

GENERAL COMMENTS

The standard of performance of the candidates remains the same as it was in 2020.

Candidates continue to struggle with the following skills: calculations, directions, drawing and reading of different graphs, comparisons as well as the use of proper geographical terminology to express them.

There are still too many candidates who did not answer the first question on map work. Basic map reading skills seem to be above their level of understanding.

The biggest concern was that it seems that candidates appear to be confused and did not know how to answer question papers on this level.

1 (a) Poorly answered.

Candidate still find it difficult to determine the seconds and to write down the correct directions.

Expected answer:

34°11'17" [16 - 19"] S;

22° 08'28" [27 - 30"] E

[2]

(b) (i) Well answered.

Expected answer:

ESE

[1]

(ii) Poorly answered.

Most of the candidates struggled with the determination of bearing.

Expected answer:

$180^\circ + 97^\circ = 277^\circ$ [275°- 279°]

[2]

(iii) Fairly well answered.

Most of the candidates were able to use the formula to determine the distance, but it seems they have difficulties with determination of the map distances in centimeters.

Expected answer:

15.7 cm [15.6-15.8] \times 0.5 = 7.85 km [7.8 - 7.9 km]

[2]

(c) (i) Fairly well answered.

However, candidates are still confusing relief with drainage.

Expected answers:

On lower lying land / away from higher lying land.

On gentle slopes / away from steeper slopes

Some around perennial rivers

Some around non perennial rivers

Around areas with some types of roads

[2]

(ii) Poorly answered.

Candidates did not understand the meaning of irrigation farming and, therefore, could not provide the evidence. Most of them referred to cultivated lands.

Expected answers:

Perennial rivers

Reservoirs

Perennial water

Furrows

Wind pumps

[3]

(d) Well answered.

Expected answers:

Beaches / sand
Peninsula / point / headland
Bay / cove
Islands
Cliffs / wave - cut platform
River mouth
Cave
Coastal rocks
Steep / gentle slopes

[4]

(e) (i) Well answered.

Expected answers:

Hotels / holiday resorts
Caravan Parks
Rifle range
Golf course
Recreation ground
Beaches / bays for swimming / sunbathing / fishing
War memorial / museums

[4]

(ii) Poorly answered.

Candidates refer to map evidence of services instead of types of services.
E.g. Schools instead of education.

Expected answers:

Education
Religious
Communication
Administrative
Health

[2]

(f) Poorly answered.

Candidates did not understand the term physical features of the river.

Expected answers:

Perennial river
Meandering river
Braiding / islands / eyots
Wider / march and vlei
Flow towards the east
Ox-bow lake

[3]

2 (a) Fairly well answered.

Most of the candidates were able to identify some of these landforms.

Expected answers:

A. Spur
B. Flood plain / valley floor
C. Meander
D. Ox-bow lake
E. Levee / embankment

[5]

- (b) Poorly answered.
Candidates did not know about the long profile of a river.
They did not refer to a specific location of the river and the correlating characteristics of the parts of the river.
Instead, they wrote only some general comments.

Expected answers:

Gentle(r) near the mouth / lower course
Steep(er) near the source / upper course
Flat at the mouth.
Concave
Graded
Waterfalls near the source / upper course
More irregular in upper course.
Delta at the mouth
Points require locating when indicated above.

[3]

- 3 (a) Well answered.

Expected answers:

Plates moving towards each other
Plates moving north west and south east.

[2]

- (b) Poorly answered.

Candidates found it difficult to understand the term, distribution and to analyse the diagram.

Expected answers:

(i) Pacific Ocean
Close to / west of / along plate boundary
Off the east coast of Japan.

[1]

(ii) In Japan / Islands
Further from/ away from plate boundary.
West of shallow earthquakes

[1]

(iii) In sea of Japan / China
Far from plate boundary
West of other earthquakes
Off west coast of Japan
In south / Philippine plate / near Philippine plate
Allow on Eurasian plate in either (i) or (ii)
Allow linear pattern in (b)

[1]

- (c) Poorly answered

Candidates did not use the diagram to show the occurrence of earthquakes, but answered in general. They referred to plates that collide, slide, converge or move away from each other, instead of using the diagram to show the plates actually converged.

Expected answers:

Plates converge
Subduction / description of subduction
Pacific plate beneath Eurasian Plate
Friction
Compression / stress / pressure
Fracturing / faulting / sudden movement
Release of energy
Benioff Zone/ earthquake zone deeper to west

[3]

- 4 (a) (i) Well answered.

Expected answer:

1.225

[1]

- (ii) Well answered.

Expected answer:

Decrease

[1]

(iii) Well answered.

Expected answers:

Decreases it (total population)

Slow rate of increase

Decreases growth rate

Increases population totals

[1]

(b) Fairly well answered.

Most learners scored a mark for the plotting, but could not score a mark for the dashed line.

Expected answers

Points plotted at 24 BR and 6 DR.

Points joined by continuous and dashed lines

[2]

(c) Fairly well answer.

Candidates who could determine the correct stage, could not give the correct reasons. However, there were many candidates who supplied the wrong stage.

Expected answers:

Stage: 3

Reasons: BR high / decreasing

DR low / decreasing/constant

(birth rate higher than death rate=1)

Gap between BR and DR decreasing

[3]

5 (a) Poorly answered.

Candidates did not understand the meaning of distribution, therefore, they gave reasons for the shortage of food in developing countries.

Expected answers:

Tropical (not near the equator)

LEDCs / none in MEDCs

Most / many in Africa

India

A few / some in South / Central America

A few / some in South east/ South / East Asia

[3]

(b) (i) Well answered.

Expected answer:

Failed rains / drought / No rainfall

[1]

(ii) Well answered.

Expected answers:

Rainfall at right time / well-distributed

Increased area cultivated

Improved seeds

Pest control

[3]

(iii) Well answered.

Expected answer:

People will be able to afford food

Helps planning / budgeting

Stop food being exported when cheap

Promotes farming / promotes investment in farming

[1]

6 (a) (i) Well answered.

Expected answer:

Plot for 570 mm shown by an arrow or line or other clear indication

(need not be labelled)

Tolerance: 561 to 579 and arrow or line ending within about

0.3 mm of the vertical line

[1]

(ii) Well answered.

Expected answers:

Dams / reservoirs / tanks
Store water in wet years
Ration water (limiting water use)
Artificially recharged groundwater
Boreholes / wells
Desalinisation
Transfer water from a wetter area
Recycle water
Education / encourage careful use / water conservation

[2]

(b) (i) Fairly well answered.

Most candidates scored only one mark for the shading.
They found it difficult to determine the angles using a protractor.

Expected answers:

Use the on-screen protractor to measure as follows:

Larger segment has an angle of 35 - 37°

Smaller segment has an angle of 17 - 19° (1)

Correct shading (1)

Do not give mark if any part of the line is out of tolerance or if the line position is unclear

Accept any solid shading for domestic and any line shading for industry

[2]

(ii) Poorly answered.

Candidates found it difficult to measure the angle with a protractor and secondly to calculate the ratio of agriculture.

Expected answer:

Agriculture – one third/ 31 to 36% (user and figure both needed)

[1]

(iii) Poorly answered.

Candidates did not use comparative terms and did not use the data correctly for their answers.

Expected answers:

Northern Territory much less/South Australia much more

Northern Territory 31 to 36% and South Australia 76 to 80%

Northern Territory a third/over $\frac{1}{4}$ and South Australia (just over) $\frac{3}{4}$

[2]

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should use the topographical maps of previous years to test map reading skills regularly.
- Teachers should teach the use of proper terminology for comparison.
- Candidates do not understand the meaning of words such as distribution, patterns and trends.
- Different graphs should be introduced to candidates and when they complete graphs the plotting as well as shading should be done in the same manner, as the particular completed graph in the question.
- Candidates should be encouraged to add units when calculations are required.
- Teachers should guide candidates on how to answer questions and to pay more attention to specific words of instruction.