

EXAMINATIONS COUNCIL OF ESWATINI

JC

EXAMINATION REPORT

FOR

GEOGRAPHY

YEAR

2023

Paper 527/01

General Comments

The number of candidates who sat for the Junior Certificate Geography paper 1 examination in 2023 was 9 668 compared to 10 329 candidates who sat for the same examination in 2022 which shows a decline of 667. This decrease could be a result of a variety of factors.

Assessment

As guided by the syllabus, the examination assessed candidates on the subsequent assessment objectives:

1. Knowledge with understanding
2. Analysis and interpretation
3. Judgement and decision making.

It is crucial to note that the examination paper is divided into three sections and has six questions distributed as follows:

Section A – Eswatini [Question 1 and 2]

Section B – SADC [Question 3 and 4]

Section C – Countries outside Africa [Question 5 and 6]

Candidates should choose and answer one question from each section. Contrariwise, there are some candidates who did not consider this instruction. The varied observations witnessed were some candidates attempting all six questions and others attempting questions from only one section and not attempting any from the other 2 sections. These are called rubric infringement cases. It was witnessed that most of the candidates who infringed on rubric scored little or got no marks in some cases.

By and large, most of the candidates' answers failed to meet the standards of the examination or showed little understanding of the geography items in the examination. As a result, a majority of the candidates failed to attain the maximum marks per question. Generally, a majority of candidates were scored zero in some sections. There has been minimal progress in the way candidates respond to the questions that require them to explain. This may suggest that some candidates failed to reach the higher order and meet the expected demands of the question. Moreover, some candidates, instead of explaining clearly, just listed points which disadvantaged them from scoring maximum marks. Therefore, centres may be encouraged to assist candidates to consider the marks allocated to each part-question as one of the ways that depict the required depth of their response to a question. Centres should try to make candidates aware that the marks allocated to each item in the examination point towards the depth and level to which learners are expected to develop their points. The expected right explanation and suggestion approach would be to start with the point followed by its development or clear explanation to obtain maximum marks per question, especially part (c) of each question. Grasping this skill and approach can be useful as candidates may be able to develop their responses to the required depth.

Moreover, centres are further advised to encourage candidates to respond using accurate geographical terms. There are common words candidates used to respond to exam items which failed to score as they are general or non-geographical statements. These include, but not limited to, good soils, adequate rainfall, good temperatures, enough rainfall, flat land, the use of vernacular/SiSwati words, and the use of acronyms for example RSA. On another note, centres are encouraged to assist candidates towards being specific as being generic sometimes disadvantages them because some responses end up being repetitions. For example, infrastructure is a word that combines a lot of things, so if a candidate gives construction of building, bridges and then says infrastructure, it becomes a repetition. If candidates are careful of such issues as in the mentioned examples, they can manage to provide quality responses. Negative statements continue being problematic and unfortunately, they do not score. Spelling errors are also a rising problem and result to loss of marks for a lot of candidates. It can be recommended that candidates are taught to always think of the positive statement first so as to learn and avoid the use of negative ones. This appeals for a conscious consideration of wording when candidates are still being prepared for their final examinations. Another critical area that candidates need to consider is command words used in each question. The command words are useful in guiding learners towards exactly what is expected in each item. Candidates should be aware that 'state', 'name', 'describe', for instance, are different from 'explain' or 'suggest' questions. The latter demand and expect more content amplification to prove full understanding from the candidate than the earlier lower-order ones. Centres should note that the command words are linked to the Blooms' Taxonomy which demands candidates to respond relevantly.

Candidates are still failing to identify areas/towns and other features as shown in maps. This was a problem to the extent that candidates would even refer to areas outside Eswatini as though they are in Eswatini. For example, you would find SiSwati names in Section B and C.

In Section A, both Questions 1 and 2 on Eswatini were the most popular questions, but generally candidates did not perform well in both. In Section B, Question 3 on South Africa was the favoured one and in section C, Questions 5 and 6 were equally chosen by candidates. Question 4 on Botswana and Lesotho and Namibia was unpopular as very few candidates attempted it.

Sub-questions which were a challenge were Question **1 (a) (i) (b) (i), b (ii)** Question **2(a) (ii), (iii)** and Question **2 (b) (i),(bii)** Question **(3) (a) (ii), b i), (iii)**, Question **4 (b) (ii) and (c)**, Question **5(a) (ii),(a) (iii), 6(a) (i), (ii), (iii) and b (i), (ii) and (c)**.

The following areas still need focus/improvement:

A sizeable number of candidates attempted all the questions in the examination paper whereas the instruction clearly states that they should attempt three questions. Another very evident scenario this year was that other candidates did not choose any questions from sections B and C. The candidates would write two questions from section A. All these are rubric infringement cases, and the observation is that such a practice (where learners attempt all questions) wastes time for the candidates who end up scoring very low marks. Additionally, most candidates showed lack of understanding of some of the key words in the questions like 'explain' and 'suggest' as it has been alluded before. Such candidates only stated points and failed to give full explanations, thus did not get maximum marks. Some wrote answers which were the opposite of what the questions expected which revealed that they lacked an understanding of what the questions demanded and as such, they lost marks. Furthermore, candidates should be aware that points need to be described or explained if the question requires so, not just listed.

For example, they should be taught to write 'proximity to water supply' instead of just 'water', 'availability of land' instead of just 'land'.

It is highly recommended that any user of this report should read it in conjunction with the question paper to enhance better understanding of its contents.

Comments on specific questions

Question 1

(a) (i) Name the region where cotton is mainly grown.

The question required candidates to name a geographical region. However, some candidates failed to identify the correct answer and mentioned administrative regions while some mentioned local areas where cotton is grown.

Expected response:

Lowveld

(ii) Name any two countries that buy cotton products from Eswatini.

This question was well answered by a majority of candidates. However, some candidates were giving countries they could just think of and in some instances used abbreviations which could not score. Candidates are advised to refrain from using abbreviations.

Expected responses:

- Republic of South Africa
- Mozambique
- Spain
- England
- United states of America
- Turkey
- France
- China

(iii) Explain any two physical factors favouring the growing of cotton in Eswatini.

This question was not done well as most candidates would mention any factor, yet the question was specifically looking for **physical** factors. As such they lost marks. Also, candidates could not fully develop their statements as per the command word.

Expected responses:

- Warm temperatures of between 16 to 32 degrees Celsius – which are needed during cotton boll formation.
- Availability of fertile soils – the Lowveld has fair quality well drained loam soils
- Abundant sunshine – to allow ripening and bursting of cotton bolls.
- Availability of rainfall – of about 500 to 800mm in early stages of growth to allow cultivation and growth.

(b) (i) Name the three forest plantations labelled A, B, and C.

The question was not well answered. Candidates mentioned any area or town that came to their minds.

Expected responses:

A – Usuthu Bhunya/Montigny/Mhlambanyatsi

B – Nhlangano/Shiselweni/Montigny

C – Peak Timbers/Eswatini (Swaziland) plantations/Mondi

(ii) State any two benefits of forests to the economy of the country.

Most candidates were able to state benefits of forests to the economy. However, some candidates wrote 'boost economy' without being specific how.

Expected responses:

- A source of foreign exchange/income
- Provides employment
- Provides a source of raw material for secondary industry/timber or example.
- Contributes to the Gross Domestic Product of the country.

(iii) Mention any two uses of indigenous forests in Eswatini.

For this question most candidates were able to mention uses of indigenous forests.

Expected responses:

- Firewood/fuel
- Food/fruits/making drink/marula/guava
- For cultural purposes
- Medicinal/herbal/traditional medicine
- Livestock feed
- Carving wood/handicraft/furniture
- Building material/fencing/kraal
- Habitat for wild animal

(c) Suggest any three problems faced by the forestry industry in Eswatini.

This question proved a little tricky for some candidates. Mostly, candidates mentioned fires affecting the forests in three different ways and this was considered as repetition.

Expected responses:

- Drought – which becomes a problem in some years as it reduces yields/trees
- Pests and diseases – such as fungal and insects which destroy the trees
- Theft – people steal the trees for household construction which reduces the yield
- Strong winds/hailstorm – may damage the trees/causes the trees to fall
- Forest fires – are a menace to the industry as large forests are destroyed

- Heavy rainfall – wet weather during harvesting – interferes with movement of transport and delays production.

Question 2

(a) Study Fig. 2 which shows the rivers of Eswatini.

(i) Name the river marked as D.

In this question some candidates did not score as they were unable to identify the river

Expected response:

Komati/Nkomanzi/Inkomanzi

(ii) State any two tributaries of river E shown in Fig. 2.

Learners showed they did not know what tributaries are. Instead, they were giving uses of rivers.

Expected responses:

- Mkhondvo/Assegai
- Ingwemphisi/Ngwempisi/Ingwempisi
- Lusushwana/Little Usuthu.

(iii) Explain two ways in which river products can be used in a sustainable way.

Learners did not know what sustainable means. Instead, they were giving uses of rivers or what rivers provide.

Expected responses:

- Regulate fishing – to ensure sustainability of the fish
- Restrictions are put in place – to avoid careless exploitation of sand resources
- Treat industrial effluent/waste before disposing it
- Protect wetlands - which help filter and feed rivers.

(b) (i) Name the three major rock groups.

Learners are failing to name the three types of rocks. They also failed to write the correct spelling for the rock types.

Expected responses:

- Sedimentary
- Metamorphic
- Igneous

(ii) State any two minerals that are currently unexploited in Eswatini.

Learners failed to understand 'unexploited'. They would state minerals indiscriminately.

Expected responses:

- Asbestos
- Kaolin
- Diamonds
- Gold
- Tin
- Iron Ore

(iii) State any two economic uses of rocks in Eswatini.

The question was fairly answered.

Expected responses:

- Contain valuable minerals (gold and iron)
- Can be used as fossil fuels/coal
- Storing underground water
- Make sculptures
- Manufacturing jewellery
- As a source of soil minerals i.e. lime in agriculture
- Construction of roads/paving and building materials.
- Attract tourists e.g. Sibebe Rock
- Source of income

(c) Suggest three advantages of tourism to the people.

The question was fairly answered but learners would at times fail to develop their points.

Expected responses:

- Provide jobs (direct and indirect) – employees earn money and improve their standard of living/reduces unemployment.
- Employees receive skills training – which they may eventually use to open their own businesses
- Locals sell their handcraft – to earn income or self-employment.
- Local businesses are strengthened – local farmers supply food to hotels
- Improved infrastructure and services – good road network, banking services, shops and leisure facilities.
- Increases the gross domestic product/source of foreign exchange earnings.
- Opens more chances of investment – if tourists are treated well, they invite investors to set up businesses in the country.
- Creates awareness of traditional cultural practices – thus preserving local traditions and increases understanding of different cultures.
- Tourism taxes – brings money to the country.

Section B – SADC

Question 3 – Republic of South Africa

This question on the Republic of South Africa was popular amongst the candidates as almost all of them attempted it.

(a) (i) Name any province where maize is grown in South Africa.

The learners had difficulty to differentiate between a province and an area. Also, they failed to give the correct spellings of the provinces.

Expected responses:

- Eastern Cape
- Mpumalanga
- Free State
- Northwest
- Gauteng
- Limpopo
- KwaZulu Natal

(ii) State any two areas where maize is grown in South Africa.

The learners had difficulty to differentiate between a province and an area. They were just giving places they could think of in South Africa.

Expected responses:

- Zeerust
- Belfast
- Ladybrand
- Christiana
- Mahikeng
- Pietermaritzburg
- Middelburg
- Ermelo
- Carolina

(iii) Explain any two problems encountered by maize farmers in South Africa.

The question was fairly answered; however, learners were unable to develop responses and used the term 'affect' without explaining how the crop was affected. Also, some candidates were explaining factors required for growing maize instead of problems.

Expected responses:

- Pests and diseases – which destroy the crops/reduces the yield
- Birds – eat and damage the crop
- Hailstorms – can damage the maize especially during the harvesting season

- Drought – reduces the yield
- Early frost in winter – may damage the crop
- Fluctuation of prices – reduces profit and income
- Soil erosion – damages large areas of arable land which results to shortage of land
- High transport cost – due to limited rail transport
- Increasing inputs cost – reduces farmer's income and profit
- Lack of information about modern farming methods/farmers are unwilling to embrace technology.

(b) (i) Name any three areas where gold is mined in South Africa.

Most candidates failed to identify all areas but could only mention Johannesburg and at some instances mentioned provinces instead of areas.

Expected responses:

- Middelburg
- Springs
- Johannesburg
- Klerksdorp
- Welkom
- Kinros
- Carltonville
- Allenridge – Virginia
- Germiston
- Benoni
- Phalaborwa
- Brakpan
- Boksburg
- Mponeng

(ii) State any two uses of gold.

The question was well answered.

Expected responses:

- For making jewellery and crowns
- Used in electronics i.e. cell phones and computers
- Used in tooth filling and other dental work – as it is compatible with the human body
- Used in the aerospace industry i.e. in satellite production
- To manufacture surgical instruments
- For medals
- As a form of investment i.e. gold coins /money/bars or bullion
- Cutlery
- For decoration

(iii) Mention any two problems experienced by the mining industry of South Africa.

The question was fairly answered. However, some learners still consider HIV/AIDS as a problem yet it's no longer applicable.

Expected responses:

- Occurrence/location of the minerals
- Strikes and labour problems
- Safety risk/mining accidents
- Fluctuating mineral prices
- Expensive transport cost
- Diseases/sicknesses
- Environmental concerns/pollution
- Illegal mining/theft

(c) Explain any three problems encountered by the tobacco industry in South Africa.

The question was fairly answered, however, some learners ended up explaining factors required for growing the crop instead of explaining the problems. Also, the learners were using the term affect without support supporting how the industry is affected.

Expected responses:

- Pests and diseases – pest like cut worms, attack plants and diseases such as leaf spot are a menace resulting to low yields.
- Tobacco farming destroys the soil – as it become difficult to grow food crops in the same soil
- Tobacco workers who handle dry tobacco are at risk of having their skin affected
- Natural disasters – destroy the crop i.e. floods, hailstorm and drought/shortage of rainfall
- Sensitising the public about dangers of smoking – has led to fewer advertisements or tobacco products resulting to low demand /profits
- Heavy fines – to those who break laws governing the use of tobacco products
- Lack of capital to buy the necessary inputs – results to low yields
- Decline/reduction in the market demand – lead to low profit
- Green tobacco sickness – affects the workers resulting to low productivity

Question 4

The question on Botswana, Lesotho and Namibia was the most unpopular in the examination, as a very few candidates answered it and those were mainly those who committed rubric infringement by answering everything in the paper. The general candidates' performance in this question was bad as candidates failed to give the expected responses.

(a) Raising cattle is the most profitable farming industry in Botswana.

(i) Name the main indigenous cattle breed in Botswana.

The expected answer here was **Tswana**, however, some candidates gave any other breed they could think of, even mentioning the Nguni.

(ii) State any two towns where cattle abattoirs are found in Botswana.

Learners were giving any town, even outside Botswana.

Expected responses:

- Lobatse
- Francistown

- Maun

(iii) Explain any two problems faced by cattle farmers in Botswana.

Some candidates were giving the problems but failed to develop their statements; while some were giving problems related to farming.

Expected responses:

- Loss of grazing land – due to soil erosion, which is caused by wind, rain or overgrazing
- Distant abattoirs – as farmers travel long distances with their cattle to reach the abattoirs, leading to weight loss and compromised quality of the animal.
- Diseases – such as foot and mouth disease which kills the cattle.
- Insects and parasites – insects such as tsetse flies and parasites attack the cattle.
- Drought – thousands of cattle die due to absence of rainfall and underground water or even fresh water.
- Poisonous plants – these grow in grazing areas and if eaten by cattle, they die.
- Traditional cattle farmers in remote areas are unaware of government schemes which provide financial assistance.
- Competition between cattle and wildlife – these compete for grazing land.
- Water quality – water from some boreholes is too salty for cattle.
- Overstocking/overgrazing – some areas have large populations of cattle which leads to poor stock resulting to low profits.
- High/expensive costs – farmers spend a lot of money when they are taking their cattle to abattoirs or buying inputs such as drugs.

(b) (i) Name the three features marked as F, G and H.

Learners failed to name the features but only identified what they were, which could not score.

F – Senqu river (Orange)

G – Thabana Ntlenyana/Mount Ntlenyana

H – Katse Dam/Malibamatso

(ii) Mention any two factors which influence the climate of Lesotho.

Learners described the climate of Lesotho instead of giving the factors.

Expected responses:

- Altitude
- Latitude
- Distance from the sea
- Ocean currents
- Winds

(iii) State any two problems posed by the relief of Lesotho on the people.

Learners tended to mention any problem, even those not related to relief.

Expected responses:

- Difficulty to construct industries.
- Difficulty to construct roads.
- Difficulty to grow crops.
- Steep slopes and heavy rainfall.
- Soil erosion

(c) Suggest three economic features which favour the location of the assembly plant in Namibia.

Candidates failed to identify economic factors but were general and would sometimes even give physical features.

Expected responses:

- Availability of capital – to cover the factory setup costs.
- Availability of skilled and semi-skilled labour – these need to live close to the plant to minimise travel expenses.
- Availability of markets – these should be local, regional, and international.
- Availability of good communication and transport links – which are needed to transport goods and equipment to the plant and products to the market.
- Favourable government legislation – which offers tax incentives and cheap land in areas to be developed.

Section C - Countries outside Africa

Question 5 – MEDCs: Japan and Netherlands.

This question on Japan and Netherlands (MEDCs) was the most popular question amongst candidates in this section and those who attempted it performed well except for a few sub-sections that proved to be difficult for some.

(i) Of the four main islands in Japan, which one has the most industries?

The question was well answered as a majority of students identified **Honshu** as the correct answer

(ii) Name the towns marked as I and J.

Candidates could not do well as they just named any town or even island.

Expected responses:

I – Sapporo

J – Kobe

(iii) Explain two advantages Japan has for industrial development.

Candidates were mostly giving benefits **of** industries in Japan and reasons that promote industrial development instead of advantages **for** industrial development.

Expected responses:

- Proximity to large markets – i.e. China United States and South Korea which are the biggest trading partners.
- Large population – provides large domestic markets.
- Availability of hard-working labour force – Japan has an abundant supply of skilled labour/which is highly educated and loyal.
- Availability of fresh water – from the mountains to be used in the industries.
- Political stable situation – allows more investors to invest.
- Production of highly competitive products – which are found in international markets.
- Good transportation system – which helps to transport goods from one place to another.
- Competition – firms in the same industry, producing the same product.
- Cooperation – the government, private sector, financial institutions and unions cooperate well.
- Mild climate/fertile soils – increases the yield of agricultural products.
- Imports most of the raw materials e.g. iron ore, oil, coal thus they are used as raw materials.
- Availability of hydro-electricity – provided from fast flowing rivers increases productivity.

(d) (i) Name the three types of dairy cows found in the Netherlands.

The question was fairly answered, however, some candidates merely mentioned any cattle breed they knew.

Expected responses:

- Holstein Friesian
- Dutch Belted (Lakenvelder)
- Blaarkop (Gronigen White-headed) Jersey

(ii) State two products of the dairy industry.

Learners were mostly citing meat and manure as products, yet they are not dairy products.

Expected responses:

- Fresh milk/milk
- Cheese
- Butter
- Powdered milk
- Yoghurt
- Condensed milk
- Ice cream

(iii) Mention two factors that have contributed to high production rate produced by each cow in the Netherlands.

The question was fairly attempted; however, some learners were giving advantages of the cattle to the environment.

Expected responses:

- Automatic milking
- Long productive life span
- Good disease control programmes
- Milked twice or three times a day
- They have high milk fat and milk protein
- Availability of fodder/suitable grasses
- Advanced scientific methods/research and development in breeding programmes
- Government support of the dairy farming industry
- The cows have sufficient time to eat, chew and sleep
- Education of farmers

(c) In the Netherlands, land reclamation is mainly done along the coastal areas. Explain any three reasons for land reclamation.

Points here were not well developed. Candidates mostly stated what they use the land for. Some learners listed the different types of farming i.e. dairy farming, livestock farming, crop farming and vegetable farming. Others were explaining the land reclamation process.

Expected responses:

- To cater for industrial development – more industries will be built.
- To expand port facilities – for importation of raw materials and exportation of finished goods.
- To open more land – to grow crops/for agriculture/for growing fodder/farming.
- To prevent flooding – which can lead to death.
- To provide more living space for the dense population.

Question 6 - Brazil and India (LEDCs)

This question on India and Brazil (LEDCs) was unpopular amongst candidates in this section as a majority opted for the previous one, Question 5. Moreover, those who attempted this question got low marks.

(a) Study Fig. 6 which shows the rivers found in India.

(i) Name the water body found on the west of India.

Most candidates could not identify the water body which is the **Arabian Sea**.

(ii) Name the rivers marked as R1 and R2.

In this part, candidates were not able to identify the rivers. Some mentioned rivers in Brazil, while some mentioned uses of rivers in Brazil.

Expected responses:

R1 – Ganges

R2 – Godavari

(iii) Explain any two factors that influence population distribution in India.

Candidates were explaining the reasons for the high population in India.

Expected responses were:

- Availability of water – for drinking, farming, development of industry and transport.
- Availability of mineral resources – creates employment opportunities for people.
- Landscape/relief – gentle undulating fertile plains have more people than steep mountains/deserts.
- Availability of transport – development of transport facilities and routes especially on the plains helps in the movement of goods and people.
- Availability of fertile soils – allow the growth of crops for food and resale by people.
- Urbanisation – there are high population densities in urban areas because of infrastructure, facilities and employment.
- Suitable climate – extreme climatic conditions repel humans than favourable and moderate climates.
- Presence of industries – offer employment opportunities and attract people.

(b) (i) Name three characteristics of the climate of Brazil.

Learners were generalising the climatic elements i.e. it is warm, it rains etc.

Expected responses:

- Heavy rainfall throughout the year that exceeds 1 800 mm
- High humidity of about 85%
- High temperatures ranging between 25 – 30°C throughout the year
- Much cloud cover
- Low atmospheric pressure

(ii) State any two tributaries of the Amazon River.

This part question was poorly done as most candidates could not identify tributaries of the Amazon River and some learners mentioned uses of the Amazon River.

Expected responses:

- Negro
- Madeira
- Xingu
- Tapajos

(iii) Describe any two problems experienced when exploiting natural forests in Brazil.

This question was well attempted.

Expected responses:

- Dangerous animals i.e. crocodiles, snakes etc
- Slippery roads
- There are many different species of plants per unit area
- Densely forested area
- Heavy rainfall restricts exploitation of forests
- High/hot temperatures and high humidity are a health hazard to the people
- Diseases create health problems (Malaria)

(c) Explain any three physical factors that favour tea growing in India.

Learners included all factors, ignoring that the question only required only physical factors. Some learners failed to give well-developed responses. Others were giving problems related to growing tea.

Expected responses:

- Presence of mountainous areas/steep slopes – prevent root rotting as tea plants cannot tolerate stagnant water.
- The Ganges and Indus river valleys have alluvial fertile soils which attract settlements and the growth of tea.
- Warm temperatures – of about 21 – 29°C are ideal for the growing of tea.
- Adequate rainfall – of about 1 500 to 2 500mm favour the growing of tea.
- Humidity – the humid climatic conditions promote the growing of tea.

PAPER 2 (527/02)

General Comments

The total number of candidates who sat for 2023 Geography Paper 2 was 9675 which showed a decline of 678 compared to 2022 when there were 10 353 candidates who sat for the same paper.

The paper tested candidates on the following skills: knowledge with understanding, analysis and interpretation, as well as judgment and decision making. The paper had four questions and candidates were required to attempt all questions.

Question 2 (Research skills) proved to be accessible to most candidates managed to score 3 out of the 5 marks. **Question 3 (a) and 4 (b)** proved to be the most challenging questions in the paper with some candidates scoring a zero in both parts of the questions.

It has also been noted that some candidates failed to use the given resources to answer some of the questions. In cases where candidates were supposed to draw the answers from the resources, they just gave their general knowledge which was wrong.

All the four questions were attempted by a majority of candidates. However, in some centres candidates would leave a whole question or part question not attempted.

On the overall, the candidates performed fairly well as most of them obtained more than half the marks allocated for the paper. However, there were centres where all candidates scored below half the total marks for the paper.

Teachers are reminded that as from 2024 the format and length of the paper will change. Teachers are urged to refer to the specimen paper for the new format.

Comments on specific questions

Question 1 – Map Reading and Interpretation

Candidates' performance was average in this question as a majority managed to score above 8 out of the 15 marks. This showed that candidates had mastered some of the map reading skills. However, candidates must be trained to be accurate as some lost marks, especially in bearings, because they were a bit inaccurate yet they demonstrated the skill of measuring bearings.

- (a) The question required candidates to give the representative fraction scale of the map. Most candidates were able to give the representative fraction scale as **1:50 000**. However, some candidates gave both the statement and representative fraction scales which was incorrect.
- (b) Candidates were required to name the two types of roads found in grid square 6917. A majority of candidates were able to name the two types of roads as **wide tarred and gravel or earth**. However, some candidates just wrote wide road or tarred road which was wrong. Candidates must be trained to copy the meaning of symbols exactly as they are from the map. Other candidates also lost marks as they wrote all types of roads found on the map disregarding that the question only required those found in grid square 6917.
- (c) The question required candidates to give the six figure grid reference of the bridge over the railway crossing south of Chinotimba. Few candidates were able to get the correct response due to inaccuracy. Teachers should teach candidates to use the small divisions on the left of the linear scale. The correct answer was **751138**.
- (d) Candidates were required to find the compass direction of the spot height found in grid square 7021 from the spot height found in grid square 7219. Few candidates got the correct answer which was **west north-west**. A majority of candidates wrote north-west as the answer, which was incorrect. Candidates must be taught to avoid abbreviations but write the directions in full.

- (e) Candidates were required to measure the whole circle bearing of the trigonometrical station at 7219 from the trigonometrical station at 7519. Most candidates displayed the skill of measuring the bearing but could not score because of inaccuracy. Teachers must teach learners to draw the north line using a set square a sharp pencil. The correct answer was **274°**.
- (f) (i) The question required candidates to measure the distance of the road found between 754164 to 751140 in metres. Few candidates were able to give the correct answer which was **2600 metres**. Most were inaccurate or gave the answer in kilometres.
- (ii) Candidates were required to calculate the gradient along the road at 754164 to 751140. Few candidates got the correct answer because of the wrong distance measured in (f) (i). Some candidates stopped at just computing the VI only which did not give them any mark. The correct answer was:

$$\frac{980 - 920}{2600}$$
$$= \frac{60}{2600}$$

1/43 or 1:43 or 1 in 43

- (g) The question required candidates to list three river features found along the Zambezi River. This was a well attempted question as most candidates were able to give three features as **meanders, braiding or braided channels, gorges, waterfalls and confluences**.
- (h) Candidates were required to use map evidence to identify any three tourist attractions found in the town of Victoria Falls. This was another well-handled question by candidates although some gave features found in the town of Livingstone, which were wrong. The correct answers were: **waterfalls, casino, golf course, gorges, caravan park, national parks, rifle range, pistol range, motel and sports field**.

Question 2 – Research Skills

There was an improvement in the performance by candidates in this question as most of them were able to score above 3 marks out of the 5. Fewer candidates left the question unattempted as would be the case in past years. Teachers are commended for this improvement.

- (a) The question required candidates to define the meaning of the term observation in research. Few candidates were able to define observation as they returned the term 'observe' yet they were supposed to define it. The expected response was **gathering information by closely looking at the feature/event/activity/individuals**.
- (b) Candidates were required to state one disadvantage of the observation method in data collection. Most candidates were able to give the correct answers like **time consuming, expensive, researcher can contaminate or influence the observation/biasness**.
- (c) Candidates were required to name the graph that is used to show different sizes or parts of a whole. This was a great challenge to candidates as most candidates gave their responses as line graph and bar graph which were incorrect. Very few candidates were able to give **pie graph/chart and divided bar graph** which were the expected responses.
- (d) The question asked candidates to give two reasons why it is important to work in pairs or groups when conducting research. This was a well attempted question by candidates as most of them were able to score all the marks. The expected responses were: **to improve accuracy/minimise**

errors, for reliability of results, to enable comparison, to ensure safety, to share tasks, saves time and makes research easier.

Question 3 – Physical Geography

This was a poorly done question compared to the previous year where there was an improvement on this part. In some centres, some candidates would get a zero. The performance showed lack of knowledge of lines of longitude and inability to use a resource.

- (a) (i) Candidates were required to name the 0° line of longitude shown in Fig. 1. A large number of candidates gave their answer as the equator, which was wrong. Very few candidates gave the correct answer as the **Greenwich meridian or Prime meridian**.
- (ii) The question required candidates to state how many time zones were shown in Fig. 1. Very few candidates were able to use the resource and count the time zones. Most candidates would write 2 or 12 time zones or any figure at random yet the correct answer was **24 time zones**.
- (iii) Candidates were required to use Fig. 1 to give one characteristic of lines of longitude. Candidates again failed to give characteristics of lines of longitude as most of them said they are parallel, they run from west to east which was incorrect. The correct responses were: **they are north to south lines, they converge at the poles, they are used to determine time**.
- (iv) Candidates were asked to state what time and day it was at 75°W if it was 3.00am on Friday at Eswatini 30°E. This was another challenging question as most candidates failed to use Fig. 1 to get the time. Other candidates would get the time correct and omit the day or get the day but have a wrong time. The expected response was **8.00pm/2000hrs on Thursday**.
- (b) (i) The question required candidates to name the climatic region where the vegetation shown in Fig. 2 is found. This was a poorly attempted question as most candidates were giving Eswatini's physiographic regions, especially highveld and lowveld which were incorrect. Some of those who had an idea would write either tropical region or rainfall region instead of **tropical rainforest region** which was the correct answer.
- (ii) Candidates were required to list two features of the vegetation shown in Fig. 2. A fairly performed question, however some candidates lost marks as they gave features of the region's vegetation not shown in Fig. 1 such as evergreen trees. Learners must be trained to refer to the resource if the questions requires so. Expected responses were; **dense forest, tall trees, climbing trees, hanging lianas, different layers, broad leaves, buttress roots**.
- (iii) Candidates were required to list any two climatic factors influencing the vegetation of the natural region shown in Fig. 2. This question was poorly done by most candidates. They had an idea of the factors but they did not quantify the factors. They simply wrote the factors as rainfall or rainfall throughout the year, temperature, humidity and sunshine. The expected responses were; **high rainfall/wet, high temperatures/hot, high humidity and abundant sunshine**.

Question 4 – Population and Settlements

This was a very challenging question to a majority of candidates with a majority of candidates in most centres getting a zero. This was contrary to the performance in this section in previous years.

- (a) (i) The question required candidates to name the settlement pattern shown in Fig.3. This was a fairly attempted question as most candidates were able to give the correct answer as linear/line pattern. Few candidates wrote nucleated which was wrong.
- (ii) Candidates were required to describe the settlement pattern shown in Fig. 3. Very few candidates were able to describe the pattern. Most candidate just gave the factors which influenced the pattern such as river and street. The expected response was that **the settlements from a line a long a physical feature (river) or man-made feature (street or road).**
- (iii) The question required candidates to give two reasons for the development of the settlement pattern shown in Fig. 3. Candidates performed fairly well in this question as most candidates were able to give correct answers such as **availability of transport/street, availability of water supply/river and presence of the meadows.** Some candidates just gave factors influencing settlement patterns such as fertile soils, minerals which were not shown in Fig. 3.
- (iv) Candidates were required to state one reason why there were no settlements in other parts of the area shown in Fig. 3. Very few candidates were able to identify the reasons as the **drainage ditch and the fields.** Most candidates just gave general reasons why areas have no settlements such as steep slopes, poor soils, etc. which were not shown in Fig. 3.
- (b) (i) The question required candidates to state which population pyramid shows the population structure of developing countries. Most candidates interpreted the pyramid by writing progressive pyramid instead of using the letters shown in the pyramid. The expected answer was **Pyramid A.**
- (ii) Candidates were required to state the percentage of males aged 5 – 9 years in the population pyramid marked B. A majority of candidates failed to read the pyramid accurately as they gave their answer as 3%. The expected answer was **3.6%.**
- (iii) The question asked candidates to state the total percentage of the population aged 10 – 14 years in pyramid A. Few candidates were able to compute the correct answer which was **12.8%** due inaccuracy. Most candidates gave their answer as 13% which was wrong.
- (iv) Candidates were required to list two differences between the two population pyramids marked A and B. Most candidates performed poorly in this question as they failed to use comparison words in their responses. In addition to this, they did not compare similar variables. The expected responses were: **pyramid A has a wide base while pyramid B has a narrow base, pyramid A has a narrower middle while pyramid B has a broad middle, pyramid A has a narrow top while pyramid B has a wider top, etc.**