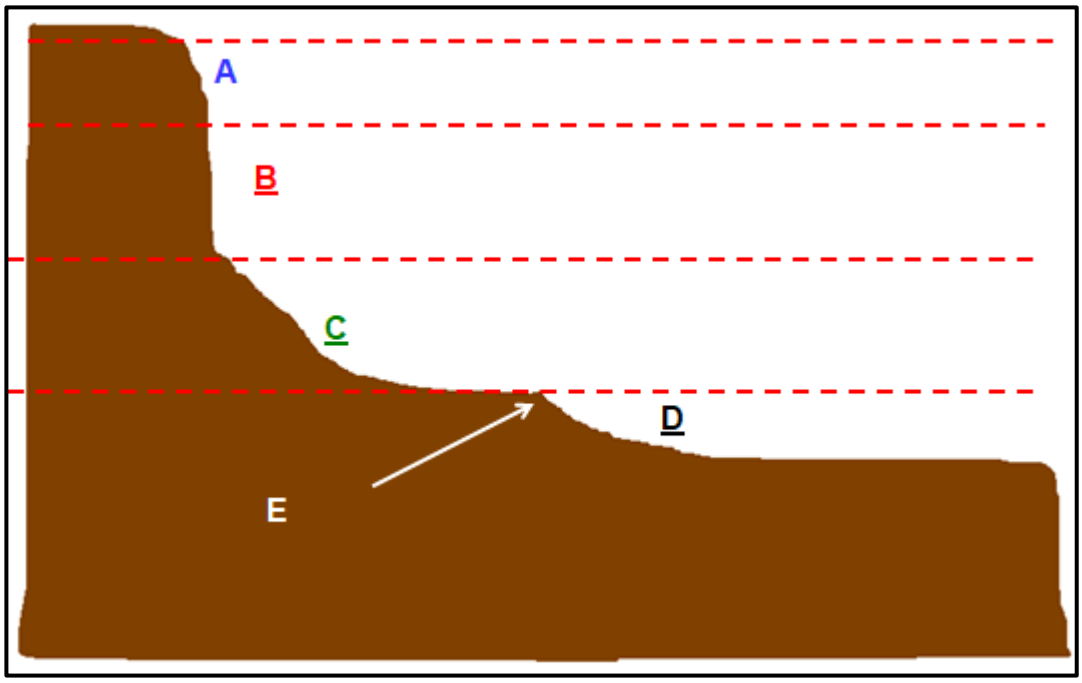
NOVEMBER 2019

ANNEXURE

This Annexure consists of 10 pages.

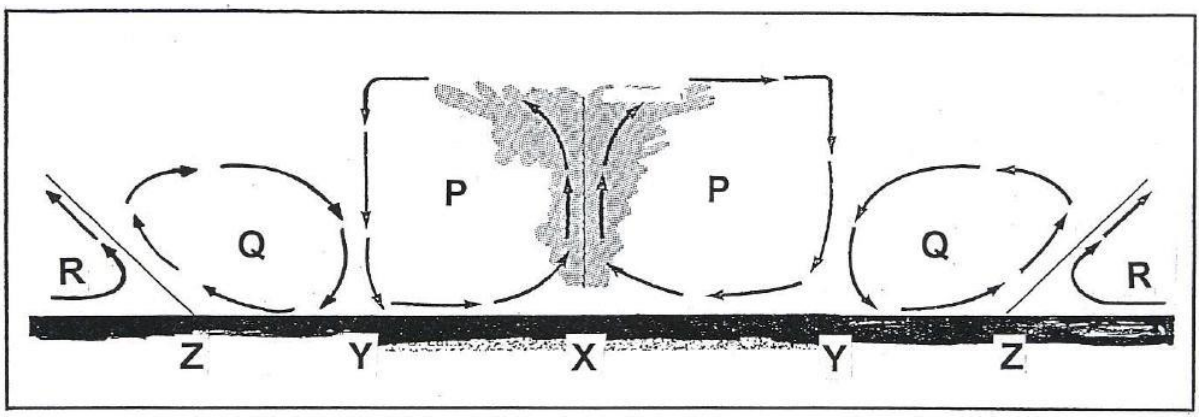
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FIGURE 1.2: SLOPE FORMS



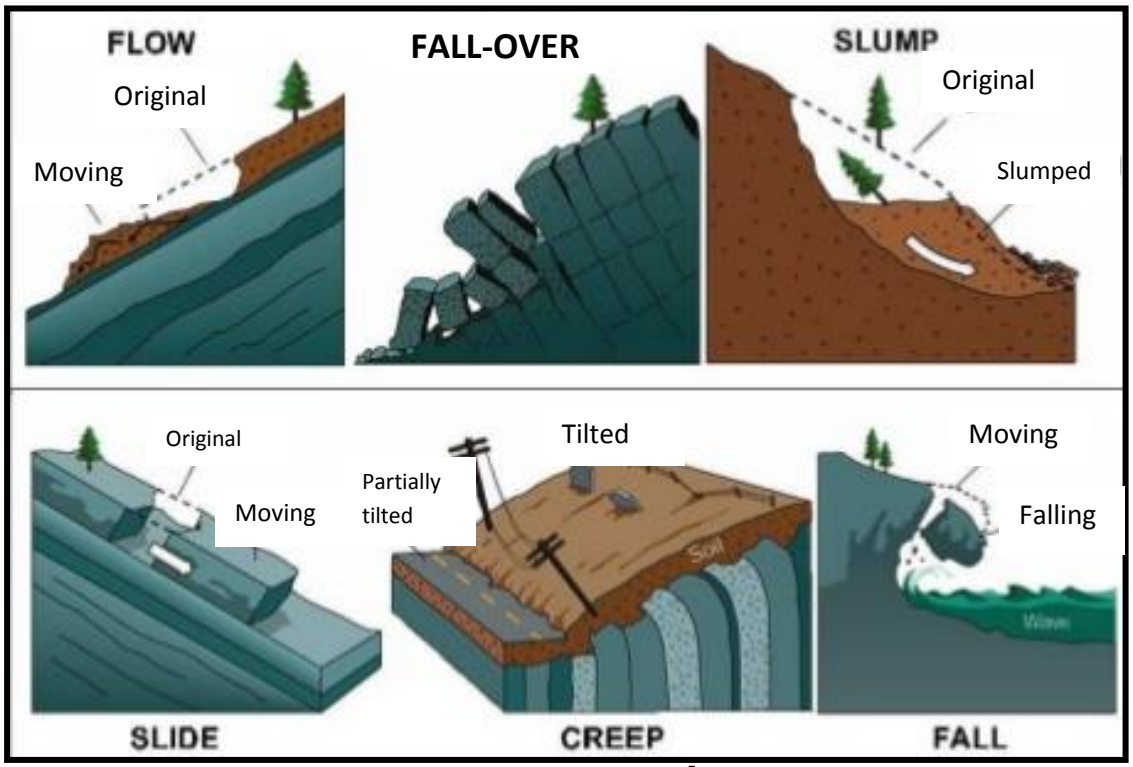
[Source *Bordman's Study Guide*]

FIGURE1.3: TRICELLULAR ARRAGEMENT



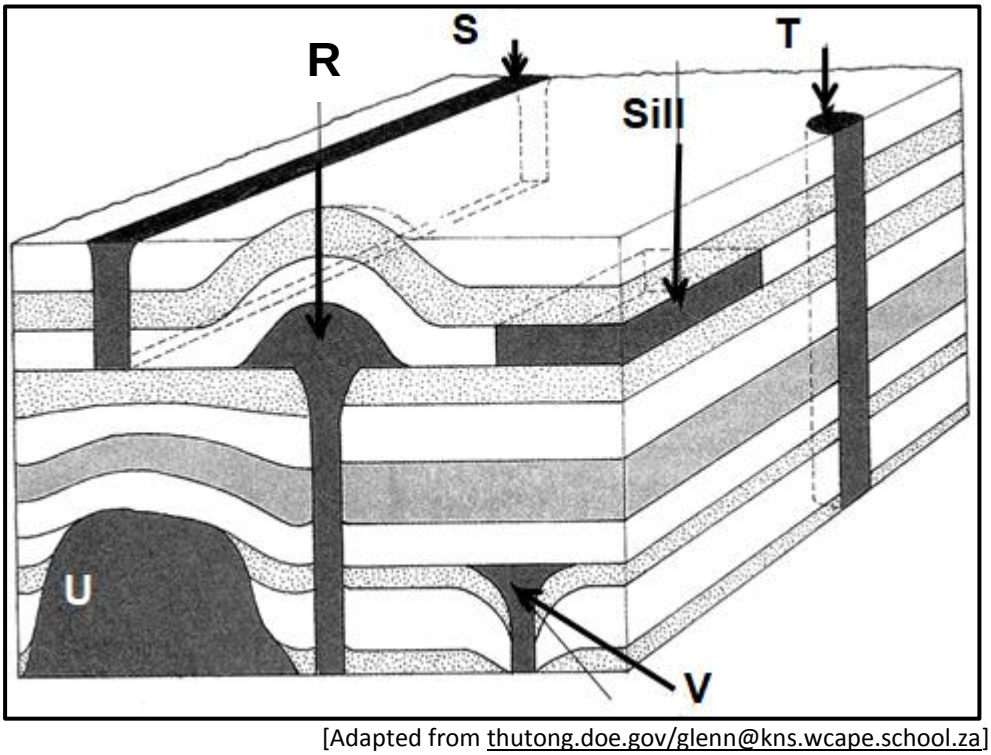
[Adapted from Climate.ncsu.edu]

FIGURE 1.4: MASS WASTING



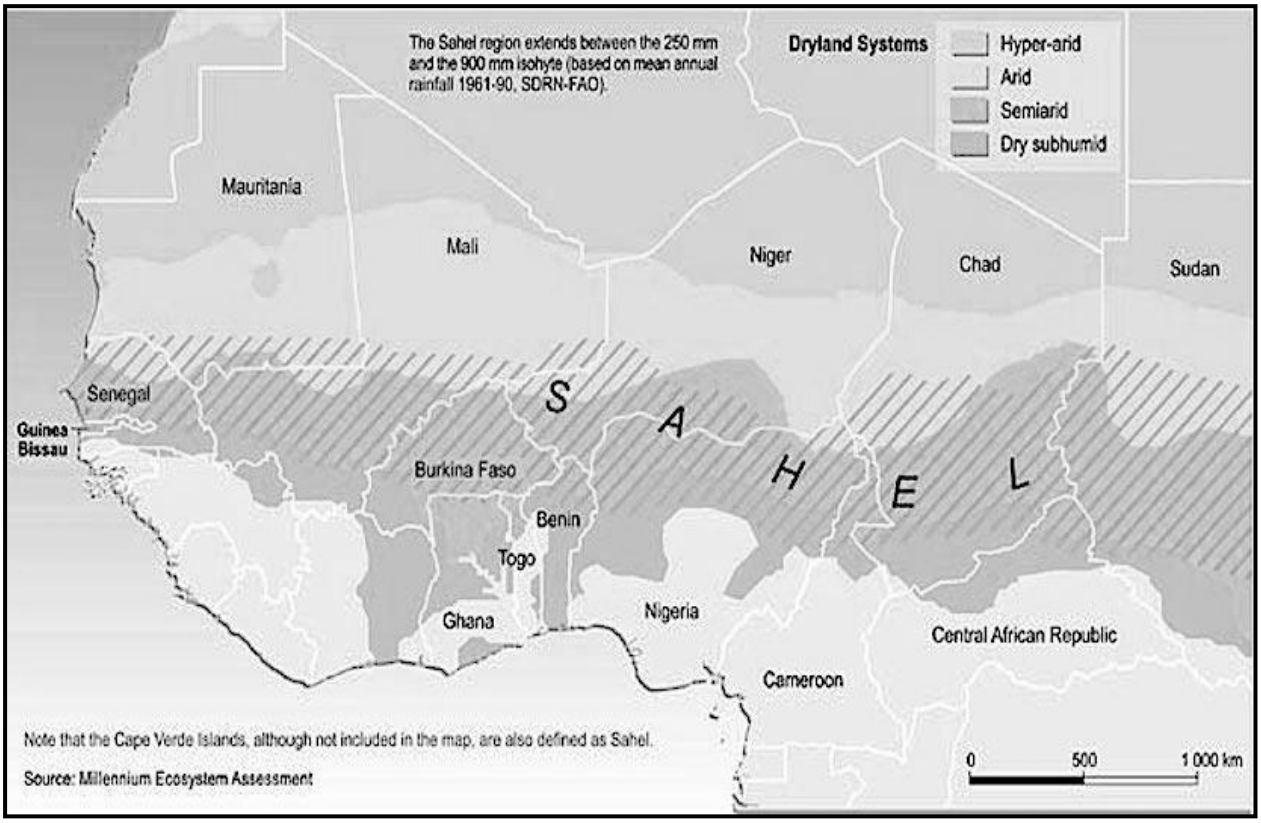
[Source web.csulb.edu/depts/geology]

FIGURE 1.5: MASSIVE INTRUSION



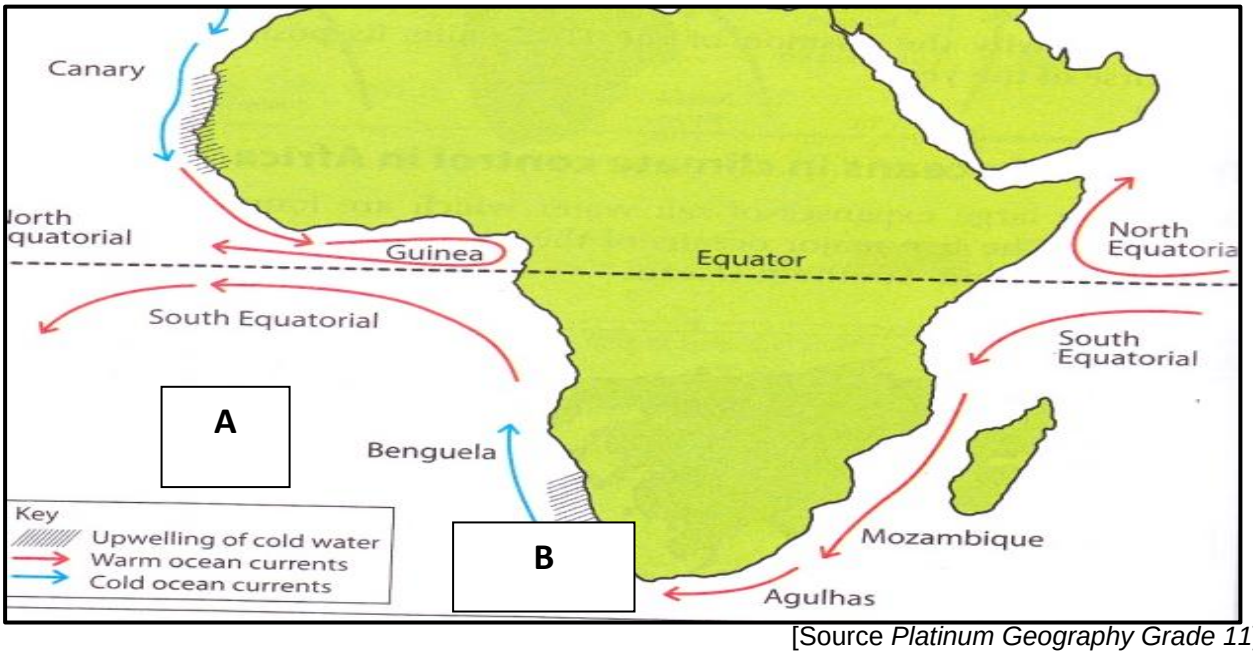
[Adapted from thutong.doe.gov/glenn@kns.wcape.school.za]

FIGURE 1.6: DESERTIFICATION



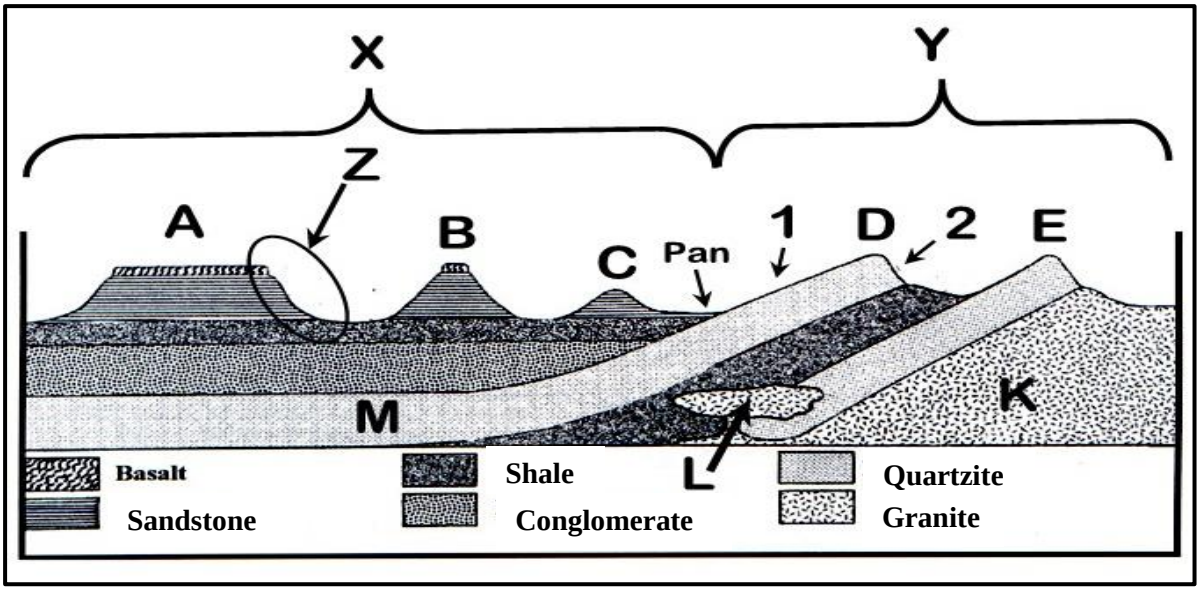
[Source *Millenium Ecosystem Assessment*]

FIGURE 2.3: OCEAN CURRENTS



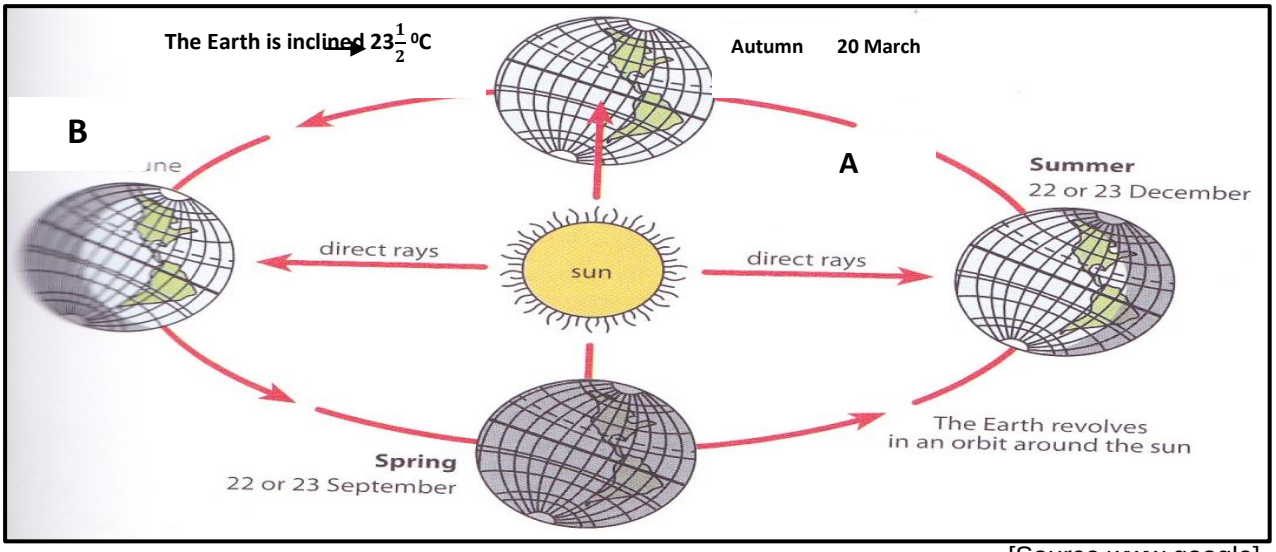
[Source *Platinum Geography Grade 11*]

FIGURE 2.4: STRUCTURAL LANDFORMS



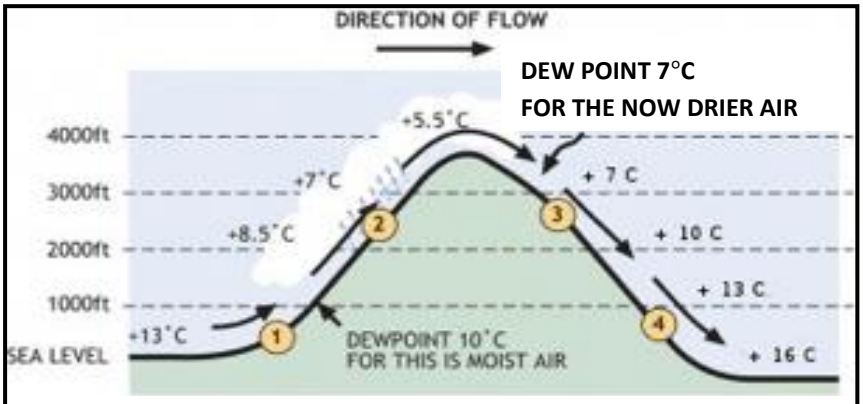
[Adapted from Mindset.co.za]

FIGURE 2.5: CIRCLE OF ILLUMINATION



[Source www.google]

FIGURE 2.6: FÖHN WINDS



1. Air cools at 3^0C/1000ft until saturated, then cools at 1.5^0C/1000ft until the top of the mountain is reached.
2. Precipitation removes moisture from the air.
3. Air warms, initially saturated, then dry adiabatically.
4. air on the lee side of the mountain is drier than the windward side and has a lower dewpoint.

[Adapted from *SKYbrary*]

FIGURE 3.3: DEVELOPMENT



[Source *Easy read*]

FIGURE 3.4: INTERNATIONAL TRADE



[Source www.google/Business Day; 26 January 2017]

FIGURE 3.5: ENERGY GENERATION

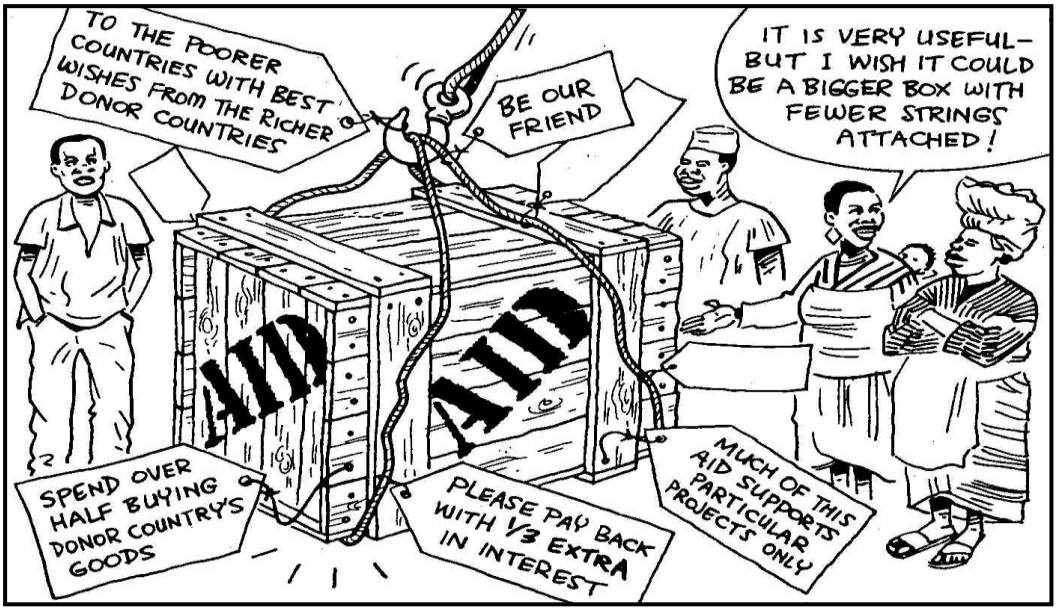
"Wind-farm developments have saved virtually zero carbon dioxide emissions"



Cartoon by Steve Hunter (Australia)

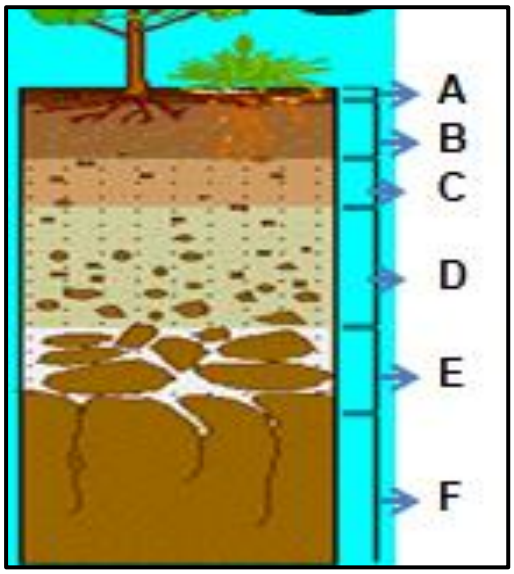
[Source *European Platform Against Windfarms*]

FIGURE 3.6: FOREIGN AID



[Source *Focus On Geography (NCS)*]

FIGURE 4.2: SOIL HORIZON



[Adapted from soil profile diagram/jsw.org.au]

FIGURE 4.3A: GLOBALISATION

Rosa's diary entry of a day in her life

I can hardly keep my eyes open. I must concentrate or I will end up sewing crookedly and the supervisor will yell at me again. I feel so tired because I worked until 2 am last night. I have to push out the Christmas orders, or they will sack me on the spot.

My shoulders are aching, but there is still an hour to go before I take my toilet break for just 10 minutes. I feel so sad leaving my family and friends in the village. I started working when I was just 16, which was five months ago. My pay is just 280 pesos (R40) for a 12-hour day which is hardly enough to pay my rent and to buy lunch. I promised to send money home.

I hate going to my room which only has 3 bunk beds, which I share with 5 others. There are no chairs or wardrobes and I have to hang my clothes on a nail in the wall. I just climb into the bunk bed, too tired to talk to anyone. I wish I could give up and go home, but I can't. I must earn because there is no work in the village.

[Adapted from *UK newspapers* (2000)]

FIGURE 4.3B: GLOBALISATION

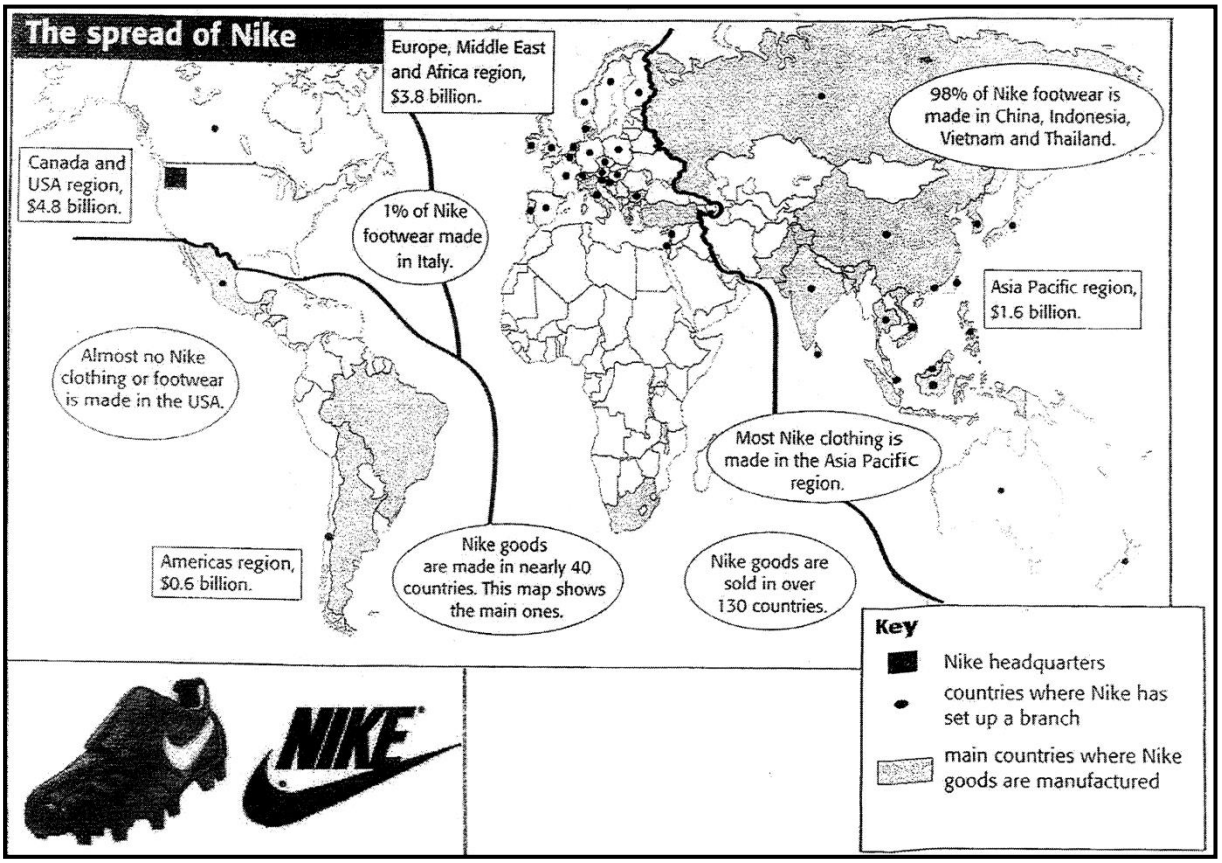
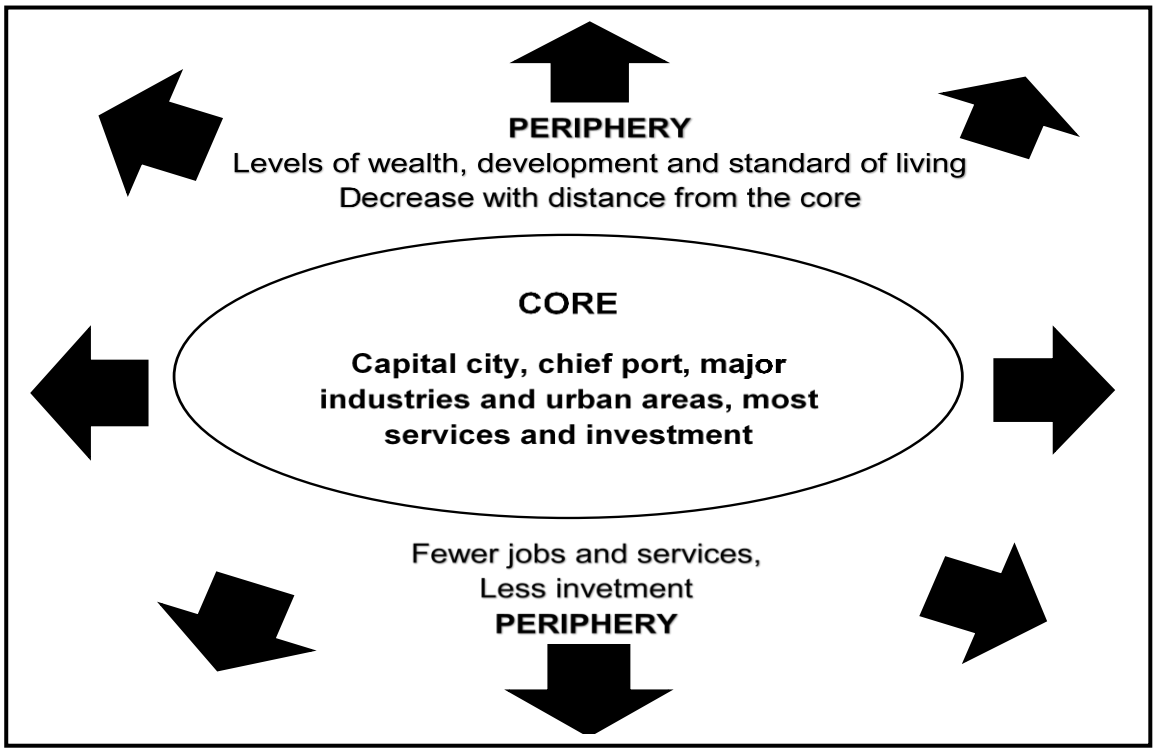


FIGURE 4.4: MODEL OF DEVELOPMENT



Source: Focus on Geography Grade 11

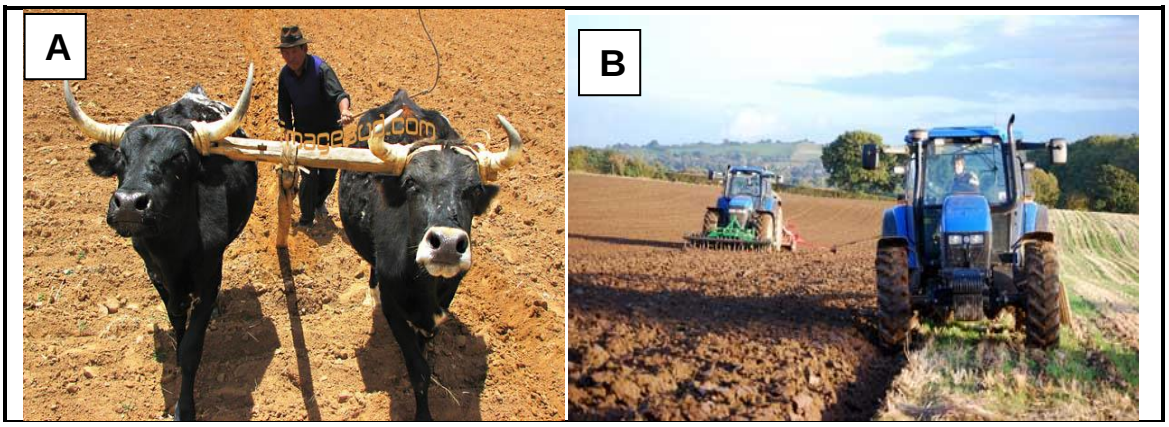
FIGURE 4.5: RDP

Reconstruction and Development Programme (RDP,1994)

Aimed to address the socio-economic problems brought about by the consequences of the struggle against Apartheid. Set on alleviating poverty and addressing the massive shortfalls in social services across the country. Measures to boost the economy such as contained fiscal spending, sustained or lowered taxes, reducing government debt and trade liberalisation with socially-minded social services provisions and infrastructural projects.

Source: CAADP Stakeholders

FIGURE 4.6: AGRICULTURE



Source: www.google

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