

**GENERAL REMARKS:**

1. Candidates do not read questions or study the diagrams accurately.
2. Terminology knowledge is poor in general.
3. Analysis and interpretation skills of candidates are lacking. Most answers to questions were to be found on the diagrams or introductory paragraphs or extracts.
4. Learners should be taught skills on how to extract information from visual data.
5. Candidates should pay more attention to "action" words in questions. Knowledge of terminology is important here: i.e. Push/pull factors, climatological, physical, pattern, shape, site, land-use zones, street patterns, functions, etc.
6. Candidates should answer the entire question and number it correctly as it appears in the question paper.
7. Some candidates answered all the questions and did not read the instructions. Educators should teach this as part of the exam techniques.
8. Candidates are advised to read the question through twice before attempting the answers.
9. Candidates are to be able to integrate all sections of the syllabus into different questions.
10. Some candidates did not number questions correctly. i.e. their first question was Question 1; their second question was Question 3, but they numbered it Question 2; their third chosen question was Question 6 but they numbered it Question 3.
11. Handwriting is illegible in many cases.
12. Each new question should be started on a new page as per instructions.
13. Learners should leave a line open between sub-sections to facilitate easier marking.
14. Educators should not follow the content of a particular textbook but rather concentrate on a particular concept.
15. Geomorphology and Ecology questions were poorly answered. An indication of work not being properly done.

**QUESTION 1**

- 1.1 Many learners did not write True or False and left it blank.
- 1.2.1 Learners must give the figures and not a general description.
- 1.2.2 Most learners could not identify an occlusion.
- 1.2.3 Poorly answered.
- 1.2.4 Poorly answered. Learners did not show the change in the weather conditions
- 1.3.1 Learners could not identify the drainage pattern and could not explain why it was a trellis pattern.
- 1.4.1 Poorly answered. Concept not clearly understood.
- 1.5 Poorly answered. Learners MUST refer to the sketch and not rely on their previous knowledge.

## **QUESTION 2**

2.1. Many learners did not write True or False and left it blank.

2.2. Grade 11 work which was poorly answered.

2.3

2.3.1 Learners could not distinguish between Urban heat island and Pollution dome

2.3.2 – 2.3.4 Well answered but some learners still could not answer correctly.

2.4 Poorly answered (Geomorphology)

2.5. Relatively well answered.

2.6. Well answered.

## **Question 3:**

3.1

3.1.1 and 3.1.2. Well answered but learners answered 'yes or no' instead of 'true or false'.

3.2 Very little understanding between physical and human-made features

3.2.3. Poorly answered especially (b). Learners did not know the advantages of living in a dispersed settlement.

3.2.5. Learners did not understand the difference between push and pull factors.

3.3.5. Many learners did not know the abbreviation CBD.

## **Question 4:**

4.1. Same as at 3.1.1 and 3.1.2.

4.2.3.(a) Well answered but (b) poorly answered.

- The few learners who answered this question did poorly. Many learners did not have knowledge to define concepts.

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## **Question 5:**

1(a) The questions regarding the map of South Africa were poorly answered in both Ques 5 & 6.

(b) Educators should in future emphasize the knowledge of towns, dams, rivers, mountains, oceans, ocean currents, etc of South Africa. Many learners do not know our neighbouring states. They must be able to identify them on maps.

## **Question 6:**

Read comment in Question 5 regarding map of South Africa. In future learners should know all four Industrial regions of S. Africa as this section of the work may be examined in this manner in future exams.