

## GENERAL REPORT

- Candidates must indicate the questions answered on the front cover of their answer books.
- Candidates must adhere to the instructions on numbering in the centre of the page.
- **Terminology /Concepts**
  - Lack of understanding of subject terminology by candidates
  - Glossary of concepts (found in textbooks) must be taught to learners who do not understand these concepts. Spot tests, etc.
  - Language barrier- how to address this problem
  - Teachers should teach learners the **GEOGRAPHICAL** concepts.
- Teachers should teach the subject language in Grade 8.
- Candidates must be shown and taught how to **underline action words** in questions.
- Most of the problems lie with the application of knowledge to questions and most sources were treated like comprehensions. Candidates often just rewrote the question in their own words, instead of answering it.
- A large number of questions relied more on application of knowledge than curriculum content.
- Essay-writing skills must be taught.
- Passage/Article to read - should not be treated as a comprehension – should serve as a background – teachers should teach candidates to distinguish between *data stimulus* and *data response* questions.
- Learners must be **TAUGHT** to analyse and synthesise the information supplied.
- Teachers should encourage candidates to use the text/addendum when answering questions.
- Candidates lost marks when questions were linked.
- Questions poorly answered:
  - 1.3.5 & 1.5.5 (d);
  - 2.3.2 & 2.5.7
  - 3.3.5 & 3.5.8 and
  - 4.3.5 & 4.4.3.
- The short questions were well answered.

**ANALYSIS OF THE QUESTION PAPER****SECTION A****Question 1**

- 1.1 Well answered.
- 1.2 Well answered.
- 1.3
  - 1.3.1 The technique of using the diagram available was not used by all candidates.
  - 1.3.2 The term "hurricane" was not understood by candidates; they referred to volcanoes and once again basic knowledge hindered candidates when they had to answer the question.
  - 1.3.3 Candidates did not answer this question properly – they just wrote about global warming, but **they could not link** their knowledge with reality.
  - 1.3.4 Well answered.
  - 1.3.5 Candidates lacked the ability to organise the information.
- 1.4
  - 1.4.1 Poorly answered.
  - 1.4.2 Unfair question.
  - 1.4.3 Some candidates did not answer this question at all.
  - 1.4.4 Poorly answered although it could be regarded as an unfair question.
- 1.5 This entire question was generally poorly answered. The text and the diagram were separated from each other. Candidates struggled to answer this question.

**Question 2**

- 2.1 – 2.2 Generally well answered.
- 2.3
- 2.3.1 (a) to (d) Well answered.  
(e) Candidates were not clear about the mid-latitude cyclone (weather system) and how to redraw it from a satellite image.
- 2.3.2 Candidates repeated previous answers although it was difficult to give facts worth 12 marks. In fact it was difficult to score full marks for this question.
- 2.4
- 2.4.1- 2.4.3 Both these questions were poorly answered.
- 2.4.4 If candidates had placed more emphasis on the summer and winter weather conditions over the interior of South Africa, they would have scored good marks. **The candidates referred mostly to the climate of the Western Cape.** Unfortunately, the question was cluttered with difficult wording, such as *“base height of the subsidence inversion.”*
- 2.5
- 2.5.1 This concept was poorly answered. Candidates rewrote the description in the first paragraph of figure 2.5.
- 2.5.2 – 2.5.4 Well answered.
- 2.5.5 Candidates who answered this question could not link the diagrams to run-off, infiltration and drainage density.
- 2.5.6 – 2.5.7 Candidates found it extremely difficult to distinguish between the area of a drainage basin and the river itself. This was one of those DESCRIPTIVE questions. .

### Question 3

- 3.1.1 – 3.1.2 Although well-answered, the diagram was problematic to analyse.
- 3.2.1 – 3.2.5 Answered well.
- 3.3
- 3.3.1 Answered very well.
- 3.3.2 a + b Poorly answered generally, but the question was difficult to grasp.
- 3.3.3 – 3.3.4 Answered well.
- 3.3.5 Poorly answered.  
The answers given often made reference to the basic needs philosophy and **HOW THE QUALITY OF LIFE OF PEOPLE could be improved, and not the PRINCIPLES of AGENDA 21.**
- 3.4
- 3.4.1 – 3.4.2 Well answered.
- 3.4.3 Too much like Question 3.4.2. Candidates seemed confused.
- 3.4.4 – 3.4.6 Overlapping of questions  
Candidates experienced problems to link the answers of the three questions
- 3.5
- 3.5.1 – 3.5.2 Answered well.
- 3.5.3 – 3.5.4 These two questions were similar.  
It was difficult to distinguish between them.
- 3.5.5 Badly answered.
- 3.5.6 – 3.5.7 Answered exceptionally well
- 3.5.8** The STRUCTURING of the question was too complicated.

### Question 4

This question was answered very poorly. Most of the candidates did not read and understand the diagrams. Very low marks were scored in both essay questions. Teachers should encourage candidates to read the diagrams before attempting questions. This skill should be taught and mastered at Grade 8 level. Very few candidates had the skills to read and answer the essay questions. Teachers should train learners to analyse these questions in order to answer them successfully.

The short questions (4.1 and 4.2) were well answered. Candidates should be made aware of the instructions that state that only the **LETTER** should be written down next to the question number.

Question 4.3 was answered very poorly. Candidates concentrated on the cell phone in the advertisement (Figure 4.3), instead of the geographical context of the diagram. Many of them were unfamiliar with the word “accessibility”. This had

a domino effect when 4.3.2 (a), (b) and (c) were answered. Questions 4.3.3 and 4.3.4 regarding traffic congestion were answered satisfactorily.

Question 4.3.5 was answered very poorly. Very few teachers taught this section because the content does not appear in most textbooks. A variety of textbooks should be consulted in teaching all sections of Geography.

Question 4.3.6, an essay question, was very poorly answered. A number of candidates were unfamiliar with the term "urban renewal". Many candidates did not deal with the two aspects of urban renewal, as required by the question. In many cases candidates just copied their answers from the text.

Question 4.4.1 was answered satisfactorily. Many candidates gave one-word answers like "climate" and "relief". This was not acceptable. Candidates should be more specific when answering these questions, e.g. favourable climate. Teachers should take note that only AGRICULTURE is prescribed in the syllabus. Some candidates confused the questions in 4.4.1 with the favourable and unfavourable factors associated with mining.

Questions 4.4.2 and 4.4.3 were answered very poorly. Candidates could not relate drainage basin management (taught in Fluvial Processes) to food security (taught in People and Their Needs). It is of paramount importance that candidates see the relationships between the different sections in Geography. In 4.4.2 they were misled by the first part of the question. The essay question (4.4.3) was answered very poorly.