

GENERAL

Mapwork is fundamental to Geography and needs to be taught in all grades so that by the time students write the National Senior Certificate Examination they are fully familiar with the necessary skills and interpretation techniques.

Teachers must emphasize the theory of Paper 1 and the practical of paper 2. Concepts and terminology must be drilled. In general, candidates were not in command of the geographical concepts and terminology. It is recommended that teachers use *SA Landscape* when dealing with theory. The foundation for mapwork skills must be created in Grades 8 and 9.

Teachers must include multiple-choice questions in CASS activities and examinations in the Grade 12 year, as well as in Grades 8 to 11. National Examinations guidelines must be used when internal examination papers are set.

Skills tested

- Use of the legend (conventional signs) to identify physical features
 - Location of the orthophoto and the topographical map
 - Understanding of gradient, vertical exaggeration, area and cross-section
 - The use of contours to determine height
- It is vital that these skills be practised throughout the year, using topographical maps and orthophotos.

Interpretation skills tested

Candidates need to be able to understand and interpret the topography of the mapped area, and how the physical layout influences the location of settlements, infrastructure and developments. Applying their theoretical knowledge of drainage pattern identification is important, as is a comprehensive knowledge of stream orders.

Candidates who do not speak the language of teaching and learning really struggled with interpretive questions and many scored no marks at all in some of the sections, especially in Question 3.

COMMENTS ON SPECIFIC QUESTIONS**QUESTION 1 MCQ**

These questions were generally well answered. Encourage candidates to make an educated guess when they don't know the answer and not to leave any question unanswered. Too many candidates lost marks in this section and did not follow the instructions on how to answer the questions. Some candidates did not attempt these questions at all.

QUESTION 2 Calculations

This was the worst-answered section. Teachers must teach all calculations to their candidates as early as Grade 10. There must be regular revision work throughout the FET phase so as to maintain skills. Candidates from most of the centres did not even attempt to do the calculations. Of those who attempted the questions, many battled to convert cm to m.

Candidates did not always measure accurately and tended to round off any measurements. It is suggested that all measurements be taken to 1 decimal place. This will avoid the

unnecessary loss of marks when their answers do not fall within the required range. Candidates must also show all calculations because part marks are awarded if the answer is incorrect.

Note that 20 marks are awarded for calculations in each question paper. The key calculations that must be mastered are area, vertical exaggeration, magnetic bearing and declination, average gradient and distance.

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

QUESTION 3

- 3.1.1 Candidates must understand contour patterns and identify landforms from the map.
- 3.1.2 Candidates must be taught how to draw accurate diagrams and labels.
- 3.1.3 Answered fairly well.
- 3.2.1 Candidates did not read the question and, as a result, answered it incorrectly.
- 3.2.2 Poorly answered. Teachers must teach stream orders.
- 3.3 Candidates must know the difference between activity and facility.
- 3.4 Satisfactorily answered: Some confusion concerning advantages and disadvantages. Candidates also confused stream patterns and street patterns.

- 3.5 Candidates must be taught to use the map reference, e.g. conventional signs, and to apply them to the specific area on the map. The candidates lacked the ability to identify the conventional signs in this block. Basic concepts, e.g. primary and secondary activities, must be taught.
- 3.6.1 Candidates struggled to give the characteristics of an informal settlement.
- 3.6.2 Question was well answered, although candidates tended to generalize.
- 3.7 Candidates must be able to identify the factors from the map.

QUESTION 4

- 4.1 Poorly answered. Candidates did not know the basic definition. Basic concepts must be taught.
- 4.2 Poorly answered. GIS must be taught in the FET phase.
- 4.3 Candidates guessed the answers
- 4.4 Components must be the point of departure when teaching the section on GIS.
- 4.5 Well answered. Some candidates were able to give their own interpretations. Teachers must encourage candidates to be specific and clear. Candidates confused answers on the marketing and advertising of a business.

RECOMMENDATIONS

- Teachers must be aware of the fact that the National Senior Certificate question papers are a combination of the former HG and SG papers. This means that internal question papers must include questions testing different cognitive levels, and candidates must be prepared accordingly.
- If a candidate realises that an answer is incorrect he or she must draw a neat line through the incorrect answer - candidates tend to write over errors and markers then find it difficult to read the answer.
- Teach candidates to take time to familiarize themselves with the map and photo.
- Stress the importance of reading and understanding the instructions before attempting to answer. Note words like state, list, describe, explain.
- Candidates must answer in full sentences, rather than writing one-word answers as the terminology is often incorrect.

- Reinforce the use of correct terminology, e.g. street patterns, drainage patterns, settlement patterns.
- Include units in answers, e.g. cm, km, mm.
- In the case of the calculation of gradient, the answer must be expressed as a ratio and not as a fraction.
- With the calculation of vertical exaggeration, the candidate must provide the **times sign (X)** in the answer.
 - Candidates must learn the formulas and techniques of calculations. Always state the formula.
 - Definitions must be stated in full. A single word does not suffice.
 - Candidates must look at the mark allocation for guidance.
 - By the end of Grade 11 all mapwork skills must have been acquired by the candidates because of time constraints in Grade 12.
 - When asked to provide evidence in support of an answer, the candidate must provide evidence from the map or photograph.
 - A glossary of “instruction words”, e.g. describe, account for, analyse should be included in internal question papers.
 - Candidates should work through as many previous question papers as possible and then the answers should be discussed with them.