EXAMINATIONS COUNCIL OF ESWATINI

Junior Certificate Examination

Geography (527)

Examination Report for 2024

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Paper 527/01

General comments

The number of candidates who sat for the Junior Certificate Geography Paper 1 examination in 2024 was 8735 compared to 9668 candidates who sat for the same examination in 2023 which shows a decline of 933. 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 arranged as follows:

Section A – Eswatini (Question 1 and 2)

Section B – SADC (Question 3 and 4)

Section C – Countries outside Africa (Question 5 and 6)

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

Much 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 scored zero in some sections. There has been minimal progress in the way candidates respond to the questions that require them to explain. This suggests that some candidates fail to meet higher order demands of the questions thus failing to score maximum marks. Therefore, centres are 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 leaners are expected to develop their points. The expected right approach for explanation and suggestion command words (especially in part (c) questions) would be to start with the point followed by its development or clear explanation 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.

Centres are further advised to encourage candidates to respond using proper geographical terms. There are common words that candidates used to respond to exam items which failed to score as they were 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 buildings, roads and bridges but also writes infrastructure as an additional answer, 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 to be problematic and, unfortunately, they do not score. It is recommended that candidates are taught to always think of positive ideas 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. Spelling errors are also a persistent problem and result to loss of marks for a lot of candidates. Another critical area that candidates need to consider is command words in each question. The command words are useful in guiding learners to what they are exactly 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 former ones. Centres should note that the command words are linked to the Blooms’ Taxonomy which demands candidates to respond as appropriate.

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

In Section A, both Questions 1 and 2 on Eswatini were the most popular questions, but generally candidates did not perform well in both. In Section B, Question 3 on South Africa was the favoured one and in Section C, Questions 5 was popular amongst the candidates, while Question 6 was the least answered by candidates. Question 4 on Botswana and Lesotho and Namibia was also unpopular.

Areas that need improvement

Some candidates attempted all the questions in the examination paper whereas the instruction clearly states that they should attempt **three** questions. Again, this year there were candidates who did not choose any questions from Sections B and C. Such candidates would answer the two questions from Section A. All these are rubric infringement cases, and the observation is that such a practice (where leaners 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.

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 conte

Comments on specific questions

SECTION A – ESWATINI

Question 1

1 (a) Fig. 1 shows Eswatini, a landlocked country.

(i) What is a landlocked country?

The question was well attempted; however, some gave negative statements and wrong answers e.g.:

A country that does not have access to the sea/a country ruled by a king/a country between countries Some gave names of the country e.g. Lesotho/Eswatini.

Expected response:

A country totally surrounded by other countries/ country which lacks access to the sea

(ii) Using Fig. 1, name the countries labelled as A and B.

Most candidates did not study the map properly to see the correct countries labelled as A and B e.g. South Africa and Mozambique which was the wrong answer even though these are countries that land lock Eswatini. Some even went to the extent of giving any country they could think of like Botswana, Lesotho and even Eswatini.

Expected responses:

- Mozambique
- Republic of South Africa

(iii) Explain any two economic advantages of enjoyed by Eswatini for being landlocked.

Candidates failed to understand the key word 'economic'. Instead, they gave any political or physical advantages e.g. they are free/safe from wars; they are safe from natural disasters such as Tsunamis/floods; there are minerals; there are rivers passing through.

Expected responses:

- Trade – Eswatini is closer to the Republic of South Africa which has a larger economy just boosting the economy through trade
- Swaziland imports electricity from her neighbours (RSA and Mozambique) – which is used in industries, offices and other services in the country.
- Employment – many emaSwati are employed in the neighbouring countries which helps improve the standard of living and the economy of the country.
- Infrastructural development – transportation of goods is done easily: to the market and raw materials into the country e.g. sea, rail, road, telecommunication and air
- Boosting tourism in Eswatini – she shares borders with her neighbours which have large tourist attraction sites because they transit through Eswatini

(b) Pineapples are one of the crops grown in Eswatini.

(i) Name any three physical conditions favouring pineapple growing in Eswatini.

Candidates failed to understand the key word 'physical conditions' they gave areas e.g. Malkerns. Some failed to quantify conditions like rainfall, temperature and humidity. Some even gave wrong quantities e.g. temperature 32°C; rainfall of 1500 mm.

Expected responses:

- Warm temperature (of between 16˚C to 24˚C)
- An average annual rainfall of between 500 to 1150mm
- High relative humidity of around 70-80%
- Deep fertile soils/well-drained sandy loam soils
- Average altitude of approximately 600-900m
- Adequate sunshine
- Gently sloping land

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

Candidates would give any country that have they thought of e.g. China, Brazil, Taiwan, Japan. At times they would give an organisation e.g. Sothern African Development Community or European Union or acronyms e.g. SADC, USA, US, UK yet they were expected to name the countries.

Expected responses:

- United States of America
- Canada
- Australia
- Republic of South Africa
- Malawi (and other named countries in the SADC)
- Denmark (and other named countries in the EU)

(iii) State any two marketing problems in the pineapple growing industry.

Candidates failed to note that question required marketing problems instead gave general problems e.g. theft, shortage of rainfall, pest and diseases, HIV/AIDS. Some responses were vague e.g. market, distance to market transport/cost thus failing to show 'problems'.

Expected responses:

- World market prices flactuate
- Low demand by domestic local and regional market
- Recession/period of reduced trade
- Highly perishable/rot easily

(c) Suggest three advantages of using hydroelectric power in Eswatini.

This question proved a little tricky for some candidates. Mostly, candidates mentioned how hydroelectric power benefited the country e.g. have access to electricity because units are cheap, to light streets, to cook; which is, however, not unique to hydroelectric power. They showed lack of understanding of the concept of the advantages of hydroelectric power over other sources of power.

Expected responses:

- Renewable source of energy – always available.
- A clean source of energy – free from pollution.
- Low input/running costs – few staff needed to run the plants and no fuel (i.e. co used.
- A flexible source of electricity – it starts generating electricity within minutes of releasing water/generates power immediately/fast.
- Dam water used for other purposes – for recreation, for irrigation, domestic purposes and fishing/boat riding.
- Steep terrain and the many rivers – making it an ideal place or harnessing the potential energy of stored water.

Question 2

2 (a) Soil erosion is a very serious problem which needs to be addressed in Eswatini.

In this question some candidates gave the correct natural causes of erosion. They gave responses such as wind, water, flood etc. However, a minority gave human causes instead of natural causes, such as deforestation.

Expected responses:

(i) Name any one natural cause of soil erosion.

- Rainfall
- Wind
- Climate change
- Glacier/ice
- Moving water/rivers/streams/wave action/floods

(ii) State any two causes of soil erosion by humans.

Almost all candidates were able to give correct responses. Their responses included deforestation, ploughing up and down the slope etc. A few wrote 'bad farming practices' which was not acceptable since as it was important to name the specific farming practise that would cause soil erosion.

Expected responses:

- Overgrazing/overstocking/extensive communal Grazing
- Ploughing up and down the slope/bad farming practices
- Bad road construction/poorly drained roads
- Night kraaling/cattle tracks/same pathway/same footpaths
- Using the same pathway/footpaths
- Monoculture
- Deforestation/harvesting of forests
- Veld fires
- Population growth/demand for housing and settlement
- Crop production/clearing land to plant crops.
- Mining – without proper planning for rainwater control

(iii) Explain any two effects of soil erosion on the environment.

This question was poorly answered by the candidates since a majority of them were not able to explain the effects of soil erosion to the environment. Most of them gave effects on the people instead, for example loss of grazing land due to the removal of the topsoil.

Expected responses:

- Destruction of landscape beauty – gullies/dongas develop.
- Land degradation/Productive land becomes unproductive – quality of topsoil is weakened.
- Natural habitats of wild animals are changed/loss of flora and fauna – as trees and as trees and grass are destroyed
- Water pollution/water quality decreases/Increase in soil load of rivers – blocking sunlight, reducing oxygen content; suffocate aquatic animals.
- Decrease in the lifespan of dams – as sediments fill them

(b) Study Fig. 2, which shows the location of industrial areas in Eswatini.

(i) Name the three industrial areas marked C, D and E in Fig. 2.

This question was a bit challenging because candidates failed to identify the industrial areas shown. They could identify Matsapha and Nhlangano but failed to locate Buhleni. Some also named Nhlangano as Shiselweni forestry.

Expected responses:

C – Matsapha

D – Buhleni

E – Nhlangano

(ii) List any two factors influencing the location of industrial areas.

Most candidates missed the key word 'availability' resulting in the loss of marks. They just stated the factors, for example, water supply, instead of, 'availability of water supply'.

- Gently undulating land
- Access to water supply
- Efficient infrastructure e.g. factory shells, roads, rail etc.
- Availability of labour
- Availability of power/electricity
- Proximity to market/availability of market
- Availability of raw materials
- Friendly government policy
- Political stability

(iii) State any two factors hindering industrial development in Eswatini.

A majority failed to state adequately described factors hindering industrial development. They just wrote phrases like transport cost, distance and capital which did not score them marks.

Expected responses:

- Harsh climatic conditions
- Labour unrest/strikes
- Potential political instability
- Limited domestic market
- Lack of capital
- Energy insecurity
- Shortage of local skilled labour
- Currency fluctuations
- Competition in world markets
- High transport costs/markets far away

(c) Suggest three soil conservation measures in Eswatini.

Most candidates could not write the soil conservation measures but instead they gave what should be avoided, for example; avoid overgrazing, avoid deforestation and ploughing up and down slopes.

- Avoid/prevent veld fires – take extra care in burning dry areas
- Contour ploughing – to plough across the slope or along the contour of a hill/avoid ploughing up and down the slope.
- Grow/plant trees/afforestation/limit deforestation – roots bind the soil whilst leaves reduce the impact of raindrops.
- Repair dongas/stone and wood barriers – throw stones in the affected area to reduce the effect of the run-off
- Keep the soil fertile – add kraal manure or compost.
- Government policy and legislation – through the official envelopes with the logo; “Umhlaba uyimphilo yetfu – wonge!”
- Crop rotation – to retain the soil fertility.
- Formal and informal education – learners at schools and communities are sensitised on applying conservation measures
- Strip conservation – plant strips of different crops along the contour to reduce soil exposure.
- Fencing off degraded land – to allow vegetation to grow again
- Reduce the number of livestock/livestock management – to avoid overgrazing and overstocking
- Practice land terracing – especially on steeper slopes.
- Strip terracing/grass strips – leaving a patch of uncultivated land between fields
- Reduced hectare tillage – thus reducing the land exposed to soil erosion
- Run-off harvesting – by diverting and impounding water
- Mulching – covering the ground with a mixture of grass and weeds
- Add trash lines – which reduces soil erosion by trapping sediments
- Retention ponds – to store run-offs to prevent soil erosion

SECTION B – SADC

This question on the Republic of South Africa was popular among the candidates as almost all of them attempted it. It was fairly done by the candidates.

Question 3

3 (a) Study Fig. 3, which shows the Republic of South Africa.

(i) Name the ocean current marked as X.

Most learners we unable to identify the correct current. They gave the name of the country Mozambique or gave Indian ocean as an answer.

Expected response:

X – Warm Mozambique current

(ii) Identify the two countries marked in Fig. 3 as F and G.

The candidates had a bit of a challenge with this question because they gave responses that were wrong. This demonstrated that they were not familiar with the map of southern Africa. They gave responses such as Brazil, India, Japan and China. They would even give the provinces of South Africa like Gauteng, Cape.

Expected responses:

F – Lesotho

G – Botswana

(iii) Explain any two factors favouring coal mining in the Republic of South Africa.

Most candidates were able to identify the factors, however, they failed to be specific to coal. They also failed to explain the factor in depth

Expected responses:

- Advances in mining methods/availability of technology/machinery – work is done efficiently
- Availability of thick coal seams – which increases coal quantity to be mined
- Availability of water – from the Vaal dam to clean and cool machines/wash minerals
- Mines are free from poisonous and explosive gases – which makes it safe to mine
- Closeness of coal seams to the surface – makes it cheap to mine the coal
- Availability of electricity – to drive machinery and provide light underground
- Availability of anthracite coal – which is used by the iron and steel industry
- Increase in coal prices – thus the returns are high
- Availability of labour – both from the country and the neighboring states
- Availability of transport – to carry all the inputs and outputs
- Availability of markets – to sell the end products

(b) Wheat is an important crop grown in the Republic of South Africa.

(i) Name any three provinces where wheat is grown in South Africa.

Most candidates were able to state the correct provinces. This showed that they knew the provinces well.

Expected responses:

- Gauteng
- Free State
- Mpumalanga
- Limpopo
- Northern Cape
- Eastern Cape
- Western Cape
- North West

(ii) State any two types of wheat produced in South Africa.

The question was well answered.

Expected responses:

- Summer wheat
- Winter wheat

(iii) List any two physical factors which favour wheat growing in South Africa.

The question was answered well by most candidates.

Expected responses:

- Availability of rainfall (between 400 – 600mm per year)
- Availability of warm temperatures (of between 16˚C to 24˚C)
- Availability of fertile soils
- Availability of gentle undulating land
- Areas with low humidity
- Plenty of/abundant sunshine/sunlight

(c) Suggest three problems of mining to the environment.

Most of the candidates were able to suggest the problems.

Expected responses:

- Destroys the ozone layer – caused by the emission of greenhouse gases
- Loss of scenic beauty – due to mine dumps/open cast mining which leads to deterioration of landscape
- Pollution (water, air, noise, land) – large amount of money spent to reduce pollution (max 1)
- Removal of vegetation/deforestation/loss of bio-diversity – destroys flora and fauna
- Acid mine drainage – water contamination
- Geological occurrence of minerals – decreases profits/increases costs

- Rockfalls – which may result to earthquakes/tremors/sinkholes
- Loss of habitant – displaces animals
- Soil erosion – soil is exposed to soil erosion agents
- Slime dams/ponds – water collects in excavated areas

Question 4

4 (a) Study Fig. 4, which shows Namibia with some of her neighboring countries and ocean.

(i) Name the ocean found on the western side of Namibia.

Most candidates wrote the Indian Ocean

Expected response:

Atlantic Ocean

(ii) State any two countries that share borders with Namibia.

This question was poorly done. Candidates showed a lack of understanding or knowledge of Southern African countries. They gave any country e.g. Mozambique, Eswatini. They also named countries outside of Africa e.g. Germany, Russia. They also gave Provinces of the Republic of South Africa.

Expected responses:

- Angola
- Zambia
- Zimbabwe
- Botswana
- Republic of South Africa

(iii) Explain any two ways by which water is harnessed in Namibia.

The candidates gave water saving ways e.g. water harvesting ways. They also gave uses of water. They also gave reasons why they should save water e.g. drought.

Expected responses:

- Sea water – purified by desalinisation plants/desalinisaton – purifying sea water
- Ground water – from aquifers/drilling boreholes
- Re-used water – purified by water reclamation plants
- Rivers – water is drawn from rivers

(b) (i) Name any **three** tourist attraction areas found in Botswana.

The candidates failed to identify areas. Rather they gave tourist attraction features e.g. caves, mountains, cultural activities. They were just general. They also gave Eswatini's activities e.g. cultural activities.

Expected response:

- Okavango Delta
- Tsodilo Hills
- Chobe National Park
- Nxai Pan National park
- Moremi Game Park
- Khama Rhino Sanctuary
- Central Kalahari Game Reserve
- Thuli Block
- Mabuasehube Game Reserve
- Kutse Game Reserve
- Mashatu Game Reserve
- Kgalagadi Transfrontier Park
- Makgadikgadi Salt Pan

(ii) State any two strategies used by the government of Botswana to promote tourism.

The candidates failed to give strategies, but gave features and activities e.g. desert, wild animals, cultural activities. They also gave problems e.g. shortage of hotels, drought, crime.

Expected response:

- Improvement of hotels and infrastructure
- Advertising on newspapers, magazines/cellphone advertising etc.
- Introduction of the Ministry of Environment, Wildlife and Tourism.
- Web based or online marketing/ social media
- Exhibitions at tourism trade fairs
- Special tour packages
- Promotion of cultural activities
- Having more tourist attractions

(iii) List any **two** problems facing tourism in Botswana.

A few candidates were able to identify problems as they relate to Eswatini e.g. crime, lack of infrastructure (roads). However, they failed to state problems well e.g. expensive hotels.

Expected responses:

- Lack of good shopping centres
- Lack of direct flight between Botswana and European countries
- Lack of new hotels
- They have a stereo-typed culture
- High income leakage (tourism attraction sites are owned by expatriates)
- Desert climate
- High prices / expensive
- Social problems or challenges / Crime/prostitution/drugs/theft, etc.
- Animal diseases and insects
- Poaching
- Poor transport infrastructure and bad roads
- Poor access to modern communications technology
- There are a few tourist attractions/concentrated in the North
- Drought

(c) Suggest three effects of the mountainous relief of Lesotho on transport.

The candidates failed to understand the question. They talked about general problems e.g. mountains. Also, they failed to relate mountainous relief to transport e.g. they use donkeys, they take a long time to arrive. They also gave solutions to the mountainous relief e.g. use air transport.

Expected responses:

- Mountainous/steep slopes – It is expensive and difficult to construct communication routes
- Poor roads – difficult to transport goods
- Rock falls – due to steep slopes which makes it unsafe for motorists to travel
- Steep gorges – makes it difficult and expensive to cross and expensive to build bridges
- Steep/slippery roads – causing accidents/traffic delays
- Heavy rains/landslides – destroy roads
- Winding roads – due to steep slopes thus lengthy trips/costly transport

SECTION C – COUNTRIES OUTSIDE AFRICA

5 (a) Study the map of the Netherlands shown as Fig. 5 and answer the questions that follow.

(i) Name the neighbouring country shown as H.

Almost all the candidates were confusing Belgium with Germany.

Expected response:

Belgium

(ii) Name the two seas shown on Fig. 5 as Sea 1 and Sea 2.

Most candidates failed to give the correct answers to this question.

Expected responses:

Sea 1 – North Sea/ Noord Zee

Sea 2 – Wadden Sea/Zee

(iii) Explain any two steps of land reclamation using the landfill method in the Netherlands.

A majority of candidates were confusing the steps of land reclamation, and they also wrote steps of empoldering instead of landfill method.

Expected responses:

- Dykes are built – to enclose area to be reclaimed
- Fill the enclosed area – with cement and large rocks
- Add clay – to harden surface/ keep underground water from seeping up
- Add soil to the land – until the ground reaches the desired height

(b) (i) State any three features of agriculture in Japan.

Most candidates gave the correct responses on the features of agriculture in Japan.

Expected responses:

- Intensive commercial farming is used/ use of small farms
- Shortage of arable land
- Intercropping is practiced
- Farming is part-time
- Most farmers are aged i.e. over 60 years of age
- Crops grown on roof tops and sides of high-rise buildings
- Use of machinery
- Urban agriculture / tax-free ploughing in urban areas
- Use of non-paddy farms
- Terracing of slopes

(ii) Name any two crops grown in Japan.

Most of the candidates' answers were correct.

- Rice
- Wheat
- Barley
- Sugar Cane
- Tea
- Soybeans
- Sugar beet
- Vegetables
- Fruits (Apples, mandarin, oranges, peaches, strawberries)
- Tobacco

(iii) State t**wo** ways used by Japanese farmers to solve the problem of land shortage.

Most candidates performed well in this question since they gave correct responses on ways used by Japanese farmers to solve the problem of land shortage.

- Double cropping
- Intercropping
- Terracing of slopes
- Planting on roof tops
- Farming on edges of pathways
- Increasing arable land by clearing vegetation
- Cultivating on veranda/flowerpots
- Exemption of paying tax for land-use in urban areas
- Reducing road size to have create more land for farming
- Grow crops using small tools/hand tools

(d) Suggest three advantages of dairy cows to the environment.

Some candidates missed the key word "environment". Instead, they gave responses on advantages of dairy cows such as high milk fat and milk protein.

Expected responses:

- Cow dung/manure – fertilises the soil, also improving grass growth
- Trampling of organic matter into the soil – to fertilize the soil
- It helps store carbon – which slows down global warming/ increases soil fertility
- Grazing – improves grass growth while maintaining good length
- Growing grass for cow feed – helps increase bio-diversity.

Question 6

This question was the least popular in Section C. The few candidates who attempted to answer this question performed poorly.

6 (a) Study Fig. 6, which shows the map of India.

(i) Name the shaded desert found in the North-Western part of India.

Most of the candidates were unable to name the desert.

Expected response:

The Great Indian Desert/The Thar Desert

(ii) Identify the **two** seas labelled as **Sea 3** and **Sea 4**.

Most of the candidates were unable to identify the two seas.

Expected responses:

Sea 3 – The Arabian Sea

Sea 4 – The Bay of Bengal

(iii) Explain any two economic factors that influence the growth of tea in India.

Most of the candidates were giving general factors instead of economic factors.

Expected responses:

- Low labour costs – there are many unskilled workers who are paid low salaries
- Government policies -which support tea sales/ reduce tax payments
- Large market – there is a large domestic and foreign market
- A special support tea fund – has been set up to fund the tea plant replantation and rejuvenation programme
- Formation of the Tea Association of India – protects and promote the production and sale of tea.
- Auctioning of the tea – increases sales and profit

(b) (i) Name any three features of the tropical rainforest region.

The performance in this question was fair. Most candidates were able to list the features of the tropical rainforest region.

Expected responses:

- Flora has distinct layers/forest floor layer or shrub layer; understory or undercanopy layer; canopy layer and emergent layer
- Plants adapt in many ways – epiphytes, saprophytes, parasites, lianas, buttress roots, etc.
- Economic value – source of hard woods i.e. mahogany, rosewood, ebony and produce latex
- High temperature – of between 26 degrees Celsius - 29˚C throughout the year; no seasonal changes i.e. in winter or summer; annual temperature range of less than 2˚C

- High humidity – above 75%; with thick cloud cover
- High rainfall – wet region throughout the year between 1500mm and 2500 mm, convectional thunderstorms and lightning

(ii) State any two solutions to the problems of exploiting the tropical rain forests in Brazil.

Most candidates were able to state solutions to the problems of exploiting the tropical rainforest. The issue with others was with understanding the term “exploiting”.

Expected responses:

- Obtain license/permit
- Construction of roads
- Illegal mining is prohibited in areas with species of flora and fauna
- Avoid road construction in areas with economically benefiting flora/plants
- Paying fines for illegally cleared land
- Provision of education to people
- Prevention of sale of cash crops grown on illegally cleared land
- Selective/sustainable logging

(iv) List **two** reasons for the decline in natural rubber production in Brazil.

This question was poorly done. Most candidates were unable to list reasons for the decline of natural rubber production. It is like they did not even understand what the question wanted.

Expected responses:

- Long growing and processing of natural rubber – rubber trees take a long time to mature
- Decline in world market prices
- Excessive rains – rubber trees take a long time to mature
- Excess/surplus production – results in stock piling
- Production of synthetic rubber is less costly/ quick to manufacture
- High cost of farming and production
- Competition with food crops / farmers shift to other profitable products
- Rubber trees are only able to grow in tropical climate
- Natural rubber costs more/ ages easily
- Natural rubber is unable to keep up with the growing demand for rubber

(c) Suggest any three solutions to the problems caused by the large population in India.

Most candidates were able to suggest solutions to the problems, however, they were unable to explain which resulted in the loss of marks. Also, the explanations seemed redundant, as candidates would cite the same explanations for all solutions which resulted to the loss of marks.

Expected responses:

- Promote family planning – citizens to be made aware of the value of family planning.
- Educate people – to understand birth control for both men and women
- Population policies of reducing high birth rate – implement family planning regulations and laws
- Give incentives to those with smaller family – e.g. tax breaks
- Sex education taught in schools – to enlighten/ empower people on advantages of a small family or disadvantages of large families
- Delay first pregnancy to after marriage – to allow couples to finish school and save money/to avoid teenage pregnancies, encouraging family planning
- Improve status of women – giving education to women so they delay childbirth
- Prevent child marriages – efforts made to discourage and prevent child marriages
- Contraceptives issued out in public places e.g toilets – for birth control
- Legalise abortion – reducing unwanted pregnancies
- Delayed marriages – having children later will reduce number of children the couple will eventually have

Paper 527/02

General comments

The total number of candidates who sat for 2024 Geography Paper 2 was 8559, which showed a remarkable decrease of 1222 compared to 2023 when there were 9675 candidates who sat for the same exam.

The paper tested candidates on the following skills; knowledge with understanding, analysis and interpretation, investigation and evaluation as well as judgment and decision making. The paper had four questions.

Question 1 – Map Reading and Interpretation

Question 2 – Research Skills

Question 3 – Physical Geography

Question 4 – Population and Settlements

Candidates were required to answer all questions.

Question 4 (Population and Settlements) proved to be the most accessible to a majority of candidates, with most of them scoring well above half the marks allocated for the question. There were also cases where candidates scored the maximum marks in this question.

Question 3 (Physical Geography) again proved to be the most challenging question in the paper, with most candidates below half the marks allocated for the question while some scored a zero.

There was a slight improvement in the candidates' skill of using the given resources to answer some of the questions as most were able to draw the answers from the resources.

Candidates did attempt all the four questions. However, in some centres candidates would leave blank spaces in some areas, especially in question 3.

Overall, the candidates' performance was average. However, there were centres where all candidates scored below half the total marks for the paper.

The new skill introduced in Map Reading (Simulated map) seemed to be well mastered by a large number of candidates as they would score everything or miss one out of the 5. However, the new skill in Research (Practical aspect) gave a lot of candidates a challenge especially when they had to write a conclusion to the hypothesis.

Comments on specific questions

Question 1 – Map Reading and Interpretation

Candidates performed fairly well in this question, as many managed to score above 10 out of the 20 marks. The new skill of identifying features in a simulated map seemed to be well mastered by the candidates. However, there is a great need for candidates to improve on the skills that have been tested all along, such as calculation of gradient. Educators must emphasise accuracy and the use of units to candidates as they lost a lot of marks in distance and bearing measurement due to inaccuracy and omission of units, yet the candidates displayed knowledge of the skills.

(a) The question required candidates to identify features in a simulated map. It is highly commendable to educators that a majority of candidates were able to identify all the features correctly, thus scoring maximum marks for this part. The expected responses for part (a) were:

(i) Feature A – Mine dump

(ii) Name of river marked B – Wandanda river

(iii) Feature C – Dip tank

(iv) Feature D – Dam

(v) Type of road marked E – Wide tarred

Candidates are advised to copy names of features as they are written on the key. Some candidates did not get a mark for (v) as they either wrote wide road or tarred road which was incorrect.

(b) (i) Candidates were required to give the representative fraction scale of the map. A majority of candidates were able to give the correct answer as **1: 50 000**.

(ii) The question required candidates to state the six-figure grid reference of the confluence of the Shagashi and Mucheke rivers. Most candidates displayed the skill; however, they got wrong answers such as 745789 because of inaccuracy. The correct answer was **746788.** Candidates must be taught to use the divided part of the linear scale on the left to get the 3rd and 6th figures.

(iii) The question required candidates to give the general direction of flow of the Shagashi river east of easting 75. Most candidates were able to give the correct answer as **South-east.** However, some candidates wrote north-west, which was incorrect. Emphasis should be made that the direction of flow is the direction the river flows towards, not where it flows from.

(iv) Candidates were required to give the name of the settlement found in grid square 7970. Most candidates misread the question as if it required the settlement pattern thus, they wrote linear or nucleated. The correct response was **Tilbury.**

(c) (i) The question required candidates to measure the distance in **metres** along the wide tarred road from the junction near the motel (7372) to the junction near the store (7472). Candidates displayed mastery of the skill of measuring distance but lacked the skill of accuracy as their answers were slightly above or below the actual distance which was **6200metres.** Also, some candidates did not adhere to the units required by the question, which was metres. They gave their answer as 6.2 kilometres which was wrong.

(ii) Candidates were required to calculate the gradient between the two junctions in (c) (i). It was evident that candidates still lack this skill as most of them would only write the formula. Others just computed the VI only and did not know that the distance they measured in (c) (i) should be the HE. The correct answer was

$$\frac{\text{1100m – 1080m}}{\text{6200m}} = \frac{20}{6200}$$

$$\frac{1}{310} \quad \textbf{or} \quad \textbf{1:310} \quad \textbf{or} \quad \textbf{1 in 310}$$

(d) (i) Candidates were required to state three pieces of evidence which showed that mining takes place in the area around Masvingo. Candidates did fairly well in this question as they bought answers such as **mining or prospecting trench, mine dump, quarry or excavation and mine names/named mines.** However, some candidates wrote a list of mine names which only scored 1 mark, as that is taken as one piece of evidence. Others just wrote 'presence of mining symbols' which was also wrong. They needed to use the key to interpret the meaning of the mining symbols.

(ii) Candidates were required to measure the whole bearing of the spot height in 8574 from the trigonometrical station at 7770. Most candidates displayed the skill of measuring bearings but could not score because of inaccuracy. Teachers must teach candidates to draw the north line using a set square and the pencils used must be sharp. The correct answer was **063^0**. Some candidates could not score because they gave their answer in two digits, like **63^0**

(e) (i) The question required candidates to state three recreational facilities found in the town of Masvingo. Some candidates just wrote any facility found in Masvingo, ignoring the key word 'recreational'. The correct responses were; **caravan park, drive-in-cinema, sports club, hotel, swimming bath, golf course**, etc.

(ii) Candidates were required to give one reason why the area around the south-western corner is without settlements. Most candidates were able to give correct answers, such as **steep slopes or mountainous, sparse or medium bush and high stream density.** However, others just wrote bush or many contours which did not score. They needed to describe the bush and interpret the meaning of the many contours.

Question 2 – Research Skills

This was a fairly well attempted question by candidates in some centres, however, some candidates scored below half the marks allocated for the question while others scored a zero.

(a) (i) The question required candidates to define secondary data. This was a challenging question as candidates responded as it is information obtained from people, yet the correct answer was information obtained from other sources or processed or published information.

(ii) Candidates were required to state two disadvantages of secondary data. It was another challenging question as most candidates were giving responses such as it saves time which was wrong. Expected responses were: **it is biased, information may be outdated, it is untimely, users have less control over data, data might be irrelevant to study, etc.**

(iii) Candidates were required to describe how the students conducted the traffic count. This was another challenging question as candidates gave examples of sampling methods or safety precautions when conducting research which was incorrect. Correct responses were: **choose sites, work in groups or pairs, decide on the starting and end time, decide on the type of traffic to count, decide on the direction of traffic to count and record on a recording sheet using tally marks.**

(b) (i) The question required candidates to use information from Table 1 to complete the bar graph, Fig. 2. Some candidates did not attempt the graph at all. Those who attempted it were incorrect as they did not know the value of each division in the graph. Some completed the graph at the correct value but lost 1 mark out of the 2 for wrong shading. Candidates must be taught to shade using the pattern used by the examiner or follow the key if there is one.

(ii) Candidates were required to write a conclusion to the hypothesis using evidence from Table 1 and Fig. 2. Most candidates failed to get this question correct as they failed to take a stand. They just wrote the evidence without the stand, thus scored a zero even if the evidence was correct. Candidates must be taught that they must take a stand first and then take evidence from **both** data presentation tools. The expected responses were:

The hypothesis is true/correct

Evidence from Table 1

Traffic is high between 0600hrs – 0759hrs with 200 cars

Traffic is high between 1200hrs – 1359hrs with 180 cars

Traffic is high between 1600hrs – 1759hrs with 190 cars

Evidence from Fig. 2

Tall bar between 0600hrs – 0759hrs at 200 cars

Tall bar between 1200hrs – 1359hrs at 180 cars

Tall bar between 1600hrs – 1759hrs at 190 cars

Question 3 – Physical Geography

This was a very challenging question for most candidates, just like the previous year, as candidates performed far below average. In some centres, some candidates would get a zero or just leave a lot of blank spaces

(a) (i) Candidates were required to name the season shown in Fig. 3. Very few candidates managed to see that the season was the **Winter solstice.** A majority of candidates wrote summer or left a blank space.

(ii) The question required candidates to identify the lines marked X and Y. Most candidates failed to give the correct answer as they wrote Equator and Greenwich meridian as popular responses which were incorrect. Expected responses were:

X – Earth's axis

Y – Line of illumination/line separating day and night.

(iii) Candidates were required to state according to Fig. 3 the pole tilted towards the sun and away from the sun. Candidates were able to state that the pole **tilted towards the sun was the North pole and that tilted away from the sun was the South pole.** However, others wrote their responses vice versa while others just wrote lines of latitude.

(b) (i) Candidates were required to name the type of fold shown in Fig. 4. Some candidates gave their answer as a symmetrical or overthrust fold, which was incorrect. A few candidates were able to name the fold as an **asymmetrical fold.**

(ii) Candidates were asked to describe three features of the fold shown. Most candidates were able to describe the three features as **limb, anticline/crest and syncline/trough.**

(iii) The question required candidates to state two disadvantages of fold mountains. Very few candidates were able to state the advantages as they gave answers such as steep slopes, hard to climb instead of **barrier to communication, barrier to climate (cold), barrier to construction of settlements, barrier to arable farming.**

(c) (i) Candidates were required to name the feature labelled A in Fig. 5. A majority of candidates named the feature as syncline, crest or eroded land which was incorrect. The correct answer was **rift valley/graben.**

(**ii)** The question required candidates to describe three features of the landform shown in Fig. 5. This question was also a challenge as candidates gave answers such as syncline, anticline and disadvantages of faulting. Few candidates were able to get full marks. The correct responses were; **parallel faults, downthrow/middle land subsides, upthrow/horsts/block mountains, fault scarp, fault plane, rift valley/graben.**

(d) (i) Candidates were required to name the type of rainfall shown in Fig. 6. The most common response was relief rainfall, which was incorrect. A few candidates were able to give the correct answer, which was **convectional rainfall.**

(ii) Candidates were required to identify the type of air labelled A and B. Candidates were able to identify the types of air, but some wrote their answers vice versa. The expected responses were:

A – cold air descends/sinks

B – warm/heated air rises/ascends

(iii) The candidates were required to describe any three processes involved in the formation of the rainfall shown in Fig. 6. Candidates described the processes without chronology, which made their responses incorrect. Few candidates managed to present the processes chronologically. The correct responses were:

The earth is greatly heated

The heated air rises

Air cools and expands

Condensation takes place

Clouds are formed

Rainfall occurs

Cold air sinks/descends.

Question 4 – Population and Settlements

This was the best question in the question paper in terms of performance, with most candidates scoring well above half the total marks allocated for the question. In some centres there were candidates who scored the maximum marks.

(a) (i) The question required candidates to define a squatter settlement. This was a challenging question as a very large number failed to define a squatter settlement. Candidates just describe materials used to build in squatter settlements, such as houses made of plastic. The correct response was that it is **an informal/unplanned/illegal settlement found on the outskirts of town or urban settlements.**

(ii) Candidates were required to describe any three features shown in Fig. 7 which indicates that the area is a squatter settlement. A majority of candidates were able to describe the features as they identified features such as **unmade road (mud), water stand pipes, open drains, marshy land, area of self-built houses and small businesses.**

(iii) Candidates were required to state any two problems experienced by people who live in squatter settlements. Candidates were able to state the problems such as **crime/prostitution, poor sanitation, diseases, fire, pollution, lack of clean water, unemployment, overcrowding, poverty, etc.** Very few candidates failed to score in this question.

(b) The question required candidates to use evidence from Fig. 8 only, to state four services provided in Manzini. Candidates struggled to give the services. Instead, they just gave the facilities as shown in the resource like school, hotel, etc. which was wrong. The correct responses were: **education, religion/worshipping, shopping, entertainment/recreation, accommodation, law and order/security/safety, banking/financial, posting/communication and transportation.**

(c) (i) Candidates were required to state the population of Zimbabwe in 1950. Candidates failed to read the graph correctly as they gave answers such as 1.5 million. The expected response was **2 million.**

(ii) The question required candidates to name the country which had a population of 2.5 million by 2020. Most candidates were able to give the correct answer as **Botswana,** although there were a few who wrote Zimbabwe.

(iii) The question required candidates to complete the bar graph for Eswatini which had an estimated population of 1.6 million by 2025. A few candidates managed to complete the bar for Eswatini as the majority failed to find the value of each division in the graph.

(iv) Candidates were required to state two reasons why LEDCs have a high birth rate. This was a very well answered question as most candidates were able to give correct answers, such as **polygamy, early marriages, teenage pregnancies, lack of education, slow/non-acceptance of family planning, desire for boys/sex preference, lack of a population policy, low women's status, etc.**

(d) (i) The question required candidates to define migration. It was a well answered question as most candidates were able to define migration as **the movement of people from one place to another.**

(ii) Candidates were required to use evidence from Fig. 11 and identify the type of migration illustrated by the given statements. A fairly well answered question as most candidates scored maximum marks in this question. However, there were some cases where candidates just ignored Fig.11 and used any terms, they knew about migration, such as emigration and immigration.

The correct answers were:

1. A student moving from Lavumisa to study at the University of Eswatini – **internal voluntary**
2. A soccer player moving from Eswatini to play for a soccer team in the Republic of South Africa – **external voluntary**
3. A person moving from a rural area in Eswatini to the capital city (Mbabane) due to unemployment in the rural area – **internal involuntary**
4. A person moving away from the volcanic eruption of Mt. Nyamlagira in the Democratic Republic of Congo to neighbouring Tanzania to seek refuge – **external involuntary**