EXAMINATIONS COUNCIL OF ESWATINI

Eswatini General Certificate of Secondary Education

Geography (6890)

Examination Report for 2024

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EGCSE GEOGRAPHY

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General Comments

The number of candidates increased form 8500 in 2023 to 9010 in 2024.

Popular questions were Questions 3 and 5 while Question 6 was the least popular.

The question where candidates scored the highest marks was Question 1 with some candidates getting the total marks, and the lowest scores were recorded in Question 6 (a zero mark was recorded).

Questions which proved to be challenging to candidates were Questions 2 and 6 while Questions 1 and 5 were accessible to candidates, most candidates got relatively high marks in these questions.

There were some cases of rubric in some centres, as such candidates are encouraged to read the instructions carefully before attempting questions. The most common type of rubric was where candidates answered two questions from the same theme.

The following questions were misunderstood by candidates as such they often gave irrelevant answers.

1 (b) (ii) Candidates also referred to impacts on people such as destruction of crops, dangerous animals to people such as crocodiles

2 (b) (i) Greenhouse effect mixed up with ozone depletion or with the greenhouse used in agriculture

3 (c) Candidates referred to factors that affect the location of industries (estates) in general instead of being specific to high technology industries.

Key points to note

- Generally, candidates seem to lack information on major current topical issues such as climate change, use of renewable energy resources and high technology industries.

- Candidates had a challenge with the definition of terms. Most could not define or understand the following terms: river channel, climate change, settlement pattern and population structure. This has led to poor performance in the subsequent questions that is (a) (ii), (iii) and (iv) as they are based on the understanding of the meaning of the terms. In some questions the lack of understanding of key terms or concepts also led to candidates giving irrelevant responses. For instance, hierarchy of settlements, greenhouse effect/ global warming /ozone depletion, and population structure.

- Candidates lack the understanding of key terms such as impacts, positive, negative, environmental, adaptive etc. For instance, for impacts they would give causes, and for environmental they would refer to social factors.

- Candidates are encouraged to read and understand the question carefully before writing their responses. This is one of the main causes of poor performance by candidates.

- When answering questions which require candidates to express a change in a phenomenon they are expected to follow the correct sequence of events.

- Candidates still have a challenge with comparison questions or where they have to state the differences. There is often poor use of comparative terms. If given statistics, they should interpret the statistics not just write the figures as they are.

- There is often poor reference to Photographs as demanded by the questions. Candidates often refer to information not shown in a particular photograph. Candidates must also take note of the labelling of the photograph (Photograph A, B etc.) This is meant to direct them to the relevant photograph.

- Examples some candidates give a country instead of an area or vice versa.

Comments on Specific Questions

THEME 2: THE PHYSICAL WORLD

Question 1
(a) (i) Define a *river channel*.
A majority of candidates could not define the term river channel, the repeated the stem of the question that is channel; It is the channel where a river flows. Some referred to the channel as where the river flows. The key word was the pathway/route/natural valley.

Expected response:
A path or course through which a river flows.

(ii) Study Fig. 1, which shows two sketch maps of the same river, Sketch A and Sketch B. Sketch B was drawn several years after Sketch A.

State the river processes that have taken place at X and Y.

Most candidates correctly identified the processes. A few would mix them up.

Expected responses:

X – Erosion

Y – Deposition

(iii) Describe three changes that have taken place in Sketch B since Sketch A was drawn.
Candidates could not describe the changes that had taken place over time, instead they would just describe the processes that take place along a meander such as erosion or high rate of erosion and deposition or large load carried by the river. They failed to use words such as *more* erosion and more deposition. Emphasis was on the changes.

Expected responses:

- More erosion at X
- More deposition at Y
- Widening of river channel
- Road has collapsed/ river has undercut road

(iv) Describe **four** reasons why the rate of river erosion varies.

Well answered by candidates as they correctly gave the reasons why the rate varies. Some candidates even explained how each factor affects the rate. For example, 'when the velocity increases, the river energy increases, leading to more erosion.'

Expected responses:

- Gradient/slopeof the river
- Velocity/speed of the river
- Seasonal flow/regime of the river
- Volume of water in the river
- Size of the channel
- Rock structure in which river flowing

(b) Study Fig. 2 (Insert), which shows part of a river.

(i) Identify four river landforms shown in Fig. 2.

Well answered by candidates though a few would also give landforms that are not shown in Fig.2, such as the river mouth, delta and interlocking spurs. Some features were wrongly spelt such as *oxbowl* lake for oxbow lake.

Expected responses:
- Flood plain
- Bluffs
- Levees
- Oxbow lakes
- River cliff
- Point bars
- Meanders

(ii) Explain two negative impacts rivers may have on the environment.

This question was challenging to candidates, most missed the key words negative and environment. They gave positive impacts such as irrigation and negative impacts to people such as drowning and dangerous animals to humans.

Expected responses:
- Destruction of vegetation (cover) – during flooding the river overflows its banks and sweeps away trees and grass
- Loss of habitats – siltation may fill up dams/ponds which are habitats to many species
- Soil erosion – the banks and bed are eroded by the river
- Destruction of ecosystems – due to loss of habitats ecosystems are disrupted
- Flooding

(c) Rivers offer some opportunities to people. Using an example of an area you have studied, suggest three opportunities presented by rivers.

Generally, the question was well answered by candidates. However, some referred to the uses of water instead of the general uses of rivers, which resulted in repetition and thus loss of marks.

Expected responses:
- Water supply – for domestic use/ industrial use/irrigation
- Transport – some rivers are navigable allowing ships to sail
- Source of food – as fishing is practiced in rivers
- Building material – in the form of sand/stone/gravel for building houses, etc.
- Fertile soils – in flood plains allowing crop growing
- Tourist attraction – as some rivers have beautiful sceneries such as waterfall/gorges, etc.
- Development of harbours – some river mouths have deep sheltered waters allowing development of seaports
- Minerals – obtained in alluvial deposits leading to opening of mines and employment opportunities
- Rivers act as natural boundaries between countries
- Power generation – river water is used to generate hydro-electricity

Question 2

(a)   Study Photographs **A**, **B**, **C** and **D** (Insert), which show causes of climate change.

   (i)   **Define** *climate change.*

   Most candidates defined climate, weather or global warming instead of climate change. Some candidates failed to refer to the long-term change in climatic conditions.

   Expected response:

   Long term shift in temperature and rainfall patterns/weather patterns

   (ii)   **Identify two gases released from the event shown in Photograph A that can cause climate change.**
   Most candidates were able to identify the greenhouse gases.

   Expected responses:
   - Carbon dioxide
   - Sulfur dioxide
   - Carbon monoxide

   (ii) **State the cause of climate change shown in each of the Photographs B, C and D.**

   The question was fairly answered. Some candidates failed to refer to photographs as instructed, hence even if correct the answers did not match the photograph. For Photograph B they would give the change shown in Photograph C or D. Most candidates gave correct answers for Photograph B (deforestation). For Photograph C, they only referred to the air conditioner without stating the gas released or, if stated, the wrong gas was stated (carbon dioxide). Again, with Photograph D they referred to the industry without stating the smoke or gases released.

   Expected responses:
   B – Deforestation
   C – Gases/CFCs/ aerosols from air conditioners
   D – Smoke/gases from industry

   (iii) **Describe four impacts of climate change.**

   Candidates had a challenge with this question. Some gave the causes of climate change instead of the impacts. Candidates showed a lack of understanding of the meaning of the term impact. Candidates also lost marks by referring to impacts that have always been there, such as drought, and floods. They were expected to show the element of an increase in the frequency of these impacts, such as an increase in the frequency of natural disasters. Most candidates ignored the positive impacts of climate change (though limited) such as the potential to harness more solar energy.

Expected responses:

- Changing rain and snow patterns
- Change in animal migration and life cycle
- Higher temperatures and more heat waves
- Damaged corals
- Rising sea-level
- More droughts and wildfires
- Warmer oceans
- Less snow and ice
- Changes in plant lifecycles
- Thawing permafrost
- Alien invasive species
- Destruction of natural habitat

(b) Study Fig. 3, which shows how the greenhouse effect works.

(i) Using Fig. 3, explain how the greenhouse effect works.

Candidates had a challenge with interpreting the diagram and using it to explain how the greenhouse effect works. Candidates showed lack of understanding of the greenhouse concept/process. Candidates explained the depletion of the ozone layer, which was irrelevant, while some just referred to the greenhouse concept used in farming.

Expected responses:

- Incoming solar (shortwave) radiation/heat from the sun
- (Shortwave radiation) heat from the sun passes through the atmosphere
- Some of the heat is absorbed by the land and oceans
- The heat radiated back from the surface
- (Longwave) radiated heat is trapped by a layer of gases in the atmosphere

(ii) Explain **two** ways in which climate change can be reduced.

Fair attempts were made by candidates, but a few gave negatives like 'do not cut trees' instead of 'afforestation or conservation of trees', 'do not use fossil fuels' instead of 'use of renewable resources'.

Expected responses:

- Use of hybrid cars – which emit less carbon dioxide

- Use other sources of energy like hydro, wind and geo-thermal – which are less pollutant

- Preserve natural vegetation – that act as carbon gas sinks

- Plant trees – that will act as carbon gas sinks

- Encourage use of public transport – to reduce number of cars on roads

- Educate people of climate change and how it can be mitigated

(b) Certain strategies need to be applied to adapt to climate change. For a country you have studied, suggest three ways of adapting to an environment that has been changed by climate change.

Candidates could not differentiate between mitigation and adaptive responses, hence they ended up explaining mitigation strategies instead of adaptive responses.

Expected responses:

- Harvest water – and store it in tanks for use in times of drought

- Government should put policies – increasing budget for natural disasters/disaster management

- Raising awareness – through holding climate change workshops

- Install early warning systems – for people to take safety precautions if extreme events will occur such as cyclones

- Building away from coastlines – to prevent flooding

- Build flood proof houses on stilts – to be safe from floods

THEME 3: ECONOMIC DEVELOPMENT, UTILISATION AND MANAGEMENT OF RESOURCES

Question 3

(a) Study Fig. 4, which is a plan of Matsapha Industrial Site in Eswatini.

(i) Define an *industry*.

This was fairly done by candidates though a few would define any of the classes of industries such as primary, secondary or tertiary, which was incorrect. Some just defined an industrial site.

Expected response:

An activity of economic value/business that processes raw materials, goods or services

(ii) Using Fig. 4, give any two examples of secondary industries found at Matsapha Industrial Site.

The question was well answered by most candidates. They were able to extract the examples from the list given. A few, though, gave the tertiary industries such as CTM tiles and Ruchi wholesalers.

Expected responses:
- Engineering works
- Afrisam cement
- Eswatini beverages
- Eswatini wire

(iii) Using Fig. 4 and any other information, describe three disadvantages of the location of Matsapha Industrial Site for the surrounding areas.

The questiona was well answered by candidates. Some candidates, however, described factors that are favorable for the location of industries in general. They did not heed the key word 'disadvantages'.

Expected responses:
- Air, water, visual, sound pollution
- Water shortage
- Increase in rates
- Overcrowding of surrounding residential areas as people flock for employment
- Loss of arable land (land reserved for industry)

(iv) Describe four positive impacts of Multi-National Companies in countries such as Eswatini.

The question was well answered. Most candidates got maximum marks.

Expected responses:
- Offer employment to many people in countries where they operate
- Local work force gets guaranteed income
- Bring income to country
- Government get taxes
- Improves level of education and technical skills of the people
- Lead to improvement of infrastructure like roads, railways, etc.
- Widen economic base of country

(b) Study Photograph E (Insert), which shows a craft industry in Eswatini.

(i) Describe four features of the craft industry shown in Photograph E.

Though fairly answered, some candidates failed to refer to the given resource (Photograph E), hence they gave features which are not shown in the Photograph e.g. 'located along the roadside' or 'sold to tourists'. Some candidates referred to the benefits of craft industries or just general characteristics of the industry. Some candidates referred to factors affecting the industry such as lack of capital which was incorrect.

Expected responses:

- Small industry/cottage industry
- Handmade products
- Few labourers
- Mainly women labour
- Simple tools
- Natural inputs/grass

(ii) Explain two ways in which craft industries are important for Eswatini.

Candidates were able to explain the importance of craft industries in the country.

Expected responses:

- Expose and make use of the traditional skills that the people have – and people earn money in return
- Provide self-employment to rural people – improving the standard of living
- Reduces the rate of rural-urban migration – reducing negative impacts thereof
- Make use of the locally obtained raw materials – cheaper hence more profits for the craft makers
- Brings income to the rural people – may in turn improve their communities
- Aids in the tourism industry – generating foreign revenue for the country

(c) High technology industries are usually found in MEDCs. For a country you have studied, suggest three factors that influence the location of high technology industries.

This question was a challenge to candidates. Most gave general factors that affect the location of primary and secondary industries instead of being specific to high technology industries. They gave factors such as gentle slope, water supply etc.

Expected responses:
- Near universities and other research departments - for skilled labour
- Access to developed international transport systems (airports) – for quick transportation
- Next to other related firms – to share ideas and information
- In areas where unemployment is high – to get labour
- In pleasant areas with attractive surroundings

Question 4

(a) **Study Fig. 5A which shows sources of global energy and Figs. 5B and 5C which show Sources of energy in South America and Europe.**

(i) Circle one example of a non-renewable source of energy from the box below.

Natural gas   Solar   Hydro energy

A majority of the candidates who attempted the question correctly identified natural gas. Some candidates did not answer the question, while some circled two of the optional answers, which showed guess work.

Expected response:

circle Natural gas

(ii) Using Fig. 5A and Fig. 5C, identify the source of energy that is:

This was well answered by candidates. The sources were correctly identified.

Expected responses:

A Most used globally – oil

B Least used in Europe – hydro energy

(iii) Using Fig. 5B and Fig. C, state three differences between the sources of energy used in South America and Europe.

There were varying responses from candidates. Some correctly stated the differences between the two. Some candidates showed a challenge with such questions, failing to use comparison terms such as more or less. Candidates would also compare unlike factors e.g. stating the differences between oil and natural gas. Candidates were expected to compare the same features in both continents. A few candidates just gave the figures as they are without interpreting them while others simply described the energy sources used in one continent such as 'there is a high use of natural gas in South America'.

Expected response:

- Oil used in Europe, none in South America
- More HEP used in South America than in Europe
- More nuclear power used in Europe than South America
- Natural gas more in South America than in Europe
- Coal used in Europe, none in South America

(iv) Describe four negative impacts of the use of fossil fuels such as coal and oil on the environment.

The question was fairly done as candidates were able to describe the negative impacts of the use of fossil fuels. Some candidates missed the key word 'environmental' hence they ended up giving social impacts such as crop failure, and respiratory diseases.

Expected responses:

- Water/air pollution
- Acid rain
- Damage to plant life and food chains
- Global warming
- Rise in sea-levels

(b) Study Photograph F (Insert), which shows a wind farm.

(i) Using Photograph F and any other information, describe how electricity is generated by wind.

This proved to be a challenging question for most candidates. They confused the wind turbine with a wind vane or wind rose. There was poor use of technical terms or specific terms such as rotor blades, turbine and generator. Also, they could not clearly describe the role of each part of the process, such as reference to the turbine being used to generate electricity instead of the generator. The stages followed during the generation of electricity were often mixed up, the sequence was not followed. Other candidates completely misinterpreted the question as they described factors that affect the location of the wind farm. Some candidates simply described hydro power production.

Expected responses:

- Wind makes the blades on a wind turbine spin,
- This creates kinetic energy
- The kinetic energy makes the shaft in the nacelle to turn
- A generator in the nacelle converts this kinetic energy into electrical energy

(i) Explain two positive impacts of generating power using renewable resources such as wind.

This was another challenging question to candidates though they were familiar with the impacts, but they gave negative statements. Most candidates referred to the use of renewable resources as being cheap instead of being cheaper.

Expected responses:

- Pollution reduction – as there are less emissions
- Cheaper to sustain – less expenses for raw material/ free raw material
- Inexhaustible – the energy source is available naturally
- More people have access to electricity – which encourages economic development/
- Reduces poverty

(c) Many LEDCs are faced with a shortage of power supply. For an area or country you have studied, suggest three negative impacts of a shortage of power.

Candidates were giving reasons why there is a shortage of power instead of the negative impacts caused by the shortage. Some candidates gave an explanation without identifying the factor e.g. 'there will be loss of jobs' without referring to the cause which is shutting down of industries.

Expected responses:

- Closure of factories/industries leading to – loss of jobs/ decline in revenue
- Taps run dry – leading to sewage problems
- Disrupts domestic life – e.g. cooking schedule disturbed/ entertainment
- Disrupts communication – disrupts flow of traffic/network/internet
- Decline in production – as mines are closed
- Health systems are disturbed – leading to loss of life

THEME 4: POPULATION AND SETTLEMENTS

Question 5
(a) Study Fig. 6, which shows three settlement patterns A, B and C.

(i) Define a *settlement pattern*.

The question was poorly done as candidates mostly defined a settlement instead of the pattern. Some used part of the question as their answer e.g. use of the term pattern instead of defining it.

Expected response:

The layout/shape formed by settlements in an area/way in which settlements are arranged in an area

(ii) Identify the two settlement patterns A and B.

The question was fairly answered though some candidates referred to the nucleated pattern as being nuclear, which did not attract a mark.

> **Expected response:**
>
> **A** – linear/line
> **B** – nucleated/clustered

(iii) State factors that might have influenced the location and development of each settlement shown in Fig. 6.

The question was poorly answered e by candidates as they did not refer to Fig. 6 but just gave general factors that affect the location such as gentle slopes. In some cases, they simply confused the factors e.g. giving a factor relevant to A as an answer for C.

> **Expected responses:**
>
> **A –** plantation
> **B –** sea
> **C –** route focus/roads

(iv) Give four factors which determine the position of a settlement in the settlement hierarchy.

The question was poorly answered by most candidates as they generally gave the factors that affect the location of a settlement such as fertile soils. Some seemed not to be familiar with settlement hierarchy. The term position was confused with the term location.

> **Expected responses:**
> - The population of the settlement
> - The services provided by the settlement
> - The sphere of influence of the settlement
> - The size of the settlement

(b) Study Fig. 7 which is a simple map of Mbabane, an urban area in Eswatini.

(i) Using Fig. 7, identify four services that are provided in Mbabane.

The question was relatively well answered by most candidates. A few just gave the facility instead of the service. Some referred to services not shown in the figure.

Expected responses:

- Banking
- Administration
- Religion
- Accommodation
- Entertainment
- Marketing
- Education

(ii) Explain two negative impacts of a large number of people coming to live in a city such as Mbabane.

This was fairly answered by candidates. Candidates were expected to show an element of change that is an increase in the negatives as more people come to live in the city such as *increase* in crime rate instead of high crime rate.

Expected responses:

- Development of shanty towns – due to high cost of housing or lack of housing
- High cost of living – leading to lack of access to services
- Strain on resources such as water supply – resulting to spread of diseases
- Increased pollution – which may lead to respiratory disease
- Poverty – leading to crime, beggars, prostitutes and street kids

(c) Traffic congestion is a problem in cities in both LEDCs and MEDCs. For a country you have studied, suggest three solutions that may reduce traffic congestion.

Candidates had a challenge with developing their responses. Candidates often used part of the stem of the question to develop their responses. Example: use of public transport which will reduce traffic congestion, instead of use of public transport which will reduce the number of cars entering the city. Some points were poorly developed such as 'use of public transport so that people may not use their own cars (which is a repetition and also has a negative statement).

Expected responses:

- Increase public transport – prevent use of private cars

- By-pass roads – to ease congestion at the city centre

- Paid parking – to reduce parking hours by shoppers

- Flexi-time – to reduce congestion during rush hours

- Highways/flyover roads – allow free flow of traffic at high speeds

- Widen streets/multi-lane streets – to accommodate high traffic volume

- Car parks – to avoid street parking

- Online shopping – reduces the number of people/cars going into town for shopping

Question 6

(a) Study Fig. 8, which shows the population structure of an LEDC in Africa.

(i) Define *population structure*.

Most candidates failed to give a proper definition. Instead, they defined a population pyramid or population distribution.

Expected responses:

Shape/make-up/composition of the population according to age and gender/sex

(ii) Describe two features of the population structure of the LEDC shown in Fig. 8.

The question was a challenge to most candidates as they simply described the features of a population pyramid, not the structure represented by the pyramid e.g. wide base and narrow top.

Expected responses:

- Many young dependents/high population of children

- Less old dependents/fewer aging population

- Economically active fewer than young dependents/decrease in population as age increases

- High dependency ratio

- Low life expectancy

(iii) Suggest three reasons for the population structure shown in Fig. 8.

Candidates confused a population pyramid with the structure. Candidates gave reasons for a high birth and death rate.

Expected responses:

- Diseases

- lack of clean water

- poor sanitation

- lack of food

- high birth rate

- lack of family planning education

- culture/religion promote having many children

(iv) State how each of the following may cause changes to the population structure of a country:

This was a challenging question as candidates described changes in the population pyramid such as: 'it will be narrower' instead of 'decline in young age population'.

Decline in infant mortality
Expected response: Increased population of young aged

Decline in birth rate
Expected response: Decrease in population of young aged

Increase in emigration (migration out of a country)
Expected response: Decline in population of working /adult age group

Pandemics such as HIV
Expected response: Increase in number of dependents

(b) Study Fig. 9, which shows the percentage of people over the age of 60 years in an LEDC and an MEDC between 1990 and 2025 (projected).

(i) Compare the percentage of the population of people over 60 years between the LEDC and the MEDC between 2010 and 2025. Use statistics from Fig. 9 to support your answer.

Candidates had a problem with the comparison as they failed to use comparison terms. They also had a challenge with reading the graph. Some did not read and understand the question as they described changes from 1990 instead of 2010.

Expected responses:
- The percentage population of 60 years and above in MEDCs is higher than that of LEDCs

- The percentage of MEDC's population of 60 years and above increases more rapidly than LEDC's population

- 2010 MEDC's population of 60 years and above is around 7.6% while LEDC's is 4.8%

- 2020 MEDC's population of 60 years and above is 19% while LEDC's is 8%
- 2025 MEDC's population of 60 years and above is projected to be 29.5% while LEDC's will be10%

(ii) Explain two reasons for the rapid increase in the population of people over 60 years in MEDCs.

This was generally accessible to candidates, though some could not develop their reasons.

Expected responses:

- Better treatment of diseases – few will die
- More health care staff – to take care of the sick
- More advanced medicines/drugs for vaccination – to prevent them from getting diseases
- More services for the elderly – to cater for their needs
- Investment in old age care homes – to take good care of them
- Improved food supply – ensures they are not starved
- Better sanitation – improves their health

(c) Pandemics such as COVID-19 have an impact in both MEDCs and LEDCs.
For a country you have studied, suggest three efforts made by governments to address the negative impact of COVID-19.

Candidates showed a good understanding of the efforts made by governments to address the impact of COVID-19. Most scored the total marks in this question.

Expected responses:

- **vaccination – to reduce the risk of severe COVID-19 disease**
- **use of face masks – to limit the spread of contaminated respiratory droplets**
- **isolation/quarantine – of infected persons to curb spread through contact**
- **social distancing – to minimise the amount of close contact, reducing chances of spreading the virus**
- **screening and monitoring – helps to timely identify positive cases and plan for interventions.**
- **public awareness – teach people how best to curb the spread and protect themselves**

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** for guidance. This will help improve the accuracy of their responses in 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 sources and using these as their answers. For instance, a railway may have an **embankment, cutting or tunnel** not all three at a given location **(see Question 1 (a) (iv)**
- Use comparative words to make contrasts or describe differences when required.
- When asked to compare or make judgements, use terms such as higher, lower, rather than just listing comparative statistics.
- When comparing statistics, it is important to use paired data rather than one set on its own.
- Check that you are using the sources that a question refers you to, e.g. 'Using Photograph **A**, identify two problems faced by subsistence pastoral farming or support your decision with evidence from Fig. 4 and Table 3.
- Read questions carefully and identify the command word e.g., Describe, Explain, Suggest etc.
- Care is needed when the question refers to physical features, natural features or human features, facilities or services (**see Question 1 (d)**.
- In photograph questions, candidates should focus on what can be seen in the photograph in relation to the question rather than speculating on what cannot be seen (**see question 3 (b) & (c)**.
- Successful answers focused closely on the questions asked and were often very concise (**see question 1 (e)** on the **advantages** of Kamandama for the development of the mine rather than the development of the mine to Kamandama.
- Candidates must always follow the chronological order when they are describing a process, or a method as expected in Question **6 (b) (ii).**
- Candidates should ensure that all parts of the questions are attempted and especially those completed on the data sources provided **(see Question 5 (d) (iii), (g) (i) and Question 6 (c) (ii) and (d) (ii).**
- In this component, many of the questions are based on sources such as photographs and diagrams. Candidates should study these carefully before attempting the questions and ensure that they refer to all aspects of the source that will ensure they give plausible responses, **(see Question 3 (a), (b) & (c) as well as Question 4 (a) (ii), (iii), (iv) and (b).**
- Examiners can usually decipher rushed handwriting, but skills papers often include numerical answers and candidates need to ensure that they write digits clearly, with **units** (cm, rainfall, millions, etc.) included.

- Similarly, graph plotting is best carried out with a sharp pencil so that the exact point is clear and if the candidate wishes to change their response, this can be done more neatly **(see Question 5 (d) (iii).**
- Candidates need to follow instructions, i.e. answer only one question in **Section C**, either **Question 5 or Question 6**.
- In data-related questions, candidates should use data from the figures, tables and graphs given in the question to support their statements rather than just using general statements.
- Hypotheses questions require candidates to give their own opinion by taking a stand first before giving any supporting evidence. Candidates must note that there is **no 'partially agree' or 'agree to some extent'** as conclusion to the hypotheses in this component. It's either 'hypothesis is correct, incorrect, true, false or I agree or disagree with the hypothesis'.
- When answering hypotheses questions that ask whether you agree or disagree, always give your opinion **first** before any supporting evidence. Do not just copy out the hypothesis even if you agree with it.

General comments

The number of candidates who sat for the 2024 examination saw a slight increase from 8300 in 2023 to just over 9000. Some centres continue to have worryingly very low numbers of candidates in the subject, which is a cause for concern.

Section B was once again poorly done by most centres in this examination, and this was evident across all three questions. This points out that some aspects were glaringly lacking from candidates. Some candidates could hardly use a climatic graph to identify a climatic region. As a result, it became difficult to make a description of the natural vegetation and, ultimately, the incorrect reading of the climatic graphs. Basic calculation skills involving weather elements that are essential for understanding weather patterns, predicting changes, and analysing data in this component, were obviously lacking in some centres. In questions where candidates were given a photograph that they were meant to analyse, or identify visible features, on the two photographs for Question 3, candidates failed to refer to these and to list characteristics of commercial pastoral farming and identify problems of subsistence pastoral farming.

Most candidates failed to use **Fig.4** to identify features of the informal settlement which may lead to a rapid spread of diseases or suggest possible negative impacts of the informal settlement on the nearby high-income residential area. They further failed to use the key to suggest descriptions by which the settlement could be improved. Most responses by candidates were implied and unnecessarily those shown on both photographs. It was noted that there was a wide range of scores amongst candidates. Whilst not performing consistently across the paper, some did make a genuine attempt on some sections of the paper, enabling the paper to differentiate effectively between candidates of all abilities.

There was an improvement in terms of rubric infringement, though this practice was still evident in a few centres with candidates that did not follow the instruction, particularly in Section C. Centres are advised to stick to the instruction to attempt either **Question 5 or 6** in this section. There is evidence that attempting both questions within the stipulated time compromises candidates' performance in this section and, invariably, the entire component. Candidates of higher ability scored well on the more challenging sections requiring explanation and judgement, especially regarding hypotheses testing. In section C, both **Questions 5 and 6** were attempted fairly well. This meant they were both equally accessible to candidates. Candidates should be encouraged to answer more succinctly and perhaps give more thought to their responses.

Question 5 (g) (iii) and Question 6 (d) (iv) required candidates to suggest improvements to the investigation to the study, to make the results more reliable. This type of question, or a similar question suggesting possible weaknesses, is frequently included in this paper and is an area which centres should take time to prepare candidates on through practice. However, centres should refrain from developing a series of generic improvements which may apply to all fieldwork, as such suggestions tend to be vague and not worth credit.

Comments on Specific Questions

SECTION A: MAP READING

This section was comparable with previous sessions, testing a range of geographical skills and map-work applications. There were some excellent responses to **Question 1,** and thus a great improvement in attempting this question from a majority of centres, as some candidates scored above 20 marks of the 25 total, and some candidates were better prepared, which was pleasing to see as the map contained a lot of information, particularly in the key, which was handled quite well by most candidates.

Question 1

The map extract is for Hwange West (Zimbabwe). The scale is 1:50 000.

Fig. 1 shows the position of some features in the central part of the map.

(a) **Identify the following features shown in Fig. 1:**

   (i) **name of river marked A;**

   Generally, a majority of the candidates were able to identify the correct river. Those who could not give the correct response gave responses such as Deka , Kwizizi etc.

   Expected response: Chambumo River

(ii)   name of mountain B;

A majority of candidates managed to correctly identify mountain B as Ndumebiza mountain. However, a few candidates were lifting the wrong spelling which made them fail to score. Teachers are encouraged to emphasise to learners the importance of lifting the correct spellings as they appear on the map.

Expected response: Ndumebiza Mountain

(iii)   mineral mined at C;

A majority of candidates were able to give the correct response which is **coal**. Some were indiscriminately lifting from the map, writing '*open cast* coal' which is a mining method thus could not score.

Expected response: coal

(iv)   feature D;

A majority could not identify feature D. Many candidates lifted from the key without discriminating and gave responses such as 'railway', or 'railway with embankment, cutting, tunnel' etc. which could not score.

Expected response: railway with embankment

(v)   type of road E;

A majority of candidates correctly identified the type of road E. Those who did not score were giving responses such as 'wide gravel' or 'wide tarred'.

Expected response: Narrow Tarred Road

(vi)   type of road F;

A majority of candidates managed to correctly identify the type of road F. those who failed to score gave responses such as 'wide gravel'.

Expected response: Wide Tarred Road

(vii)   feature G;

A majority of candidates managed to correctly identify feature G. A few candidates who did not score gave responses such as 'mine dump'.

Expected response: gravel pit/quarry

(viii) **the voltage of the power line at H;**

A majority of candidates managed to correctly give the voltage of the powerline at H. Those who did not score were missing the correct units, 'KV', or writing voltage in words instead of directly lifting from the key.

Expected response: 33 KV

(ix) **type of slope at I**

A majority of candidates managed to identify the type of slope at I. Those who did not score gave responses such as 'gentle slope' or 'concave' or 'mountainous'.

Expected response: steep slope/scarp slope

(b) **Give the six-figure grid reference of the railway bridge over the Deka river in the northern part of the map.**

(i) A majority of candidates could not correctly give the six-figure grid reference of the bridge. They gave 385732 which did not score. Teachers are encouraged to emphasise targeting the centre of any given feature instead of the edges, for accuracy.

Expected response: 385731

(ii) **Name two natural river features found along the Deka river.**

A majority of candidates could not identify the natural river features. Many candidates were giving general features of a river without looking at those river features shown on the map of Hwange. Those who did not score gave general features of a river such as, 'waterfall, rapid, oxbow lakes', etc.

Expected responses:
- Braided Channel / eyots
- River meander
- Confluence / tributary

(iii) **Give the type of drainage pattern in grid square 3370.**

Many candidates were unable to identify the drainage pattern. This was shown in responses such as trellis pattern and radial drainage pattern which could not score. Teachers and candidates are encouraged to look at the **dominating** pattern if more than one drainage

patterns exist. In addition, candidates are encouraged to write correct spellings of the drainage patterns.

Expected response: Dendritic pattern

(iv)   Suggest the stage of the river Deka as shown on the map

A majority of candidates failed to give the correct stage of the river. They gave responses such as 'youthful or old stage', 'Upper course' which could not score.

Expected response: Middle course/Matured Stage/Valley Stage

(c) Measure the grid bearing of the spot height in grid square 3265 from the spot height in grid square 3567.

(i)   A majority of the candidates gave inaccurate grid bearings which could not score; e.g. 232°, and 236°. Most candidates are now able to give the correct units, however, they still lack accuracy.

Expected response: 234°

(ii)   Measure the straight-line distance in **metres** between the two spot heights found in grid squares 3265 and 3567.

A majority of candidates did not give an accurate straight-line distance. Some did not give the correct specified units as **metres**.

Expected response: 3700 metres /3700 m

(iii)   Calculate the gradient between the two spot heights in grid squares 3265 and 3567.

A majority of the candidates were unable to correctly calculate the gradient though they were able to calculate the Vertical Interval (VI).

Expected response: 755-725 /3700 = 30/3700
$$=1:123$$
1 mark for correct calculation, 1 mark for correct answer

(d) Identify three facilities found in Hwange town in grid square 4669.

A majority of candidates managed to give correct responses. Those who did not score marks gave the services or both the service and the facility. Candidates are encouraged to distinguish between a facility and a service. Giving both as one response does not score.

Expected responses:

- Post Office
- Police Station
- District Commissioner
- Reservoir

(e) Using map evidence, list two advantages of Kamandama for the development of the mines.

A majority of candidates managed to give the advantages for the development of the mines. Those who did not score misunderstood the question as requiring the benefits brought by the mine. This was shown in responses such as 'job opportunities' and 'availability of minerals'.

Expected responses:

- Availability of coal
- Availability of water supply
- Availability of transport (roads and railways)
- Availability of labour

(f) Study Fig. 2, which shows part of the map.

(i)   Identify the type of vegetation found in the shaded area.

A majority of candidates were unable to identify the type of vegetation in the shaded area. They gave incorrect responses such as 'sparse bush', 'very dense bush' etc.

Expected response: medium bush

(ii)   Name relief feature X.

A majority of candidates were unable to name relief feature X. They gave responses such as 'steep slope' and 'mountainous'.

Expected response: Plateau/elevated upland/elevated plain

SECTION B

Question 2

(a) **Study Fig. 3, which shows the climatic graph of a region.**

    (i) **Name the climatic region shown in Fig. 3.**

Most candidates struggled with this question. They were writing responses like, 'Equatorial region, Tropical desert, Equatorial Rainfall' which could not score. Some were writing responses on climatic biomes or regions that were not even part of the 2024 examination syllabus such as 'Mediterranean'.

Expected response: Equatorial rainforest region/Tropical Rainforest

    (ii) **Describe two features of the natural vegetation found in the climatic region shown in Fig. 3.**

Candidates who stated Tropical desert in 2 (a) (i) mentioned wrong features which included 'dense bush, thorny leaves'. Some candidates were giving incomplete responses such as 'tall', 'evergreen' etc., which did not score.

Expected responses:
- Very tall trees
- Huge tree trunks
- Buttress roots
- Dense forest/ evergreen forests
- Canopy tops
- Broad leaved / large leaves
- Aerial roots
- Some have climbers / creepers / lianas
- Drip tip leaves

    (iii) **Use the information from Fig. 3 to complete Table 1.**

Most candidates were able to read the climatic graph and fill in the missing figures. Only a minority left the table blank.

Expected responses:
Temperature (April) – 26˚C
Rainfall (October) – 165 mm

(b) Use Table 1 to calculate the following:

(i)   The total annual rainfall received in this region. Show your working.

Most candidates were able to add the figures. A few candidates decided to calculate average rainfall instead of the total annual rainfall which could not score. In addition, some candidates omitted the units 'mm' in their answers.

Expected response:
185 + 175 + 165 + 190 + 150 + 155 + 135 + 125 + 145 + <u>165</u> + 170 + 145 = 1905 <u>mm</u>

(ii)   The annual temperature range. Show your working.

Candidates were adding the temperature figures and dividing by 12 which could not score. Some failed to identify maximum and minimum temperatures. Some also failed to insert the correct unit which was (°C).

Expected response:
Temperature Range = Maximum Temperature – Minimum Temperature

$$= 30°C - 25°C$$
$$= 5°C$$

Question 3

Study Photographs A and B (Insert). Photograph A shows subsistence pastoral farming in an LEDC and Photograph B shows commercial pastoral farming in an LEDC.

(a) Give two examples of inputs for subsistence pastoral farming shown in Photograph A.

Most candidates failed to lift from the photograph. They were giving general inputs like, 'herd boy, kraal' etc. which could not score because they were not shown on the photograph.

Expected responses:
- Land/terrain/slope
- Grass/vegetation/pastures
- Water/river
- Stock/cattle/cows

(b) List two characteristics of commercial pastoral farming like the one shown in Photograph B.

Generally, most candidates did well in this question even though some did not use the photograph to guide them.

Expected responses:

- Enclosed space/sheltered/fenced/animal sheds
- Feed provided/supplementary feed/fodder/hay/silage/stall feeding/concentrate
- Special breeds/dairy breeds/jersey breed/high quality stock
- Artificial insemination
- Vaccination/medical care/drugs
- Capital intensive
- Dehorning
- Cattle branding/cattle identification numbers
- Use of machinery for milking & castration etc.
- Farming products for sale/profit

(c) Using Photograph, A identify two problems faced by subsistence pastoral farmers.

Most candidates were giving responses like 'water pollution' which did not score. Candidates also gave responses such as 'shortage of grazing land' instead of 'shortage of grass'

Expected responses:

- Overgrazing/overstocking
- Shortage of grass/reduced food supply
- Dry grass/dry vegetation
- Spread of diseases
- Poor quality breeds
- Unfenced land
- Drought
- Bare land/soil erosion/dongas

(d) Suggest two solutions to problems faced by subsistence pastoral farmers.

Candidates were writing responses like 'avoid overgrazing', which did not score. They were also giving responses such as 'give water to the cattle' instead of mentioning the means. Some were giving what appeared to be solutions to transform the subsistence pastoral farming to commercial pastoral farming.

Expected responses:

- Rotational grazing/fencing grazing areas

- Fencing grazing areas

- Destocking

- Vaccination/drugs/medication/chemicals

- Construction of earth dams

- Supplementary feeding

- Use of pesticides (tick control)/dipping

- Cattle breeding programs/bull exchange schemes

- Private industry assistance e.g., Eswatini Meat Industries/provision of markets

- Education and training programmes/agriculture radio programmes

- Fattening/Sisa ranches

Question 4

(a) Study Fig. 4, which shows an area with an informal settlement.

(i)   What is an informal settlement?

A huge number of candidates failed to define informal settlement. In their definitions, important details were missing. Instead of defining, most candidates opted to describe an informal settlement and gave responses such as 'made of corrugated iron', 'made of card boxes' etc., which could not score.

Expected response:

An illegal/unplanned residential area usually found in the <u>outskirts of an urban area</u>

(ii)   Using Fig. 4, identify the main source of water supply in this settlement.

Some candidates gave general responses like 'river', 'standpipe' instead of lifting from the key of the source verbatim.

Expected response: water standpipes

(iii)   Using Fig. 4, name two features of the informal settlement which may lead to a rapid spread of diseases.

Candidates performed fairly well in this question. They were able to lift the correct information. Only a few candidates mentioned wrong responses such as 'overcrowding', 'pollution' etc.

Expected responses:

- Open drain
- Gravel road
- Marshy land
- (Near) waste disposal site

(iv) Suggest any two possible negative impacts of the informal settlement on the high-income residential area.

Generally, candidates did not understand the question. They focused on the negative impacts of informal settlements instead of basing the impacts on high income residential areas. They were giving responses like 'spread of diseases', 'pollution' (which was undescribed), or 'overcrowding' which could not score.

Expected responses:
- It is unsightly/visual pollution
- Possible source of criminals
- Lowers the property value of the high-income housing
- Land pollution/littering

(b) Using Fig. 4, describe two ways by which this settlement could be improved.

Candidates misinterpreted the question. They were writing solutions to the negative impacts suggested in (iv) instead of focusing on Fig.4. Some candidates gave responses which completely disregarded what has already been done in the settlement. For example, the settlement already had water standpipes, hence candidates were expected to give responses such as 'increase the number of water stand pipes' or '*improve* water supply'.

Expected responses:
- Construction of tarred roads
- Increase number of services
- More water standpipe/connect water supply to houses/improve water supply
- Construction of industries/improving job opportunities on vacant land
- Better housing than self-built.
- Promote recycling of waste/waste or refuse collection/litter collection
- Improve drainage system/seal open drains/provision of sewage pipes
- Introduction of community policing schemes
- Install streetlights to discourage crime/install high mast lights to improve visibility.

SECTION C: RESEARCH

Answer **either** Question 5 **or** Question 6.
Generally, this section was fairly done.

5   A group of students in the Island of Hawaii, an area affected by volcanic eruptions, decided to investigate the positive and negative impacts of volcanism on the people and the environment. They investigated the following hypotheses:

Hypothesis 1: *Volcanism is the main tourist attraction in Hawaii.*
Hypothesis 2: *Volcanism has a negative impact on the environment.*

(a) State two types of tourism.
This was fairly done. Many candidates were able to correctly state any two types of tourism. Those that did not score were those who wrote responses such as 'internal tourism', 'external tourism' and 'international tourism'

Expected responses:
- Coastal
- Inland
- Ecotourism / green tourism / sustainable tourism

(b) Before carrying out the actual investigation, the students carried out a small pilot survey of the impact of volcanism on the people and the environment.

State two limitations of a pilot survey.

This part of the question was poorly done. Many candidates could not state the limitations of a pilot survey. Common responses were on advantages or reasons for doing a pilot survey, such as 'to test equipment', 'familiarise themselves with the study area' etc.

Expected responses:
- Increases total costs of survey/costly/expensive
- Possibility of making inaccurate predictions of survey/can be overcome by unforeseen events such as weather, accidents, traffic detours
- May take up time needed for actual survey/time constraints/may delay actual survey

(c) To carry out the investigation, the students decided to use a map of Hawaii showing some tourist attraction areas (Fig. 5).

What type of data was the map used by the students?
Candidates had challenges identifying the type of data. Some candidates were identifying a map as 'primary data'.

Expected response: Secondary data

(d) To investigate Hypothesis 1: *Volcanism is the main tourist attraction in Hawaii* **the students designed a questionnaire, Fig. 6 (Insert).**

(i) Using Fig. 6 (Insert), suggest three reasons why this is a good questionnaire.

Candidates had challenges suggesting the good characteristics of a questionnaire. Common and unsuccessful responses were relating to advantages of using a questionnaire such as 'saves time', 'easy to conduct' etc.

Expected responses:
- Brief/straight forward questions/short questions
- Tick boxes/neat and proper layout
- Questions are close-ended
- User friendly/simple language/polite/non personal/impersonal
- Few questions/only four questions/short questionnaire

(ii) Suggest why the students asked Question 1: "Are you a tourist or a resident in Hawaii"?
This part of the question was fairly done. Most candidates were able to correctly suggest the reason for asking the question. However, those who could not score gave responses such as 'to know the total population of tourists in Hawaii'.

Expected responses:
- To find out if the interviewee is reliable/relevant for the investigation or not.
- To identify target population/to avoid wasting time on irrelevant audience/to save time

(iii) Results for Question 3: "Which of the tourist areas are you visiting?" are shown in Table 2. Use the data from Table 2 to complete the bar graph in Fig. 7.

Candidates were able to correctly plot the bar graph. However, some candidates are still failing to shade according to the specified key.
1 mark for correct plotting
1 mark for shading

(e) Write a conclusion to **Hypothesis 1**: *Volcanism is the main tourist attraction in Hawaii.*
Use evidence from **Table 2 and Fig. 7.**

This part of the question was poorly done. Most candidates were able to take the correct stand on the hypothesis. However, they failed to provide conclusive evidence to support their stand. Notably, candidates are not able to extract evidence from both or all the specified sources to support their stand, which cost them full marks. Some candidates failed to include units in their extracted evidence or interpret or demonstrate comparison skills through the use of comparative terms. In addition, some candidates failed to show change in the figures.

Expected responses:
- **Hypothesis is correct/true**
  Evidence:
- Most tourists come to visit the volcanic areas, 41% / 14 tourists out of 34 yet fewer tourists to other tourist attraction centres e.g., waterfall 5, museum 4 tourists
- More tourists attracted by volcanic areas (14) yet fewer tourists attracted by waterfall **only** (5)
- More tourists attracted by volcanic areas (14) yet fewer tourists attracted by museum (4)
- More tourists attracted by volcanic areas (14) yet fewer tourists attracted by national parks (5)

- More tourists attracted by volcanic areas (14) yet fewer tourists attracted by islands (6)
- Volcanic areas bar is taller than all other tourist attractions, waterfall, museum, national parks and Islands

1 mark for taking a stand on the hypothesis
2 marks for evidence (1st evidence from Table 2, and 2nd evidence from Figure 7).

(f) To investigate **Hypothesis 2**: *Volcanism has a negative impact on the environment*, the students interviewed 50 people and asked for their opinion on what they thought were the impacts of volcanoes. The students interviewed every 5th person they came across.

(i) What sampling technique did the students use?
This part of the question was fairly done. Candidates were able to correctly identify the sampling method. Candidates who could not score are those that gave responses such as 'stratified sampling'.
Expected response: systematic

(ii) Give two advantages of the sampling technique mentioned in (f) (i).
This part of the question was fairly done as well. Most candidates were able to correctly give the advantages of the sampling technique. Candidates who could not score gave responses such as 'cheap' and repetitive responses such as 'quick', 'fast', 'save time'. Some candidates failed to qualify 'easy' and therefore could not score.

Expected responses:
- Eliminates human biasness / free from bias
- Ensures regular coverage of the study area
- Saves time / fast to conduct / quick to conduct
- easy to <u>conduct</u> **(easy as stand-alone = no mark)**

(g) In conducting the interview, the following were identified by the residents of Hawaii to be the impacts of volcanism on the environment. The results of the investigation are shown in Table 3.

(i) Use the information from Table 3 to complete the pie graph in Fig. 8.

This item was fairly done. Many candidates were able to correctly calculate and plot the sector angles for the two missing sectors. However, there were some candidates who failed to follow the correct shading pattern according to the key. There were also a few candidates that failed to follow the clockwise rule in plotting the sectors and those could not score.
1 mark for accurate sectors
1 mark for correct shading

(ii) Write a conclusion to **Hypothesis 2**: *Volcanism has a negative impact on the environment*.
Use evidence from <u>Table 3</u> and <u>Fig. 8</u>.

This part of the question was poorly done. Many candidates were able to take the correct stand on the hypothesis. However, many candidates were unable to extract interpreted and comparative evidence from both the specified sources. Candidates are encouraged to interpret figures extracted from the specified sources with units and where applicable, the correct comparison terms ought to be used to score full marks.

Expected responses:
- **Hypothesis is true/correct**

Evidence:

Examples from Table 3
- Percentage for negative impact on the environment is high (90%) yet positive impacts is low at 10%
- More negative impacts (4) yet fewer positive impacts (only 2)
- More residents identified negative impacts (45) yet fewer residents identified positive impacts (5)

Example from Figure 8
- Larger sector of total negative impacts (324°) yet smaller total sector of positive impacts (36°)

1 mark for taking a stand on the hypothesis
1 mark for evidence from Table 3
1 mark for evidence from Figure 8

(iii) **How can the investigation to Hypothesis 2:** *Volcanism has a negative impact on the environment* **be improved?**

This part of the question was also poorly done. A few candidates were able to evaluate the investigation correctly. Those that could not score were those that failed to qualify the source of the secondary data. Some also failed to specify the correct sampling method that improves the investigation. Others also failed to specify the different and applicable data collection method (observation) and others failed to be specific on the area (another volcanic area). Many candidates opted to give **mitigation strategies** to volcanism such as educating people on what to do during eruption etc.

Expected responses:
- Use secondary data from Ministry of Tourism & Environmental Affairs or internet or websites.
- Choose stratified sampling method for comparison of results.
- Choose other <u>volcanic</u> areas/study another <u>volcanic</u> area for comparison of results or reliability.
- Investigation done by other students/investigation conducted by another cohort for comparison of results
- Change data collection method from questionnaire to observation
- Increase sample size/interview more residents

6 Students in South Africa conducted research on international migration in their country. They investigated the following hypotheses:

Hypothesis 1: *Most international migrants in South Africa have migrated from neighboring countries.*

Hypothesis 2: *Most international migrants in South Africa left their countries because of push factors.*

(a) (i) Define a *push factor*.

Most candidates were able to correctly answer the question. However, some failed to give the correct definition instead they defined 'migration'

Expected response:

Reasons/something/negative factors which make / encourage or forces people to leave/ go away from an area/country.

(ii) State one problem that may be caused by immigrants to the receiving area.

The candidates were able to state the correct responses for this part of the question. However, common responses that could not score were 'population increase', 'theft' instead of 'crime'.

Expected responses:
- Overcrowding/high spread of diseases
- Development of shanty towns/poor sanitation/spread of diseases
- Crime/increase in crime/ introduction of immoral behaviour/social problems i.e., prostitution/drugs
- Competition for jobs/competition or pressure on resources/overpopulation

(b) The students visited a local town Piet Retief (Mkhondo) to investigate Hypothesis 1: *Most international migrants in South Africa have migrated from neighbouring countries*. A questionnaire was designed to collect the required data. They decided to interview 50 international migrants.

Fig. 9 (Insert), shows part of the questionnaire.

(i) List two disadvantages of using a questionnaire for this investigation.
This question was generally challenging to the candidates as most candidates tended to confuse the disadvantages of using the questionnaire with individual sampling methods. Those who could not score gave responses such as 'biased', 'time consuming' etc.

Expected responses:
- Migrants may be reluctant to answer the questions/not talk to strangers/may not cooperate/some may be in a hurry or too busy to respond
- Migrants may lie/exaggerated responses
- Language difficulties/do not speak the local language/English/cannot read or write/illiterate/language barriers

(ii) The students agreed to use a random sampling method to select migrants to complete the questionnaire. Suggest how the students used this method of sampling.

This part of the question also proved to be challenging to most candidates. The candidates could not describe in chronological order or sequence of the random sampling method. Instead, they simply explained random sampling and neglected the 'how' part of the question.

Expected responses:
- Use random number tables to generate the order in which to ask people/put numbers in a hat/identify target population or target audience. (the 'how' part)
- Choose people who fit the sequence identified.
- Ask anybody/do not consider age or sex.

(iii) State two reasons why the students used the random sampling method.

This question was fairly done by most candidates. However, some gave incomplete responses like 'simple' instead of 'simple <u>to conduct</u>', 'does not take much time' or 'it reduces biasness' which could not score.

Expected responses:

- Eliminates biasness/free from bias/to be reliable
- Faster/quick/to save time
- Simple to conduct/easy to conduct
- Less knowledge required about respondents

(iv) Suggest one other source of data students might have used.

This part of the question was challenging for many candidates. They gave responses such as 'secondary data', 'newspapers', 'social media' etc. Others would give the sampling method used.

Expected responses:

- Migration reports/Ministry of Home Affairs
- Population registers/Statistics Office
- Internet / Websites/Google

(c) For Question 1: "In which country were you born?", students used a map of Southern Africa, Fig. 10, as a reference.

The results for Question 1: "In which country were you born?", are shown in Table 4.

(i) Why were the migrants asked about their country of birth?

To many candidates this was also a challenging question. Common responses included 'nationality', 'country of birth' etc. Generally, some candidates rephrased the question.

Expected responses:

- To get reliable information/ to establish their country of origin or whether they are locals or not / to identify the target population or audience
- To save time

(ii) Use the results in Table 4 to complete the block bar graph Fig. 11.

Many candidates could not follow the sequence as reflected on Table 4. Those who did, could not shade correctly as shown in the key.

Expected responses:
Candidates were expected to first plot 6% for Angola then plot 8% for Zambia and finally shade correctly following the given key for the block bar graph.
1 mark for correct plotting

1   mark for correct key/shading

(iii) Write a conclusion to Hypothesis 1: *Most international migrants in South Africa have migrated from neighbouring countries.*

Use evidence from Fig. 10, Fig. 11 and Table 4.

Most candidates were able to take the correct stand. However, the challenge was in giving the correct evidence to support the stand using data from the relevant sources. Candidates also failed to reflect the change, use comparative terms and provide numerical data with correct units.

Expected responses:
- **Hypothesis is correct or true**

Evidence:

- 40/50 or 80% / <u>more</u> of the migrants came from neighbouring countries (Eswatini, Zimbabwe, Lesotho, Botswana and Namibia), yet 10/50 or 20% / <u>fewer</u> of the migrants came from non-neighbouring countries (Zambia, Angola and Malawi).
- Eswatini which was a neighbouring country had a high number of migrants (10) while Malawi which was a distant country had fewer number of migrants (only 3).

- Evidence from Figure 11 must be expressed in percentages e.g the total number of migrants from neighbouring countries was 80%, yet from distant countries it was only 20%.
- Eswatini which was a neighbouring country, had a high number of migrants (20%) while Angola, a distant country had 6%.
  1 **mark for taking stand on the hypothesis**
  2 **marks for evidence from relevant sources referred to**

(d) The students further investigated Hypothesis 2: *Most international migrants in South Africa left their countries because of push factors* **using the questionnaire in Fig. 9 (Insert).**

(i) S**uggest two advantages of the students collecting the questionnaire data themselves.**

This part of the question was a challenge to most of the candidates. They gave features of a good questionnaire.

Expected responses:
- Information could be up to date/more current/more relevant
- Students could speak directly to respondents to find out detailed reasons/in-depth information
- Reduces falsification (e.g., of demographic data)/more reliable
- Opportunity to modify/rephrase questions for benefit of respondent/opportunity to explain or clarify or probe.

(ii) **Table 5 shows the results of Question 2 in the questionnaire: "What is the main reason why you migrated to South Africa?"**
Use the information from Table 5 to complete the graph in Fig. 12.

This part of the question was fairly done. However, some candidates failed to follow the pattern of the graph while others plotted correctly but did not shade the graph.

Expected response:
The width of the graph was expected to be **4 mini squares** and the length was equivalent to the others already plotted. Shading was expected to be similar to the shaded graphs.

  1 **mark for correct plotting of 'join family' data (width and length)**
  1 **mark for shading**

(iii) **Write a conclusion** to **Hypothesis 2**: *Most international migrants in South Africa left their countries because of push factors.* Use evidence from **Table 5** and **Fig. 12.**

Most candidates were able to take the correct stand. However, the challenge was on giving the needed evidence to support the chosen stand. Some candidates could lift the evidence from the source without showing the change. There were some candidates who extracted evidence which lacked units. There were also candidates who failed to compare the given data while a few only extracted evidence from one source and neglected the other source.

Expected responses:

- **Hypotheses is true/correct**

Evidence:

- More migrants came because of push factors 30/50 yet less came because of pull factors 20/50.
- More migrants came because of push factors (60%) yet less migrants came because of pull factors (40%)
- More migrants (14) left their countries because of unemployment (highest cause) yet less migrants came due to electricity (1)
- Bars on push factors combined are thicker than bars of pull factors combined in Fig. 12

1 mark for taking stand on the hypothesis
2 marks for evidence from relevant sources referred to

(iv) **Suggest how the investigation to Hypothesis 2:** *Most international migrants in South Africa left their countries because of push factors* **can be improved.**

This question was the most challenging for candidates. Most candidates gave general responses like 'use secondary data', 'do the study on another day' or 'change the area of study'. In addition, some candidates suggested improving the conditions from the native countries such as 'creating job opportunities', 'building more universities' etc.

Expected responses:

- Use secondary data from Ministry of Home Affairs or Internet / Website
- Choose other sampling methods e.g. stratified or clustered for comparison of results
- Choose more people/increase sample size
- Investigation done by other students or another group or cohort for comparison of results.
- Add more push factors/add more examples of push factors
- Carry out the investigation in another town or city in South Africa