

GENERAL

Mapwork is fundamental to Geography and needs to be taught in all Grades so that by the time students write the matric exam they are fully familiar with the skills and interpretation techniques. It is a pleasure to note the confidence with which the students of some schools answered this mapwork paper. On the other hand, it is distressing to note how many schools fail to prepare their students adequately.

Skills tested:

Use of co-ordinates; use of the legend to identify features; location of the orthophoto and the topographical map; gradient, magnetic declination, vertical exaggeration, area and use of contours to determine height. Candidates from schools which do mapwork regularly would have got close to full marks for these questions.

Interpretation skills tested:

The course of the river, location of dams, landuse zones and settlement patterns and tourism. The interpretation questions required a theoretical knowledge of the town of Caledon and the surrounding area.

SPECIFIC COMMENTS REGARDING THE QUESTIONS:**QUESTION 1- MCQ**

These questions were generally well answered. Learners need to 'tick in the box'. Encourage learners to 'make an educated guess at answers they don't know' – don't leave any answers out

QUESTION 2- CALCULATIONS

This was the poorest answered section. Teachers should be encouraged to teach all calculations to their learners as early as grade 10 .Revision work should be continuous to maintain the skills. Some centres achieved almost full marks for this section whilst others were obviously not taught this section and did not attempt the questions at all. It was evident in 2.2 that magnetic declination was not taught in some centres. Teachers obviously did not focus on it. The inclusion of questions on magnetic declination is in line with the National Assessment Guidelines for the Senior Certificate examination: Geography (January 2006). Reference to this can be found on page 23 in the English document and page 25 in the Afrikaans document.

QUESTION 3

Candidates confused the dam with the sea or a lagoon and therefore gave the incorrect direction of river flow. Teachers should ensure that their learners should be able to identify both physical and human features on a map. Many learners confuse terminology like contours and isobars.

QUESTION 4

Many learners failed to recognize that even small towns have a CBD with certain characteristics. Terminology like central location with regards to important road and rail routes was mistaken for a central position on the map. Land use zones should be taught using maps and allowing the learners practical experience. Learners to be taught description techniques when working with a city or town eg 'away from' or 'next to', east of etc

QUESTION 5

Teachers should enforce to their learners that they must always use the topographical map and orthophoto concurrently when referring to features on either map.

TIPS FOR TEACHERS:

- Teach learners to take time to familiarize themselves with the map and photo
- Stress the importance of reading and understanding/interpreting the questions before attempting to answer eg state/list/describe explain
- Write phrases/sentences rather than words
- Include units in answers, eg cm/km/mm/etc
- Learn the formula's and techniques of calculations.
- Distinguish terminology: contours for altitude and isobars for pressure
- Importance of terms like PHYSICAL. Words like 'relief' and 'topography' mean nothing unless explained specifically.
- Learners must look at the mark allocation for guidance, and at the number of lines allocated to the answer.