

**EXAMINATIONS COUNCIL OF ESWATINI**

**JC**

**EXAMINATION REPORT**

**FOR**

**GEOGRAPHY**

**YEAR**

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**JC Geography****Paper 527/01****General Comments**

The number of candidates who sat for the Junior Certificate Geography paper 1 examination in 2022 was 10329 compared to 13 231 candidates who sat for the same examination in 2021 which shows a decline of 2992. 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]

As highlighted, the examination has six questions in all and from these three sections. Candidates choose and answer one question from each. Contrariwise, there are some candidates who did not consider this instruction. The varied observations witnessed was seeing 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.

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 scoring zero in some sections. There has been a minimal progress in the way candidates respond to the questions that require candidates to explain or suggest. This may suggest that some candidates fail to reach the higher order and meet the expected demands of the question. Moreover, some candidates instead of explaining clearly, they just give a point which disadvantages them towards 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 so as to obtain maximum marks per 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 use to respond to exam items which fail 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 the command words in each question. The command words are useful in guiding towards what exactly learners are expected to do 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 ones. Centres should note that the command words are linked to the Blooms' Taxonomy which demands candidates to respond in the relevant order.

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)(ii)** and **(iii)**, **(b)(i)**, **b(ii)**, **b(iii)**, **1(c)**. Question **2(a)(iii)** and Question 2 **(b)(ii)**, Question **(3)(a)(iii)**, **b(i)**, **(ii)**, **(iii)**, **3(c)**, Question **4(a)(i)**, **(b)(i)**, **(b)(iii)** and **(c)**, Question **5(a)(iii)**, **b(i)** and **(c)** and Question **6(a)(i)**, **(ii)**, **(iii)** and **b(i)**, **(iii)** and **(c)**.

**The following areas still need to be focused on or improved:**

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 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 so as to enhance better understanding of its contents.

**Comments on specific questions**

**Question 1**

- (a) (i) Name the mineral that is found in abundance in Eswatini? [1]**

The question required candidates to use the map given to name the mineral found in abundance in Eswatini. However, some candidates failed to identify the correct answer and mentioned other minerals which did not even appear on the map. The correct answer was **coal**.

- (ii) Using Fig. 1 name any two minerals that are found in Eswatini. [2]**

This question was not well answered as a majority of candidates were giving minerals that were not on the map as required by the question. Expected answers were:

- **quarried stone**
- **coal**
- **diamonds**
- **gold**

The failure of candidates to identify the minerals on the map implied lack of map reading skills. Centres are advised to encourage candidates to use and interpret the relevant diagram/s provided to find answers for questions.

- (iii) Explain any two positive impacts of coal mining to the people. [4]**

This question was not done well as most candidates were mentioning negative impacts of coal mining to the people. Candidates failed to understand the discriminatory term 'positive'. Also, it was imperative to explain each given point to get full marks.

Expected answers were:

- **provides employment thus improve standard of living**
- **contributes to the economy thus boost the country's GDP**

- (b) (i) Name any three areas where coal deposits are found in Eswatini.**

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

The correct responses were:

- **Maloma**
- **Mpaka**
- **Mabhekaphasi**
- **Sulutane**
- **Lubhuku**
- **Phuzamoya**
- **Mhlume**
- **Hlane**

- (ii) Name any two types of coal found in Eswatini. [2]**

Most candidates failed to mention types of coal. They showed lack of knowledge of the types of coal.

Correct answers were:

- **Anthracite**
- **Bituminous**
- **sub-bituminous**
- **lignite.**

(iii) **State any two mining problems experienced in Eswatini.** [2]

For this question most candidates were able to state the mining problems as follows:

- **Mining accidents.**
- **Diseases**
- **Pollution**
- **Loss of scenic beauty**

(c) **Suggest three factors which influence the exploitation of minerals.** [6]

This question proved difficult for candidates. Mostly, candidates mentioned negative impacts of mining.

Expected responses:

- **Quality of the mineral should be of high value to cover costs of mining.**
- **Availability of infrastructure like roads for easy transportation of mineral to the market.**
- **Availability of labour, both skilled and unskilled, for extraction of the mineral.**

### Question 2

(a) **Study Fig. 2 which shows some places where commercial crops are grown in Eswatini.**

(i) **Define commercial farming.** [1]

In this question some candidates did not score as they confused commercial farming with subsistence farming. The expected answer was: **it is the growing of crops and/or rearing of livestock for selling/income.**

(ii) **Name the crops grown in areas A and B for commercial purposes.**

The majority of candidates were able to correctly name the crops although some were giving the names of the places which could not score.

Expected answers: **A – Sugarcane, Maize, Citrus fruits**

**B – Pineapples, Sugarcane, Maize, Citrus fruits**

(iii) **Explain any two characteristics of a commercial farm.** [4]

This question was well attempted by most candidates, however, some candidates failed to develop the identified points which made them lose marks.

Expected responses were:

- **Highly mechanised to make work easier**
- **High use of chemicals, for example fertilizers, to ensure high yields**
- **Large amount of capital required to set up and pay wages.**

(b) **Cotton is one of Eswatini's commercial crops.**

(i) **Name any three areas where cotton is grown in Eswatini.** [3]

This question was well done by most candidates, with a few exceptions who were giving any areas of their choice like Sidvokodvo, Simunye, Lomahasha, Marlken, Nhlangano, etc.

The correct expected responses were:

- **Lavumisa**
- **Nsoko**
- **Bigbend**
- **Siphofaneni**

**(ii) Mention any two reasons why the Lowveld is ideal for the growing of cotton. [2]**

Most candidates did well on this question. However, some candidates were using negative statements which is discouraged and thus didn't score. Some examples of wrong responses that were negative included: the lowveld is not cold, the lowveld does not receive a lot of rainfall, the lowveld is not cold, the lowveld is not mountaneous etc. All these were wrong, and centres are urged to train candidates to desist from producing such responses.

The correct responses expected were:

- **warm to hot temperatures (20 – 32 degrees Celsius)**
- **fertile soils**
- **gentle undulating slope and sunny conditions.**

**(iii) State any two climatic problems faced by cotton farmers. [2]**

This question was fairly done. However, some candidates were giving general problems such as pests and diseases, lack of money, rather than climatic problems.

Expected answers were:

- **hailstorms**
- **drought**
- **too much rainfall**
- **late rainfall**

**(c) Suggest three problems faced by subsistence cattle farmers in Eswatini. [6]**

This question was fairly answered by most candidates. However, some candidates failed to identify the discriminatory term (subsistence cattle) and also failed to develop their responses. Moreover, for such questions, candidates are expected to further develop their responses, showing how they are problems.

Expected responses:

- **Drought which reduces grazing thus cattle die**
- **Lack of capital to buy inputs thus resulting to death of the cattle**
- **Overstocking/overgrazing thus leading to soil erosion**

**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) Grapes are grown on a large scale in South Africa.**

- (i) Name the climatic region that favours the growing of grapes in South Africa. [1]**

Candidates showed lack of knowledge on the climatic regions of South Africa and specifically the region in question. Most of the candidates gave Eswatini regions which did not score as the correct expected answer was the **Mediterranean region**.

- (ii) Name any two uses of grapes. [2]**

This question was well done by most candidates and were able to give the uses of grapes such as:

- to make wine
- make juice
- eaten as fresh fruit.

- (iii) Explain any two problems faced by grape farmers in South Africa. [4]**

This question was well done by most candidates, although some candidates failed to develop their points so as to obtain maximum marks. In this question candidates that wrote affect could not score as the question demanded answers that showed the nature of the effect. The correct expected responses and the possible way of development were:

- Pests and diseases which destroy the grapes thus resulting to low yields.
- Birds which eat the grapes thus reducing yields.
- Hailstorms which destroy the grapes thus resulting to low yields

**(b) Study Fig. 3 which shows some tourist attraction areas in South Africa.**

- (i) Name the three tourist attraction areas in South Africa labelled as A, B and C. [3]**

For this question candidates could not accurately label the three towns in question which were:

- A – Cape Town**
- B – Durban/Ethekweni**
- C – Port Elizabeth/Gqeberha**

- (ii) Mention any two factors promoting coastal tourism. [2]**

In this question, candidates were able to give the correct responses which were:

- safe and clean beaches
- historical monuments
- sunny weather
- beautiful scenery etc.

- (iii) State two benefits of coastal tourism to South Africa. [2]**

Even this question was well done by most candidates who correctly pointed out that the benefits were:

- creating job opportunities/employment
- income
- develops infrastructure



**(c) Suggest three ways of minimising the negative impacts of thermal power stations. [6]**

This question was not done well by most candidates. Instead of responding to the demands of the question, a majority of candidates were giving energy saving practices and some were giving negative impacts of thermal power which could not score.

The correct expected answers were:

- **Draft environmental laws to reduce emissions and disposal of solid waste.**
- **Use environmentally friendly technologies to capture pollutants released during generation.**
- **Use alternative sources of power to minimise pollution/reduce the number of thermal power stations.**

**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 who were answering everything in the paper. The general candidates' performance in this question was bad as candidates failed to give the expected responses.

**(a) Lesotho, like Eswatini, is a landlocked country.**

**(i) Name the country that shares borders with Lesotho. [1]**

The expected answer here was the **Republic of South Africa**, however, some candidates gave answers such as Botswana, Zimbabwe, or even mentioning overseas countries like America etc.

**(ii) Give the names of any two physiographic regions found in Lesotho. [2]**

Expected answers for this part of question were the **Highlands and Lowlands/Foothills**.

**(iii) Explain two limitations of the relief of Lesotho to the economy. [4]**

This question proved challenging for most candidates, some left it undone and some failed to explain the answers.

The expected responses were:

- **High mountains and steep slopes making it difficult to construct transport routes.**
- **Poor farming methods and overgrazing on steep slopes resulting in severe soil erosion.**
- **Steep sided gorges which are cut by rivers thus making it very expensive to construct bridges.**

**(b) Study Fig. 4 which shows rivers and swamps in Botswana.**

**(i) Name the rivers marked A, B and C. [3]**

Candidates were unable to name the rivers accurately.

The correct answers were:

- A- Okavango**
- B- Shashe**
- C- Limpopo**

**(ii) Name the two systems of commercial pastoral farming practised in Botswana. [2]**

Most candidates were not aware of the systems thus they wrote subsistence or ranching, whereas the correct answers were:

- **Traditional 'cattle post' system**
- **Commercial cattle ranching**

**(iii) State two ways by which the government assists cattle farmers in Botswana. [2]**

Some candidates managed to state the ways the Government of Botswana assists farmers. They correctly gave the expected answers which were:

- **Control of diseases**
- **Depopulation of livestock**
- **Drilling boreholes**

**(c) Suggest three measures taken to conserve water in Namibia. [6]**

Mostly, candidates were able to give the simple statement and failed to support their answers to obtain maximum score. The responses had to be this way to get full marks:

- **Covering swimming pools to reduce evaporation.**
- **Awareness education to avoid water wastage.**
- **Use water conserving irrigation methods to reduce water wastage.**

**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.

**(a) Study Fig. 5 which shows the islands that make up Japan.**

**(i) Name the sea marked X on Fig. 5.** [1]  
The expected response was **Sea of Japan** which most candidates correctly named.

**(ii) Give the names of the islands marked A and B.** [2]  
Generally, most of the candidates correctly gave the names of these islands as:  
**A – Honshu**  
**B – Hokkaido**

**(iii) Explain any two government policies that have promoted the development of industries in Japan.** [4]  
In this part of question, most candidates failed to identify the specific demand of the question “government policies” and instead gave factors promoting industrial development in Japan. General factors could not score, but the candidates had to select those that are connected to Government policies and such responses were:

- **Encourages the free enterprise system hence more industries are opened.**
- **Industries have freedom to merge to form bigger companies thus promoting industrial development.**
- **Government spends less money on military weapons thus more money is spent on industrial development.**

**(b) (i) Name any three provinces found along the coast of the Netherlands.** [3]  
This question proved difficult for most candidates who either left it blank or wrote wrong names of other countries mainly being South African provinces which did not score.  
The correct answers were:

- **Zeeland**
- **Zuid-Holland**
- **Noord- Holland**
- **Friesland**

**(ii) Name the two countries that are neighbours to the Netherlands.** [2]  
A majority of candidates were able to correctly name these countries as **Germany and Belgium.**

**(iii) State any two uses of polder land.** [2]  
Most candidates correctly gave the correct expected responses for this question which were:

- **Industrial development**
- **to control flooding**
- **for human settlement**
- **for farming**
- **for recreational facilities**

**(c) Suggest three characteristics of agriculture in Japan. [6]**

This question was another one which was confusing to candidates as most just wrote anything about farming in Japan rather characteristics.

The expected correct answers were:

- **Farms are small because of shortage of land.**
- **Intensive farming to increase yields.**
- **Terracing of slopes to maximise farmland.**
- **Use of night soil to increase soil fertility.**

**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 map of Brazil.**

**(i) Name the line of latitude marked X. [1]**

This question was expected to be simple, but candidates failed to identify this line which was the **Equator**.

**(ii) Name the two neighbouring countries marked A and B. [2]**

In this part, candidates were not aware of the countries in question which were,  
**A – Venezuela**  
**B – Guyana**

**(iii) Explain any two reasons why the tropical rainforests are exploited. [4]**

This was another question that proved difficult to candidates as some are believed to have been challenged by the term ‘exploit’ as they presented responses that showed they did not understand what the question wanted.

The expected responses were:

- **Clearing of the forest for road construction to reach inaccessible areas.**
- **Clearing of forests so that mining can begin.**
- **Clearing of forests for urban development**

**(b) (i) Name three main tea growing areas in India. [2]**

For this part question, candidates gave varied wrong responses with some even giving names of places in Eswatini or in South Africa.

The correct expected answers were:

- **Assam**
- **West Bengal**
- **Munnar**
- **Sikkim**

**(ii) Name any two main rivers that drain India. [2]**

This part question was poorly done as most candidates only made mention of the Ganges and missed the other.

The expected answers were:

- **Ganges**
- **Indus**
- **Brahmaputra**

**(iii) State the first two stages of tea processing in India. [2]**

This question was one of the most challenging questions as most candidates either left it unanswered or gave wrong responses.

The expected answers:

- **Withering/wilting/plucking/picking/harvesting**
- **Rolling/weighing**

**(c) Suggest any three solutions to the problems caused by the exploitation of trees in the Amazon Basin. [6]**

The question was a bit challenging to the candidates as they had to suggest solutions and instead mostly gave the problems.

The correct expected answers were:

- **Introducing heavy fines for illegal logging.**
- **Use other materials to make furniture instead of using trees.**
- **Planting of trees to replace cleared vegetation.**

**Paper 527/02****General Comments**

The total number of candidates who sat for 2022 Geography Paper 2 was 10353 which showed a decrease of 2878 compared to 2021 when there were 13231 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 of them.

**Question 2** (Research Skills) and **Question 3** (Physical Geography) were the most challenging questions in the paper with some candidates scoring zero in both questions.

All four questions were attempted by a majority of candidates. There were few instances whereby candidates would leave a whole question unattempted.

Generally, all the four questions were fairly answered by the candidates as a majority managed to score above half the marks allocated for each question.

It was evident that the examiners' recommendation to teach Map Reading earlier in the year was adhered to, as there was a great improvement in the performance of candidates in this section with a number of candidates scoring above 10 marks out of 15. In some centres, some candidates scored the total marks allocated for the question. However, in some centres there were challenges as some candidates would score less than 5 marks and 0 sometimes. The skill of integrating Map Reading with other topics was also evident as most candidates could easily identify the settlement pattern which was required in question 1 (g).

There was also an improvement in the use of resources by candidates as most were able to use them in answering the questions. However, there were few candidates who were not able to lift information as it was from the resources as answers.

**Comments on specific questions****Question 1**

There was great improvement in the overall performance of candidates in this question. A large number of candidates displayed knowledge of Map Reading and Interpretation skills as they were able to score above 10 marks out of 15, with a significant number of candidates in some centres scoring the maximum marks allocated for the question. This improvement is highly commendable of teachers.

- (a) The question required candidates to give the contour interval of the map. Most candidates were able to give the contour interval as **20 metres**. However, some candidates omitted the units which rendered their answers wrong.
- (b) Candidates were required to list two features of a good map that were shown on the map. A majority of candidates also did well in this question as they were able to list the features of a good map like; **key/legend/reference, scale, title and border/boundary**. Some candidates however gave north line as an answer, although it is a good feature of a map it was marked wrong because it was not shown on the map. Therefore, candidates need to be trained to read questions carefully.
- (c) The question required candidates to state the type of road found in grid square 8166. Most candidates were able to give the correct answer as **narrow tarred road**. However, some candidates wrote narrow road which was incorrect. Candidates should be trained to read the key and present a feature exactly as it is interpreted in the key and avoid paraphrasing the key.

(d) Candidates were required to give the 6-figure grid reference of the point where the wide-tarred road crosses the railway line in the northern part of the map. Most candidates failed to give the correct answer as some gave an answer starting with the northing instead of the easting. They wrote their answers as 725819 yet the correct answer was **819725**. Some candidates knew the skill of getting the 6-figure grid reference but gave inaccurate answers.

(e) (i) The question required candidate to give the compass direction of Ndelicot hill in grid square 7871 from Gwirawakanya hill in grid square 8269. Few candidates managed to get the correct answer which was **North-west**. A majority of them would either write clockwise or North-east which was wrong. Candidates should be encouraged to avoid abbreviations like NW; however, they were not penalized for that.

(ii) Candidates were required to measure the grid bearing of Ndelicot hill from Gwirawakanya hill. Most candidates also failed to get the correct answer due to different reasons, first, they found it difficult to measure a reflex angle. Some of them measured the small angle and gave 62° as an answer yet they were then supposed to subtract the 62° from 360° to get the correct answer which was **298°**. Secondly, candidates were inaccurate when drawing the north line and when joining the two hills. A perfect north line should be drawn with the help of a set square. Lastly, some candidates were marked wrong even if the figure was correct because they omitted the units, therefore teachers should emphasize the importance of units.

(iii) The question required candidates to measure the straight distance between Ndelicot hill and Gwirawakanya hill. Candidates did fairly well on this question as they were able to give the correct answer as **4.8 km or 4 800 metres**. However, some candidates could not score as they omitted the units or gave wrong units such as 4 800km. Some candidates were inaccurate, yet the skill of measuring distance was displayed.

(iv) Candidates were required to calculate the gradient between Ndelicot hill and Gwirawakanya hill. For this question candidates who got a wrong answer for (e) (iii) could not get the gradient correct as they were to use the 4 800m as the horizontal equivalent. Other candidates knew the formula for gradient and got the correct fraction but did not know that they had to divide both sides of the fraction by the numerator in order to get the correct gradient. The correct answer was:

$$\begin{aligned}
 \text{Gradient} &= \frac{\text{VI}}{\text{HE}} \\
 &= \frac{1509 - 1418}{4800} \\
 &= \frac{91}{4800} \\
 &= \frac{1}{52.7} \quad \text{or} \quad 1 : 52.7 \quad \text{or} \quad 1 \text{ in } 52.7
 \end{aligned}$$

(f) Candidates were required to list three pieces of evidence which show that mining is carried out in the Great Riversdale Estate. The question was well attempted by most candidates as they were able to give the correct answers as **mining or prospecting trench, mine dump, quarry or excavation and mine names/named mines**. However, some candidates just wrote a list of mine names of which only a maximum of one mark was awarded

(g) (i) The question required candidates to identify the settlement pattern shown in grid square 8664. Most candidates were able to identify the settlement pattern as **linear**. Few candidates wrote either nucleated or dispersed.

- (ii) Candidates were required to give one reason why the north-western part of the map is without settlements. A majority of candidates did very well as they were able to give the correct answers which were **dense bush, steep slopes/mountainous/rugged terrain and smooth rock**. However, some candidates wrote bush and sloppy land which were marked wrong as they did not specify how the bush was or how sloping the land was.

**Note:** the word sloppy has a different meaning and should not be used in relation to slopes/sloping land.

### Question 2

Candidates' performance in this question continued to be unsatisfactory because even the year 2022 saw a large number of candidates performing badly. Very few candidates managed to score 3 marks and above although in some centres a few managed to get the maximum marks. In some centres candidates would either score a zero or just leave the question unanswered. The completely irrelevant answers given in some of the questions were evidence of poor, if any, coverage of this part of the syllabus.

- (a) The question required candidates to define stratified sampling. Most candidates were defining systematic sampling which was wrong. Very few candidates were able to define stratified sampling as **population or sites to be studied are pre-selected according to type or groups**.
- (b) The candidates were required to state one disadvantage of a pilot survey. Most candidates displayed lack of knowledge on what a pilot survey is as they related their answers to an airplane pilot giving responses like altitude is too high, air ticket is expensive to name a few. The expected correct answers were: **it is expensive, it is time consuming, variables change over time**.
- (c) The question required candidates to identify two sources of primary data. Most candidates confused the question with internet data bundles as their responses included; wow data bundles, social data bundles, mobile money which were all incorrect. The correct responses were: **counts, observation, questionnaires, interviews, surveys and measurements**.
- (d) Candidates were required to name one way of presenting data collected from fieldwork. Most candidates were able to give the different types of data presentations such as, **maps, tables, graphs, photographs, labelled sketches and pictograms**.

### Question 3

The general performance of candidates in this question was unsatisfactory as most candidates scored below half the marks allocated for the question.

- (a) (i) The question required candidates to use Fig. 1 to list two climatic factors that influence weathering. This question was fairly done by most candidates as they were able to use the resource to list the two climatic factors that influence weathering as **temperature and rainfall**. However, some candidates gave weathered rock and unweathered rock as their responses which were wrong.
- (iii) The question required candidates to use Fig. 1 to name the region where the rate of weathering is high. Most candidates performed well as they were able to name the region as **Region III**. Some candidates gave responses such as the Tropical or equatorial Rainforests as their answer and they were awarded marks as they displayed knowledge of regions where weathering is greatest.



- (iii) Candidates were required to state any two processes of chemical weathering. Very few candidates were able to give correct answers as most of them gave frost action and exfoliation while others left blank spaces. The correct answers were; **carbonation/solution, hydration, hydrolysis, oxidation, decomposition by organic acids and reduction.**
- (b) (i) The question required candidates to name the type of rainfall shown in Fig. 2. Most candidates failed to name the type of rainfall as **relief or orographic rainfall.** A majority were giving convectional rainfall as their answer which was incorrect.
- (ii) Candidates were required to name the sides of the mountain labelled A and B. most candidates did poorly in this question as some of them wrote wet side and dry side. Some of those who had an idea of the sides, they did vice-versa. The correct answers were:  
**A – Leeward side/rain shadow area**  
**B – Windward side.**
- (iii) The question required candidates to describe the atmospheric processes involved in the formation of the type of rainfall shown in Fig. 2. This question was badly performed by most candidates as they did not display any knowledge of the processes. Those who had an idea of the rainfall formation were let down by that they failed to describe the processes in chronological order which is a very important aspect when describing a process. A correct response was supposed to be: **warm air collect moisture from the sea/ocean, the warm moist air is forced to rise along the windward slope of a mountain, the air cools and expands, temperature falls below dew point/air gets saturated, condensation takes place and clouds are formed, rain will then fall on the windward side.**

**Question 4**

This question was performed exceptionally well by most candidates with a majority scoring from 7 marks upwards. A reasonable number of candidates from different centres managed to score the maximum marks allocated for the question.

- (a) (i) The question required candidates to complete Table 1 by filling the missing characteristics. A reasonable number of candidates were able to fill the table correctly, however the example of a high order good gave candidates a challenge as they wrote examples like meat, corn flakes, weetbix, to name a few which were incorrect as responses were supposed to describe the good according to the characteristics in the first column. The correct Table was supposed to look as the one below:

	<b>Low -order</b>	<b>High-order</b>
<b>Pricing</b>	<b>cheap</b>	Expensive
<b>Frequency of buying</b>	everyday	<b>Rarely/Infrequently</b>
<b>Range travelled</b>	<b>Short distance</b>	Long distance
<b>Example</b>	bread	<b>Car, furniture, etc.</b>

- (ii) The question required candidates to circle where low-order goods are mainly found between Rural settlement or Urban settlement. A number of candidates left this question unanswered, it seemed they did not recognize it. However, those who attempted it did well as they were able to **circle Rural settlement** as the correct answer.

- (b) (i)** Candidates were required to define push factors. Most candidates were able to define push factors as those **things or conditions that force/compel a person to leave an area**. However, some candidates re-wrote the word push in their responses instead of force/compel which made their responses incorrect because they were to give words that are synonymous to “push”.
- (ii)** The question required candidates to list any two pull factors that are shown in Fig. 3. Most candidates were able to use the resource to list the pull factors exactly as they were. These were: **political stability, attractive environment, employment opportunities, entertainment and access to better services**. Some candidates failed to use the resource and gave pull factors that were not shown in Fig. 3 which rendered their responses wrong.
- (iii)** Candidates were required to suggest any two effects of migration on the receiving areas. Most candidates were able to bring out the effects which were: **unemployment, high crime/prostitution rate, lack of resources, poverty, shortage of housing/overcrowding, poor sanitation, diseases, street kids, pollution, etc.**