

GENERAL

Mapwork is fundamental to Geography and needs to be taught in all Grades so that, by the time students write the Matric examination, 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.

COMMENTS ON QUESTIONS:**QUESTION 1 - MULTIPLE-CHOICE**

These questions were generally well answered. Encourage candidates to make an educated guess when they do not know the answer. Too many candidates lost marks in this section by not following the instructions on how to answer the question.

QUESTION 2 - CALCULATIONS

Teachers should teach all calculations to their candidates as early as Grade 10. Revision must be continually done so as to maintain 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 2.4 and 2.5 that area and magnetic declination were not taught in some centres. Candidates also battled to convert cm to m to km.

Many candidates did not measure accurately and tended to round off any measurements. It is suggested that all measurements be taken to 2 decimal places. This will avoid marks being lost when answers do not fall within the stipulated range. Candidates must also show all working, as part marks are awarded if the answer is incorrect. For the first time this year vertical exaggeration was tested. Students could not explain what the calculation was meant to indicate. This should be part of the teacher's explanation when doing a calculation in class.

This section requires the following equipment, which must be brought into the exam room by the candidate: CALCULATOR, PENCIL, RULER, PROTRACTOR, STRING, ERASER.

QUESTION 3 - RELIEF AND DRAINAGE

Candidates could not always identify and explain the cross-section of a part of the landscape. Many candidates did not consider the entire river when asked the direction of flow and then did not always substantiate their answers with evidence from the map. Candidates who do not speak the language of teaching and learning did not answer Question 3.3.2(c) well. The question asked for solutions to the problem of flooding, but they wrote about the results of flooding.

QUESTION 4 - SETTLEMENT AND ECONOMIC ACTIVITIES

Many candidates failed to understand phrases like “rifle range” and “drive-in theatre” as these places are foreign to their experience. There is still confusion about a CBD and town, as well as the location of activities in these areas. Teachers need to focus on the differences in size and the complexity of these settlement areas. Candidates need to know how to identify different land-use zones and their characteristics, as required in Questions 4.1 and 4.9. Candidates should be trained to use evidence from the map to answer questions like 4.2.1 and 4.7.

TIPS FOR TEACHERS

Teach candidates to

- take time to familiarize themselves with the map and the photo;
- read and understand the questions before attempting to answer them (They must be clear about instructions such as *state*, *list*, *describe* or *explain*.);
- write phrases or sentences, rather than single words;
- include units in answers, e.g. *cm*, *km*, *mm*;
- learn the formulas and techniques of calculation and always state the formula;
- make the correct associations, e.g. *contours* for altitude, *isobars* for pressure;
- understand terminology, e.g. *physical*, *relief*, *topography*; and
- look at the mark allocation for guidance, and also at the number of lines allocated to the answer.