

**CHIEF MARKER'S / MODERATOR'S/ SUBJECT ANALYST’S** REPORT FOR PUBLISHING

**SUBJECT:**  GEOGRAPHY **PAPER:** ONE

**INTRODUCTORY COMMENTS (How the paper was received; Papers too long/short/  
balance)**

* An analysis of the answer script done at the marking centre clearly shows that candidates were able to write all questions within the stipulated time. Almost all candidates answered three questions as expected. Some of the candidates even had the time to answer four questions instead of three. Some candidates did not understand the choice of questions clearly.

**SECTION 1**

**(General overview of Learner Performance in the question paper as a whole)**

* Compared to the previous two years projections suggest that there will be an improvement in the general performance of the learners in all the four districts.
* The average mark of the schools sampled clearly shows an improvement across all questions.

**SECTION 2**

**(Comments on candidates’ performance in the five individual sub questions (a) – (e) will be provided below. Comments will be provided for each question on a separate sheet).**

**QUESTION 1**

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| **(a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?** |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to teaching and learning.** |

Q. 1.1.

* 1.1.1. and 1.1.3. Candidates performed poorly in these questions on the boundaries that winds converge at various latitudes in the Tri-Cellular arrangement.

SUGGESTIONS:

* Learners should be exposed to several diagrams on this topic. The use of source-based questions should be emphasised and even be used when learners write informal assessment so that they get used to the questioning system.

Q. 1.2

* The performance in this question was better, although I suspect that performance is owed to chance. Some of the answers might simply have been guessed by the candidates.

SUGGESTIONS:

* It is important for learners to think about the answers they are going to write rather than simply guessing the correct answer.
* Teachers should also focus on the relationship between pollution domes and heat island and how they are related.

Q. 1.3

* The diagram indicates a *pollution dome* but the actual cause of the raise in temperature is not only associated with pollution and this caused the learners to be confused and they concentrated on pollution rather than the actual causes of the rise in temperature.
* The diagram is also too small and some of the features could not be clearly identified by candidates who are short sighted.
* The question is not clear for the level of the candidates. It should have been made more clear by rephrasing it to’ *difference from centre to farmland’*
* Both 1.3.2. and 1.3.4 asked almost the same thing and candidates had to evaluate reasons for the difference in temperature. This confused some of them because they did not realize that they could use the same answers in both the questions.

SUGGESTIONS:

* Definition of concepts should be prioritised to ensure that learners do know them before they can even explain and discuss how they are conceptualised.

Q. 1.4

* Generally, in this question the language used was at the level of the candidates. Questions were fair and straightforward.
* Despite the fact that seasons were not indicated on the paper candidates were able to use the content knowledge to determine the season.

SUGGESTIONS:

* Diagrams on tropical cyclones should be drilled on a continuous basis and learners should be exposed to a variety of synoptic maps showing tropical cyclones.

Q. 1.5

* Candidates performed poorly in this question because they could not differentiate amongst the three river courses, particularly the different erosion processes in the upper and lower courses.
* Candidates lost marks because they included explanations form the middle course.

SUGGESTIONS:

* Teachers should ensure that learners are able to differentiate amongst longitudinal profile and cross profile of a river as some of the candidates seemed to confuse the two.

Q. 1.6

* 1.6.3 The lowest marks in question 1 were scored in this sub-question. Candidates lacked the basic knowledge to interpret the question.
* 1.6.4. Candidates were too general in responding to this question. They could not give convincing answers concerning the sequence of how a ‘tor” is formed

SUGGESTIONS:

* Stream patterns should not only be identified but the learners should also know which strata cause the different stream patterns.

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| **(d) Other specific observations relating to responses of learners.** |

* The learners performed not well in this question in relation to the questions in section B. The reason for this is the more general type of question in section B

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* It is important for teachers to ensure that when dealing with formation of landforms they should also focus on the steps (sequence of activities) in the process of formation.

**QUESTION 2**

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| --- |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to teaching and learning.** |

Q. 2.1

* This question was well answered.

SUGGESTIONS:

* When teaching concepts of land and sea breezes teachers should ensure that the contrast between the two is clear for the learners in terms of when do they occur and the direction of air movement. (high to low pressure)

Q. 2.2

* 2.2.3 Was the worst performed sub-question in the whole of question 2. The learners could not interpret this question because they did not understand what, *in relation to,* means.

SUGGESTIONS:

* Care must be taken not to use terms that the second and third language learners are not able to comprehend.
* It is vital that the three different strata (massive, horizontal and inclined) are treated as a collective to ensure that they can be easily distinguished one form the other

Q. 2.3

* 2.3.2 The synoptic map was not suitable for the type of questions asked. This was not a berg wind scenario at all.
* The question was unfair as only a portion of cell D is shown on the map and candidates could not make assumptions about what they can’t see. The centre of that cell is not visible on the map. The question is ambiguous because there are no isobars to direct candidates to answers that correlate with the memo that says between 1028 and 1032.
* Some learners saw this as a question on what type of pressure cell was indicated.

SUGGESTIONS:

* Questions where a conclusion from the diagram is required must be set in such a way that there is no confusion.

Q. 2.4

* Learners did not perform well in this question as they could not interpret the cartoon.

Q. 2.5

* 2.5.1. Candidates struggled with defining the concept ‘flow hydrograph’ although they could answer other questions related to it.

SUGGESTIONS

1. Teachers must concentrate on concepts and make sure that these concepts are assimilated by the learners. They must be taught how to define these concepts.

* 2.5.3. This is the second worst performed question in the whole of question 2. Candidates could not clearly articulate the differences between the peak rainfall and peak discharge.

SUGGESTIONS:

* The time frames of which between the peak rainfall and the peak discharge one occurs before the other and the reasons why each occurs should be clearly explained. They should also know how the one affects the other.

Q. 2.6

* The way the diagram was drawn was very confusing for the candidates. They could not clearly see the changes that have taken place on the diagram.
* 2.3.6. The marking memo to this question was unfair as it excluded the environmental impacts on high temperature. The fact that the memo indicated only negative impacts could have played a role in excluding other answers.

SUGGESTIONS:

* Processes that results from the mass movement should be clearly explained to learners. The consequences should also be emphasised.

**QUESTION 3**

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| --- |
| **(a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?** |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to teaching and learning.** |

Q. 3.1.

* Generally candidates performed well in this particular sub question of question three.
* The free hand drawing of the rural settlement was confusing for the candidates as key features were placed too close to one another to be distinguished. The house and the hill were very close to the nucleated settlement.

SUGGESTIONS:

* It is important to ensure that when using free hand drawings they must be clear so that learners can interpret them correctly. It means using larger, visible and clearly outlined diagrams.

Q. 3.2.

* Candidates performed well in this question. The highest scores in Question 3 were achieved in this sub-question.
* The diagram was clear and visible with all the necessary information, including the key to guide candidates.

SUGGESTIONS:

* Straightforward question

Q. 3.3.

* 3.3.1. It is not a very clear question as candidates struggled with clearly identifying what movement the examiner was trying to indicate. There are no clear arrows to indicate the direction in which the movement occurred.
* 3.3.3. The memo does not make provision for possible positive answers to the question. It leaves this to the imagination of the markers which in essence should have been indicated that they should also accept the positives results from the movement of people from rural to urban areas.
* 3.3.5. Again the memo focuses only on the negative impacts. Simply indicating that markers should ‘accept positive impacts’ is not really enough to ensure that they are able to detect correct answers form learners’ responses.

SUGGESTIONS:

Q. 3.4. Candidates performed well in this question except in question 3.4.3 where they had to use their own previously acquired knowledge to explain the attitude of a certain sector of society.

SUGGESTIONS:

* Learners should be exposed to different cognitive level questioning when writing informal tasks. Higher order questions should always be included when they are given practise questions

Q. 3.5.

* 3.5.1 Candidates did extremely well in this sub-question.
* 3.5.2 The scope in this question was too expansive. Learners that are not exposed to the daily papers and the general media would not be able to interpret the graphs and link it to the economy.
* 3.5.3 was the worst performed sub-question in the whole of question 3. This question is more part of Business Economics than Geography. The concept here is outside the context of the subject.

SUGGESTIONS:

* The paper must be set in such a way to accommodate the guidelines for geography.

Q. 3.6.

* 3.6.1. Candidates performed poorly in this sub question on Industrial Development Zones.

SUGGESTIONS:

* The concepts of IDZ and SDIs should be clearly explained to learners in order to remember them. The difference between the two concepts should also be clearly articulated. Teachers should also give examples of each of the two industrial growth points.

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| **(d) Other specific observations relating to responses of learners.** |

* Overall learners performed better in Question 3 than in the questions in section A. The main concern with the question on Economic Geography which was more inclined to Economics than the basics in the subject.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* Teachers should expose their learners to cartoons and graphs in the papers. They must be taught how to interpret the cartoons. The teacher must be involved in the process and the learners should be exposed to this kind of interpretation of the contents of the curriculum.
* It is important for learners to always remember the key to the source as it often assist in answering the question as it guides you to various features.

**QUESTION 4**

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| --- |
| **(a) General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?** |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to teaching and learning.** |

Q. 4.1.

* The questions on urban concepts were poorly answered. Like in other questions, too little emphasis is placed on their understanding of the concepts. Learners are not familiar with the differences between different urban concepts.

Q. 4.2.

* 4.2.3 is the worst performed sub-question in the whole of question 4. Candidates could not understand the concepts of trade in general.

SUGGESTIONS:

* More emphasis should be placed on concepts of trade.

Q. 4.3.

* Candidates clearly struggled with the interpretation of the cartoon as they could not link it to the content taught. The concepts of ‘balance of payments’, balance of trade and ‘deficit/profits trade balance’ are clearly explained in the subjects of Business Economics and Economics. The examination guidelines is also not clear on this as they are discussed under transport and trade

SUGGESTIONS:

* It would be important for teachers to use more than one textbook so that information on Economic Geography is collated to ensure that learners are exposed to a variety of information on these concepts.

Q. 4.4.

* Candidates performed extremely well in this question as the questions were correctly phrased and covered a topic that is clearly articulated in the examination guidelines.
* Candidates struggled with answering this question as it was specific for the rural settlement pattern in Africa. This was confusing to candidates as they are only used to these factors in relation to society in general.

SUGGESTIONS:

* Basic mathematical skills, especially calculations should be emphasised to ensure that learners do not struggle when working with figures.

Q. 4.5.

* This is an unfair question. The topic formal sector is not part of the content that grade 12 learners have to study and it is also not in the subject assessment guidelines. The content is totally irrelevant for the grade. It is not even included in the examination guidelines provided by national.

SUGGESTIONS:

1. Teachers should go an extra line and expose learners to information that is beyond the actual content of the subject. This could be done by bringing newspaper articles/cuttings that are related to the subject for enrichment purposes.

Q. 4.6.

* Generally candidates were confused by the use of the words *‘trends/patterns’* and most of them were not familiar with this type of language.

SUGGESTIONS:

* The teacher should expose learners’ concepts and terms that are listed in the examination guidelines. It would be ideal for all terms to be given as a take home task where they would then define or explain them.

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| **(d) Other specific observations relating to responses of learners.** |

* Despite the fact that some of the content was outside the SAG candidates did attempt to answer the questions and some of them did get correct answers.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc.** |

* It would be ideal for learners to be exposed to some of the possible verbs that they might

come across in the examination. The teacher should compile a list of all the possible verbs that learners may encounter and place it in the classroom so that they familiarize themselves with them.

Learners should be encouraged to attempt all questions including those that are not relevant to the content.

**SECTION 3**

**(a) GRAPH OF PROVINCIAL PERFORMANCE IN THE PAPER (summary per question)**

GENERAL COMMENTS

**(b) GRAPHS TO COMPARE DISTRICTS' PERFORMANCES PER QUESTION**

* Statistics indicate that question 2 was the most challenging of all the four questions and candidates performed much better in question three.
* The provincial average of this year’s paper has improved from 43% percent to 46% overall. This is purely based on the sampled scripts.

**(c) GRAPH TO COMPARE OVERALL PERFORMANCE PER DISTRICT**

COMMENTS ON PERFORMANCE OF DISTRICTS :

| **[Boj=Bojanala; DrKK=Dr Kenneth Kaunda;**  **DrSRM=Dr Ruth Segomotsi Mompati; NMM=Ngaka Modiri Molema** | | | |
| --- | --- | --- | --- |
| **QUES** | **% IN PROV** | **TOPIC** | **DISTRICT PERFORMANCE**  **(More than 5% difference from Provincial average)** |
| Q.1 | 29.1 |  | Bojanala is more than 5% above the provincial which is a good sign of better performance. |
| 1.1 |  | Global atmospheric pressure |
| 1.2. |  | Profile of a river meander |
| 1.3 |  | City climate |
| 1.4. |  | Tropical cyclones |
| 1.5 |  | Drainage basin : Longitudinal profile |
| 1.6 |  | Drainage patterns: Landforms |
| Q.2 | 26.1 |  | All four districts are within the 5% range of the provincial average for the question. |
| 2.1 |  | Tertiary air circulation |
| 2.2 |  | Sedimentary strata |
| 2.3 |  | Synoptic weather map |
| 2.4 |  | Global warming |
| 2.5 |  | Flow hydrographs |
| 2.6 |  | Slopes and mass movement |
| Q.3 | 43.5 |  | Ngaka Modiri Molema and Dr Ruth Segomotsi Mompati are more than 5% below the provincial average whilst the other two Bojanala and Dr Kenneth Kaunda are more than 5% above the provincial average. |
| 3.1 |  | Types of settlements |
| 3.2 |  | Functional activities |
| 3.3 |  | Population movements |
| 3.4 |  | Urban problems |
| 3.5 |  | Economy of South Africa |
| 3.6 |  | Industrial development zones |
| Q.4 | 38.6 |  | Bojanala is more than 5% over the provincial average. |
| 4.1 |  | Urbanisation |
| 4.2 |  | Trade |
| 4.3 |  | Immigration |
| 4.4 |  | HIV and AIDS |
| 4.5 |  | Formal employment sector |
| 4.6. |  | South Africa’s trade with China |

**(d) DISTRIBUTION OF QUESTIONS IN TERMS OF COGNITIVE LEVELS (TABLE)**

| **QUEST** | **MARKS/**  **LO** | **LEVEL** | **QUEST** | **MARKS/**  **LO** | **LEVEL** |
| --- | --- | --- | --- | --- | --- |
| Q.1 |  |  | Q.3 |  |  |
| 1.1.1 | 2 | 1 | 3.1.1 | 2 | 1 |
| 1.1.2 | 2 | 1 | 3.1.2 | 2 | 1 |
| 1.1.3 | 2 | 1 | 3.1.3 | 2 | 1 |
| 1.1.4 | 2 | 1 | 3.1.4 | 2 | 1 |
| 1.1.5 | 2 | 1 | 3.1.5 | 2 | 1 |
| 1.2.1 | 2 | 1 | 3.2.1 | 2 | 1 |
| 1.2.2 | 2 | 1 | 3.2.2 | 2 | 1 |
| 1.2.3 | 2 | 1 | 3.2.3 | 2 | 1 |
| 1.2.4 | 2 | 1 | 3.2.4 | 2 | 1 |
| 1.2.5 | 2 | 1 | 3.2.5 | 2 | 1 |
| 1.3.1 | 2 | 2 | 3.3.1 | 2 | 1 |
| 1.3.2 | 4 | 3 | 3.3.2 | 2 | 2 |
| 1.3.3 | 2 | 1 | 3.3.3 | 6 | 3 |
| 1.3.4 | 4 | 3 | 3.3.4 | 1 | 2 |
| 1.3.5 | 2 | 3 | 3.3.5 | 12 | 3 |
| 1.4.1 | 2 | 1 | 3.4.1 | 2 | 2 |
| 1.4.2 | 2 | 2 | 3.4.2 | 2 | 3 |
| 1.4.3. | 2 | 1 | 3.4.3 | 4 | 3 |
| 1.4.4 | 4 | 3 | 3.4.4 | 4 | 2 |
| 1.4.5 | 4 | 3 | 3.4.5 | 6 | 3 |
| 1.4.6 | 12 | 3 | 3.5.1 | 2 | 1 |
| 1.5.1 | 2 | 2 | 3.5.2 | 6 | 2 |
| 1.5.2 | 2 | 2 | 3.5.3 | 12 | 3 |
| 1.5.3 | 2 | 3 | 3.6.1 | 2 | 1 |
| 1.5.4 | 4 | 3 | 3.6.2 | 2 | 1 |
| 1.5.5 | 2 | 2 | 3.6.3 | 4 | 2 |
| 1.5.6 | 2 | 3 | 3.6.4 | 4 | 2 |
| 1.5.7 | 12 | 3 | 3.6.5 | 6 | 3 |
| 1.6.1 | 2 | 2 |  |  |  |
| 1.6.2 | 2 | 1 |  |  |  |
| 1.6.3 | 4 | 3 |  |  |  |
| 1.6.4 | 6 | 3 |  |  |  |
| Q.2 |  |  | Q.4 |  |  |
| 2.1.1 | 2 | 1 | 4.1.1 | 2 | 1 |
| 2.1.2 | 2 | 1 | 4.1.2 | 2 | 1 |
| 2.1.3 | 2 | 1 | 4.1.3 | 2 | 1 |
| 2.1.4 | 2 | 1 | 4.1.4 | 2 | 1 |
| 2.1.5 | 2 | 1 | 4.1.5 | 2 | 1 |
| 2.2.1 | 2 | 1 | 4.2.1 | 2 | 1 |
| 2.2.2 | 2 | 1 | 4.2.2 | 2 | 1 |
| 2.2.3 | 2 | 1 | 4.2.3 | 2 | 1 |
| 2.2.4 | 2 | 1 | 4.2.4 | 2 | 1 |
| 2.2.5 | 2 | 1 | 4.2.5 | 2 | 1 |
| 2.3.1 | 2 | 1 | 4.3.1 | 2 | 2 |
| 2.3.2 | 2 | 1 | 4.3.2 | 4 | 3 |
| 2.3.3 | 2 | 1 | 4.3.3 | 4 | 2 |
| 2.3.4 | 2 | 1 | 4.3.4 | 4 | 2 |
| 2.3.5 | 4 | 1 | 4.4.1 | 2 | 1 |
| 2.3.6 | 12 | 3 | 4.4.2 | 4 | 2 |
| 2.4.1 | 2 | 2 | 4.4.3 | 4 | 2 |
| 2.4.2 | 4 | 3 | 4.4.4 | 4 | 3 |
| 2.4.3 | 2 | 2 | 4.4.5 | 12 | 3 |
| 2.4.4 | 2 | 3 | 4.5.1 | 2 | 2 |
| 2.4.5 | 4 | 2 | 4.5.2 | 4 | 2 |
| 2.5.1 | 2 | 3 | 4.5.3 | 2 | 1 |
| 2.5.2 | 2 | 2 | 4.5.4 | 2 | 3 |
| 2.5.3 | 4 | 1 | 4.5.5 | 6 | 2 |
| 2.5.4 | 2 | 3 | 4.6.1 | 2 | 2 |
| 2.5.5 | 4 | 3 | 4.6.3 | 2 | 4 |
| 2.6.1 | 4 | 1 | 4.6.3 | 4 | 2 |
| 2.6.2 | 2 | 2 | 4.6.4 | 4 | 3 |
| 2.6.3 | 2 | 2 | 4.6.5 | 12 | 3 |
| 2.6.4 | 4 | 3 |  |  |  |
| 2.6.5 | 4 | 2 |  |  |  |
| 2.6.6 | 12 | 3 |  |  |  |

* The learning outcomes and assessment standards were efficiently spread across the four questions and each of the three Los were covered sufficiently.

**(e) COVERAGE OF LEARNING OUTCOMES AND ASSESSMENT STANDARDS  
 (TABLE)**

| **LO** | **TOPIC** | **QUESTION** | **MARKS** | **LO** | **TOPIC** | **QUESTION** | **MARKS** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2 | Winds | 1.1.1 | 2 | 2 |  | Q.3 |  |
| 1 | Pressure belts | 1.1.2 | 2 | 2 | Settlement type | 3.1.1 | 2 |
| 2 | Boundary | 1.1.3 | 2 | 2 | Settlement | 3.1.2 | 2 |
| 1 | Pressure belts | 1.1.4 | 2 | 2 | Farmstead | 3.1.3 | 2 |
| 2 | Pressure belts | 1.1.5 | 2 | 1 | Settlement | 3.1.4 | 2 |
| 1 | Slopes | 1.2.1 | 2 | 2 | Settlement | 3.1.5 | 2 |
| 1 | Slopes | 1.2.2 | 2 | 2 | Primary activity | 3.2.1 | 2 |
| 1 | Slopes | 1.2.3 | 2 | 1 | Tertiary activity | 3.2.2 | 2 |
| 2 | Slopes | 1.2.4 | 2 | 2 | L Quaternary activity | 3.2.3 | 2 |
| 1 | Slopes | 1.2.5 | 2 | 1 | Sustainability | 3.2.4 | 2 |
| 2 | Temperature | 1.3.1 | 2 | 2 | RDP | 3.2.5 | 2 |
| 1 | Temperature | 1.3.2 | 4 | 2 | Rural depopulation (RD) | 3.3.1 | 2 |
| 2 | City climate | 1.3.3 | 2 | 2 | Reasons for RD | 3.3.2 | 2 |
| 1 | Pollution dome | 1.3.4 | 4 | 2 | Impact of RD | 3.3.3 | 6 |
| 2 | Pollution dome | 1.3.5 | 2 | 1 | Developed/developing | 3.3.4 | 1 |
| 2 | Cyclones | 1.4.1 | 2 | 3 | Impact of RD | 3.3.5 | 12 |
| 2 | Cyclones | 1.4.2 | 2 | 1 | Urban problems | 3.4.1 | 2 |
| 2 | Cyclones | 1.4.3. | 2 | 1 | Developed/developing | 3.4.2 | 2 |
| 1 | Cyclones | 1.4.4 | 4 | 1 | Attitude of drivers | 3.4.3 | 4 |
| 3 | Cyclones | 1.4.5 | 4 | 1 | Environmental issues | 3.4.4 | 4 |
| 3 | Cyclones | 1.4.6 | 12 | 1 | Advice on urban problems | 3.4.5 | 6 |
| 2 | Drainage basin | 1.5.1 | 2 | 2 | GDP | 3.5.1 | 2 |
| 2 | Longitudinal Profile | 1.5.2 | 2 | 1 | Financial display | 3.5.2 | 6 |
| 2 | Graded profile | 1.5.3 | 2 | 3 | Manufacturing in GDP | 3.5.3 | 12 |
| 1 | Stream orders | 1.5.4 | 4 | 2 | IDZ | 3.6.1 | 2 |
| 1 | Stream orders | 1.5.5 | 2 | 1 | IDZ | 3.6.2 | 2 |
| 2 | Meandering | 1.5.6 | 2 | 2 | Reasons for IDZ | 3.6.3 | 4 |
| 3 | River courses | 1.5.7 | 12 | 1 | Incentives for IDZ | 3.6.4 | 4 |
| 2 | Landforms | 1.6.1 | 2 | 2 | IDZ improve lives | 3.6.5 | 6 |
| 1 | Landforms | 1.6.2 | 2 |  |  |  |  |
| 2 | Drainage pattern | 1.6.3 | 4 |  |  |  |  |
| 1 | Landforms | 1.6.4 | 6 |  |  |  |  |
| 2 | Local winds | Q.2 |  |  |  |  |  |
| 2 | Local winds | 2.1.1 | 2 |  |  | Q.4 |  |
| 2 | Local winds | 2.1.2 | 2 | 2 | Urban growth | 4.1.1 | 1 |
| 1 | Local winds | 2.1.3 | 2 | 2 | Counter urbanisation | 4.1.2 | 1 |
| 2 | Local winds | 2.1.4 | 2 | 2 | Urban expansion | 4.1.3 | 1 |
| 1 | Sedimentary strata | 2.1.5 | 2 | 1 | Urban sprawl | 4.1.4 | 1 |
| 1 | Sedimentary strata | 2.2.1 | 2 | 2 | Rural depopulation | 4.1.5 | 1 |
| 2 | Sedimentary strata | 2.2.2 | 2 | 2 | Trade | 4.2.1 | 1 |
| 2 | Sedimentary strata | 2.2.3 | 2 | 1 | Imports | 4.2.2 | 1 |
| 2 | Sedimentary strata | 2.2.4 | 2 | 2 | Balance of trade | 4.2.3 | 1 |
| 2 | Sedimentary strata | 2.2.5 | 2 | 2 | Balance of payments | 4.2.4 | 1 |
| 1 | Pressure cells | 2.3.1 | 2 | 1 | Trade Profit | 4.2.5 | 1 |
| 1 | Pressure cells | 2.3.2 | 2 | 1 | Illegal immigrant | 4.3.1 | 2 |
| 2 | Synoptic charts | 2.3.3 | 2 | 1 | Govt attitude to II | 4.3.2 | 3 |
| 1 | Front | 2.3.4 | 2 | 1 | Reasons for immigration | 4.3.3 | 2 |
| 2 | Weather conditions | 2.3.5 | 4 | 2 | Reasons for large no. Immigrant in SA | 4.3.4 | 2 |
| 3 | Weather conditions | 2.3.6 | 12 | 2 | Highest HIV/AIDS | 4.4.1 | 1 |
| 1 | Global warming | 2.4.1 | 2 | 2 | Reasons for HIV/AIDS | 4.4.2 | 2 |
| 2 | Developed/  Developing | 2.4.2 | 4 | 2 | Solutions to HIV?AIDS | 4.4.3 | 2 |
| 1 | Fire on earth | 2.4.3 | 2 | 2 | Projected deaths AIDS | 4.4.4 | 3 |
| 2 | Atmospheric gases | 2.4.4 | 2 | 2 | Socio-economic- HIV | 4.4.5 | 3 |
| 1 | Cartoon | 2.4.5 | 4 | 1 | Formal sector | 4.5.1 | 2 |
| 2 | Flow hydrograph | 2.5.1 | 2 | 2 | Reasons for growth of informal sector | 4.5.2 | 2 |
| 1 | Humans on hydrographs | 2.5.2 | 2 | 1 | Industry of job losses | 4.5.3 | 1 |
| 3 | Discharge | 2.5.3 | 4 | 1 | Why informal bad for SA | 4.5.4 | 3 |
| 3 | Land use results | 2.5.4 | 2 | 1 | Challenges of informal | 4.5.5 | 2 |
| 3 | Impacts of forests | 2.5.5 | 4 | 2 | SA balance of trade | 4.6.1 | 2 |
| 2 | Slope elements | 2.6.1 | 4 | 1 | SA balance of trade Trends/patterns | 4.6.3 | 4 |
| 2 | Slope elements | 2.6.2 | 2 | 1 | SA balance of trade - reasons | 4.6.4 | 2 |
| 2 | Slope elements | 2.6.3 | 2 | 1 | SA balance of trade adv and disadvantage | 4.6.5 | 3 |
| 1 | Slope elements | 2.6.4 | 4 | 2 |  |  | 3 |
| 1 | Slope elements | 2.6.5 | 4 | 2 |  |  |  |
| 3 | Impact of slopes | 2.6.6 | 12 | 1 |  |  |  |

M S PITSE SUBJECT ANALYST

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NAME DESIGNATION (Subject Analyst )

11 DECEMBER 2013

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SIGNATURE DATE