Examination Report

Geography

527

JC

2025

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Paper 527/01

General Comments

The number of candidates who sat for the Junior Certificate Geography Paper 1 examination in 2025 was 8971 compared to 8735 candidates who sat for the same examination in 2024 which shows a slight increase of 236. This increase could be a result of a variety of factors.

Assessment

As guided by the syllabus, the examination assessed candidates on the following 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. However, there are some candidates who did not consider this instruction. The varied observations witnessed were 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.

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 minimal progress in the way candidates respond to the questions that require candidates to explain.

This may suggest that some candidates fail to reach higher order and meet the expected demands of the question. Moreover, some candidates, instead of explaining clearly, just give a point which disadvantages them towards scoring 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 explanation and suggestion approach would be to start with the point followed by its development or clear explanation for candidates to obtain maximum marks per question, especially the part (c) of each 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 used 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. 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, 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 in a 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 they learn and avoid the use of negative ones. This appeals for 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 Blooms’ Taxonomy which demands candidates to respond in the relevant order.

Candidates are still failing 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 unpopular as very few candidates attempted it.
Sub-questions which were a challenge were Question **1 (a)(ii) ,** Question **2(b)(i), (b)(ii), (c)** Question **(3) (a)(i), (a)(ii), (c)** Question **4 (a)(i), (a)(iii), (b)(i), (b)(ii), c,** Question **5(a)(ii), (a)(iii), (b)(iii), c** Question **6(a)(i), (b)(i), (b)(ii), (b)(iii), 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 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. 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 gentle undulating land’ instead of just ‘land’.

Furthermore, most candidates scored very low marks in part (c) of all the questions, yet this part contains the most 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 contents.

SECTION A - Eswatini

Question 1

This was the most popular question to be answered by candidates, and it was fairly done by those who answered it.

(a) Study Fig. 1 which shows some of Eswatini's tourist attractions.

A majority of candidates failed to reach the last level of the definition. They failed to mention that it is **a person who travels for pleasure / entertainment / fun / leisure / recreation**. Others were just defining the term tourism.

(i) Define a tourist.

This question was poorly answered by a majority of the candidates. A majority of the candidates just mentioned any tourist attraction areas in Eswatini. Expected responses:

- **A - Hlane Game Reserve/Hlane Nature Reserve/Hlane Royal National Park/Hlane**
- **C - Malolotja Nature Reserve/Malolotja Sanctuary/Malolotja Game Reserve Malolotja**

(ii) Explain two disadvantages of tourism to the people of Eswatini.

Most candidates mentioned factors that promote tourism in Eswatini, instead of advantages of tourism to the people. Expected responses:

- **Employment/Job creation/Job opportunities – tourism creates jobs in hotels, transportation, restaurants etc., thus improving the standard of the people.**
- **Improved infrastructural development – infrastructure developments meant to support tourism e.g. roads, power thus benefit locals as well**
- **Encourage local entrepreneurship e.g. car rental, guest houses, restaurants thus improving the living standard of the people**
- **Bring income/Revenue Generation – tourism brings in significant revenue for local and national governments through taxes and direct spending by tourists**
- **Market for local products e.g. traditional clothing, curio thus self-employment**
- **Skill transfer thus people my open their small businesses and earn a living**
- **Cultural Exchange – tourism provides opportunities for locals to learn about different cultures, traditions, and lifestyles**

(b) (i) Sugar cane is one of the commercial crops grown in Eswatini.

Most candidates were giving the steps involved when processing sugar instead of steps involved **after planting**. Other candidates just jumbled the steps instead of writing them in chronological order.

Expected responses:

- **Irrigation**
- **Application of fertilizers/spraying using aircraft/spraying**
- **Weed control/herbicides**
- **Pest control/pesticides and insecticides**
- **Application of chemical ripeners**
- **Burning**
- **Cutting/harvesting**
- **Loading and transportation to the mill**

(ii) Name two products from sugar-cane processing.

Majority of candidates mentioned brown sugar and white sugar as two products, yet they were regarded as one point. They failed to give the correct spelling of **bagasse, molasses**.

Expected responses:

- **Sugar/raw sugar/refined sugar/brown sugar/white sugar**
- **Fibre**
- **Bagasse**
- **Molasses**
- **Filter mud/cake**
- **Leaves**

(iii) State two climatic problems faced by sugar cane farming.

A majority of candidates failed to stick to the discriminating word 'climatic'. They gave any problems faced by sugar cane farmers in general in Eswatini.
Expected response:

- **Shortage of water/insufficient rainfall/delayed rainfall/ late arrival of rainfall/Drought - Water for irrigation is rationed which then reduces yields.**
- **Heavy rainfall/ high rainfall/flood/Wet weather - Increased volume of rainfall reduces the sucrose level in the sugar cane.**
- **Lack of sunshine/shortage of sunshine/Cloudy conditions - deprive sugar cane of sunshine thus reducing sucrose level.**
- **Strong winds - sugar cane is flattened, which affects the yields and the sugar content.**
- **Extreme temperatures - Extreme summer temperatures reduce sugar cane growth and sugar formation and in winter temperatures fall below freezing point, preventing the spreading of buds and frost damages sugar cane.**
- **Hailstorms – bring destruction to the cane thus reducing yields**

(c) Suggest three ways that could be undertaken to improve output in subsistence farming in Eswatini.

Most candidates gave characteristics / features of subsistence farming instead of ways to improve subsistence farming. Those who were able to identify ways of improving subsistence farming failed to develop their points to score maximum marks.

Expected responses:

- **Provide education and training, support and advice to farmers - to improve yields**
- **Irrigation/Improve access to water- by investing in the construction of small dams, boreholes, rainwater collection tanks or piped water systems for irrigation.**
- **Improve security of land tenure- to allow for greater on-farm improvements and as security/surety for loans.**
- **Provide simple, easy to understand weather forecasts/warning/ update farmers - to help farmers in planning ahead for the next planting season**

- **Upgrade/Improve or repair feeder roads - to improve transportation of marketable goods/to access inputs.**

- **Help farmers find market outlets - develop storage and transport facilities.**
- **Provide improved access to farm inputs - such as fertilisers, organic inputs, which are delivered to nearest retailers.**

- **Capital/Access to credit is improved - farmers access finance to invest in technologies and equipment.**

- **Maize storage facilities built - at various points in all the regions to improve post-harvest maize handling**

- **Development of RDA - to help farmers improve crop production by renting out tractors at subsidised rates and provision of extension workers who support and advice farmers in rural areas.**

- **Improved seeds which are drought and pest resistant - to ensure better harvest even in poor climatic conditions.**

- **Practice crop rotation - to maintain soil fertility**

- **Use of modern farming tools- saves time and increases efficiency**

- **Practice soil conservation e.g. mulching/ contour ploughing- which maintains soil quality**

- **Introduction of the National Maize Competition - to encourage farmers to grow maize**

- **Free dipping services to farmers - to fight pests and diseases in livestock**

Question 2

This was the least popular question in this section. However, most candidates who chose it performed fairly well.

(a) Eswatini is divided into different land tenure systems.

(ii) **What is meaning of land tenure system.** Candidates failed to give the correct response to this part of the question. Instead, they were giving land uses such as farming, building houses etc. Yet the correct response was: **the rule of system invented by society for allocating land for growing crops, building homes, establishing urban areas and other activities/ system of land ownership.**

(ii) Name any two types of land tenure systems found in Eswatini.

Most candidates were able to identify the type of land tenure system.

Expected responses:

- **Swazi/Eswatini Nation Land**
- **Title Deed Land/Privately owned/Individual Tenure Farms**
- **Crown land/Government owned**

(iii) Explain any two uses of the natural vegetation of Eswatini. A majority of the candidates failed to give the uses of natural vegetation but instead they were giving the uses of exotic forest/trees and crops. e.g. used as timber for making electric poles, papers and desks**.** They also failed to develop their responses to meet the demand of the question.

Expected responses:

- **Construction – poles from indigenous forests are used in the building of huts, cattle kraals and fencing.**
- **Grazing- grasses used as feed for animals**
- **Tourist attraction – nature reserves support eco-tourism**
- **Firewood/ source if fuel – in many rural areas**
- **Thatching – tall grasses of the Middleveld are used to thatch huts in rural areas and also modern houses or recreation areas.**
- **Food & beverages – edible wild plants are used to supplement people's diets; others produce juice.**
- **Cultural activities – some natural plants are associated with cultural activities e.g. Lusekwane for Incwala, reeds for reed dance/Umhlanga**
- **Handicrafts – various products are produced from indigenous plants i.e. wooden dishes, sleeping mats, baskets, placemats, and brooms and to make dyes and tans/hoe handles.**
- **Habitat for wildlife – provides shelter and breeding grounds for animals**

- **Pharmaceuticals/medicinal – from plants, important drugs are made.**
- **Ecosystem support – natural ecosystems prevent soil erosion and land degradation;**
- **filter nutrients and serve as defense against pests, diseases and natural disasters.**

(b) Study Fig. 2 which shows different types of cattle breeds reared in Eswatini.

(i) Name the cattle breeds shown as D, E and F. Generally, most candidates failed to identify breed **E.** And for breed **D** they were giving incorrect spelling e.g. Blahman instead of **Brahman.** Expected responses:

D – Brahman
E – Jersey/Holstein/ Fresian
F – Nguni

(ii) State any two conditions that favour the rearing of breed E in Eswatini. Candidates failed to read the question with understanding. They were stating conditions favouring the Nguni breed instead of the Jersey breed.

Expected responses:

- **Availability of disease control measures/ veterinary services**
- **Its adaptability to Eswatini's climatic conditions**
- **Availability of water supply**
- **Availability of feed supplements/ fodder/silage**
- **Government support/improved breed**
- **Availability of good palatable grass/pastures**
- **Warm temperatures/cooler temperatures/10oC-24oC**
- **Adequate/ sufficient rainfall**

(iii) State any two inputs required in subsistence livestock farming. This part of the question proved to be a challenge to the candidates since most candidates failed to give the correct geographical terms, such as food instead of **pastures.**

Expected responses:

- **Communal grazing land/grass/pasture**
- **Family labour/herd boy**
- **Disease control/dip tanks (provided by government)/vaccine/veterinary services/medication**
- **Animal stock/cattle/breeding stock**
- **Kraal**
- **Water**

(c) Explain three ways in which the climate of Eswatini affects agricultural land use.

This part of the question was poorly answered. Candidates failed to identify the "climatic conditions" affecting agricultural land use in Eswatini instead, they were giving general conditions/factors affecting agricultural land use in Eswatini.

Expected responses:

- **Temperature - high causes plants to wither and dry, low temperatures affect growth of crops**
- **Rainfall – high/ flooding ideal for forest plantations**
- **Drought/low rainfall – destroys crops**
- **Hailstorm – destroys crops and kills animals/lowers production**
- **Climate change - it reduces agricultural production**

SECTION B – SADC

Question 3

This was the most popular question in this section. It was fairly performed.

(a) Study Fig. 3 which shows some climatic regions found in the Republic of South Africa.

(i) Name the mountain range shown in Fig. 3.

Most candidates failed to identify the mountain range. Those who were able gave incorrect spelling.

The expected response:

- **Drakensberg Range of mountains/ Drakensberg**

(ii) Identify the climatic regions marked as CR1 and CR2 in Fig. 3.

This part of the question proved to be challenging to most candidates since only a few were able to get the correct answer. Most wrote incorrect regions such as Mediterranean, Deserts etc. Others only wrote Sub-tropical which did not score any marks.

The expected responses:

- **CR1 – Sub-tropical lowveld**
- **CR2 – Sub-tropical (east) coast/subtropical coast**

(iii) Explain any two factors that promote industrial development in the Republic of South Africa.

This question was fairly answered. However, a few candidates left the key word “availability” making them unable to score the maximum marks.

Expected responses:

- **Availability of gentle undulating land - for further expansion**
- **Availability of machinery to improve productivity**
- **Availability of electricity - to drive or operate industrial machines, achieved from different power stations.**
- **Availability of transport - promotes industrial productivity provided by the network of roads and railway lines as well as sea transport.**
- **Availability of labor - both skilled and semi-skilled to work in the industries.**
- **Availability of market - the country has a large home market and has access even to other markets outside the country to buy products from other industries.**
- **Availability of raw materials - the country is endowed with a variety of raw materials which are used in the industries.**
- **Water availability - to be used in various industries for various purposes i.e. cleaning, cooling machines, as a raw material, etc.**
- **Availability of capital - to start and run the industry i.e. in production, transportation of raw materials and finished products, etc.**
- **Availability of link industries - which make goods that are needed for another industry e.g. car tyre production to supply motor assembly plants.**

(b) Diamond is one of the minerals mined in the Republic of South Africa.

(i) Name three methods used in the mining of diamond in the Republic of South Africa.

It was fairly performed although the common answers were surface mining and underground mining. These two were umbrella terms for all other types of mining.

Expected responses:

- **Open pit/Open cast**
- **Vertical shaft**
- **Alluvial/Panning**
- **Inclined shaft/Adit/Drift**
- **Vertical marine**
- **Horizontal marine**
- **Surface**
- **Underground**

(ii) State two uses of diamond.

Most candidates were able to get one use which is “jewellery”.

Expected responses:

- **Jewellery (max 1 for examples) e.g., rings, earrings.**
- **Industrial use (max 1 for examples) e.g. cutting tools, grinding tools, polishing tools**
- **Investments**

(iii) Describe two problems caused by mining on the people in the Republic of South Africa.

It was fairly done. The expected responses:

- **Diseases/work related illnesses/tuberculosis/lung disease/asbestos**
- **Mining accidents/explosion/rockfall/injuries/death**
- **Family break ups**
- **Pollution (air, water noise, land)**
- **Labour unrests/strikes**
- **Re-settlement/relocation**

(c) Explain any three effects of nuclear energy on the environment.

Candidates confused nuclear energy with thermal energy. They failed to differentiate between environmental effects and effects on the people.

Expected responses:

- **Clearing/removal of vegetation - may cause soil erosion/loss of habitat/ disturbs the ecosystem/loss of scenic beauty.**
- **Radio-active waste - damages the environment by contaminating the air, water, land/causes acid rain/pollution / results to global warming.**
- **Warm water released back to the sea - may kill aquatic life/marine life.**
- **Soil is contaminated - making it difficult to use for any purpose especially growth of natural vegetation.**
- **Nuclear accidents**
- **Waste contaminates water sources - which can kill animals and pose hazards to humans**
- **Disturbance of the ecosystem - through the removal of vegetation.**

Question 4

This was the least popular question in this section. It was poorly performed.

(a) Lesotho is a well-drained country with limited economic activities.

(i) Name the river that forms the western boundary of Lesotho.

Candidates were unable to identify the river. Expected response:

- **Caledon/Mohokare**

(iii) State two main economic activities practiced by the Basotho.

It was fairly performed. Most candidates were able to give **farming** and **mining** which scored full marks.

Expected responses:

- **Handicraft/ Textile/ weaving**
- **Stock farming**
- **Tourism/hiking/skiing**
- **Sale of water**
- **Mining**
- **Crop farming**

(iii) Explain any two climatic problems that affect economic activities in Lesotho.

Candidates failed to note the keyword “climatic”. They would write other physical problems such as mountains.

Expected responses:

- **High rainfall – leads to soil erosion and leaching**
- **Cold temperatures – lead to snow, making transportation difficult; livestock farmers are forced to move to lowlands, affect growth of crops**
- **Low rainfall/Drought - Reduces agricultural production during the winter season**
- **Snow – making transportation difficult**
- **Hailstorms – destroy crops and kills animals**

(b) Study Fig. 4, which shows Botswana and her neighbouring countries.

(i) Identify the three neighbouring countries labelled as G, H and I.

The question was poorly answered. Candidates were unable to identify the countries labelled as **G**, **H** and **I**. Expected responses:

G Namibia
H Republic of South Africa/Mzansi/South Africa
I Zimbabwe

(ii) Name any two physiographic regions of Botswana.

The question was dismally answered. No candidate was able to identify the regions.

Expected responses:

- **Sandveld**
- **Hardveld**
- **Lacustrine**
- **Alluvial plains**

(iii) State two ways in which the government of Botswana assists cattle farmers.

The performance here was fair.

Expected responses:

- **Conducting research on cattle improvement/cross breeding**
- **Conducting research in nutrition**
- **Control of diseases/dip tanks/veterinary services**
- **Provide market/Botswana Meat Commission**
- **Maintain government cattle ranches**
- **Introducing schemes which help low-income farmers buy livestock**
- **Depopulation and culling of livestock**
- **Provide farmers cattle when they die**
- **Livestock development programmes/ collect and analyse data**
- **Drilling of boreholes/provision of water**
- **Provision of extension officers**

(iv) Explain three physical factors that favour the location of the car assembly plant in Namibia.

Most candidates failed to take note of the key word “physical”. They included mostly economic factors such as availability of reliable transport.

Expected responses:

- **It has a large undulating land – to allow for expansion and for the long assembly line**
- **Located on a geologically stable earth surface – which allows for the safety from earthquakes. Etc.**
- **Nearness to the seaport – for easy transportation to overseas markets**
- **Nearness to water supply – to wash and cool the machines.**
- **Located away from the ocean/sea – to avoid corrosion of the vehicles.**

SECTION C - COUNTRIES OUTSIDE AFRICA

Question 5

Generally, the question was popular but poorly performed.

(a) Study Fig. 5 which shows water bodies around Japan and some of her industrial regions.

(i) Name the water body labelled as J.

Candidates were able to give the correct answer, although some were writing Sea of China instead of **Sea of Japan**.

(ii) Identify the industrial regions labelled as IR1 and IR2.

The majority of candidates showed lack of knowledge about the industrial regions, since they were giving the names of the towns.

Expected response:

- **IR 1- Tokyo- Yokohama region**
- **IR 2- Osaka- Kobe- Kyoto region/Osaka-Kobe region**

(iii) Explain any two limitations Japan has for industrial development.

This question showed that the candidates lack knowledge and understanding of the term "limitations" since they were giving factors promoting industrial development in Japan.

Expected responses:

- **Lack of/ scarce mineral resources - which causes the country to import them such as coal, iron ore, crude oil, and copper.**
- **Lack of gentle land/Rugged/ mountains terrain - which makes it difficult to develop industries/ construct roads**
- **Products face competition from Western/ European goods**
- **Country lies in a zone of instability - tsunamis and earthquakes usually occur.**

- **Ageing population – Three Quarters of the population is above 65 years old; thus shrinking working age population /results in lack of labour/ slowing down economic growth rate.**
- **Most people live in urban areas – Which results in overcrowding and cramped living conditions.**
- **Imports most of its energy resources - such as oil, coal and natural gas**
- **Restriction of immigrants from other countries - which deprives possible investors and scientists from other countries.**

(b) The Netherlands is known for land reclamation.

(i) State the first three steps taken when reclaiming land using the empoldering method in the Netherlands.

Candidates jumbled the stages and also confused the methods. Majority were giving stages of landfill. Expected responses:

- **Construction of dyke/ wall**
- **Enclose the area to be reclaimed.**
- **Water is pumped out from the enclosed area - using windmills or electrical or diesel engines and drainage canals**
- **Reed seeds are sown - by plane or aircraft to help form solid soil**

(ii) State any two reasons for land reclamation in the Netherlands.

Majority were able to give correct responses. Expected responses:

- **Crop farming**
- **Grazing of dairy cows**
- **Growing grass**
- **Construction of houses/settlements/living space**
- **Provide additional recreational facilities**
- **Reduce flooding**
- **Cater for industrial development**
- **Expand port facilities**
- **Provide additional recreational facilities**

(iii) Name any two kinds of polders in the Netherlands.

This question was poorly answered. Candidates failed to identify the different kinds of polders.

Expected responses:

- **Land reclaimed/land polder**
- **Marshes**
- **Flood plain/flood polder**
- **River polder**
- **Sea polder**
- **Lake polder**

(c) Explain any three problems facing the fishing industry in Japan.

Most candidates were able to give correct responses. However, some were giving climatic conditions hindering fishing in general. Also, candidates were misspelling words e.g. oil slicks instead of oil leaks. Some left the question unanswered which showed lack of information and resulted to them scoring low marks.

Expected response:

- **Oil spills - Oil tankers spill oil into the ocean depriving fish of oxygen**
- **Overfishing - especially in the coastal areas leads to inadequate time for fish to multiply/reduces fish stock.**
- **Natural disasters e.g. Tsunami**
- **Indiscriminate fishing - small and pregnant fish are caught.**
- **Territorial conflicts/ disputes with neighbours - especially over fishing rights and limits.**
- **Industrial toxic waste - kills the fish; can cause illness to people who eat poisoned fish.**

Question 6

This was the least popular question in this section. Even those who chose it performed dismally.

(a) Study Fig. 6 which shows the equatorial rainforest in Brazil.

(i) Identify the region marked K in Fig. 6.

Most candidates failed to identify the region. Instead, they gave tropical or equatorial rainforest as the answer, instead of the specific region shown on the map.

Expected response:
Amazon Rainforest/Amazon Basin

(ii) State the two climatic features of the region labelled K.

Candidates failed to quantify their responses on rainfall, temperature and humidity in the region. Others mentioned the characteristics without specifying that it is high throughout the year.

Expected responses:

- **High temperatures throughout the year/ 250C-300C**
- **Heavy/High rainfall throughout the year/1500mm-2500mm**
- **High humidity/>75%**
- **Small annual/diurnal temperature range/20C-50C**

(iii) Explain any two features of the natural vegetation found in the region labelled K.

Candidates failed to describe the features of the natural vegetation. Those who were able to identify the features failed to give explanation or development. Some candidates would mention that the region has dangerous animals.

Expected responses:

- **Tall trees – due to high temperature and rainfall**
- **Trees at different levels – compete for sunlight**
- **Ever green trees – caused by high temperatures and rainfall**
- **Broad leaves – high rainfall and temperatures**
- **Drip tip leaves – due to shed excess water**
- **Climbing plants – to reach out for sunlight**
- **Little undergrowth – due to lack of sunlight/wet ground**
- **Straight trunks – for trees to grow tall**
- **Many stomata – to shed excess water/ moisture**
- **Buttress roots – to provide stability**
- **Dense forest – due to high rainfall**
- **Aerial roots – to absorb moisture from humid air**
- **Shallow roots – not need to search for moisture at greater depth**

(b) Brazil is one of the leading producers of rubber.

(i) Name three by-products of rubber production.

The question was dismally answered. Most candidates were giving the products of rubber instead of by-products.

Expected responses:

- **Rubber powder**
- **Crumb rubber (wire free)**
- **Rubber mulch (looks like wood/rock)**
- **Rubber asphalt**
- **Tyre-derived fuel**

(iii) State any two differences between artificial rubber and natural rubber.

Candidates failed to give the differences, instead they would give one characteristic without showing difference. Expected responses:

Synthetic/ Artificial rubber	**Natural rubber**
Made artificially by a chemical reaction (from polymers)	**Made from nature**
A non-renewable source material (fossil fuels)	**A renewable source (from a rubber plant)**
Oil and gas derived underground in selected areas of the world	**Plants only grow in tropical rainforests**
Rubber produced using highly technical machinery.	**Production process is labor intensive**
Better resistance to abrasion	**Less resistant to abrasion**
Superior resistance to chemicals fluids, ozone, electrical heat and effects of aging	**Lower resistance to chemicals fluids, ozone, electrical heat and effects of aging**
Less elastic	**Highly elastic**
Cheap production	**More expensive due to plantation**

(iv) Name the two stages in the extraction of the rubber liquid.

Candidates failed to give stages of extraction. Instead, they gave the stages of rubber processing.

Expected responses:

- **Diagonal cut/incision/slating cuts/tapping**
- **Vertical cut**
- **Place bucket next to tree to collect rubber liquid/latex**
- **Transfer/store latex in airtight containers**

(c) India is one of the leading producers of tea in the world.

Explain any three problems faced by the tea industry in India.

This question was dismally answered. Candidates failed to give problems specifically faced by the tea industry. They just gave general problems faced by farmers in agriculture.

Expected responses:

- **Lack of labour – labourers work in successful industries and no longer work in the tea industry.**
- **Climate change(floods/temperature) - changes in temperatures and rainfall patterns have bad effects on production and the quality of the tea itself.**
- **Old tea bushes – less productive**
- **Failure by plantation owners to modernise this has led to the decline of production**
- **Pests - caused by large quantities of rainfall and high humidity/are difficult to control.**
- **Frost - which is due to the cold and dry conditions hinders tea growth.**
- **Competition for land – as the population of the country grows, land for tea growing reduces.**
- **Demand for water – less water is available for tea growing as water is highly demanded.**
- **Welfare of workers – with increased production costs, tea produces struggle to pay for welfare costs of workers and their families (such as provide housing, healthcare and education).**

Paper 527/02

General Comments

The total number of candidates who sat for 2025 Geography Paper 2 was 8971 which showed a slight increase by 412 candidates compared to 2025 when there were 8559 candidates who sat for the same exam.

This is mainly a skills-based paper which 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 attempt all questions.

Candidate did attempt all the four questions. However, in some centres candidates would leave blank spaces in some question, more especially in Question 3 and Question 1.

The use of resources by candidates when answering questions has improved. Candidates were able to use the resources given correctly to draw answers or information from the resources given instead of using their own knowledge. A sizeable number of candidates lost some marks in some questions throughout the paper due to failure to calculate their answers to the correct units required by the question. Educators must emphasise that in their teaching

There was a general improvement in candidates' performance in Question 1 with some candidates in some centres scoring the maximum marks allocated for the question. However, in some centres there are candidates who scored nothing.

On the overall the candidates performed averagely. However, there were centres where all candidates scored below half the total marks for the paper

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 questions in the paper with most candidates below half the marks allocated for the question while some scored a zero. It is advised that educators must dwell on this part, more especially when it is time for revision.

Comments on Specific Questions

Question 1 – Map Reading and Interpretation

Candidates performed fairly well in this question as many managed to score above half the marks allocated for the question. However, some of the skills are still lacking such as reading the key when more than one features are on the same line. Gradient calculation still gives a lot of candidates a challenge as they just end by writing the formula only. Accuracy is still a cause for concern as most candidates lost marks especially in bearing and distance measurement. Candidates here demonstrated mastery of the skill, but their responses were spoiled by inaccuracy. Educators must note that once candidates get the inaccurate distance, it means automatically the gradient will be wrong too hence the candidates have already lost 3 marks. 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 emphasize accuracy and the use of units to the 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. Candidates were able to identify most of the features correctly, however, (ii) and (iii) gave candidates a challenge. Candidates are advised to copy names of features as they are written on the key. Some Candidates did not score in (i) as they either wrote wide road or tarred road which was incorrect.

The expected responses for part (a) were:

(i) Type of road A – Wide tarred
(ii) Type of vegetation at B – Sparse to medium bush
(iii) Feature C – Reservoir
(iv) Land use at D – Race course
(v) Feature E – Dam

(b) **(i)** Candidates were required to name one type of scale shown on the map. A majority of candidates were able to give correct answers as **Linear/Line scale and Representative Fraction scale.** However, some candidates wrote Statement scale which was incorrect because it was not shown on this particular map although it is a type of scale.

(ii) The question required candidates to name the feature located in grid reference 530836. Most candidates were able to name the feature as a **Dip tank**.

(iii) The question required candidates to give the height of the trigonometrical station found in grid square 5500. Candidates confuse the trigonometrical station height with the trigonometrical station number. Some candidate gave 336/T which was the trigonometrical station number, yet the correct answer was **1626.2 metres.** Some candidates did not score in this question because they omitted the units.

(c)

(i) Candidates were required to state the general direction of flow of the Nyakambiri river between easting 51 and easting 51. Most candidates failed to determine direction of flow of the river as they gave South West which was where the river flows from. The direction of flow of a river is where it flows to. This can be determined by the position of dams along a river, the way tributaries join the river among other options. The correct answer was **North East.**

(iv) The question required candidates to name two drainage patterns along the Nyakambiri river and its tributaries. Most candidates were able to name the drainage patterns correctly as **Dendritic and Trellis/Trellised** although the spellings were wrongly written. However, some candidates wrote Radial which was wrong.

(d) Candidates were requires to measure the bearing of the trigonometrical station 313/T in grid square 5585 from the trigonometrical station 326/T in grid square 5186. A majority candidates displayed the skill of measuring the bearing 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 **107^0**.

(e)

(ii) The question required candidates to measure the distance in **metres** along the narrow-tarred road from 547030 to 534980. 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 **5600 metres.** Also, some candidates gave their answers as 5.6 kilometres which was marked wrong because it was not the units required by the question.

(iii) Candidates were required to calculate the gradient along the narrow-tarred road mentioned in (e) (i) above. 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 (e) (i) should be the HE. The correct answer was

$$\frac{1600m - 1580m}{5600m}$$

$$= \frac{20}{5600}$$

$$\frac{1}{280} \quad \textbf{or} \quad \textbf{1:280} \quad \textbf{or} \quad \textbf{1 in 280}$$

(f)

(ii) The question required candidates to name the settlement pattern found in grid square 5698. Av well attempted question as most candidates were able to name the settlement pattern as **linear/linear pattern.**

(iii) Candidates were required to list three services provided in the town of Marondera. Some candidates just list the facilities which were evidence of the services which was incorrect. Most candidates, however, were able to list the services correctly which were:

Education

- **Transport**
- **Health/medical care**
- **Law and order/security/police service/safety**
- **Communication/posting/postal service/mailing**
- **Accommodation/hospitality**
- **Entertainment/recreation**
- **Racing.**

(iv) Candidates were required to state the main human activity carried out in the Northern part of the map extract (northing 97). A majority of candidates interpreted the key and wrote farming or agriculture. Candidates must be advised to copy what is on the key exactly as it is. The expected response was **cultivation.**

Question 2 – Research Skills

This was a fairly well attempted question by candidates in most centres, however some candidates scored below half the marks allocated for the question with few candidates scoring nothing.

(a)

(i) The question required candidates to define systematic sampling. This was a challenging question as candidates responded by defining sampling in general ignoring the key term ‘systematic’. The expected response was **sampling/selection of units at regular fixed intervals or regular intervals.**

(ii) Candidates were required to state two advantages of systematic sampling. The question was fairly well attempted by most candidates. They were able to state the advantages which were:

- **It eliminates human bias/unbiased**
- **It is simple /easy to use**
- **It is cheap/cost effective**
- **It ensures regular coverage of the population**
- **It saves time/it is quick or fast**

(c)

(i) Candidates were required to use evidence from Table 1 to describe how students measured the height and width of the buildings. This was a very challenging question as most candidates failed to use the table as they responded by giving responses such as tape measure, metre ruler, trangle wheel. The correct responses as per the Table 1 were:

- **Height – Storeys**
- **Width – Paces**

(ii) The question required candidates to use information from Table 1 to complete the bar graph Fig. 2 for the average height. This was a well-answered question as most candidates were able to complete Fig. 2 very well as they completed the height of the bars. However, some candidates could not score all the marks because they failed to shade the bars using the same pattern and use the same width of bars as in the question paper.

(iii) Candidates were required to write a conclusion to the hypothesis using evidence from Table 1 and Fig 2. Fair attempts were made in this question as some candidates were able to take a stand but only gave evidence from one data presentation method. Some candidates just brought the evidence without taking a stand which resulted in them scoring nothing even if the evidence was correct. Educators must teach candidates to take a stand first and then take evidence from **both** data presentation tools. The expected response was:

The hypothesis is true/correct.

Evidence – Table 1 shows that the height decrease from 8 storeys in Site A to 7 storeys in Site B, OR any two sites chosen to show decrease in height;
The width decreases from 16 paces in site A to 14 paces in site B, OR any two sites chosen to show decrease in width

Evidence – Fig. 2 shows that bars in Site B is taller with 14 paces and decrease to 10 paces in site C, OR any two sites chosen to show decrease in the paces.

Question 3 – Physical Geography

This question proved to be the most challenging to most candidates as candidates performed far below average. A majority of candidates got far below half the marks allocated for the question with some candidates in some centres scoring a zero and some left a lot of blank spaces. However, in some centres some candidates managed to score the total marks.

(b)

(i) Candidates were required to identify the two eclipses A and B in Fig. 3. Very few candidates managed to identify the eclipses correctly. They misaligned the eclipses. The expected responses were:

- **A Solar eclipse/Eclipse of the sun**
- **B Lunar eclipse/Eclipse of the moon**

(ii) The question required candidates to state the phase of the moon at which each of the eclipses occurs. Most candidates were able to name the phases in which the eclipse occur although it seemed it was guess work.

The expected responses were:

- **New moon**
- **B. Full moon**

(iii) Candidates were required to name the celestial bodies shown as C and D in eclipse A. Few candidates managed to score in this question as they misaligned the celestial bodies while some gave phases of the moon as responses like new moon, gibbous, crescent, etc. The correct responses were:

- **C. Moon**
- **D. Earth**

(c)

(i) Candidates were required to name the geographical movement shown in Fig. 4. Very few candidates managed to get the question correct. Most of them would write revolution or rotation yet the expected response was **Phases of the moon.**

(ii) Candidates were asked to name the stages labelled 1, 2 and 3 in Fig. 4. Very few candidates were able to answer correctly. Those who had an idea that the question required the different phases misaligned them. The expected answers were:

1. Full moon
2. Waning/decreasing crescent
3. Waxing/increasing gibbous

(c)

(i) The question required candidates to define the term river load. A majority of candidates could not define the term correctly as it was defined as a process whereby the river transports its load. The expected response was **material carried/transported by the river as it flows downstream.**

(ii) The question required candidates to describe the shapes of the river load in samples E and F. Most candidates were unable to describe the shape instead they described the texture of the load such as rough or coarse for E and smooth or fine for F which were incorrect.

The correct answers were:

- **E – angular/irregular**
- **F – round/regular/circular**

(iii) Candidates were required to state two ways in which the load of the river may be transported. Most candidates gave methods of river erosion such as attrition and corrosion which were all incorrect.

The correct responses were:

- **Saltation/bouncing/hoping/jumping**
- **Traction/rolling/dragging**
- **Corrosion/solution**
- **Suspension/floating**

(d)

(i) Candidates were required to state what the temperature was in the year 2000 as shown in Fig. 6. Most candidates were able to read the temperature from the graph as **14.3^0C.**

(ii) The question required candidates to describe the pattern shown by the temperature from the year 1880 to 2020. This was a challenging question as very few candidates were able to describe the pattern, instead they just compared the temperatures between 1880 and 2020 instead of describing how the temperature changes throughout the period from 1880 to 2020.

The expected responses were:

- **Temperature fluctuates/rises and falls**
- **Temperature generally increases**
- **Temperature increases from 1880 – 1900**
- **Temperature is constant from 1940 to 1980**
- **Temperature increases sharply/rapidly from 1980 – 2020/2016**
- **Temperature slightly/slowly decreases from 1900 – 1920.**
-

(iii) The question required candidates to state two effects of climate change on the environment. Few candidates were able to get the correct answers. They failed to note the discriminatory term “environment” They mostly gave responses general effects such as diseases, poverty, global warming which were incorrect. The expected responses were:

- **Increase/high temperatures**
- **Decrease/low temperatures**
- **Intense/heavy rainfall over a short period**
- **Drought lasts longer than usual**
- **Melting of ice caps**
- **Sea – level rises**
- **Evaporation of water quickly in rivers/soil**
- **Increase in flooding**
- **Desertification**
- **Migration of animal species**
- **Increase in the outbreak of tropical diseases**
- **Loss of natural habitats**

Question 4 – Population and Settlements

This was the most well performed question in the paper 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 while in some centres there were few candidates who scored a zero.

(a)

(i) The question required candidates to state what the percentage of people living in urban areas was in 2010 in more developed countries and less developed countries. This question was well attempted by most candidates.

The correct answers were:

- **More developed countries – 78%**
- **Less developed countries – 42%**

(ii) Candidates were required to describe the pattern in the growth rate of the proportion of urban population for the more developed and less developed countries. Most candidates failed to describe the pattern, instead they just compared the growth over the years.

The expected responses were:

- **In more developed countries – gradual/slight increase/growth**
- **Less developed countries – rapid/drastic increase**
-

(iii) The question required candidates to state two problems associated with overpopulation. This was a well answered question as most candidates got all the marks. The correct responses were:

- **High unemployment**
- **Poverty**
- **High spread of diseases**
- **High crime rate**
- **Lack of housing**
- **Overcrowding**
- **Poor sanitation/hygiene**
- **Shortage of services, e.g. hospitals, schools, etc. (max 1)**
- **Shortage of resources, e.g. food, water, land, etc. (max 1)**
- **Environmental degradation, etc.**

(d)

(i) The question required candidates to define the term settlement hierarchy. This question was challenging to most candidates as they defined a hierarchy as grouping of settlements or stage of different settlements which was incorrect. The expected response was: it is the **classification or arrangement of settlements according to size or importance.**

(ii) Candidates were expected to use Fig. 8 to name the two settlements marked G and H. Most candidates were unable to name the two settlements as some gave responses such as rural or urban settlements. Others confused the settlements for each other. The correct responses were:

- **G – Village**
- **H – City**

(iii) Candidates were required to state two factors that are used to classify settlements in a hierarchy. Some candidates gave responses such as type of roads, resources, height of buildings which were wrong. However, most candidates were able to give the correct answers which were:

- **Services provided in the settlement**
- **Spheres of influence of the settlement**
- **Population of the settlement**
- **Size of the settlement**

(e)

(i) Candidates were required to state what the acronym HIV stands for. Most candidates were able to give the correct meaning of the acronym as **Human Immuno-Deficiency Virus.** However, some candidates could not score as they omitted deficiency in their answer.

(ii) The question required candidates to name two countries where HIV has infected more than 20% of the adult population. Almost all candidates got this one correct. Very few just wrote countries which were not in the extract. The correct answers were:

- **Eswatini**
- **Botswana**
- **Namibia**
- **Lesotho**
- **Zambia**
- **Zimbabwe**
- **South Africa**

(iii) Candidates were required to calculate the difference in the death rate for Botswana between 2000 and 2010. Most candidates were able to calculate the difference in the death rate. However, some did not show the calculation and just gave the answer only, which led to them losing marks. Others omitted the per 1000 in their answer, losing some marks. The correct computation was:

36/1000 – 22/1000 = 14/1000

(f)

(i) The question required candidates to state two economic effects of HIV/AIDS. Most candidates ignored the discriminatory term “economic” which led to them giving general effects of HIV/AIDS such as reduction of population, child headed families, etc. which rendered some of their answers incorrect. The expected responses were:

- **Shortage of labour as both skilled and unskilled manpower die of AIDS**
- **Decrease in production in industries as workers occasionally become absent when sick**
- **Increase in the cost of medical care**
- **Replacing skilled labour is costly**
- **Diversion of funds by government to buy medical drugs**
- **Reduction of tax collection by government**

(ii) Candidates were required to suggest two ways in which the HIV/AIDS pandemic can be slowed down. Most candidates performed very well in this question they were able to bring out responses such as:

- **Establishing more health centres and clinics**
- **Provision of mobile clinics in inaccessible areas**
- **Advertising through media and road shows/education**
- **Distribution of anti-retroviral therapy free of charge**
- **Distribution of free condoms in strategic areas**
- **Abstinence**
- **Free voluntary counselling and testing**
- **Wearing protective gloves when caring for the infected**
- **Therapy given to expectant women to curb mother to child transmission/Prevention of Mother to Child Transmission/PMTCT**
- **PrEP – Pre Exposure Prophylaxis**
- **PEP – Post Exposure Prophylaxis**





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