EXAMINATIONS COUNCIL OF ESWATINI

EGCSE

EXAMINATION REPORT

FOR

GEOGRAPHY (6890)

YEAR

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EGCSE GEOGRAPHY

Paper 6890/01

Geographical Themes

Key messages

- It is important that candidates follow the instructions to avoid rubric infringement. Some candidates failed to follow the instruction to answer one question from each theme.
- Candidates should pay attention to key words in a question. Some candidates demonstrated lack of understanding of the key words such as physical, economic, people/ social and environment. This was noted particularly in **Questions 2 (c), 3 (c), 5 (c)** and **6 (c).**
- It is essential that both teachers and candidates understand that interpretation and analysis of maps/ photographs is very critical in this paper.
- Both candidates and teachers need to be aware that negative statements are discouraged.
- Candidates must always follow the chronological order when they are escribing a process. For instance, in **Questions 1 (a) (iv), 2(a) (iv)**. Such questions are common in **Themes 2** and **3**.

General comments

The number of candidates who sat for the 2020 examination was 9855 compared to 9700 in 2019. The number of centres has also increased. Candidates were able to answer the three questions. Some cases of rubric infringement were observed in which the candidates did not follow the instruction which says answer **one** question from each theme. They would either answer **Questions 1 and 2** and **another Question or Questions 3 and 4**. Such candidates ended up getting marks for two questions only. Some candidates even answered all of the six questions which however compromised their performance. Candidates should follow the instruction of answering one question from each theme. There were also some cases whereby candidates used a pencil for writing instead of a blue or black pen as stated in the instructions.

Question 1 in Theme 2, Question 3 in Theme 3 and Question 5 in Theme 4 were the popular questions**.** Candidates' performance in questions 3 and 5 was above average as they were able to score high marks. However, the candidates' performance in questions 1 and 4 was below

average as they obtained very low scores. There was also a great improvement in answers to part (c) of the questions as it is no longer levels marking but point marking. Candidates are encouraged to pay attention to definitions of terms. A majority of candidates seemed to have a challenge with most definitions as noted in **Questions 1(a) (i), 2(a)(i), 3(a)(i), 4(a)(i) and 6(a)(i)**. Incomplete definitions were common as such they are encouraged to write or give full definitions.

Comments on specific Questions

THEME 2: The Physical World

Question 1

The candidates' performance was below average in this question as relatively low marks were achieved.

(a) Study Fig.1 which shows the long and cross profiles of the upper, middle and lower course of a river valley.

(i) Define a river mouth. [1]

A majority of the candidates were able to define the river mouth. A few candidates however confused the mouth with the source, while some just stated that it is a place where a river deposits its load. It should be noted that there are other places along a river's course where deposition takes place.

Correct response: It is where a river ends or enters the sea or lake.

(ii) With the aid of Fig. 1, describe how the long profile of a river changes downstream. [2]

This part question was not well done by candidates. Reference was made to the how the volume of the river changes and landforms instead of the profile. Candidates were expected to describe how the gradient of the slope changes from the upper course to the lower course.

Correct response: Upper course - steep slope
Gradient decreases
Middle course - gentle slope
Lower course - very gentle slope.

(ii) State three differences between the cross profile in the upper and lower course. [3]

Also not well done by candidates as they failed to differentiate between the cross and long profiles. Some candidates demonstrated lack of understanding of a cross profile, thus they ended up giving landforms found in upper and lower course. Other candidates were able to state that the valley V-shaped in upper and U-shaped in lower, but failed to state the other differences.

Correct response:

Upper course	**Lower course**
V shaped / narrow valley	U shaped / wide valley
Steep valley sides	gentle sloping valley sides
Boulders on river bed	alluvial sediments on river bed
River occupies whole valley	river occupies part

(iv) Describe how an oxbow lake is formed by a river in its lower course. [4]

The candidates' performance was below average in this part question. A majority of candidates displayed very little knowledge on the formation of an ox-bow lake. They failed to mention the development of a pronounced meander, and they further confused the inner with the outer bank in terms of which process takes place where, that is between erosion and deposition. Candidates were also expected to describe the process of formation in a chronological order.

Correct response:

Pronounced meander
Erosion on outer or concave bank

Deposition on inner or convex bank
Narrow neck is formed
River erodes through narrow neck cutting off meander loop
Deposition seals off meander loop forming an oxbow lake.

(b) Study Photograph A (Insert) which shows a waterfall.

(i) Describe four physical features shown in Photograph A. (Insert) [4]

Most candidates were able to identify the features shown, although the plunge pool was often referred to as a dam which was incorrect. Some candidates mentioned features which were not shown in the photograph like a gorge.

Correct response:

High volume of water
Vertical drop of water / high pressure
Rocks / boulders/ stones/pebbles.
White water
Cliff
Plunge pool
Vegetation/ trees

(ii) Explain two advantages to the people, of a waterfall such as the one shown in Photograph A. (Insert) [4]

Fairly done by candidates although the answers were sometimes not explained or poorly explained.

Correct response:

Tourist attraction which brings revenue to local people
Domestic use of water such as cooking, washing etc.
Irrigation which increases crop production and yields
Fishing which acts a s a source of food or can be sold for income
Recreation as locals may visit water fall for swimming

Religious/ spiritual reasons as locals may use water fall for spiritual cleansing.

(c) Flooding continues to affect the lives of many people in the world. Using a named example of a flood you have studied, explain three ways by which flooding effects can be reduced. [7]

A majority of candidates were able to explain the various efforts done by countries to reduce the effects of flooding. Some candidates, however, merely explained the effects of flooding which indicates that they did not read and understand the question. Other candidates gave examples which were irrelevant.

Correct response:

Dam construction to trap and store water or to regulate water flow

Planting vegetation or afforestation as these reduce runoff and encourage infiltration.

Resettlement of homesteads away from flood prone areas as this will reduce the damage to buildings and farm land.

Dredging/ straightening of river channels as this increases the holding capacity of the river thus reducing chances of overflow

Flood warning systems

Artificial levees which prevent the river from overflowing

Improved urban drainage systems to allow a controlled free flow of water

Question 2

(a) Study Fig, 1 which shows the world distribution of volcanoes and direction of tectonic plate movements.

(i) Define a tectonic plate. [1]

Most candidates confused the definition with that of the tectonic plate theory or continental drift hence most of their definitions stated that it is the movement of plates floating on the mantle.

Correct response: segment of the earth's crust floating on the mantle.

(ii) List two characteristics of an oceanic plate. [2]

Most candidates failed to give the characteristics, with most giving vague answers like “it is found under water”, some would mention the types of plate boundaries or types of plates, which was incorrect.

Correct response: dense / heavy
Mainly covered by ocean
Thin
Made of young rocks/ younger

(iii) Describe the distribution of the volcanoes shown in Fig. 2. [3]

Candidates were unable to describe the distribution; they did not mention direction or the cardinal points in their description. Most referred to “along plate boundaries” which was incorrect because all the volcanoes are associated with plate boundaries. Common responses were; in South America, North America or Atlantic Ocean or Pacific Ocean all of which were incorrect.

Correct response: West of South and North America
Mid Atlantic Ocean
East of Africa
North of Madagascar
Pacific ring of fire / east of Asia

(iv) Describe the formation of a volcano. [4]

This was a sequence question, however, most candidates failed to follow the chronological order and mixed up facts. Whenever describing a process, it is important that the correct steps are listed or described in the correct order.

Correct response:
Plate movement (diverge / converge)
Faults / cracks develop

Magma forces its way up the crack
Magma ejected through vent
Lava accumulates on the surface/ layers of lava and ash accumulate
Builds up a cone like feature.

(b) Study Fig. 3 which shows an area affected by an earthquake.

(i) Using Fig. 3, list four likely effects of the earthquake in this area. [4]

Candidates were able to use the figure to list the likely effects although some ended up referring to secondary effects which did not score marks. Some candidates gave responses such as "the city or village will be affected" which was incorrect.

Correct response:

Destruction of infrastructure/ buildings in the city
Destruction of buildings in the village
Collapsing of the dam
River course may be diverted
Destruction of port by tsunami
Fire breakout in city
River contamination
Death / injury of people

(ii) Explain two reasons why the effects of earthquakes vary. [4]

Candidates were able to give the correct reasons but failed to explain or develop them as per the demands of the question. For example, they would write density of population, without explaining that areas with a high population density will experience more damage than areas with a low population density.

Correct response:

Distance from the epicentre – areas which are close to the epicentre experience more damage than areas away from the epicentre.

Magnitude/ intensity of the earthquake – an earthquake with a high magnitude results in more damage than a low intensity earthquake.

Nature of the buildings

Geological structure of the area

Closeness to the sea

(c) Volcanic eruptions usually affect lives and the environment. Using an example from a country you have studied, explain three environmental effects of a volcanic eruption. [7]

Candidates failed to take note of the key word environmental, hence they ended up giving economic and human effects. For instance, most mentioned fertile soils but developed the point in relation to agriculture or crop production. The expected explanation was that fertile soils help natural vegetation or plants to grow well.

Correct response:

Air pollution from gases or smoke that is emitted during the eruption

Water pollution from the ash that is deposited or washed into rivers

Crater or caldera lakes which act as a source of water for wild animals

Destruction of vegetation and wild animals as it is burned by lava

Loss of scenic beauty as the lava and ash covers vegetation or the landscape

Alters the landscape since new features or landforms such as volcanic mountains are formed.

Fertile soils are formed which supports the growth of natural vegetation

THEME 3: Economic Development, Management and Utilization of Resources.

Question 3

(a) Study Photograph B (Insert), which shows a type of farming practiced in Eswatini.

(i) Define subsistence farming. [1]

Well defined by most candidates. A few candidates lost the mark by repeating the stem of the question in their definition by writing "it is the *farming* of crops for home consumption" Candidates were not supposed to use the word farming or farms.

Correct response: growing of crops and rearing of livestock for home consumption.

(ii) List two problems the farmer would face when clearing land for a farm such as the one shown in Photograph B (Insert). [2]

Most candidates used negative statements when responding to this question. They also misinterpreted the question; it did not limit them to the area shown in the Photograph. The use of the phrase "such as the one "makes the question to be open to candidates as such they could use the photograph to stimulate other problems.

Correct response: Lack of machinery or high cost of machinery
Lack of capital
Lack of labour or high cost of labour
Steep slopes
Dangerous animals

(iii) Describe three features of a subsistence farming system such as the one shown in Photograph B (Insert). [3]

Well done by most candidates as they correctly described the features. Only a few confused this system with commercial farming, as a result they described features of a commercial farm like the use of irrigation.

Correct response:

Small scale
Rely on rainfall
Use of traditional implements / limited use of machinery
Family labour
Use of draught animals.
Intercropping
Use of kraal manure
Poor storage
Low capital investment etc.

(iv) Describe four features shown in Photograph B (Insert) which show that the farmers are aware of the problem of soil erosion. [4]

Fairly answered by candidates, although some often confused contour ploughing with a contour line. Ploughing across the slope was also referred to as horizontal which was incorrect. Some candidates also seemed to be unfamiliar with the other ways of preventing soil erosion such as terracing.

Correct response: Terraced slopes
Grass strips in between fields
Some land is left fallow
Trees have planted
Contour ploughing or across the slope.

(b) (i) Describe how each of the following factors has led to food shortages in some countries. [4]

Most candidates responded well to this question except for the use of negative statements or repeating the stem of the question. This was common in the first point; lack of rainfall. Candidates would write "no enough water" instead of crops will dry up and die thus reducing yields.

Correct response:

Low capital investment – farmers fail to buy the necessary inputs like fertilizers.

Weeds – destroy planted crops leading to low yields or compete with crops for nutrients and water leading to stunted growth.

Pests – destroy crops and infect livestock which reduces the yield and causes death in livestock.

(ii) Explain two efforts by which countries are trying to solve the problem of food shortages. [4]

Well answered by a majority of the candidates. Some candidates, however, could not develop their points well hence they could not score maximum marks. They could not explain how the named effort would help reduce food shortages. Some candidates confined themselves to efforts being done in Eswatini only, yet they could also refer to international efforts so long as they apply to the country too.

Correct response:

Use of technology in farming – which is more efficient and time saving/ develops new methods of farming which increases yields.

Use of GMOs – these are resistant to disease/ drought resistant/ mature early which increases the yield.

Improve irrigation systems – this will enable farmers to grow crops even during the dry season/ throughout the year which will increase yields.

Use of pesticides – these will destroy pests and diseases which affect crops and livestock.

Subsidies – government provide farmers with subsidized inputs like fertilizers.
Invest a lot of capital in farming
Employ skilled labour
Improved distribution and marketing

(c) Large commercial farms are found in many countries. Using an example from a country you have studied, explain three negative impacts of commercial farms to the environment. [7]

Fairly well done by candidates although some confused environmental with economic or people. This resulted in them referring to resettlement, loss of farm land etc.

Correct response:

Soil compaction/ destruction of soil structure – due to the intensive use of heavy machinery.
Soil erosion due to large scale clearing of vegetation.
Soil exhaustion – due to use of organic fertilizers and mono cropping.
Pollution – fertilizers and other agrochemicals are washed into steams leading to eutrophication and death of aquatic life.
Salinization of soils due to excessive irrigation
Shortage of water resources for other organisms as a lot of water is used.
Deforestation

Question 4

(a) Study Photograph C (Insert), which shows a craft industry in an LEDC.

(i) Define a craft industry. [1]

Candidates could not give a full definition or left out the key word in the definition, that is use of hands, which is a key element in the craft industry.

Correct response:

An industry which produces products mainly by hands or simple tools on a small scale.

(ii) List any two inputs of the craft industry. [2]

Candidates were able to list inputs.

Correct response:

Family labour mainly women

Little capital input

Simple tools/ hand tools

Wood

Soapstone

Fabric

Horns

Dye

(iii) Describe three features of the craft industry shown in Photograph C (Insert). [3]

Candidates could not effectively use the photograph as a source, they also listed the products shown in the photograph such as giraffes. Candidates were expected to use the photograph to identify the features which are shown.

Correct response:

Variety of products

Handmade products

Products displayed for customers along the road side

Small workshop or cottage.

(iv) State four advantages of the craft industry to a country. [4]

Well answered question as candidates were able to state the advantages.

Correct response:

Provision of jobs especially for women

The country earns foreign exchange

Slows down rural to urban migration
Attracts tourists
Improves the standard of living for local people
Development of traditional skill
Recycling of materials
Goods produced mat be used by locals, etc.

(b) Study Photograph D (Insert), which shows Matsapha industrial estate.

(i) List four features of the industrial estate such as the one shown in Photograph D (Insert). [4]

Not a well done question by candidates as they would list general features that are not shown in the photograph such as traffic congestion, water supply which did not score.

Correct response:

Single storey buildings
Power lines
Large buildings/ warehouses/ factory shells
Multi-coloured buildings
Clustered buildings.

(ii) Explain two factors that influenced the location of the industrial estate. [4]

Also not well done by a majority of candidates which chose this question. They failed to refer to Matsapha industrial estate instead they referred to factors affecting the location of industries in general, such as availability of water supply, availability of power supply etc. Candidates were expected to be specific to Matsapha industrial estate. For instance, water supply – there is availability of water supply from the Little Usuthu river which is used for processing and cleaning machines.

Correct responses:

Availability of power supply as it is close to Edwaleni power station

Accessible because it is near the Mbabane - Manzini highway.

Gently sloping land in Matsapha which made the construction of factory shells easier

Closeness to a market as it is located next to the two cities Mbabane and Manzini which have high population densities

Availability of labour – Manzini, Matsapha

Availability of a large reserve area of land for future expansion

(c) Industrial estates create agglomerations. Using a named example from a country you have studied, explain three disadvantages of industrial agglomerations. [7]

Candidates were able to state the disadvantage but failed to explain the points. For instance, they would write air pollution without explaining how it is a problem or what causes it to be a problem. They also gave problems of an industrial estate in general instead of agglomerations (that is industries that are producing the same or related products.

Correct response:

Air pollution due to the presence of many industries which increase the waste produced or pollutants.

Traffic congestion as there is an increased volume of traffic to and from the area.

Price fixing leading to an increase in consumer prices.

Competition for skilled labour

Competition for markets – as these industries produce the same products.

Competition for resources such as water supply

THEME 4: Population and Settlements

Question 5

(a) Study photograph E (Insert) which shows a form of settlement.

(i) Name the form of settlement shown in Photograph E (Insert). [1]

Candidates confused the squatter settlement with a nucleated settlement. Nucleated is a type of settlement pattern while a squatter is a form of settlement.

Correct response:

Squatter/ informal /shanty settlement.

(ii) Identify the features of the settlement shown in Photograph E(Insert). [2]

Most candidates were able to identify the features from the photograph, although some gave some elements or features that do not necessarily identify with such a settlement such as flat roofs, solar panels etc.

Correct response:

Overcrowded/ congested

Small houses

Built from scrap or corrugated iron

Unplanned houses or poorly planned.

(iii) State three reasons why settlements such as the one shown in Photograph E (Insert) develop on the outskirts of a town. [3]

Candidates were expected to concentrate on the conditions that exist in the outskirts but they ended up referring to factors that repel the people from the town or city such as expensive land/ houses or high rent in town, which was incorrect.

Correct response:

Cheaper land

Unused land

Marginal land

Poverty

Lack of income or employment

High rate of immigration

(iv) Describe four problems faced by people who live in settlements such as the one shown in Photograph E (Insert). [4]

This question was well answered by candidates as most scored all marks.

Correct response:

High crime rate

Lack of resources like clean water/ contaminated water supplies

High crime rate / prostitution/ use of drugs

High unemployment rates

Poor sanitary conditions

Land pollution

Lack of social services like hospitals and schools.

(b) Study Fig. 4 which shows a sketch map of a town and its proposed by pass road.

(i) Using Fig. 4 describe four impacts of the construction of the bypass road to the people and the environment. [4]

Fairly answered by candidates as they were able to use the figure effectively. However, some candidates misinterpreted the question and referred to solving urban or city traffic congestion. They gave responses such as it will enable the smooth flow of traffic or there will be no traffic congestion in the city which were incorrect. Candidates were expected to focus on the impacts to the people living in the area and its environment.

Correct response:

Noise pollution due to increased traffic

Soil erosion

Cutting down of trees in forest

Drainage of wetland
Disturbance of river flow
Ease of movement for locals
Loss of farmland
Resettlement of homesteads
Employment opportunities.

(ii) Explain two other ways by which traffic congestion can be reduced in town. [4]

Candidates were able to identify the ways by which traffic congestion can be reduced, however they failed to give a proper explanation. For example, they would write "use of public transport but fail to explain that less people will use private cars which reduces traffic. Other candidates mentioned by pass roads yet the question said explain two other ways.

Correct response:

Traffic lights which will regulate the flow of traffic.
Parking meters to regulate the number of cars in town and parking time
Pedestrianisation so that people cannot compete with cars on the roads
Highways to allow many vehicles to travel
Satellite towns
Flexitime
Online shopping

(c) For a country you have studied explain three physical factors which influence the siting of rural settlements. [7]

Well answered by candidates as they were able to explain the physical factors. A few candidates, however, missed the key word; physical, thus ended up explaining economic/ human factors like accessibility or proximity to tarred roads and defense. Some candidates simply referred to reasons why there are no settlements such as away from

steep slopes. They were expected to concentrate on the factors where the settlements have developed.

Correct response:

Availability of fertile soils – people in rural areas are depended on farming so they can be able to cultivate crops.
Water supply – for domestic purposes like washing and cooking.
Gentle undulating land for ease of construction of settlements
Grazing land
Aspect – settlements are found on sun facing slopes for favourable weather
Mineral deposits
Conducive climate
Building materials

Question 6

(a) Study Fig. 5, which is an extract about the effects of educating women birth rates in an LEDC.

(i) Define birth rate. [1]

In most cases the definition of birth rate was incomplete. Candidates would mention the number of children born per thousand but leave out the per year, or they would just mention the number of children born per year living out the per thousand.

Correct response:

The number of children born per thousand per year.

(ii) Using information from Fig. 5 state two benefits to children of educating women. [2]

Candidates were able to use the extract to give answers.

Correct response:

children are likely to live beyond the age of five years

Children are likely to be healthier

Children are likely to go to school.

(iii) Suggest three reasons why women in LEDCs have not been able to acquire education. [3]

Not well done by most candidates as some of the factors were not relevant such as shortage of schools or lack of capital instead of poverty or just lack of money.

Correct response:

Early marriage/ teenage pregnancy

Poverty

Low status of women

Gender imbalance

(iv) List four reasons why birth rates are still high in most LEDCs. [4]

This was a well answered question; however, some candidates gave negative statements which did not score. For instance, instead of writing lack of education, they would write not educated.

Correct response:

Polygamy

Early marriage

Gender preference

Religious beliefs

Traditional beliefs

Security at old age

Children considered as a source of labour in fields.

(b) Study Fig. 6 which shows the population pyramids of two countries A an MEDC and B an LEDC.

(i) Using Fig. 6 compare the population pyramids for the two countries A and B. [4]

Candidates' performance in this comparison question was below average. Instead of comparing they would simply describe the pyramid of A and say nothing about B. Some candidates compared individual bars which was not accepted. They were expected to compare the young age group, working age and old age groups. Some candidates lost marks by explaining the structure rather than describing it. e.g. high birth rates which is an explanation for large population of young or broad base.

Correct response:

A	**B**
Low population of young	high population of young
Low dependency ratio	high dependency ration
Median age high	median age low
Life expectancy high	low
Working age group high	low

(ii) Explain two problems experienced by countries with a high percentage of ageing population. [4]

Not well done by candidates as most demonstrated lack of understanding of the question hence they gave responses such as high teenage pregnancy, high migration rates which were incorrect. Another problem was the inability by candidates to develop or explain their points.

Correct response:

Increased government expenditure as it has to pay grants and pensions for elderly
Security of the country is compromised as old people are unable to defend country
Lack of able bodied labour leading to a decline in production

Closure of social services like schools due to a drop in enrolment.

Decline in tax

Underutilization of amenities like schools and colleges

Shortage of markets or reduced market

(c) HIV/AIDS has resulted in both economic and social impacts in Eswatini. For an area you have studied explain three social impacts of HIV/AIDS in the kingdom of Eswatini. [7]

Candidates would often refer to economic impacts such as a lot of money is spent buying ARVs or increased expenditure due to payment of school fees for orphans (OVCs), which did not score. Most candidates also lost marks by giving a wrong example. They were expected to give an example of an area in Eswatini, since the question wanted social impacts in the kingdom.

Correct response:

Poverty due to death of breadwinners

Child headed families which may cause depression

High rise of orphans due to high death rate of adults

Stigmatisation which may lead to depression

Increase in juvenile delinquency as children have no one to look after them.

Misery/ bereavement due to high rate of deaths

Fragmentation of families

EGCSE Geography

Paper 6890/02

Geographical Skills

Key Messages

- It is essential that candidates study the map carefully before deciding their answers. For example, looking beyond the area in question can often help with interpreting the landscape such as in contour line labels.
- Candidates should pay particular attention to the map key. This will help improve the accuracy of their map work.
- Both teachers and candidates are reminded that interpretation and analysis are basic skills in this paper. Candidates should refrain from copying out figures or information from the resources and using these as their answers.
- Candidates need to follow instructions, i.e. answering only one question in Section C, **either Question 5 or Question 6.**
- Candidates should use data to support their statements rather than just using general statements.
- Hypothesis questions require candidates to give their own opinion first before giving any supporting evidence. Candidates must note that there is no 'partially agree' or 'to some extent', it's either agree, disagree, correct, incorrect, true or false.
- Candidates should write on the spaces provided not outside of the lines such as 'For Examiner's use'.

General comments

Generally, candidates performed fairly well in this examination, although the performance obviously varied between centres. Candidates' performance on completing and interpreting graphs and tables was good. The 2020 candidates were required to demonstrate how field work equipment is used and the appropriate fieldwork techniques. Most candidates performed below average in questions 1, 3, 4 and 6. A majority of candidates were unable to demonstrate a sequence, pattern, or trend as in decrease, increase or variation on a given data set. The overall range of marks was slightly lower than that of the 2019 examination session. Some candidates performed below average on practical questions; such as drawing graphs or diagrams and calculations. A few candidates did well on questions requiring judgment and decision-making on Hypothesis.

Comments on Specific Questions

Section A

(a) (i) – (viii)

Candidates were able to identify the symbols on the map. However, they failed to identify the required symbols in **(vi)** and **(vii)** and gave functions instead.

Expected responses were:

A - Dam

B - Bridge

C - Nsezi River

D - Wide tarred road

E - Dip tank

F - Quarry/Excavation

G - Sewage ponds

Settlement pattern in the shaded area - Nucleated or clustered or grouped

(b) The candidates' performance in this question was below average.

(i) Most candidates were unable to find the general direction of the river on the topographic map within the given easting's. Some candidates were less conversant with compass directions. **The correct response was "east".**

(ii) The performance of candidates in this part question was below average. Common responses from candidates were waterfall, meanders and islands. **The expected responses were; rapids, braided channels, sand islands or alluvial islands.**

(iii) Most candidates did not perform well in the six figure grid references. **The expected response was 131430 or 131431.** It should be noted that the ten single digit divisions are ensured if and only if the first one is zero.

(iv) Most candidates struggled to identify the appropriate drainage patterns. Most candidates gave incorrect spelling which changed the meaning of the responses. **Most responses from candidates were debris, dentris and dentrical yet the expected response was 'dendritic'.**

(c) A notable challenge with this part question was the candidates' inability to give accurate figures. In addition, candidates failed to use the correct units. **The expected responses were 161°, 162° and 163°.**

(d) Candidates were unable to convert kilometres into metres and also failed to use units.

(i) **The expected responses were 9500m, 9600m, 9700m**. Centres are advised to emphasise on the proper usage of a straight paper edge in the measurement of distance for non-straight linear features on a map.

(ii) Most candidates performed below average in this part question. Most candidates were unable to calculate the gradient of a slope; thus some could only find the difference in height from the given contour lines which constituted the vertical interval. In most cases candidates expressed the gradient as a decimal which is incorrect. Candidates are also advised to show their calculation on the space provided since show working is awarded. **The expected responses were 1 in 95, 1 in 96, 1 in 97, or $\frac{1}{95}$, $\frac{1}{96}$, $\frac{1}{97}$ or 1:95, 1:96 , 1: 97.**

(e) Most candidates were able to get the height of the trigonometrical station but failed to use the appropriate units. **The expected response was 1228.6 metres.**

(f) Most candidates were able to identify the economic activity using the grid squares. **The expected response was mining.**

(g) Candidates' performance in this part question was above average.

(i) Most candidates were able to identify the social facilities. However, some gave abbreviations instead of the full name such as PTA which was incorrect. **The expected responses were Hotel and Post and Telegraph Agency.**

(ii) Most candidates failed to use proper geographical terms. Candidates used terms such as "roads meet" instead of 'route focus', 'transportation or communication routes'. **The expected responses were; water source/water supply, gentle sloping/ undulating land and nodal points.** Some candidates just mentioned the water sources such as river, dam.

(iii) The candidates' performance in this part question was below average. Some candidates who attempted this question were unable to calculate an area of irregular features. **The expected responses were 7 squares X 1 km^2 = 7 km^2. Or 9 squares X 1km^2 = 9Km^2, the correct answer ranged from 7-9 km^2.** Centres are advised to emphasise on the use of the appropriate formula for calculating an area which is;

Area = Number of Full Squares + $\frac{1}{2}$(Number of part squares)

Section B

Question 2

(a) This question was fairly done by candidates. Some candidates, however, did not pay attention to finer details and what the photograph depicted.

(i) Most candidates were giving responses like: where weather elements are found instead of weather elements measurement occurs or recording instruments for weather elements are kept. The candidates' responses should have included 'measure', 'record', 'place' or 'site'. **The expected response was a place where weather instruments are kept.**

(ii) Most candidates were able to identify the instruments. However, some wrote incorrect spellings such as wind vein, wind van, wind cup, and cup thermometer. **The expected responses where A - cup anemometer and B - wind vane/ cock.**

(iii) This part question was fairly done but some candidates failed to state the feature as seen in the photograph; instead they identified the factors influencing the siting of a Stevenson Screen while some mentioned that it's a wooden box. **The expected responses were; hinged door, painted white, louvered sides or ventilated sides or air spaces, mounted on a four legged stand, raised 1.2 metres above the ground.**

(iv) This part question was well done. However, some candidates failed to qualify points like obstacles. The expected responses were; **away from obstructions (trees or buildings), gentle undulating slope, level ground, relatively flat, ground surface covered by short grass or grassy area/ grassland, open land/space, lawn area.**

Question 3

Generally, candidates did not do well in this question. They demonstrated lack of knowledge in energy sources and power production and power stations.

(a) This part question was well done by most candidates.

(i) The most preferred answer was *sun.* Even solar energy was correctly given. However, some candidates wrote solar system, solar plant and sunlight which were incorrect.

(ii) **The expected responses were; renewable, infinite, environmentally friendly, pollution free, clean, safe, smokeless and low running costs /low maintenance cost.** However, negative statements such as 'it does not cause pollution' did not score. Centres are advised to discourage candidates from using negative statements. In some cases, lack of content was demonstrated in this part question.

(iii) Most candidates were able to identify this thermal energy source. They were able to give factors which influence its development such as availability of raw material as in coal, availability of water supply, availability of transport and availability of a large area with gentle slopes for expansion. Candidates mistook development for locational factors. However, some candidates mistakenly took this source for nuclear energy. As a result, they wrote strong geological foundations, way from densely populated areas and nearness to the sea as factors for development which did not score.

(b) A majority of candidates failed to understand the demands of the question. Candidates should pay attention to command words such as identifying features that differentiate between power stations. **The expected responses were; cooling towers and tall chimneys** whereas the smoke could not score.

Question 4

(a) A simple bar graph which was well read by most candidates.

(i) **The expected response was 725 million**. However, most candidates left out the units or used people instead of million.

(ii) **The expected response was 3775 million.** Again, most candidates left out the units of measurement. **Moreover, candidates could even express the correct response as 3.775 billion.** Giving a figure without units did not score. Most candidates wrote *people* instead of *millions.*

(iii) Most candidates misinterpreted the question and gave reasons for rural-urban migration instead of reasons for the increasing number of people living in urban slums. Some candidates demonstrated misunderstanding of the word 'slums' which could be an informal settlements or squatter settlements or shanty towns. Some candidates associated living in slums with a high standard of living, better job opportunities, better educational facilities and better medical facilities which was incorrect. **The expected responses were; shortage of housing, unemployment, high cost of rent or housing, to be close to their work places etc.**

(b) Most candidates could not to calculate the missing figures on the table. They failed to understand the term 'natural increase' which is derived from subtracting the death rate from the birth rate or the difference between births and deaths per thousand. Candidates demonstrated lack of knowledge and understanding of calculations such as population density, population growth rate, natural increase etc.

Section C

Candidates in this section were required to answer either **Question 5 or Question 6**. It is worth noting that most candidates followed the rubric and Centres are commended for a job well done. A few candidates, however, attempted both questions. Candidates are reminded to follow the instructions.

Question 5

This was the most popular question in Section C and candidates who attempted it performed well.

(a) This part question was well attempted by most candidates who demonstrated knowledge of a recording sheet.

Expected responses included:

Day/date, time/duration, street, area, place, location.

(b) Also well attempted by candidates although there were a few candidates that did not use the correct terminology used in geographic enquiry/ excursions such as to see if the study would be successful or to know the equipment to use, such vague statements do not score rather qualified statements are awarded.

Expected responses included:

- To test out the equipment or tools
- To check suitability of the study area
- To save time during the actual survey
- To minimise mistakes/ eliminate surprises etc.

(c) Very few candidates scored the full marks in this part question. This graph question was worth 5 marks and the mark distribution was as follows;

1 mark for X for the title

2 marks for the correct labelling of axes/ height in storey and site letters A-J

2 marks for correct plotting of the bars with their corresponding heights.

- Most candidates failed to give a title to the graph and lost a mark.
- The y-axis was correctly labelled 'Average height' but the units of measurement 'storeys' was left out with some candidates writing 'metres' for units hence failing to score.
- The x-axis was to be labelled 'sites' from A to J. However, some candidates decided to label them in paces hence failing to score.

(d) candidates in some Centres were unable to take a stand. This question was worth 3 marks which were distributed as follows:

1 for taking the correct stand

1 for supporting evidence with the height 'storeys' showing a pattern with distance from the CBD

1 for supporting evidence with the width 'paces' showing a change in the pattern e.g:

Site	A	F	J	Comment on pattern
Average height (storeys)	14	09	02	Average height in storeys declines from site A 14 near the Centre of the CBD down to 09 at F further away until 02 storeys in site J at the edge of the CBD
Average width across frontage (paces)	10	07	06	Average width in paces across the building frontage decreases from the centre of the CBD A, 10 to site F farther away ,7 to site J on the edge 06 paces

All responses that just showed figures without units did not score. Also, all responses that lifted the data from the relevant Figures and Tables with no attempt to interpret it by carefully analysing trends patterns or sequence followed could not score.

(e) Drawing isolines was a challenge to most candidates as they did not attempt it. Some could not relate it to any other isoline such as contour lines.

(i) The expected response was to draw an isoline over the figure '60' then putting '61' and '65' inside the drawn isoline. On the right hand side, it was expected to go in-between 53 and 65 but closer to 65 round about where the main road meets the minor road.

(ii) Well shaded by candidates from some Centres, however, there were quite a handful of Centres that had candidates only shading a small stretch between markings of 30 and 40 isolines in the northern part of the map just east of the railway station. **The correct response was shading the entire area between isoline 30 and 40 throughout the map.**

(f) Candidates were able to take a stand but could not support using relevant evidence from data obtained. On another note, there were very few candidates who showed that land values decrease from the centre of the CBD or further away from the main road towards the edges or minor road. From the stem of the question and the map key it was indicated that the isolines were based on land values in thousands Emalangeni per square metre. However, units as the case were ignored by most candidates that attempted this question.

Expected responses included:

- Correct Hypothesis
- Land values show a decrease from the CBD / Main road citing higher land values such as 65,60, 53 thousand Emalangeni per square metre to 40, 30, 28,22 as well

20 thousand Emalangeni per square metre farther away from the main road/ or the edges in all directions.

(g) **(i)** It was fairly done by most candidates.

(ii) It was fairly well done by candidates that ticked only **three** functions to mark the functions within a CBD. However, there were those that ticked four or more boxes for the examiner to fish out the more correct which didn't score because three was bolded in the question.

(h) **(i)** Fairly well done by most candidates.

(ii) Fairly well done part question but there is room for improvement from Centres. On Fig. 5 hotels are 10% in site A and 61 % in site B, Souvenir/ craft shops are present in site B but absent in site A. Centres are encouraged to take candidates through a series of comparison and contrast of geographical phenomena.

Some candidates could not compare similar variables or functions. For example; Banks in site A with banks in site B instead candidates compared banks in site A with taxi ranks in site B. A comparison of different functions denied candidates any opportunity to score marks.

Question 6

This question was the least preferred by most candidates in this examination.

(a) **(i)** It was not well done by most candidates as they failed to mention the person to interview or question such as 'interview shop owner', interview customers. Most candidates failed to use the proper terminology for research or geographic enquiry skills. Instead of using interview or a questionnaire, the candidates used 'ask the shop owner' or 'ask the customer'. It is essential that candidates always relate research answers to the context of the question instead of generalising such as use of secondary data by using a local tourist agency to find information about

tourists or the nearby local authority/ municipality instead of saying from the internet, newspapers and books.

The expected responses include; ask/survey/question/interview shop owners, judge by appearance such as dress code and race, assess the language accent of the customers, use secondary data from municipal offices and tourist agency

(ii) This question was fairly done. Most candidates, however, failed to use the proper terminology such as suitability, feasibility, safely, minimise mistakes. Instead candidates used open statements such as *to see if it is a good place, to see if it will be successful.*

(iii) This question was not well done by most candidates as they could not identify the site to complete and could not interpret the scale. Centres are encouraged to give more practise to learners on how to complete graphs using a specified key. The lower shading slants to the right were supposed to be shaded differently by candidates.

(iii) This question was fairly done. Some candidates, however, could not use the given formula and the figures in the table. **The expected response was $\frac{3}{11}$ X 100 = 27.27 %.**

(b) The question was not well done especially by those candidates that ranked numbers in descending order throughout without carefully studying the upper row before deciding on the rank order. As a result, most candidates continued with the pattern in the question instead of ranking the five sites according to the percentages given on the row above. The expected ranking in completing the table was; ***2,4,5,3,1***

(c) It was fairly done.

(i) Most candidates were able to identify the type of sampling technique which was random sampling.

(ii) Fairly well done question although for some candidates the disadvantages were not so obvious as some even opted for advantages instead of disadvantages.

(iii) The expected responses included; **it may be biased/ may leave out important people in the study, there may be gaps in the population surveyed / may be unrepresentative of the population of the study area.**

(d) The candidates' performance in this question varied between Centres. For guidance this might help;

- Taking a stand is not optional it is a requirement for all candidates. There is always a mark reserved for taking a stand. If a stand is not taken yet the supporting data evidence is correct no marks are awarded
- If the stand is given without any supporting data as evidence all the other marks won't be scored by the candidate.
- If candidates are directed to Figures and Tables from which they should pick evidence and for some reason they use other figures not referred to in the question no marks are awards.
- The expectation is that a conclusion is drawn from the context of the question not by lifting data figures directly as they are but further demonstrate discernible trends, patterns or else a sequence that relates to key elements of the hypothesis.

Candidates failed to score the maximum marks when concluding on a hypothesis. Most candidates failed to give the figures of that particular data and the units of measurements. Some candidates were able to take a stand when drawing a conclusion to the hypothesis for any investigation, which is commendable.

(e) This question was done well by most candidates who chose this question.

(i) Most candidates gave the correct response of fixed interval or regular interval and explained how they would use the technique such as; *every 5th person or house.*

(ii) There were two challenges in this part question; one was shading using the key given in Fig. 7, the other one was attempting the question incorrectly by completing the figure anticlockwise much against that which is shown by the other nine sites. When candidates are required to complete a graph part of which has been done they should follow the already completed parts so that the completed diagram does not become a misfit in the entire diagram being illustrated.

(iii) This part question was fairly well done. Most candidates were able to draw the tally marks. However, improvement is needed in data presentation techniques.

(iv) This question was not well done by some Centres as candidates struggled on hypothesis testing and drawing of conclusions. Some candidates were able to take a correct stand on the hypothesis but failed to provide the expected supporting data evidence from Figs. 7 and 8. **The expected responses included:**

Fig. 7

- *Sites 6 and 10 had a 100% response on tourism bringing economic benefits for residents of Richards Bay.*
- *Of the ten sites 8/10 (80%) responded more on tourism having a positive economic benefits to residents of Richards Bay*
- *On Site 3 (15/20) or 75% of the residents responded positively to the economic benefits of tourism to residents of Richards Bay*

Fig. 8

- *80 out of 200 (43%) have responded on tourism having a positive economic benefit to residents of Richards Bay – this was obtained by adding up all the tally marks on more job opportunities in all the ten sites, that benefit individuals directly followed by improved standard of living with 39 out of 200 (20%)*

- *The two above are more beneficial to individuals directly as it is through job opportunities and an improved standard of living in which people could appreciate a greater range of goods and more modern services that they can afford*

Centres are encouraged to expose candidates to more data analysis and interpretation skills. It is also worth noting that every data source provided in a question is meant to trigger some learned skill on analysis for purposes of taking a stand from an informed point of view backed by arguments generated from the given data sets. More practice on how to manipulate given data by comparing and contrasting recognisable data features such as highest figures and the lowest figures to draw conclusions is recommended to Centres.