INSTRUCTIONS AND INFORMATION TO CANDIDATES

• Write your answers on the separate answer book provided.
• Write your Centre Number, Candidate Number and Name in the spaces on the answer book.
• Answer each question on a separate page.
• Write in dark blue or black pen.
• Do not use correction fluid.

• Answer all questions.

• The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of 7 printed pages and 1 blank page.

Republic of Namibia
MINISTRY OF EDUCATION
1 (a) Study photographs A, B and C, which are about traditional rural societies.

Photograph A

Photograph B

Photograph C

(i) Identify the types of traditional rural societies shown by Photograph A, Photograph B and Photograph C. [3]

(ii) Using evidence from Photographs A, B and C only, describe how labour is used as a factor of production by traditional societies. [3]

(b) Study Fig. 1, which is about organic farming.

The key to organic farming is crop rotation. The pressure to produce more and more has driven farmers to monoculture. Good organic practices demand natural soil nutrient restoration through rotation, which may be difficult to perform when there is pressure to produce large amounts of the same crop.

Organic farms benefit from local markets because of low transportation costs and the short time it takes to reach the consumer.

Fig. 1

(i) Explain the difference between crop rotation and monoculture. [2]

(ii) Describe two disadvantages of monoculture. [2]

(iii) Why do organic farmers benefit from nearby markets? [1]
(c) Study Fig. 2, which is about the percentage of total deforestation occurring in countries in the 1990’s and 2000’s.

**Deforestation in selected countries in the 2000’s**

![Pie chart showing deforestation percentages for selected countries in the 2000's.]

(Using FAO data: mongabay.com)

**Fig. 2**

(i) What is meant by *deforestation*?  
(ii) According to Fig. 2, in which country did the highest percentage of deforestation occur in both the 1990’s and 2000’s?  
(iii) By what percentage did the deforestation of Brazil increase from the 1990s to the 2000s?  
(iv) Explain why deforestation is a problem both locally and globally.  
(v) Describe **two** ways by which the government of a country can help to reduce deforestation.
(d) Study Fig. 3, which is about problems caused by urbanisation in LEDCs.

**Urban problems in LEDCs**
Rapid urbanisation in Less Economically Developed Countries (LEDCs) is causing many problems. Many new migrants to cities in LEDCs cannot afford housing. They are forced to build temporary accommodation in spontaneous settlements. These settlements are commonly known as “shanty towns”. They are also called favelas (Brazil) or bustees (India).

**Fig. 3**
(i) What is the term used to describe the movement of people from rural areas to a city? [1]
(ii) Explain two problems that the movement of migrants can cause for the people who remain behind in rural areas. [2]
(iii) Give two reasons why migrants settle in shanty towns when they move to cities. [2]

(e) Study Fig. 4, which is about communal conservancies.

**Fig. 4**
Community-based natural resource management (CBNRM) helps Namibia manage and protect its environment while empowering communities that live off the land.
(i) To which theory of development can communal conservancies be linked? [1]
(ii) With reference to Fig. 4, explain in your own words the aim of the CBNRM. [1]
(iii) Suggest three ways in which the local communities can benefit from communal conservancies. [3]
2 (a) Study Fig. 5, which shows world adult literacy rates.

(Friedrich Huebler, huebler.blogspot.com, June 2008)

Key
Adult literacy rate
- 90% to 100%
- 80% to 89%
- 60% to 79%
- 40% to 59%
- less than 40%
- no data

Fig. 5

(i) Explain what is meant by adult literacy rate.
(ii) What percentage of adults in South Africa are literate?
(iii) Give three reasons why literacy programmes are important in developing countries.

(b) Study Fig. 6, which shows the primary school enrolment rate of boys and girls by region between 2003 and 2008.

Primary school enrolment rate

Fig. 6

(i) What percentage of girls in the less developed countries are enrolled in primary schools?
(ii) Explain why it is important that both girls and boys are educated.
(c) Study Fig. 7, which shows the different nutrients which are essential for a balanced diet.

![Fig. 7]

(i) What is meant by a balanced diet? [1]

(ii) Explain the importance of balanced diet. [5]

(d) Study Fig. 8, which shows the poverty statistics of the United States.

![Fig. 8]

(i) What is meant by below the poverty line? [1]

(ii) By how many million did the people living below the poverty line increase between the years 2009 and 2010? [1]

(iii) Explain why people living below the poverty line usually suffer from poor health. [5]
(e) Study Fig. 9, which is an extract on community health workers in India.

**Community Health Workers Counselling Women in India**

Jharna Tigga works with the Indian government’s Integrated Child Development Services programme supervising about 40 Anganwadi centres. The Anganwadi centres provide women and children with immunisations, nutritious food, clean water, bathroom facilities and a learning environment for young children. The centres are government-sponsored and cater for pregnant women, women feeding babies and children six years old or younger. Throughout the country, there are an estimated one million of these centres, which employ some 1.8 million workers, most of whom are women, to prevent or treat malnourishment and other childhood illnesses.

These centres rely on women like Jharna to advise young mothers about healthy dietary practices and family planning. Jharna also talks to girls about the dangers of anaemia and how to prevent it, about reproductive health, and about the risks of early marriage.

As a supervisor, Jharna also trains community health workers to counsel women about a nutritious diet for them and their children, how to recognise symptoms of malnutrition, and to refer severe cases to a malnutrition treatment centre – a critical step in preventing children’s deaths.

**Fig. 9**

(i) With reference to Fig.9, explain the purpose of the Anganwadi centres. [1]

(ii) Health workers are an essential part of a Primary Health Care Programme. Suggest **one** other measure which is part of a Primary Health Care Programme. [1]

(iii) Name **two** diseases which can be prevented through immunisation. [2]

(iv) Suggest how knowledge of family planning can contribute to the health of the community. [3]

[30]