

**General comments:**

- A note to all educators: Geography must be seen as a preparation subject. It is the educator's duty to plan all lessons before hand and ensure that lessons are dynamic, interesting, relevant to today's changing world and skills-based.
- Mapwork should be incorporated during the year as part of each section in the syllabus, e.g. Teach settlement section with map exercises at the same time.
- The memo and examiner feedback reports should be used at planning meetings at the beginning of every academic year, hence it was requested that these reports are accessible ASAP after the marking period.
- It is evident from the answering of the questions by the learners that compass points are not understood and used in the correct context. E.g. Q1.2 instead of the answer being north-related, learners opted to say "upwards".
- It was also clear that a large majority of the learners don't possess the skills to work with orthophotos i.e. Identify shadows; calculate distance using the 1:10000 scale, etc. Learners should practise orthophoto skills in class exercises before exams too. All schools should have a copy of the Kimberley maps/photos from this year's CTA's. All WCED schools would have received a box of "Map trix" too.
- It is requested that educators consult past exam papers to teach learners exam techniques.
- Educators must NOTE that the National Examiners are asking ALL mapwork techniques and calculations.
- Learners must identify key words in questions ie. Settlement pattern, give evidence, etc.
- Learners must look at the mark allocations so as to work out how much calculation workings must be provided.
- Concepts must be taught: Isohyet, Isobar, Contour lines, etc.

**Specific question-related comments:****Q1: MCQ****General comments:**

- This question was well answered. Learners seemed to know their content and application skills.

**Problem areas:**

- 1.3 Learners could find this answer on the topographical map at the bottom under the scale.
- 1.5 Learners do not know the difference between the different map scales ie. Word, line, ratio, etc.
- 1.6 Learners must know how to read co-ordinates.
- 1.9 Trig beacon height are found under the triangle, not above it.

## **Q2: MAPWORK TECHNIQUES AND CALCULATIONS**

### **General comments:**

- Poorly answered because learners are unable to do calculations such as: distance, bearing with protractor, area, magnetic declination.
- All calculations, including gradient and vertical exaggeration, should be taught in Gr9 and reinforced each year until Gr12.

### **Problem areas:**

- 2.1 Learners do not know that 1cm on the map equals 50 000cm in reality.
- 2.2 Learners did not measure accurately between the relevant points on the map.
- 2.3 Learners did not use protractors to do this question.
- 2.4 Learners must know how to do conversions from cm to km<sup>2</sup> for area calculations ie. cm x cm x 0.25 to convert to km<sup>2</sup>.
- 2.5 Learners do not understand the concept of magnetic declination. West of True north means the angle is increasing and east of true north means the angle is decreasing.

## **Q3: RELIEF AND DRAINAGE**

### **General comments:**

- Poorly answered. It is clear that the geomorphology section is not taught in great detail at some schools.
- Landform shapes represented in contour lines is not known by learners.

### **Problem areas:**

- 3.1 Learners must read the questions properly. Choices were offered. Contour line interpretation of features inadequate.
- 3.2 Learners must make use of map symbols on reference at the bottom of the map.
- 3.3 Learners don't know how to apply the three stages of the fluvial cycle.
- 3.4 Learners lack knowledge about contour spacing vs slope gradient. Ie. closely spaced contours are steep slopes and vice versa.
- 3.5 Learners should follow contour lines for definite height measurements.

## **Q4: SETTLEMENT**

### **General comments:**

- Well answered.

### **Problem areas:**

- 4.1.1 Settlement patterns are either nucleated or dispersed. Learners did not read the question properly.
- 4.2 Learners were to apply theory learned but relevant evidence was to found off the map.
- 4.6 Evidence must be given from the map to prove conservation occurs i.e. Nature Reserve, Wild Flower Park, Dams, etc.