Centre Number	Candidate Number	Candidate Name

NAMIBIA SENIOR SECONDARY CERTIFICATE

GEOGRAPHY ORDINARY LEVEL

4332/3

PAPER 3

2 hours

Marks 60

2019

Additional Materials: Non-programmable calculator
Pencil
Protractor
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 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		
Total		

Marker		
Checker		

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

Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

1 Eight students wanted to find out more about people who lived in a squatter settlement which was near to their school in a residential area in Windhoek. The squatter settlement had grown rapidly in the last ten years, both in size and in the number of inhabitants.

They decided to investigate the following hypotheses:

Hypothesis 1: *Most people who live in the squatter settlement came to the city to look for a paid job.*

Hypothesis 2: *Many of the people who live in the squatter settlement have paid jobs but they are poor people.*

The students decided that the best way to test their hypotheses was to ask some people who lived in the squatter settlement to give answers to a questionnaire.

(a) Their first task was to produce their questionnaire. An example of a completed questionnaire is shown in Fig. 1.

Resident Questionnaire

Questionnaire

Resident Number 5

Agegroup	Under 15	☐	15 - 30	☐
	31-60	✓	Over 60	☐
Gender	Male	☐	Female	✓

Question 1

Why did you move to the city?

Marry someone living in Windhoek

Question 2

What is your job or occupation?

Housewife

Question 3

How much do you earn in one year?

Less than N$ 20 000	✓
N$ 20 000 - N$ 50 000	☐
More than N$ 50 000	☐

Fig. 1

(i) The students wanted to interview 100 people who had moved into the squatter settlement.

Describe a suitable method for the students to choose people to interview. Explain why you have chosen this method.

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..... [2]

(ii) Using Fig. 1, suggest **two** reasons why the students gave people choices of age group to select from rather than just asking their age.

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(iii) The students considered including more questions in their questionnaire, but decided not to.

Suggest **two** appropriate questions they could have used to find out more about migration to the city.

1.....

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2.....

..... [2]

(b) Having completed their questionnaire the students produced a table of their results. Table 1 shows a sample of the answers they obtained.

Table 1

Resident interviewed	Age group	Gender	Reason for migration	Job	Income (N$)
1	15 - 30	Female	Join other members of family	Domestic servant	Less than 20 000
2	15 - 30	Male	Get a paid job	Taxi driver	20 000 - 50 000
3	Under 15	Male	Better education	Student	Less than 20 000
4	Over 60	Female	Returning to place of birth	Shop owner	20 000 - 50 000
5					
6	31 - 60	Female	Marry someone living here	Housewife	Less than 20 000

(i) The completed questionnaire shown in Fig. 1 is from resident number 5.

Enter this data onto Table 1. [2]

(ii) Each pair of students completed six questionnaires and then met with the others to check their method before doing any more questionnaires.

Suggest why this method was a good idea.

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For Examiner's Use

(c) Having recorded the results from all 100 questionnaires in their results table, the students produced summaries of their results.

Table 2

Answers to Question 1 in the questionnaire

Why did you move to the city?	Number of residents
Look for a paid job	36
Better education opportunities for children	32
To marry someone living here	9
Better living conditions	9
Returning to place of birth	9
To join other members of the family	5
Total number of answers	**100**

(i) Use the results in Table 2 to complete Fig. 2 below. [2]

Pie graph showing results of Question 1

Why did you move to the city?

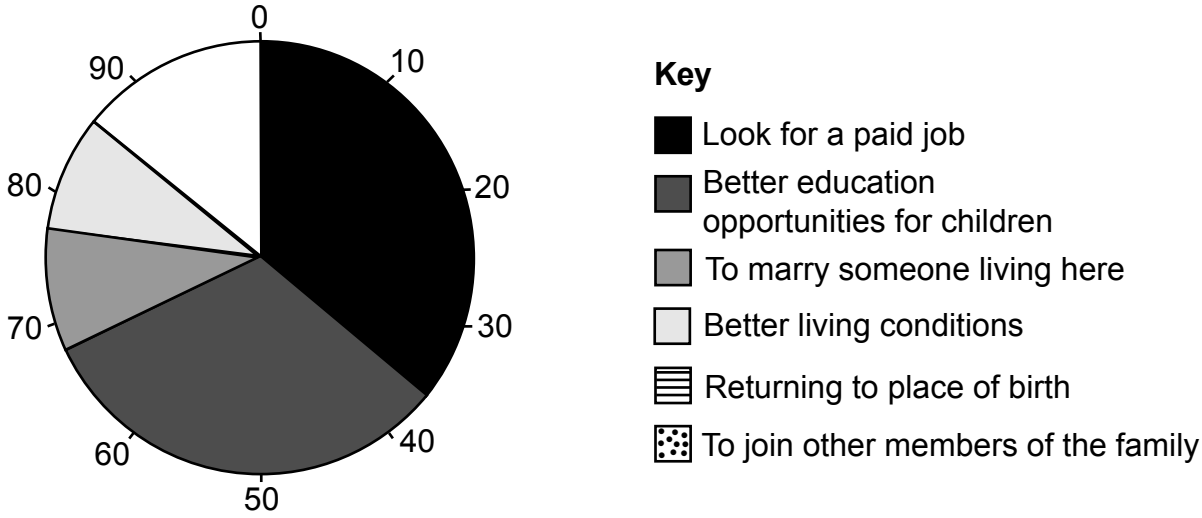

Fig. 2

(ii) To what extend do these results support Hypothesis 1?

Most people who live in the squatter settlement come to the city to look for a paid job.

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(d) Table 3 summarises the answers to question 2 in the questionnaire.

Table 3

Answers to Question 2 in the questionnaire

What is your job or occupation?	Number of residents
Shop owner	23
Domestic servant	15
Taxi driver	14
Housewife	13
Builder	9
Plumber	8
Student	7
Unemployed	7
Mechanic	4
Total number of answers	**100**

(i) Use the results in Table 3 to complete Fig. 3. [2]

Bar graph showing results of Question 2

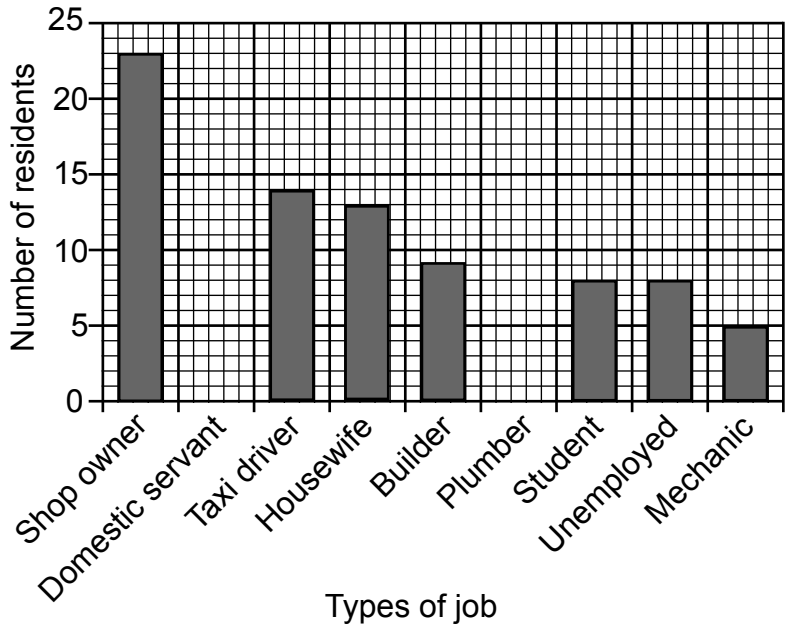

Fig. 3

(ii) Do the results shown in Fig. 3 support the first part of Hypothesis 2?

Many of the people who live in the squatter settlement have paid jobs.

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..... [2]

(e) Table 4 summarises the answers to question 3 in the questionnaire.

Table 4

Answers to Question 3 in the questionnaire

How much money do you earn in one year	Number of residents
Less than N$ 20 000	27
N$ 20 000 - N$ 50 000	73
More than N$ 50 000	0
Total number of answers	**100**

The students realised that in order to reach a conclusion about Hypothesis 2 they would need to get some data from the internet to make a comparison with these answers.

The students found some data on the internet which helped them to decide on a conclusion about the second part of Hypothesis 2.

Many of the people who live in the squatter settlement are poor people.

This data is shown in Table 5.

Table 5

Results of internet research

Average income of all residents of the squatter settlement	N$ 60 000
Average income of the population of Windhoek	N$ 35 000

Is Hypothesis 2 proven?
Many of the people who live in the squatter settlement are poor people.

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Use information from Table 4 and Table 5 to explain your answer.

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..... [2]

(f) (i) Look again at Fig. 1.

Suggest why the student included questions about age and gender.

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(ii) Suggest another hypothesis which the students might have included to make use of this information.

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(iii) Instead of putting the answers to question 3 into one of the three categories the students could have just asked people how much money they earned in one year.

What might be the **two** disadvantages of this new question?

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(g) Suggest **one** other aspect of life in a squatter settlement which students could investigate by a fieldwork technique other than a questionnaire.

Describe how they could carry out this investigation.

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[30]

2 A group of Geography students collected data at a number of locations along part of a small stream in the school area.

The length of the stream studied was just over 500 metres and a plan of it is shown in (Fig. 4).

The students measured stream width, stream flow/velocity and gradient, as well as the size and shape of bed load.

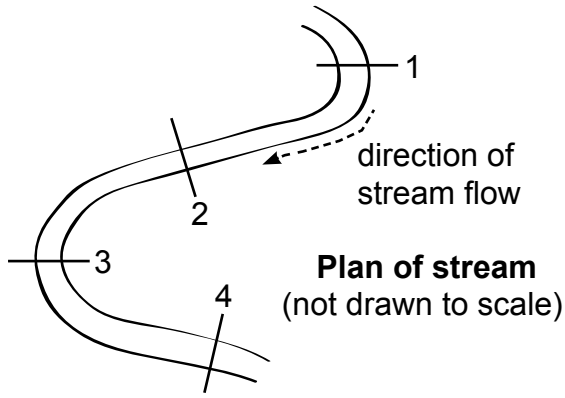

Fig. 4

(a) (i) State **two** factors students would consider when deciding upon where to make their measurements along the section of stream to be studied.

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(ii) List **four** pieces of equipment required in order to make and record the measurements referred to above.

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4..... [4]

(iii) How would they decide which was the left bank of the stream?

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..... [1]

For Examiner's Use

(b) A set of data recorded for one cross-section of the stream is provided in Fig.5.

Stream measurements: Cross-section of stream channel

Location number ..... Date **4 June**

Width of stream in metres **8**

Depth of stream at distances from the left bank:

Distance from left bank in metres	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Depth in centimetres	**0** (left bank)	**10**	**15**	**24**	**33**	**48**	**60**	**35**	**15** (right bank)

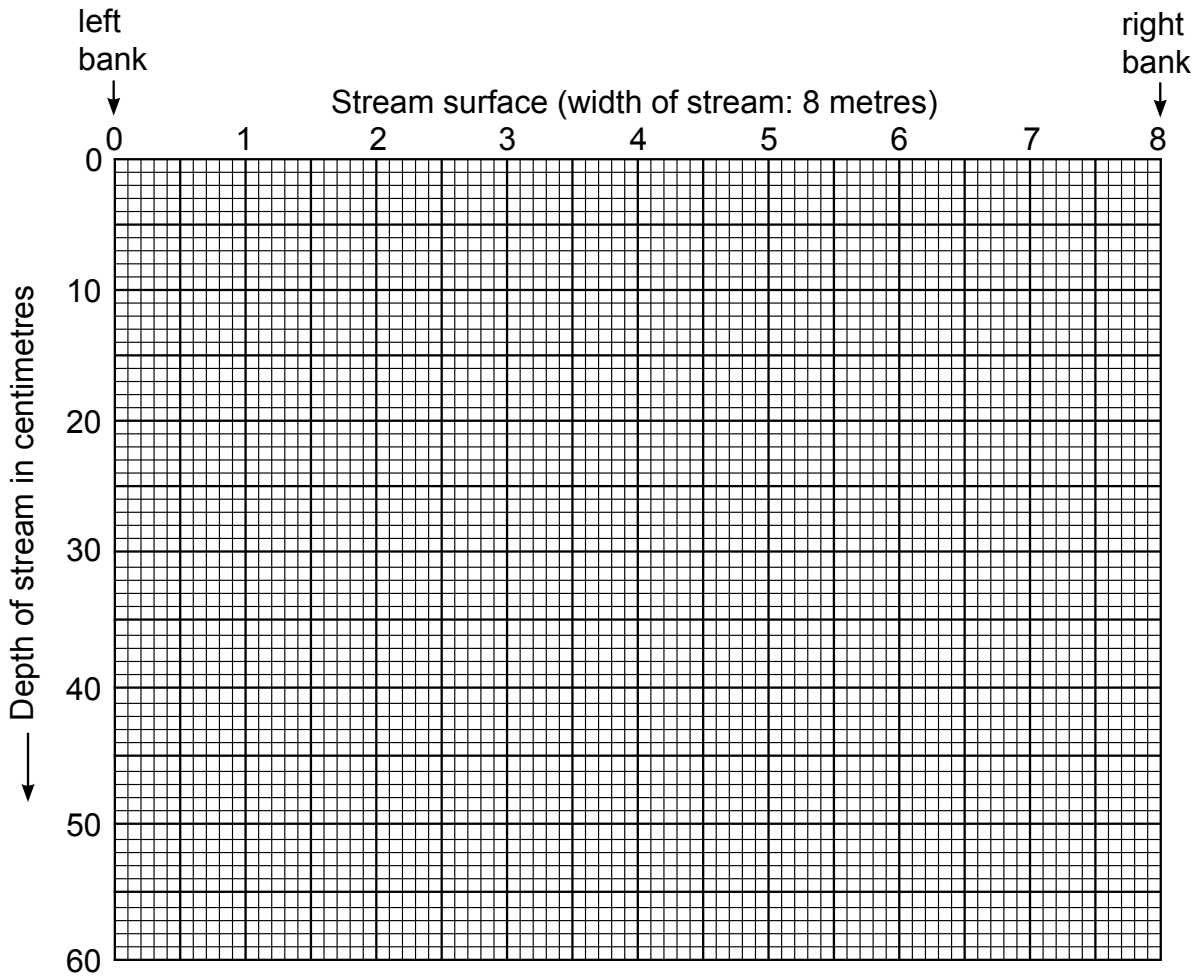

Fig. 5

(i) Explain how the students would obtain this data.

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(ii) On the graph outline given in Fig. 5 use the scale suggested and the data provided in Fig. 5, to accurately draw the cross-section. [4]

(iii) For the cross-section you have drawn in **(b)(ii)**, state which of 1-4 on Fig. 4 is its correct location.

Give **three** reasons for your answer.

Location .....

Reasons

1.....

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..... [4]

(iv) How would you measure

the gradient of the stream from the location stated in (b)(iii) to the next cross-section located 60 metres downstream?

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the flow/velocity of the stream at this location?

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..... [4]

(c) From the data in Fig. 5, calculate the cross-sectional area of the stream by multiplying the average depth by the streams' width.

Show all you working.

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(d) An investigation of the bed load at the cross-section was made by random sampling, measurement and observation of individual pebbles.

Explain how this could be done by the students.

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[30]