Section A

General

1.   Candidates must read questions carefully and note mark alocation before answering a question.

2.   Diagrams must be analysed and used to answer the questions.

3.   Basic concepts, definitions and mapwork must be taught properly to enable candidates to obtain good marks -

         "Back to basics" must be the approach.

4.   Distribution and topographic maps of South Africa should be basic sources in the Geography classroom.

5.   Candidates must leave a line open between answers.

6.   Candidates do not know the provinces and capital cities of South Africa.

Question 1
1.1.1   1.1.5   Well answered.
1.2.1   Pupils did not understand air temperature and dew point temperature. Candidates did not give the unit in which the temperature was measured.
1.2.3   (e) Candidates did not give consequences of a tropical cyclone. Emphasis is on the inhabitants. Teachers should teach "action words" in class.
1.3.1   (a) Poor knowledge of concepts. Many schools did not focus on geomorphology.
1.3.2   Pupils could not identify drainage basins.
1.3.3   This question was very poorly answered. Candidates must look at diagrams.

Question 2
Very few candidates answered this question. This question was poorly answered.
2.3.1   The pupils did not know what was meant by a "heat island". No reference was made to rural and urban areas.
2.3.2 and 2.3.3   The candidates were confused and could not distinguish between the reasons for the heat island and why the rainfall is higher over the city.
2.4.1   he candidates could not identify landforms. They described their appearance instead.
2.4.3   Pupils could not identify the types of slope.
2.5.1   The question on the ecosystem was poorly answered.

SECTION B

QUESTION 3

3.1   Well answered.
3.1.1   Learners confused the terms "site" and "settlement".
3.2.2   (a & b) Well answered
3.2.3   (a&b)   Well answered

3.2.4   (a) Poorly answered
         (b) Candidates should have answered in point form. The question was a difficult one for SG candidates.
         (c) Answered fairly well
3.2.5   Poorly answered
3.2.6   (a&b) Poorly answered. Teachers should emphasize concepts.

3.3.1   Poorly answered. The question tested memory rather than understanding.

3.3.2   Well answered
3.3.3   Poorly answered.
3.3.4   Poorly answered.
3.3.5   Candidates associated "park" with tourism.

3.4.1   Reasonably well answered.
3.4.2   Well answered.
3.4.3   The question was poorly structured.

QUESTION 4

4.1   Well answered, but some learners answered "True" or "False".
4.2.1   Reasonably well answered.
4.2.2   Well answered.
4.3.1   Reasonably well answered, but teachers must ensure that candidates understand "rural depopulation" and "urbanisation".
4.3.2   Well answered.
4.3.3   Well answered.
4.3.4   Well answered, but the candidates were meant to answer from the rural point of view.
4.3.5   Well answered.

4.4.1   (a)   Poorly answered
       (b&c)   Well answered
4.4.2   (a–d)   Poorly answered

4.5.1   Poorly answered
4.5.2   Poorly answered
4.5.3   Poorly answered. The question required abstract thinking from candidates. The source was not of a good quality.
4.5.4   Poorly answered.

Question 5

5.1.5   Poorly answered – few candidates achieved full marks.
5.2.1   No marks allocated for diagrams
       -   Meaningless answers
       -   Unacceptable abbreviations used by candidates (e.g. *SI* for *South   Indian High)*
5.3.1   Candidates were culturally disadvantaged as a result of linkage of   questions (a&b)
       Some candidates not familiar with "oysters"
5.3.2 & 5.3.3 Well answered
5.3.4   Candidates could not make the link between a and b.
5.4.1   a- Poorly answered
       B- Services and trade are regarded as tertiary activities
5.4.3   Answers were too generalized
5.5.1   Well answered
5.5.2   Name'- means to list and place emphasis on the concept "favours"
5.5.3   Name'- does not always mean a one-word answer, but also to explain e.g. Climate and water
5.5.4   Well answered
5.6.1-   Candidates did not understand what was meant by "population distribution"
       The diagram should be used to explain and teach the concept in class.
5.6.2   Candidates could not distinguish between east and west and did not use the map to identify the 500mm isohyet to explain the population distribution
5.6.3   The purpose of the 500mm isohyet was to enable candidates to establish the factors responsible for the population distribution.

Question 6

6.2.6   Few candidates could identify the Maluti Mountains situated on the border between South Africa and Lesotho (part of the Highlands Water Project

6.3.2   Candidates did not know what was meant by "extensive" and "intensive"

6.3.3   Poorly answered

6.3.4   (a) Candidates did not know what was meant by "soil erosion" and "conserve".

6.4.   Candidates were familiar with the map of South Africa. They could not identify neighbouring countries and understand the role of migrant labourers.