

General

- In Grades 10 and 11, emphasis must be placed on the teaching of geographical concepts.
- Most textbooks have a glossary and it must be used to teach these concepts.
- Candidates' interpretive skills were often poor because of language barriers and these candidates were unable to provide explanations when required.
- Schools need to focus on new content as well as the application thereof.
- Candidates must adhere to the instructions on the question paper, especially the numbering of questions.
- Candidates could **identify** factors, but could **not apply** them to the next question.
- Teachers should make candidates aware of the distinction between data stimulus and data response questions.
- Scenarios were created, but candidates could not link them to the content. Scenarios in an annexure should not be treated as a comprehension test. The inability to apply or link reality disadvantaged many candidates and it was evident they had not been prepared for this task.
- Teachers should not concentrate on content only, but apply Learning Outcome 3, where application to real life situations is required.

- Candidates must be taught to identify key words in questions before answering.

SECTION A**QUESTION 1**

- Although this question was preferred to Question 2, candidates scored fewer marks than in Question 2.
- Questions on concepts were poorly answered. Candidates treated the report in 1.3 as a comprehension passage and therefore expected to find the answers in it. They also experienced problems synthesizing their geography knowledge with the source. Teachers should prepare candidates to understand, use and interpret sources effectively by confronting them with a variety of sources in each unit.
- The lack of knowledge of basic terms was evident when candidates struggled to identify the terms in Question 1.1.2. This matter has been stressed in numerous previous reports and teachers are reminded to make sure that their candidates have the skill to understand these basic terms. A lack of understanding of the term *heat island* had a domino effect on the rest of the question.
- The section on fluvial processes and landforms was poorly answered. Teachers are reminded that the same problem was experienced in the geomorphology section in the old syllabus. Very few candidates could describe the process of the moving meander in Question 1.5.3. They also failed to see the relationship between Figures 1.5A, 1.5B and 1.5C. Some had knowledge of the work, but could not relate the content to the scenario described in the question. Question 1.5.4 was well answered.

- Candidates could identify slope forms in Question 1.6, but could not supply the logical reasons expected from them in 1.6.4. They struggled to identify the type of mass movement.

QUESTION 2

- Although few candidates attempted this question, it was well answered because there were more options and more straightforward questions than in Question 1. The short questions were generally well answered.
- Candidates were penalized in Question 2.3.1(a) because they failed to mention **SOUTH** Atlantic and **SOUTH** Indian high pressures. Teachers should penalise this type of omission more strictly. Many candidates could not state and explain the difference between weather conditions experienced during the summer and winter in the interior of South Africa. Berg wind conditions were very also poorly answered. The use of maps showing summer and winter conditions, as well as synoptic weather maps, is vital as a teaching strategy in this section. Although synoptic weather maps were not examined, they still remain the basis on which climate and weather should be taught.
- Question 2.4 was poorly answered. Candidates confused the popular questions on mid-latitude cyclones with hazards resulting from cyclones. Some candidates did not understand what was meant by *rescue attempts*. Question 2.5 was the question in Section A which was answered worst. Patterns could be identified, but explanations could not be supplied. Candidates did not know how to react to the question. Teachers must teach children to interpret instructions such as *explain, discuss, name* and *identify* and to use them correctly. Candidates who knew what mass movement is fared well in Question 2.4.

SECTION B

QUESTION 3

- 3.1 - 3.2 These questions were well answered. However, some candidates were unable to make the statement true, and wrote *True* or *False* instead of *A* or *B*. In Question 3.2.1 most candidates referred to *rural depopulation* instead of to *rural-urban migration*.
- 3.4.2 Candidates could not distinguish between urban growth and urban expansion. Candidates had to consult the diagram in order to answer this question.
- 3.6.1 – 3.6.3 This question was poorly answered and candidates confused the socio-economic and physical factors.
- 3.6.5 Candidates did not know the respective concepts.

QUESTION 4

- 4.1 – 4.2 These questions were well answered.
- 4.3 Although the scenarios were very unrealistic, these questions were well answered as candidates could relate to the situations.

- 4.3.2 This question was poorly answered because candidates could not distinguish between the different forms of decentralisation, i.e. -industrial decentralisation: industries moving away functional or commercial decentralisation: offices moving
- 4.4 This question was poorly answered.
Teachers must emphasize both favourable and unfavourable factors in industrial development.
- 4.5 This question was poorly answered. The question focused on SDIs and their role in tourism. Only a few candidates could relate to the Wild Coast because they did not have an idea where it is located.