

GENERAL COMMENTS:

- Map work must be practised throughout the year.
- The memo and feedback reports of the examiners must be used in the year planning of each academic year.
- Educators must study exam papers and memos carefully.
- Educators must take note that all calculations and map work skills will be tested, more so because there is no more HG and SG.
- Learners must be able to identify key words, e.g. green belt.
- Learners must be tested on questions relating to theory interpretation and reasoning on maps, e.g. identifying drainage patterns or settlement patterns.
- It is important that learners take note of the mark allocation when answering.
- Concepts and terms like greenbelt, drainage pattern, bearing, etc. must be emphasised.
- Learners must answer in full sentences, not telegram style.

QUESTION BASED COMMENTS**QUESTION 1**

Generally well answered, but educators must take note of the following:

- 1.3 Must do map sheet numbers carefully.
- 1.7 Knowledge of climate required and learners must use sketch map as a guide.
- 1.8 Learners must be able to differentiate between settlement patterns and settlement shapes.
- 1.9 The identifying of physical features versus human (man made) features requires more practise.

QUESTION 2

Answered very poorly. Educators must take note to teach all calculations and map work skills for next year, this will be tested. Learners must use calculators, protractors, etc. These are necessary for Geography Map work.

- 2.1 Learners must measure accurately. Final answer must be in km.
- 2.2 Educators must do area calculation carefully with learners, also the different methods to do area. Final answer must be worked out to km²
- 2.3 Learners must understand the concept 'bearing', too many still give direction or co-ordinates as an answer. Learners must use protractors. Learners must measure accurately, as the variance for the answer is small. Emphasise the prepositions from to to. Some learners forget to add 180° when they pass South.
- 2.4 Educators must do magnetic declination thoroughly with the learners. Take note of the different steps involved before you arrive at the final answer.

QUESTION 3

- 3.1 Learners must be able to differentiate between dendritic and trellis drainage patterns on the map.
- 3.2 Reasons for the direction of river flow needs to be practised more. Too many learners still say from high to low.
- 3.4 Learners must derive answer from the map, especially when it says find evidence from the map. Learners tried to translate 'erosion' to droughts, etc.
- 3.5 Learners must be able to identify key words in a question, e.g. 'mesa' which leads them to the correct answer.

QUESTION 4

- 4.1.1 Too many learners answered mining. They must know their map symbols well; it is also on the map!

- 4.1.2 Learners must refer to environmental impacts and not environmental problems. (once again learners must understand different concepts)
- 4.1.3 Take note of key words, e.g. restore
- 4.2 Learners must understand what is meant by physical factors and must derive answers from the map.
- 4.3 Learners must understand the reasons for the location for the different urban land-use zones. Many still say away from city/town, must be away from CBD and why.
- 4.4 Some learners struggled with the concept 'historic town' and thus could not follow the clues and give evidence from the map.
- 4.5 Once again learners must apply theory knowledge to the map, particularly with terms like 'green belt'
- 4.6 Generally well answered. But note not away from the city/town, but away from CBD due to pollution, etc. Learners must answer in full sentences and give reasons for their answers, e.g. river for water supply (not just rivers) etc.