

GENERAL COMMENTS

Higher Grade examining goes beyond simply asking for facts in response to questions. It requires deductions to be made based on diagrams or tables or sets of statistics. It often requires explanations of situations created by the examiner, rather than simple descriptions of those situations. It means reading and understanding the questions. In this examination shorter questions were used as a tool for assessment. The maximum marks for a question did not exceed $3 \times 2 = (6)$ marks and therefore challenged the reading abilities of the learners. It was evident in many questions that candidates had not read the questions carefully enough and answered incorrectly.

We however would like to encourage teachers to set their question papers according to the National Assessment Guidelines (January 2006). Exposure of learners to different types of questions as well as creating opportunities to demonstrate their geographical knowledge and understanding in paragraph format, remains an important component of quality Geography teaching. We therefore encourage teachers to not only focus their teaching on recall of content bits, as expected in this question paper, but rather on supporting learners to develop a deep understanding of Geography. Part of helping learners is to provide opportunities to express their views, substantiate choices, differentiate and contrast between processes and patterns as well as defending the viewpoint on geographical issues.

The most popular questions were questions 1, 3 and 6. Candidates did exceptionally well in questions 1 and 3. Questions 2 and 4 were poorly answered.

SPECIFIC QUESTIONS**Question 1**

On the whole this popular question was well answered. Candidates struggled to give reasons for the weather changes associated with cold front conditions (1.2.4 b). The application of Grade 11 knowledge regarding the migration of pressure and wind belts during summer and winter (1.2.6) also caused problems. We would like to stress that the matric examination is the exit examination for Geography done in Grades 10, 11 and 12. Geographical skills and knowledge in Grades 10 and 11 should be transferred to Grade 12, and should be used in answering questions in the matric examination. Generally there was a poor application of theory in geomorphology questions.

Question 2

The few candidates who attempted this question answered it very poorly. Candidates had a very poor knowledge of bergwind conditions. It is clear that learners do not understand the various and basic concepts of geography. This problem has been highlighted in many previous exam reports and teachers are asked to take note of this.

Question 3

This popular question was well answered. The concept of site was not understood by many candidates. Dry point settlements caused most of the problems in this question. When teaching

this concept like dry point settlements (as well as most other concepts of settlement geography) teachers should make use of diagrams, topographical maps and orthophoto maps.

Question 4

The few candidates who attempted this question answered it very poorly. Candidates did not have sufficient knowledge to define the concepts of settlement, depopulation, droughts and land use zones. Candidates should be encouraged to define concepts in their own words. Very few candidates could score high marks in the question (4.4.2) regarding the industrial estate.

Question 5

The questions regarding the map of South Africa were poorly answered. As an introduction to regional geography teachers should spend at least two lessons using maps and atlases focusing on provinces with their capital cities, towns and their economic activities important rivers, mountains, dams, transfer schemes, lines of latitude and longitude, oceans and currents etc. Although the maximum marks allocated in this question paper was $3 \times 2 = (6)$, educators should be reminded that paragraph type questions like the factors favouring and hindering mining, agriculture and industrial regions in South Africa can be examined. Clearly the PWV industrial area in Gauteng should be studied in depth.

Question 6

See comment regarding the map of South Africa in Question 5. The question on the Eastern Cape is a fair question. The actual question does not deal with the Port-Elizabeth Uitenhage industrial region per se although the Eastern Cape provided the context in which geographical competence in terms of environment problems, population dilemmas and economic geography was examined. The only question dealing with industrial activity is a short question (6.1.2) for 2 marks. It is important that teachers take note that Regional Geography may be examined in this manner in future examinations. Teachers should discuss new buzz words like sustainable development, bio technology and eco tourism with their senior classes. It is pleasing to see that the question regarding HIV-AIDS was the best answered question in the question paper.