

GEOGRAPHY HIGHER GRADE PAPER 1

GENERAL

Higher Grade examining goes beyond simply asking for facts in response to questions. It requires deductions to be made based on diagrams or tables or sets of statistics. It often requires explanations of situations created by the examiner, rather than simple descriptions of those situations. It also means reading and understanding the questions. It was evident in many questions that candidates had not read the questions carefully enough consequently answered incorrectly.

While the principles of Physical Geography remain constant, Settlement Geography and Regional Geography are changing rapidly in our developing country and it is necessary for teachers to keep up to date. The standard textbooks, which have been used for years and years, have not kept up to date with developments in recent years. Because there are few resources, teachers must acquire and use up-to-date resources, especially for Higher Grade classes, such as newspapers and journals like the Business Times and Financial Mail. Candidates should be kept up to date regarding new place names, trade statistics, the role of gold, platinum and oil in our modern economy, Coega, recent developments in the Durban region and Richards Bay, the RDP, basic needs philosophy, AIDS, etc.

Past exam papers are very useful for practice, but it should be borne in mind that the examining panels rotate the questions which each examiner sets, so the style of the questions will not necessarily be the same each year. Ecology tends to be associated with Section A, but many of its principles apply in Both Settlement and Regional Geography. This year, Question 5.3.1 drew on the candidates' knowledge of the principles of conservation.

SPECIFIC QUESTIONS

Question 1:

On the whole this question was well answered especially 1.1, based on the synoptic weather map. 1.2.2 referred to place H Graph 1 showed a temperature of 0°C in June, so this was the correct answer. In 1.2.6 many candidates failed to differentiate between cultivated lands and plantations as primary activities and spoke of primary activities having to be on the warmer slope.

In 1.3.4 the answers were based on what the diagram showed, namely the sewage plant and the underground storm water drainage.

In 1.3.5 the environmental impact of the secondary industries was in the form of gas emissions (SO₂, NO) leading to acid rain. Very few candidates demonstrated an understanding of air pollution. Answers such as "Pollution from the factories kills the trees" are not good enough for HG.

Question 2:

The diagram used in Question 2.1 was an attempt to be creative and present a more realistic situation for river capture than the overly simplified diagrams we have had in the past. It clearly showed two river systems, one of which was flowing at a higher level than the other. It clearly showed a gap through the watershed where the pirate stream (P) had eroded through the watershed to capture the captive stream (O). Many candidates misinterpreted the diagram and saw river O as flowing towards the top of the diagram. Those who misinterpreted the diagram tended to be the weaker candidates. 2.2 referred to a Karoo landscape, therefore dry. The environmental impact of sheep in the Karoo must be to do with overgrazing and the impact of irrigation farming must be to do with salination. Very few candidates referred to salination. Please note that the Afrikaans for a conical hill is a "spitskop"; there is no such thing as a "koniese kop".

Question 3:

This was a popular question and was generally well answered.

3.1. Many candidates did not realise that the diagram represented a place in the northern hemisphere so they referred to the "warmer north-facing slope". The importance of reading the introduction to the question cannot be overemphasised. Year after year reference is made in the examiner's report to the fact that candidates lose marks through poor knowledge of basic concepts like pattern and shape.

Teachers are advised to use these terms as often as possible so that they become part of the subject vocabulary.

Relatively few candidates were able to apply their knowledge of the basic need philosophy to question 3.1.8. Vague examples were given instead of the requested aims and application.

3.2 The instructions to this question were important because they set the scene for the questions.

Push and pull factors need to be clarified. Instead of push factors, many candidates gave the opposites of pull factors, e.g. lack of educational or medical facilities. Push factors refer to negative factors in the country areas, such as droughts, mechanisation causing unemployment, etc.

In 3.2.6 many candidates simply gave facts instead of an explanation. This is poor examination technique. Action words in questions must be acted upon.

Question 4:

More candidates answered this question than in previous years. Answers were generally good.

In 4.1 the irregular street pattern was confused with radial concentric by many. Poor examination technique was also demonstrated in 4.1.3 to 4.1.6 where candidates did not refer to the letters in the diagram in their answers. None of these questions could be well answered without reference to the letters.

4.2 requires special mention. Question 4.2.4 (8 marks) should be seen by teachers as an indication of the type of questioning that will be used more and more as the emphasis moves to outcomes. Some of the answers given were amazingly good and showed an insight into the problems. Many candidates, however, could not relate the newspaper articles to the diagram. It is strongly recommended that teachers set tasks which include the writing of articles, letters, or use their creative means of presenting geographical information.

4.3 was generally well answered.

Question 5:

This question required more higher order thought than any of the others and was the worst answered question in the paper.

5.1.8 compared a highly industrialised first world area with plenty of rain throughout the year with a rural developing region with low rainfall, mainly in summer. Less than 50 % of the average rainfall in the industrial Midlands of Britain over 3 months will lead to reservoirs drying up, water restrictions, recycling of water and reduced farming production. In Ga-Seleka, on the other hand, the same amount of rain will cause floods and erosion followed by improved grazing and crop production.

Question 6:

This was a straightforward question and was well answered.

Question 7:

Relatively few candidates answered this question, which was a pity, because it was generally well answered by those who did. An understanding of the factors which influence trade and industry in today's South Africa are essential for any young person leaving school. This includes the importance of exchange rates, fluctuating world prices for our commodities, trade tariffs and import duties.

AARDRYKSKUNDE HG VRAESTEL 1

ALGEMEEN

In hoërgraadeksaminering gaan dit verder as slegs die gee van feite as respons op vrae. Daar word vereis dat afleidings vanaf diagramme, tabelle of statistieke gemaak word. Dikwels word verduidelikings, eerder as slegs eenvoudige beskrywings van situasies wat deur die eksaminator geskep word, vereis. Dit beteken dat vrae deeglik gelees en verstaan moet word. In talle vrae was dit duidelik dat kandidate nie die vrae deeglik genoeg gelees het nie en gevolglik verkeerd beantwoord het.

Terwyl die beginsels van Fisiese Aardrykskunde konstant bly, verander Nedersettingsaardrykskunde en Streeksaardrykskunde vinnig in ons ontwikkelende land. Dit is dus nodig dat opvoeders op die hoogte van hierdie veranderinge moet bly. Die standaard handboeke wat die afgelope aantal jare gebruik is kan nie tred hou met ontwikkelinge wat die afgelope jare plaasgevind het nie. Opvoeders moet byderwetse bronne, bv. koerante en tydskrifte soos Business Times en Financial Mail bekom, en veral in Hoërgraadklasse gebruik. Kandidate moet bekend wees met nuwe plekname, handelstatistiek, die rol van goud, platinum en olie in ons moderne ekonomie, asook Coega, die onlangse ontwikkelings in die Durban omgewing en Richardsbaai, HOP, basiesebehoeftefilosofie, VIGS ens.

Die vrae oor Suidwes-Kaap en Port Elizabeth-Uitenhage is baie swak beantwoord. Ou eksamenvraestelle is baie nuttig vir oefening, maar daar moet in gedagte gehou word dat die eksaminerende paneel die vrae wat die eksaminators opstel, roteer. Die styl van die vrae sal dus nie noodwendig elke jaar dieselfde wees nie. Ekologie neig om met Afdeling A geassosieer te word maar baie van die beginsels kan op beide Nedersettings- en Streeksaardrykskunde van toepassing gemaak word. Hierdie jaar is kandidate se kennis van die beginsels van bewaring in Vraag 5.3.1 getoets.

SPESIFIEKE VRAE

Vraag 1:

In die geheel is hierdie vraag goed beantwoord, veral 1.1, gebaseer op die sinoptiese weerkaart. 1.2.2 het plek H verteenwoordig. Grafiek 1 het 'n temperatuur van 0°C in Junie aangetoon en was dus die korrekte antwoord.

In 1.2.6 kon baie kandidate nie tussen bewerkte landerye en plantasies as primêre bedrywighede onderskei nie, en het hulle bloot van primêre bedrywighede op die warmer hang geskryf.

In 1.3.4 was die antwoorde gebaseer op wat op die diagram aangetref is, nl. die rioolplaas en ondergrondse stormwaterdreinerings.

In 1.3.5 was die omgewingsimpak van die sekondêre bedrywighede in die vorm van gasvrystellings wat tot suurreën lei. Baie min kandidate kon 'n begrip van lugbesoedeling demonstreer. Antwoorde soos "Besoesing van die fabriek maak die bome dood", is nie goed genoeg vir HG nie.

Vraag 2:

Die diagram wat in vraag 2.1 gebruik is, was 'n poging om kreatief te wees en om 'n meer realistiese situasie vir stroomroof as die ooreenvoudige diagramme in die verlede voor te stel. Dit het baie duidelik 'n gebied deur die waterskeiding aangetoon waar deur die rowende stroom (P) geërodeer het om die verarmde stroom (O) te roof. Baie kandidate kon nie die diagram interpreteer nie en het geskryf dat rivier O na die boonste deel van die diagram vloei. Oor die algemeen was dit die swakke kandidate wat die diagram verkeerd geïnterpreteer het.

2.2 het na 'n Karoo, dus na 'n droë landskap, verwys. Die omgewingsinvloed van skaapboerdery was dus oorbeweiding, en die invloed van besproeiing, verbrakking. Baie min kandidate het na verbrakking verwys.

Let asseblief daarop dat die Afrikaanse vertaling vir "conical hill", spitskop is; daar bestaan nie iets soos 'n 'koniese kop' nie.

Vraag 3:

Hierdie populêre vraag is oor die algemeen goed beantwoord.

3.1 Baie kandidate het nie besef dat die diagram na die Noordelike Halfrond verwys nie. Daarom is daar na die "warmer noordwaartswysende" hang verwys. Dit is belangrik dat die inleiding tot die vrae deeglik gelees word. 'n Gebrekkige kennis van basiese begrippe soos patroon en buitelynvorm het kandidate punte gekos. Kommentaar oor hierdie aspek verskyn jaar na jaar in eksamenverslae.

Opvoeders word aangeraai om toe te sien dat kennis en gebruik van begrippe deel van leerders se vaktaal word. Kandidate kon nie hulle kennis van die basiesebehoeftefilosofie op 3.1.8 toepas nie. Vae voorbeelde, in plaas van doelwitte en toepassing, is as antwoorde verskaf.

3.2 Dit was belangrik dat die kandidate die aanhef van die vraag moes lees, wat baie agtergrond vir die res van die vrae verskaf het. Kandidate het stoot- en trekfaktore met mekaar verwar. Baie het in plaas van stootfaktore, die teenoorgestelde van 'n trekfaktor bv. gebrekkige opvoedkundige fasiliteite of swak mediese dienste, verskaf. Daar moet in gedagte gehou word dat stootfaktore na negatiewe faktore op die platteland, bv. droogtes en meganisasie verwys.

In 3.2.6 het baie kandidate slegs die feite genoem in plaas van om verduidelikings te gee. Dit getuig van gebrekkige eksamentegniek, waar die aksiewoorde in die vrae nie korrek uitgevoer word nie.

Vraag 4:

Baie meer kandidate het hierdie vraag as in vorige jare aangedurf en bevredigend gevaar.

In 4.1 is die onreëlmatige straatpatroon met die spinneraktipe verwar. 'n Gebrekkige eksamentegniek was duidelik in vrae 4.1.3 tot 4.1.6 toe kandidate nie van die letters op die diagramme gebruik gemaak het in hulle antwoorde nie. Hierdie vrae kan nie goed beantwoord word sonder dat daar na die letters verwys is nie.

verdien spesiale vermelding. Vraag 4.2.4 (slegs 8 punte) was bedoel om as rigtingwyser te dien waar ons graag oor 'n paar jaar wil wees wanneer die klem na uitkomgebaseerde onderrig gaan verskuif. Van die berigte wat die kandidate geskryf het was verbasend goed. Baie kandidate kon egter nie die verband tussen die koerantartikels en die diagram sien nie. Daar word sterk aanbeveel dat opvoeders in hulle opdragte en take aan leerders geleentheid bied vir die skryf van berigte, artikels, briewe of enige kreatiewe toepassing van Aardrykskunde feite. is oor die algemeen bevredigend beantwoord.

Vraag 5:

Die vraag het meer hoërededienke geverg en is die swakste in die vraestel beantwoord.

5.1.8 het 'n hoogs industrialiseerde eerstewêreldgebied met oorbloedings reën dwarsdeur die jaar met 'n ontwikkelende gebied met 'n lae reënval, oorwegend in die somer, vergelyk. Minder as 50 % van die gemiddelde reënval in die geïndustrialiseerde Midlandsstreek van Brittanje vir 3 maande sal lei tot die opdroog van reservoors, waterbeperrings, hersirkulering van water, asook laer boerderyproduksie. In Ga-Seleka, aan die ander kant, sal dieselfde hoeveelheid reënval lei tot vloede en erosie wat gevolg sal word deur verbeterde weiding en opbrengste.

Vraag 6:

Hierdie was 'n baie reguit vraag wat goed beantwoord is.

Vraag 7:

Dit is jammer dat relatief min kandidate hierdie vraag aangedurf het omdat dit oor die algemeen goed beantwoord. Dit is belangrik dat enige jong persoon wat skool in hedendaagse Suid-Afrika verlaat, die faktore wat handel en industrie beïnvloed moet verstaan. Dit sluit die belangrikheid van wisselkoerse, flukturerede pryse van ons kommoditeite, handelstariewe en invoerbelasting in.