

# EXEMPLIFICATION OF THE STANDARDS OF LEARNER EVIDENCE FOR EXTENDED WRITING

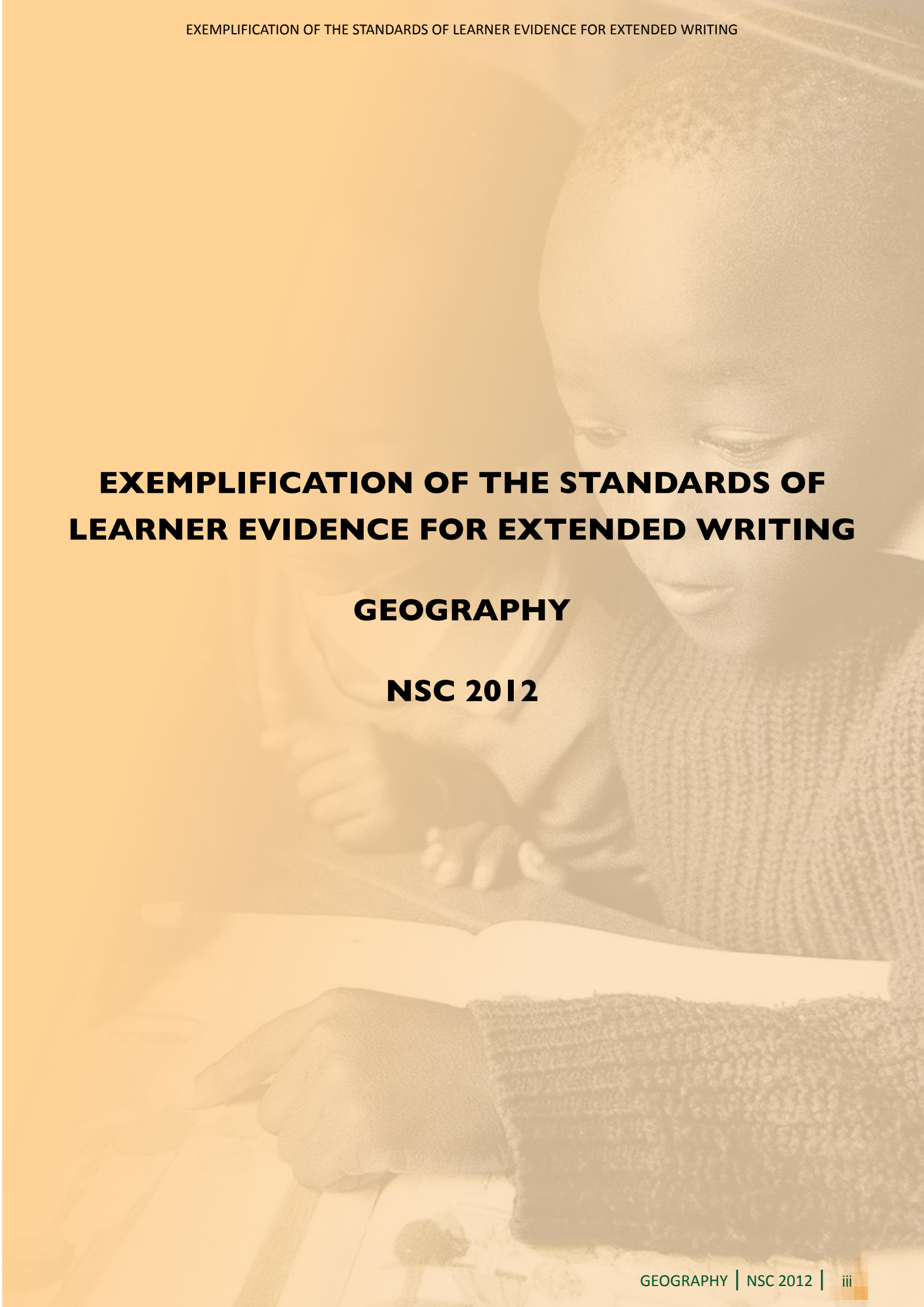
GEOGRAPHY  
NSC 2012



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**



A young child with dark skin and short hair is looking down at an open book. A hand is pointing to a page in the book. The background is a warm, golden-yellow color.

**EXEMPLIFICATION OF THE STANDARDS OF  
LEARNER EVIDENCE FOR EXTENDED WRITING**

**GEOGRAPHY**

**NSC 2012**



## Table of Contents

FOREWORD .....	1
1. Introduction .....	2
2. Purpose of the publication.....	2
3. Methodology .....	3
4. Utility value of this resource .....	3
5. Key to the optimal use of this resource .....	4
6. Presentation of samples of learner responses .....	5
7. Hints for developing a paragraph/extended writing.....	20
ANNEXURE A: LEVEL DESCRIPTORS .....	21
ANNEXURE B: MEMORANDUM.....	22
ANNEXURE C: QUESTIONNAIRE.....	26



## FOREWORD



I am pleased to release this publication on the Exemplification of the Standards of Learner Evidence for Extended Writing in Grade 12 Geography. Providing to learners exemplars of test questions has proven to be of immense value in making explicit to teachers and learners the expected standard of the question paper. However, there has not been much emphasis on the provision of exemplars of the learner responses to specific type of questions. This initiative therefore completes the provision of exemplars in terms of addressing the dual components of the assessment process i.e. the question and the desired learner response.

There has been much criticism relating to the standard of assessment and the Department of Basic Education has embarked on various initiatives to address this concern. The streamlining of the curriculum and the development of the Curriculum and Assessment Policy Statement (CAPS), has ensured that the assessment requirements are clearly outlined so that they could be uniformly applied by all teachers. Exemplification has been internationally acknowledged as one of the most appropriate mechanism to demonstrate to teachers and learners the assessment standards.

This initiative is extremely helpful in that the learner responses are extracted directly from the learner scripts presented in the 2012 National Senior Certificate examination. This implies that the learner responses were presented under examination conditions and therefore sets achievable targets of what learners can present as an acceptable response in an examination. This publication is also of added value to the learner in that it not only provides, examples of good learner performance, but also provides learner evidence that is scored at the different levels of the seven point scale. In each of these selected pieces, there is a clear motivation explaining the relevant grade that is awarded. Therefore, learners are able to distinguish an excellent response from that which is mediocre or poor. This publication will therefore also be of significance to teachers in assisting them in the process of marking learner evidence and the determination of the appropriate grade.

This publication must be utilised in conjunction with the Diagnostic Report that was released earlier in the year. The Diagnostic Report identifies the areas of weakness and this publication is one of the initiatives in the constitution of the remedial programme. I am hoping that teachers will consciously incorporate this publication as another key resource in the 2013 subject specific intervention strategies and also provide the Department with constructive feedback on the usefulness of this tool.

I am therefore confident that this initiative together with the range of other interventions will ensure an improvement in learner performance and thereby ensure that our learners are better equipped to face the demands of post school education and training and the world of work.

A handwritten signature in black ink, appearing to read 'Am Motshekga'.

**MRS AM MOTSHEKGA, MP**  
MINISTER OF BASIC EDUCATION

18 March 2013



## 1. Introduction

In South Africa, the National Senior Certificate Examination (NSC) is a high-stakes examination which attracts intensive public scrutiny and critical feedback. The NSC benchmarks what is expected of learners exiting the Further Education and Training (FET) band. Learners who emerge from the FET band must be able to demonstrate the central tenets of critical thinking and problem solving required by the curriculum. These requisite knowledge and skills must be demonstrated under examination conditions and the evidence must be appropriately assessed. This process of assessment is based on standards which are illusive and therefore attempts to describe a standard are not effective in clarifying the standard. It is only through the provision of exemplars of questions and the learner responses to these questions that a greater level of confidence can be brought to the assessment process.

An exemplar-based approach is a useful evidence-based strategy to enhance teaching and learning. Recent stakeholder feedback on the challenges experienced with the National Curriculum Statement revealed that some teachers and learners were grappling with learning outcomes and assessment standards, in particular how to effectively demonstrate the outcomes and measure the assessment standards. With the exemplification of the standards of learner performance, the expectation of the curriculum in terms of learner outcomes and assessment becomes concrete, measurable and realistic.

This publication of learner performance contains excellent responses, in order to exemplify outstanding performance. It also includes learner responses that have been evaluated as mediocre or poor, in terms of the seven points scale. All the responses include accompanying and appropriate comments from the review panel. Common errors were identified and included in order to prevent learners from repeating poor levels of performance in extended writing.

## 2. Purpose of the publication

The purpose of this publication is to:

- (a) Provide learners and teachers with actual examples of Grade 12 learner responses (to specific questions) that constitute the appropriate or inappropriate standard;
- (b) Assist teachers in the correct rating of learner performance and to highlight the criteria used to make such judgements;
- (c) Provide a benchmark for good learner performance that will serve as a standard, which both learners and educators can aspire to;
- (d) Demonstrate evidence of academic progression from lower order thinking to higher order thinking;
- (e) Show the connection between what learners are expected to know and what they are able to do, and how their work can be assessed and categorised accurately using the seven levels of achievement;
- (f) Identify and acknowledge outstanding learner performance in the country and share such good practices amongst FET learners and teachers.



### 3. Scope and Methodology

This publication focuses on learner performance at the Grade 12 level in the 2012 National Senior Certificate examination. It utilises candidate's actual responses to essay and paragraph type questions. The nine provinces were requested to provide samples of evidence of learner performance, focussing on three categories of performance, excellent, mediocre and poor performance.

A team of subject experts from the national examining panel reviewed the samples received from provinces. Their responsibility was to confirm the performance level of the selected learners' responses and also validate the accuracy of the marking. The team of subject experts therefore selected the appropriate short essays and paragraph responses, covering the necessary categories that were considered important. The responses of learners were typed but no other changes or alterations were effected in respect of language expression, presentation or grammar.

The marking was reviewed and verified by a review panel consisting of two members of the national examining panel and the internal moderator. In cases where there were comments and remarks made by markers to the learners responses, these were retained and additional and more appropriate comments were added, where necessary. These comments are included in the margin on the right of short essay or paragraph response. The comments describe the extent to which learners attempted to address the questions through an appropriate structuring and a cognitive sequencing of ideas and the development of a line of argument and sustaining it with sufficient and relevant information. Paragraphing skills were assessed by tracking how paragraphs were organised by learners to advance their respective arguments.

The grade and the mark awarded to each piece of learner evidence is clearly indicated at the end of the learner response and a set of general comments are also included at the end. The specific and the general comments provide the motivation for the grade/mark awarded.

### 4. General findings

The essays were graded broadly as excellent, mediocre or poor based on the following criteria

#### **Excellent learner responses (80% - 100%)**

- (a) The answer was well thought out and well planned.
- (b) The answer was logically structured.
- (c) The answer was focused on the topic and ideas were expressed in a clear and precise manner.
- (d) References to specific content/topics/aspects were correctly grouped together when the answer required a two-fold response.
- (e) The answer contained the necessary facts required and there was no deviation from what was required by the question.
- (f) The candidate demonstrated an in-depth knowledge of the full range of content topics.
- (g) The candidate demonstrated strong and confident writing skills. Accurate sentence construction, punctuation, grammar and spelling enabled the candidate to sequence ideas effectively.



**Mediocre learner responses (40% - 60%)**

- (a) Some planning skills were evident in the development of the answer.
- (b) There was some logical progression in the development of a point of view expressed.
- (c) The candidate often included the question in the answer and merely gave definitions which were not focused on supporting or expressing a view required by the question.
- (d) References to specific content/topics/aspects were not properly sequenced. The candidate included ideas which were incorrectly grouped together. This indicated that the candidate was unsure of how to respond to the question.
- (e) The candidate was often unsure of the specific facts and then deviated from these facts that were required by the question.
- (f) The candidate demonstrated satisfactory knowledge of the content and concepts required by specific topic.
- (g) The candidate demonstrated satisfactory writing skills with minor errors in punctuation, grammar and spelling being noted.

**Poor learner responses (0% - 39%)**

- (a) (a) There was no evidence of any planning in the development of the answer.
- (b) The candidate wrote down facts randomly, irrespective of whether they were relevant to the question.
- (c) The candidate either wrote too little or expanded the answer by writing unnecessary or irrelevant facts.
- (d) Where facts were presented, there was no logical sequencing and it gave the impression that the candidate did not know the content.
- (e) To make up for the lack of content knowledge, the candidate responded without actually understanding the meaning of the key words in the question. For example, when a problem was presented in the question, and required the candidate to provide solutions to the problem, the candidate provided the causes of/reasons for the problem.
- (f) The candidate demonstrated elementary or little knowledge of the topic.
- (g) The candidate did not know the basic rules of paragraph writing. The candidate often wrote a paragraph without using the required punctuation. Grammatical and spelling errors were common. The markers had difficulty locating the required facts within such poorly constructed paragraphs.

**5. Suggested use of these Exemplars by Educators and Learners**

It is anticipated that educators will use these exemplars in the teaching and learning in the classroom to show learners what constitutes a good essay or paragraph response or why certain learner responses are deficient. It is also expected that educators will use these exemplars as a guide in the marking process, providing a benchmark of the grade boundaries. It is anticipated that these exemplars will assist in establishing consistency in the awarding of marks at the schooling level which will translate into building consistency across the province and nationally. They will also provide learners with examples of good essays and paragraph responses that would guide them in the writing of their own essays and paragraph responses. The comments provided on each of these responses, will be useful in guiding learners in distinguishing good responses from poor responses. However, caution must be taken to ensure that learners in future examinations do not reproduce these responses slavishly.



## 6. Presentation of samples of learner responses

### GEOGRAPHY: RESPONSES FROM LEARNERS – NSC 2012

#### QUESTION 1

Below is a selection of actual learners' responses to the short objective-type questions from Geography Paper 1 from the 2012 NSC Examination.

Candidate	Actual Responses	Comments
1	<p>There must be legislation •• to monitor emissions of greenhouse gases from industries. The use of alternative energy sources •• like solar, wind, hydro-electric power. Plant more trees (afforestation) to absorb some gasses. •• Improve public transport to reduce number of private cars emitting CO<sub>2</sub>. •• Implement the use of filters to trap toxic gases in industries. •• Reduce the consumption of cattle to reduce amount of methane gas emitted. ••</p> <p><b>Mark: 12/12 (100%)</b> <b>(Level 7)</b></p>	<p>The action word 'suggest' is adhered to. All measures are taken into account by the candidate in answering the question. The answer is factually correct and set out in a logical way. A variety of suggestions is offered. Terms used are geographically correct. The candidate shows insight into the topic and the answer is well focused and fully relevant. (It was not necessary to elaborate and provide an expanded answer.</p>
2	<p>Alternative, eco friendly and renewable resources to use less to save money. Start building green homes and buildings that use solar power and have many surroundings trees/parks in the cities creating more greenbelt areas. •• Fines should be issued to people/factories/business which dump their waste in rivers or the sea because it kills marine life and photosynthesising organisms such as plankton, a huge O<sub>2</sub> contributor.</p> <p><b>Mark: 12/12 (100%)</b> <b>(Level 7)</b></p>	<p>The candidate adheres to the instruction, to 'suggest' some measures. The answer is factually correct and set out in a logical way. The candidate especially focuses on 'green solutions' to the problem, but also adds other solutions to provide variety. This shows insight and that the candidate is able to expand on a single solution to the problem, which is an acceptable practice if the candidate has insight into the topic. The answer is focused and fully relevant.</p>
3	<p>Planting more trees and creating more green belts will ensure that carbon emission are reduced •• also improving public transport will ensure less vehicle emission. •• Encouraging the use of renewable energy resources such as water, wind and solar energy. •• Promoting the recycling of paper, glass and other re-usable material. Promoting public awareness about impacts of climate change •• and using chimney filters in factors to reduce emission. ••</p> <p><b>Mark: 12/12 (100%)</b> <b>(Level 7)</b></p>	<p>As was required, the candidate makes suggestions. The answer is factually correct and logically structured. A variety of suggestions with focus on public awareness is offered. Geographical terms are used correctly. The candidate shows insight by focusing on one aspect, while also adding further solutions. The answer is clear and fully relevant.</p>
4	<p>For the reduction of this condition people should use more efficient sources of electricity and investigate on the use of renewal resources to produce electricity. •• The emission of greenhouse gases should be reduced and the products used should be ozone free where the sinks are promoted and protected as more trees are planted •• to absorb direct sunlight and moderate pollution at the atmosphere and also people should be using public transport then own cars. •• People should be educated about the effect of this condition where one is running awareness campaign •• of going green and the method of reuse reduce and recycle should be taken in consideration and more used as its sage.</p> <p><b>Mark: 8/12 (67%)</b> <b>(Level 5)</b></p>	<p>The candidate manages to provide suggestions as required. The solutions given are geographically correct and varied. The expansion on facts was not needed, as an explanation was not required. Certain of the presented facts are vague, for example 'the products used should be ozone free'. Products should be CFC-free as CFCs damage the ozone layer. Although the candidate shows some insight, the incorrect use of terms limits the total mark allocation.</p>
5	<p>using air conditioners. The government need to make sure that private cars are not used when travelling long distance. Industries should be also given fine •• or even banned when producing bad things without long chimneys. Avoid overconcentration of industries</p> <p><b>Mark: 8/12 (67%)</b> <b>(Level 5)</b></p>	<p>candidate refers to a problem when he/she refers to 'producing bad things without long chimneys', rather than suggesting that taller chimneys should be built to release greenhouse gases higher into the atmosphere. Only some insight is shown.</p>

Candidate	Actual Responses	Comments
6	<p>The green house gases must be decreased that comes from cars and industries. People must be given awareness about climate change results. •• Trees must be planted •• to reduce run-off which causes flooding and they will also help in absorption carbon dioxide in the atmosphere. •• People must use public transport •• and improved fuels. Burning of things that have bad emissions must be stopped and rivers and oceans must be cleaned regularly.</p> <p><b>Mark: 8/12 (67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>Only a few suggestions are made. The candidate refers to the most obvious solutions and does not provide solutions that show proper insight. Moreover, the candidate refers to facts that are not related to the question, for example 'rivers and oceans must be cleaned regularly' and 'Trees must be planted to reduce run-off'. Unnecessary information is thus given. Referring to 'improved fuels' is vague. Reference must be made to lead-free fuels to reduce greenhouse emissions.</p>
7	<p>Researchers need to measure the temperature and do some research on the global climate change and write about these in the news paper and books to address this problem. They can also talk about it in television and radios. They can start a project where they talk to people and let them know about the problem and how to handle it. •• They can try find solutions and people volunteers in each and every town who'll take out flyers that address the problem.</p> <p><b>Mark: 2/12 (17%)</b> <span style="float: right;"><b>(Level 1)</b></span></p>	<p>The suggestions are vague and repetitive. The candidate refers only to public awareness and three examples are given. The same point is elaborated on without showing any insight. 'They can try find solutions' lacks any substance. What is needed is either the provision of a variety of solutions, or a logical and insightful expansion on a single fact.</p>
8	<p>The should be announcement on the radio, TV and to the newspaper to warn people about the climate change and advices people about to make a change •• about this change especial to people who use or work on smoke daily to reduce the use of smoke and show them ways on how to reduce that and also people who live next to river or see to stop dumping things on the sea cause it pollute that place and not just that place it also cause an or pollution that also increases the standard of diseases to people and other living things that is surrounded so people must get educated about these things on daily basis.</p> <p><b>Mark: 2/12 (17%)</b> <span style="float: right;"><b>(Level 1)</b></span></p>	<p>The suggestions are vague. The candidate only refers to public awareness. Most of the suggestions have no relevance to the question, for example 'dumping things on the sea' and the reference to 'diseases'. The question has been misinterpreted as the candidate refers to causes rather than solutions. The answer lacks insight and logic. To use the word 'things' is not geographically sound. Geographically correct terms should be used, for example 'pollutants'. The total lack of punctuation undermines the coherence of this answer and makes it difficult to mark.</p>
9	<p>The impact of climate change in South Africa is as significant and changed the weather completely of pollution and people who cut down trees to sell it for money. Take to many fish out of the sea to report their families but we can reduce it and make South Africa like it were it will never be like before but we can reduce pollution by less air pollution of factories •• and recycle the papers that we throw on the floor. People who smoke cigarrets or anything else must sit under a tree and smoke so that the smoke can be trapped by the tree.</p> <p><b>Mark: 2/12 (17%)</b> <span style="float: right;"><b>(Level 1)</b></span></p>	<p>The suggestions made in this answer are not relevant to the question. The statement that there is a problem in South Africa is simply obvious. Solutions must be provided. To 'Take too many fish out of the sea' (Overfishing) and 'people who cut down trees' are not solutions. The latter is rather a cause of the problem. The candidate should show how recycling of papers is a solution by indicating that it would reduce deforestation and that vegetation is needed to absorb greenhouse gases. The solutions offered are therefore vague and do not answer the question.</p>



River capture brings about changes in both captor and captured streams. Explain (approximately 12 lines) some of the physical changes that will occur in captor and captured rivers respectively (6x2)(12)

Candidate	Actual Responses	Comments
1	<p>The captor stream will have high volume of water. •• After river capture the captor steam will flow faster •• and it will gain an erosive power. ••</p> <p>The captured stream will lose •• more of its water. It will flow slower •• than before. The captured stream will have little or no erosive power as it will be misfit. ••</p> <p style="text-align: right;"><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The explanation is clear and concise. The candidate divides the answer into two clearly separate sections to correspond with the structure of the question, which asks about changes to two categories of stream, 'captor and captured rivers respectively'. The use of 'respectively' is an indication that the candidate must clearly refer to both aspects. The candidate shows insight into the topic. Although the answer is short, it covers the topic in full.</p>
2	<p>The captor stream after a river capture can undergo rejuvenation, thus it will have high flowing velocity •• and high erosion ability. •• The captor stream will also experience an increase in volume of water. •• Rejuvenation of captor stream can result in more turbulent flow and developments of rapids and waterfalls.</p> <p>The captured stream will experience a decrease in volume of waters. •• It will also result in drying out •• at lower reaches of stream. More deposition will occur as its working capacity decreases •• due to losing energy and very low flowing speeds.</p> <p style="text-align: right;"><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>As requested, the candidate refers to both the captor and the captured streams. The answer is set out in a logical way by dividing the answer into two parts. This is an indication that the learner has insight into the topic. The use of geographical terms such as 'rejuvenation' and 'flowing velocity' shows that the candidate has the knowledge required to answer the question</p>
3	<p>The captor stream will increase •• in volume while the captured stream will decrease. •• The captor stream will flow at a higher speed and the speed of the captured stream decreases. The captor stream will have more erosive power •• than the captured stream whose erosive power decreases. •• More deposition •• will take place on the captured stream less deposition •• on the captor stream. The captor stream will be more deep because of increased vertical erosion, Captured stream becomes shallow because of deposition the captor stream becomes wider and the captured stream becomes narrow until it dries up.</p> <p style="text-align: right;"><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The candidate shows a clear understanding of the topic. The question has been answered using comparisons. This is an indication of insight. The answer is set out in a logical fashion by using single sentences to describe the changes being compared. The use of correct geographical terms also adds to the value of the answer and ensures that maximum marks are obtained. Another pleasing aspect of this answer is that the candidate refers to less common changes, such as the amount of deposition in the two streams respectively.</p>
4	<p><b><u>Captured Stream</u></b></p> <ul style="list-style-type: none"> <li>• The volume of water decrease after river capture. ••</li> <li>• A misfit is from where the river channel is much greater than the water that flows in it.</li> <li>• A wind gap is formed.</li> <li>• Velocity of water flow decrease. ••</li> </ul> <p><b><u>Captor Stream</u></b></p> <ul style="list-style-type: none"> <li>• The volume of water increases after river capture. ••</li> <li>• The velocity of water is increased. ••</li> <li>• Excess water on the river channel.</li> <li>• The river widens.</li> </ul> <p style="text-align: right;"><b>Mark: 8/12 (67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>The answer is logically structured in that the captor and the captured streams are dealt with separately. However, paragraph-style questions should not be answered in point form. It is clear from the answer that the candidate understands the work.</p> <p>The candidate refers to landforms associated with river capture. This was not required unless used to indicate how the landforms develop as a result of the changes. An example is the 'misfit' river. A higher mark would result from the inclusion of an indication that the misfit river develops as a result of a decrease in water.</p> <p>Terminology is correctly used.</p>

Candidate	Actual Responses	Comments
5	<p>River capture results in captor river gaining renewal energy. •• This is called rejuvenation. This result in river having larger volume of water •• The river will have valley within valley. The river will be over graded; there will be an increase in discharge. The captured river will have a wind gap. The river will have very little energy •• on its lower course. There will have very little energy on its lower course. There will be a decrease in discharge. The water level will drop •• on its lower course.</p> <p><b>Mark: 8/12 (67%)</b> <b>(Level 5)</b></p>	<p>The candidate manages to provide suggestions as required. The solutions given are geographically correct and varied. The expansion on facts was not needed, as an explanation was not required. Certain of the presented facts are vague, for example 'the products used should be ozone free'. Products should be CFC-free as CFCs damage the ozone layer. Although the candidate shows some insight, the incorrect use of terms limits the total mark allocation.</p>
6	<p>The captor stream is one that robs another of its headwaters and the captured stream is the stream that is robbed of its head waters. River capture results in the captor stream having more water •• (its drainage basin increase ••) while the capture stream is deprived of its water •• its drainage basis decreases. •• This results in the captured stream it shrinks, has less water and becomes too small for the valley it occupies.</p> <p><b>Mark: 8/12 (67%)</b> <b>(Level 5)</b></p>	<p>It is not required of the candidate to explain the terms, 'captor' or 'captured'. Reference to landforms that develop and an explanation of those landforms are not needed, for example 'the ... stream [that] ... becomes too small for the valley it occupies'. The candidate shows an understanding of the topic, but the limited list of changes has an adverse impact on the mark. There is a logical progression in the answer, but the inclusion of unnecessary facts has distracted the candidate from focusing on the answer.</p>
7	<p>In the captor stream there will be more •• water and the water will widen the stream the will move slowly. Captured river there will gravel material and dry wind. The river will be dry •• with no water.</p> <p><b>Mark: 4/12 (34%)</b> <b>(Level 2)</b></p>	<p>The candidate shows little understanding of the topic. Only one reference is made to the changes asked about. The reference to landforms is not required. Terms are used incorrectly, for example 'dry wind' should be 'windgap'. The answer lacks reference to a variety of changes.</p>
8	<p>When the capture capt the other rive it bring so main changes. First the capture will bring more amount of water into the captured, and the other river will be left out wit less water wall the on the one reseve move amount of water, where the capture take place the most be erosion or erosion tacke place. The dulls will become more bigger and bigger to do able to recieve water from both streams.</p> <p><b>Mark: 0/12 (0%)</b> <b>(Level 1)</b></p>	<p>The candidate lacks the necessary knowledge: the answer is factually incorrect. The terms 'captor' and 'captured' are interchanged. Reference to 'the other rive' is not focused. The candidate must use the correct terminology: it is 'captor' or 'captured', as the word 'respectively' indicates. Poor punctuation adversely affects the marker's estimation of the answer.</p>

**QUESTION 2.4.4**

Africa urgently needs to address the problem of droughts. Make suggestions (approximately 12 lines) on how to sustainably reduce the impact of droughts. **(6 x 2) (12)**

Candidate	Actual Responses	Comments
1	<p>We must improve our water storage and water transfer schemes must be implemented to areas with shortage of water. •• All alien plants must be removed, •• wetlands must be conserved •• and catchment areas must be protected. •• We must recycle water and reuse if it is possible. •• We must educate people how to sustainably use water. •• Warning systems must be implemented to tell people to start saving food. Invest more capital on agriculture to produce high yield of food and also improve agricultural infrastructure to increase one yield production of food. Educate subsistence farmers.</p> <p><b>Mark: 12/12 (100%)</b> <b>(Level 7)</b></p>	<p>The candidate refers to a number of different solutions to the problem. He/She refers to sustainable solutions to drought as is required. Reference to sustainability is the key to achieving a high mark. The answer is logically structured and focused; only relevant facts are mentioned. The candidate gives more solutions than required; therefore the last part of the answer has not been marked.</p>



Candidate	Actual Responses	Comments
2	<p>There are numerous sustainable methods of coping with, as well as preventing drought, thus reducing their impact. Using genetically modified crops that need less water will reduce the strain on the resource. Modern farming techniques could replace traditional ones and potentially use less water. •• Water waste must be reduced in industrial processes and in the households. Quotas for water usage encourage people not to waste. •• Water transfer schemes, such as the Tugela-Vaal can be set up or upgraded to bring in water from other areas. •• Dams can be built to store water for times of drought. •• Wells could be drilled to access underground water reserves. •• If near the coast, water can be desalinated •• from sea water.</p> <p><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The answer is well thought out and shows clear insight into the topic. A variety of solutions is provided in a logical way. The candidate also refers to solutions that are not generally provided, for example desalination. The use of correct geographical terms contributes to the achievement of maximum marks. The candidate provides more than the required number of solutions.</p>
3	<p>In order to reduce the impact of droughts, people need to ensure that there is a better water supply by protecting the wetlands, •• cloud seeding, •• repairing all leaking pipes, •• using rain water tanks to collect sufficient water to sustain them during drought, •• building boreholes and dams and reducing the amount of water used during the rainy seasons. Better water supply will reduce the impact of droughts because people will have kept enough water for that drought. People should have silos to store their food for drought and to keep all their harvest.</p> <p><b>Mark: 8/12 (67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>The candidate focuses on sustainable solutions. Mention is also made of everyday solutions that can be implemented at home, for example 'repairing all leaking pipes' and 'using rain water tanks to collect ... water'. The reference to 'cloud seeding' shows that the candidate is well versed in the topic. All solutions are factually sound. The reference to 'building boreholes' should have been expanded to make use of underground water in order to obtain maximum marks.</p>
4	<p>Farming methods need to be improved, farmers use drip irrigation systems so no water will be lost due to evaporation. •• Farmers should only plant indigenous crops that will thrive in our dry climate. •• Stock farmers should store food for the animals in case of droughts so that the animals won't starve and die. There needs to be many dams around the countries so in times of drought we will have water stored. •• Factories and sewage works should reduce and reuse •• their water intake.</p> <p><b>Mark: 8/12(67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>The candidate organises the answer logically and provides various solutions. However, the number of solutions is limited and as a result the candidate cannot score maximum marks. Furthermore, the solutions offered are factually correct. However, correct terminology shows an understanding of the topic.</p>
5	<ul style="list-style-type: none"> <li>• Build dams to store water ••</li> <li>• Windmills pump ground water ••</li> <li>• Do not use much water during irrigation</li> <li>• Do no over deforestation ••</li> <li>• Overgrazing</li> <li>• Cultivation</li> </ul> <p><b>Mark: 6/12 (50%)</b> <span style="float: right;"><b>(Level 4)</b></span></p>	<p>he candidate shows a fair understanding of the topic. The answer is limited to the common solutions provided. The candidate lists some causes of the problem, for example 'overgrazing'. The word 'Cultivation' is meaningless if it stands on its own. Causes are not required. A solution such as 'Do not use much water during irrigation' is vague. Answers should be specific: the candidate ought to indicate that drip irrigation reduces water use and evaporation.</p> <p>Paragraph-style questions should not be answered in point form.</p>
6	<p>The impact of droughts can be reduced if farmers farm plants that do not require a lot of water •• so that they don't lose a lot during times of drought. Situate farms near perennial rivers so that there are lots of water. When you are in an area that experiences drought frequently, invest in irrigation. Build more dams for catchment of water. •• Extract underground water •• and depend on it during times of drought. Do not farm exotic plants, only farm indigenous plants.</p> <p><b>Mark: 6/12 (50%)</b> <span style="float: right;"><b>(Level 4)</b></span></p>	<p>Some proposed solutions are factually correct. Others are vague and do not explain how they will solve the problem. An example is 'invest in irrigation'. Irrigation can actually result in a loss of water and the solution should be qualified, for example use drip irrigation to reduce evaporation. Even though different solutions are provided and geographical terms used, more solutions are required in order to score maximum marks.</p>

Candidate	Actual Responses	Comments
7	<ul style="list-style-type: none"> <li>• Building more dams. ••</li> <li>• They build their house next to the rivers.</li> <li>• Supply pipes to farmers.</li> <li>• Choose the land which is wet.</li> <li>• Store water during heavy rainfall. ••</li> <li>• Hiring truck to come on pour water to the tank.</li> </ul> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>The candidate provides limited facts. Solutions are vague and irrelevant. The 'hiring truck' to provide water is not a solution. It is still necessary to find the water somewhere and truck it in; therefore the point about hiring trucks does not solve the problem. Moreover, 'Supply pipes to farmers' is not a solution if there is no water to be piped. The answer is not well thought through.</p> <p>Paragraph-style questions should not be answered in point form.</p>
8	<p>The wetlands must be taken care of. •• There must be an agreement between the countries to reduce pollution on their industries. There must be more dams planted so that lot of water will be available •• when drought takes place. The drainage basins must be take into considerations.</p> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>This answer is superficial. Although reference is made to a sustainable solution, it is the protection of wetlands. The number of solutions given is limited. Taking 'drainage basins into considerations' is vague. There should be an explanation of how drainage basins must be taken care of, for example Prevent soil erosion to stop rivers from silting up. The candidate's knowledge of sustainable solutions is limited.</p>
9	<p>Africa needs to create a kind of water storage which will become a source of water when they facing droughts. And water must not be wasted in anything useless they must make sure that there water is always there when they need it. They must also use rain water for the crops to grow •• and there rain water must be stored in a reservoir •• close to the crop which will allows be a limited water source.</p> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>Writing that 'a kind of water storage' must be created and that 'water must not be wasted' is stating the obvious. The question requires the provision of solutions to the wasting of water. Too few solutions are provided to justify a higher mark. The candidate displays only a limited grasp of the topic.</p>

**QUESTION 2.6.3**

Write a short paragraph (approximately 12 lines) assessing the negative impact that human activities have on rivers.

Candidate	Actual Responses	Comments
1	<p>Many of the human activities effect river systems. Building and constructing of infrastructure on the flood plain disrupts ecosystems •• and kills plant and aquatic life. •• Building dams decreases the amount of water downstream •• thus decreasing fauna, flora and aquatic life. Water pollution and littering clogs •• up river and kills much of aquatic life. Industries pollute and poison the river with chemicals which disrupts ecosystems and kills plants and animals. Farming on the floodplain may case eutrophication •• and soil erosion which causes dead zones and kills much aquatic life. Deforestation on the banks of the rivers disrupts ecosystems and increases their surface run-off •• into the water. This may case soil erosion which clogs up river systems. Digging up of boreholes decreases amount of groundwater entering river.</p> <p><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The candidate provides an answer outlining a variety of problems. What is more, he/she expands on some of the problems. This shows insight into the topic. The answer is set out logically and the argument clearly developed. The use of geographical terms supports the answer, for example 'eutrophication'. This is an indication that the candidate has sufficient knowledge of the topic. Problems mentioned are factually correct.</p>
2	<p>Rivers are very important place for aquatic life. If people keep on dumping the waste material in the rivers the aquatic life will be affected in various ways such as food chain. •• If the food chain is affected the aquatic life will die •• and the river will form a dead zone, •• and some chemicals will lead to the formation of algae in the river, •• which depletes the oxygen in water making it difficult for aquatic life to breath •• and end up dying and biodiversity will be disturbed. ••</p> <p><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The answer is well thought out, despite the grammatical errors. The candidate does not list a variety of problems, but rather concentrates on, and expands on, two problems. The subsequent problems are discussed. This shows an in-depth knowledge of the topic. The geographical terms used contribute to the candidate's high score. The answer is factually sound.</p>



Candidate	Actual Responses	Comments
3	<p>Human activities impact negatively in rivers. Throwing of rubbish in the river disturb the smooth flow. •• The oil deposited on the river affect the marine life. Deforestation led to erosion which fills the river with silt •• this decrease the volume •• of the river. Farmer's fertilisers speed up eutrophication •• affecting sea lives. The clearing of vegetation affect the discharge •• of the river.</p> <p><b>Mark: 10/12 (84%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The candidate starts off by stating the obvious point that 'Human activities impact negatively [on] rivers'. This is not necessary.</p> <p>The candidate's answer is not the standard one, which shows insight into the topic. The use of geographical terms such as 'eutrophication' shows knowledge of the topic. The logical way in which the answer is structured counts in its favour. Even though maximum marks have not been awarded, the answer is well thought out and therefore of superior quality.</p>
4	<p>Overuse of fertilisers and pesticides cause eutrophication in rivers ••. Aquatic life dies. •• Industries release harmful and toxic substances into rivers. Water transfer schemes may cause flooding and drought in areas. Development of settlement near the river banks. Widening of river channel may change the natural flow of rivers. •• Removal of water through boreholes and pipes. Destruction of habitat to aquatic animals. ••</p> <p><b>Mark: 8/12 (67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>Although the candidate's answer is factually correct, more problems should be provided. Often, the problem given is vague, for example 'Removal of water through boreholes and pipes'. The candidate should have added that it lowers the water table level and the provision of water to the river. The use of geographical terms and logical development of the answer contributes to the degree of success achieved.</p>
5	<p>The chemical toxins in the waste created by mines and industries may be washed in or dumped in rivers this can kill fish •• in the river. Chemical fertilisers used by farmers can also be washed into rivers and these causes fish to be deformed. Building of dams in river changes the flow of the river downstream •• and this can destroy the ecosystem down there •• and cause less water to flow •• there negatively impacting settlements found there. Using water in the river faster than what is rains can have a negative impact as the water may be depleted. Dumping of rubbish causes river water to be unusable.</p> <p><b>Mark: 8/12 (67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>The candidate provides a satisfactory overall account of the problems encountered. The answer is factually sound, but the candidate does not suggest enough problems. He/She could also have expanded on the problems mentioned. The answer demonstrates a logical approach to the problems as well as a satisfactory knowledge of the topic. This is clearly seen in the expansion of the part of the answer that refers to the 'Building of dams'.</p>
6	<p>Humans pollute rivers in many way and think it won't catch up with them. Polluting river will result in the loss of the water creatures •• that live in it. In all cases humans are the ones that introduce alien plants to the rivers that problems like decrease volume of water. •• Informal settlements also play a role on the pollution of water and because they don't have running taps they use the same water again for drinking and get diseases like cholera. •• Tenants of the informal settlements build the homes in the flood plain so when it does flood there are water born disease in the river too, so the rest of the city has to suffer.</p> <p><b>Mark: 6/12 (50%)</b> <span style="float: right;"><b>(Level 4)</b></span></p>	<p>The candidate provides a limited number of problems. Certain problems are simply repeated in different words, for example 'cholera' and 'water borne disease'. A second reference to the same problem cannot be credited a second time. A more factual approach to the answer would be sufficient for a candidate with limited knowledge and writing skills. Despite the average mark scored, the reference to '<i>alien plants [which] decrease volume of water</i>' is a higher order point.</p>
7	<p>The negative impact that humans have on rivers is that the water that the pollute they drink it and cooked with. So to avoid water pollution they must not transport their waiste on the rivers and they must not creat landfills on river because the river lead to the dam or sea where the are living animals. Some humans use this water because they do not have water suasses and animals drink this water and some animals need this water to live in it so if people creat a water pollution some animals will die •• and also humans and plants cannot grow •• so this could put the environment in danger because we eat this water we breath whit this water so as animals.</p> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>The candidate writes a long introduction on the causes of the problems. This is not required. Candidates must make sure that they know what a question requires, which in this case is to give the problems. The problems are mentioned only at the end of the paragraph and are, moreover, limited. Candidates should provide only the required facts and avoid incoherent introductions. The problems listed in the answer are obvious and well known, which indicates a lack of insight.</p> <p>The grammatical and punctuation errors make it difficult to mark the answer.</p>

Candidate	Actual Responses	Comments
8	<p>The negative impact that human activities have on rivers are that they pollute rivers and lakes •• by the waste materials which affect the water or river in to becoming a sewage •• and that lead to lack of water and irrigation to the urban cities because most people in the cities do not know the importance of water of rivers to the economy e.g. To grow crops for food.</p> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>The candidate has little insight into the topic and provides only a limited number of problems. Reference to the need of water to grow crops is not required. That is a reason why we should conserve water, and not a problem. Although irrigation of crops can become a problem, irrigation has no relevance to urban areas and marks cannot be given. Poor punctuation has an adverse effect on the marker's reading and therefore the assessment of the answer.</p>
9	<p>The factory that thy working in the pollute the water by put the waste on the water the kill the animals •• on the water and the water that are one the rivers are ther one we used for farming the crop will not grow will people pollute the rivers by put paper all over the wind will take them to rivers.. Pollute the air can all so have impact because when it rin will have acid rin the plants will die. The waste that wer put next to the rivers ther will go into the rivers. We can go and have fun next to the river eating we don't take paper and tank with as live it ther will pollute the river.</p> <p><b>Mark: 2/12 (17%)</b> <span style="float: right;"><b>(Level 1)</b></span></p>	<p>The candidate mainly refers to the causes of the problem. The problems themselves are not stated clearly. The reference to acid rain that kills plants has no relevance to the topic. The candidate misinterprets the question and shows no insight into the topic. Candidates must read the question properly to enable them to give the facts required. The incoherent writing makes it difficult to mark the question.</p>

### QUESTION 3

#### QUESTION 3.4.5

Write a paragraph (approximately 12 lines) and suggest possible ways to improve the 2010 balance of trade.

**(6 x 2) (12)**

Candidate	Actual Responses	Comments
1	<p>More goods need to be exported •• and less need to be imported. •• Mining and quarrying should be subsidised to extract more raw material and secondary sector should be subsidised to produce more manufactured goods. •• Farmers should be subsidised to produce food. Surplus can be exported and less needs to be imported. •• Poor people should be given land and trained how to farm to make profit and food for themselves. Bans and taxes should be placed on imported goods •• thus making them expensiver than local goods therefore reducing import. Invest in bettering roads and transport routes and ports as this will result in faster transporting of raw material thus more production and exports. ••</p> <p><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The candidate answers the question in a logical way. The answer is factually correct. The candidate concentrates on the need for more exports and expands on it as a solution. Different examples are used in order to support the answer, showing a clear understanding of the topic. Geographically correct terms are used. The answer is concisely answered and well focused.</p>
2	<p>The country should increase the tariff funds on the imports. •• They must influenced buying proudly South African products. •• Invest on agriculture and mining for more imports and products. Build a relationship with multination companies to have branches at South Africa. •• Invest on clothing companies and industries. Influence globalisation so that companies will invest abroad. Build relations with developing countries for goods to be exported to them. •• Invest on industries so that they will be multinationals. Allow investment on companies that are local. ••</p> <p><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The candidate adheres to the action word, 'suggest'. The answer gives various ways to improve the balance of trade. Terminology is correct. The candidate shows a clear understanding of the topic. The answer is logically structured.</p>
3	<p>Tariffs must be placed on the goods that are imported. •• A number of import goods can be monitored by introducing quotas. •• Import substitutes must be encouraged to replace import goods with local ones. •• The government can also introduce incentives for using local goods. •• Products that are locally produced must be sold at lower prices. ••</p> <p><b>Mark: 10/12 (84%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The candidate shows insight. He/She expands on different ways of encouraging people to use local products. Being able to expand on a single issue shows a clear understanding of the topic. The answer is logically organised, well focused and clear. The use of terminology is accurate.</p>



Candidate	Actual Responses	Comments
4	<p>We can put quotas and tariffs. We can encourage spatial development initiatives to increase our production. •• We can reduce the prices of our products to get more goods exported. •• We can increase our services business in order to be more connected to other countries. We can improve our transport routes in order to attract new investment. •• We can seek new relationships with multinationals. ••</p> <p><b>Mark: 8/12 (67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>Some ways to improve the balance of trade are given. Varied and valid solutions are offered. But certain details are vague, for example 'put quotas and tariffs'. The candidate should rather explain the role of quotas and tariffs: to reduce imports and to increase the price of imported products. Also, 'We can increase our services business in order to be more connected to other countries' has no relevance to the question. Geographical terms are used correctly.</p>
5	<p>Export finished/partially processed goods rather than raw material goods. •• Decrease the number of items from countries like Germany and China because they are expensive. •• Increase the number of items exported to countries like Japan and USA because they offer more profit. •• Employ more skilled labour in the secondary sector to manufacture and process raw materials to avoid buying from other countries. •• Buy machinery to process raw materials. Import cheap raw materials rather than processed ones.</p> <p><b>Mark: 8/12 (67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>The candidate mentions only some ways of improving the balance of trade. He/She focuses on exporting goods. The solutions given are factually correct but the answer is limited to the commonly provided solutions. An adequate degree of insight is shown.</p>
6	<p>South Africa must increase the number of exports to exceed •• the number of imports. This will mean to have a positive balance of trade. South Africa can do this by manufacturing its own raw materials and exporting it •• exporting raw materials to another country where it gets manufacture and we import it back for more money. •• If we can do this, this will increase and improve our balance of trade.</p> <p><b>Mark: 6/12 (50%)</b> <span style="float: right;"><b>(Level 4)</b></span></p>	<p>Only a few possible ways are provided. The answer lacks insight. The answer needs expansion to include more ways of improving the balance of trade. Facts are lacking. The references to 'a positive balance of trade' and what 'will increase and improve our balance of trade' unnecessarily repeat terms in the question.</p>
7	<p>Possible ways to improve on the 2010 balance of trade the only way to improve balance of trade in our country is simple changing parties having a precedent not coming from parties only him like Obama then we will see change in our country and to improve on the 2013 balance of trade we need to menu future our own goods •• and sell them to other countries •• not like them selling to us</p> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>The candidate refers to changing the political party ruling the country, which has no relevance to the question. The latter part of the answer is factually correct, but the candidate expresses himself/ herself poorly. The answer lacks insight. The lack of punctuation and other errors of language make it difficult to sift through the information provided and find relevant facts.</p>
8	<ul style="list-style-type: none"> <li>• increasing of the imports</li> <li>• increased of the infrastructure ••</li> <li>• high creation of jobs</li> <li>• and increased of standard of living</li> <li>• suitable living</li> <li>• crime will decrease</li> <li>• better jobs and better understanding</li> <li>• good and service is could be better</li> <li>• increased labours</li> </ul> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>Suggested possible ways are not relevant to the question. The answer is characterised by vague statements, lacks insight and is not factually correct.</p> <p>Paragraph-style questions should not be answered in point form.</p>
9	<ul style="list-style-type: none"> <li>• people must trade the things that have a profit ••</li> <li>• people must attack the city that have more money</li> <li>• people. must obtain the balance</li> <li>• poeple must pay a tax when it got the money and bank it</li> </ul> <p><b>Mark: 2/12 (17%)</b> <span style="float: right;"><b>(Level 1)</b></span></p>	<p>Suggestions are vague and do not show understanding of the question or any insight. The answer is not factually correct and therefore does not answer the question. The payment of tax could have been explained as industries paying tax would add to the government coffers and in turn to a positive balance of trade.</p> <p>Paragraph-style questions should not be answered in point form.</p>

**QUESTION 3.6.4**

The increasing demand for food is a disturbing development. Give a detailed account (approximately 12 lines) as to why many southern African countries are struggling to meet their food demands

**(6x2) (12)**

Candidate	Actual Responses	Comments
1	<p>Southern African countries have high population growth rate. •• As a result a lot of people end up looking for food. Southern African countries have unpredictable, low and unreliable rainfall. •• Crop production is thus decreased and people do not have food. Environmental hazards and disasters such as tropical cyclones destroy crops •• and lead to lack of food available. Lack of fertile land and soil limits crop production •• and poor people/poverty leads to subsistence farmers struggling to maintain their farms because of lack of equipment. •• Disease such as HIV/AIDS decrease farmers and less people work on farms leading to food shortages. ••</p> <p><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The candidate has provided a detailed account of why southern African countries struggle to meet food demand. The answer is logical and factual. A variety of relevant facts is provided. This is a well-thought-out answer which shows insight. It is, moreover, concise. A short and tightly focused answer is of greater value than an elaborate paragraph that goes into too much detail.</p>
2	<ul style="list-style-type: none"> <li>• There is decrease in food production because there is lack of rain. ••</li> <li>• Shortages of available land will to be less farms and cause less food production. ••</li> <li>• Poor infrastructure causes major market in town and cities to be inaccessible to surroundings rural area. ••</li> <li>• Poor farming methods like monoculture ruin the soil fertility. ••</li> <li>• Fertile soil becomes washed away by floods. ••</li> <li>• The production of each crops increase food insecurity. ••</li> </ul> <p><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The candidate has provided a good account of why southern African countries are struggling to meet their food demands. A variety of facts is provided. The answer is logical, to the point and factually correct. Although the answer shows insight into the topic, paragraph-style questions should not be answered in point form.</p>
3	<p>Southern African countries are struggling because most of southern African countries there is no arable land. •• The land is full of steep slope. We use poor mechanism especially at farms. •• Most of our farms are subsistence, they are only producing for a need. •• Lack of people with skilled. •• Over population due to teenage pregnancy and of birth increasing •• day by day. They don't use genetically modified food as they believe it against a God authorities. •• Seasonal rain and lack of resources such as water and raw material. We certainly destroys surplus.</p> <p><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The candidate gives a detailed account of the issues. Various facts are provided. The answer is factual and well thought out. The candidate shows insight by referring to less obvious facts: the fear, based on belief, of using genetically modified crops. However, one should avoid vague points like 'the land is full of steep slope'. The impact of the steep slopes should be mentioned: it is that steep slopes cannot be farmed/machinery cannot be used on steep slopes.</p>
4	<p>Many southern African countries are struggling to meet their food demand due to the increase of population growth. •• Most southern African farmer are using wrong fertiliser which reduces the production yield and also over using the fertiliser which makes some to burst. Some countries are misusing the pesticides which end up killing the crops and it will reduce the crop production. Some farmers are using poor farming method. •• In some countries they don't get enough rain •• and they do not have irrigation. ••</p> <p><b>Mark: 8/12 (67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>The candidate has managed to provide some reasons why southern African countries are struggling to meet their demand for food. Certain of the facts provided are not applicable to southern Africa: the use of wrong fertilisers, which reduces the production yield. In southern Africa, using fertilisers is lacking because of poor funding and subsistence farming. The incorrect use of fertilisers in this context is characteristic of developed nations.</p>
5	<p>Most of the southern African countries are developing countries which have lack of knowledge and resources. •• They are struggling to meet their food demands because they don't have much skills. •• The countries have low economy so the little they have they use it presently. They have minerals and farms but the problem is the machine to manufacture the products. •• Our resources are taken as raw as they are to develop countries at a low price and they are sold to us at high prices. There are no large tanks which can store food for a longer period of time so that they may not expire. ••</p> <p><b>Mark: 8/12 (67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>The candidate provides only a limited number of reasons. The reasons given are based on skills and resources. A greater variety of problems could be outlined. If a candidate is not capable of discussing one aspect in detail, he/she should provide a greater variety instead. Some facts are vague. These include 'low economy'. The impact of the low economy should have been described, for example 'No money is available to buy equipment/fertilisers' or 'farmers cannot be trained in modern farming techniques'.</p>



Candidate	Actual Responses	Comments
6	<p>Food demands cannot be met as a result of an increasing population. •• Southern Africa is a developing country this means that a lot of food is imported and sold at a high price which cannot be afforded •• by most South Africans. The underdevelopment leads to poor farming mechanisms, no high tech machinery •• and knowledge •• leading to the loss of crops due to weather conditions. The increasing population has to be accounted for when food imports are decided.</p> <p><b>Mark: 8/12 (67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>An account of southern Africa struggling to meet its food demands has to some extent been provided. The issue of increasing population is repeated and cannot be credited twice. The facts used are geographically correct. The candidate confuses South Africa with southern Africa. The latter refers to all the countries south of the Democratic Republic of Congo.</p>
7	<p>They have no place of farming. The are lack of job opportunities. The are no people who can export their food. People fear has also been raised over the wide uses of food activities. Increase sales. They need to regulate the food industry. They have to know people exporting to. They have those connection's with big farmer's. They don't enough material of farming. •• Their place is to small of putting their crops that they have plow. The are no enough people to generate the farm. They don't have chemical's. ••</p> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>The answer is factually incorrect and vague. References to 'job opportunities', 'no people who can export their food' and 'Increase sales' have no relevance to the question. There is no logical structure to the answer. It is factually incorrect to say that there is 'no place of farming'. The problem with farming is rather the lack of training, modern equipment and fertilisers.</p>
8	<p>They do save food, they are less industries that dealing with food production, there are less farmers with skills •• of producing food, lack of knowledge about the lack of food which is caused by no planting, not seeing the importance of created food production, lack of facilities ••</p> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>The answer is vague and not factually correct. The candidate mentions only facts, without providing any explanations. The lack of punctuation contributes to the incoherence of the answer. 'less farmers with skills' and 'lack of knowledge' is a repetition and cannot be credited twice. The candidate shows limited knowledge of the topic.</p>

## QUESTION 4

### QUESTION 4.3.4

The increase in the urban population percentage in developing countries has created deterioration in city centres (urban blight). In a paragraph (approximately 12 lines) suggest ways in which the local government (city council) can solve the problem. **(6 x 2) (12)**

Candidate	Actual Responses	Comments
1	<p>They can fix buildings that have deteriorated and maintain them •• so they don't become hazardous again. Attract people by building museums and sites of attraction in city centers. Reduce the amount of land pollution which will make it look better. •• Plant trees and flowers and make the city center a better place to look at thus making it aesthetically appealing. •• Attract businesses by decreasing the land value of city centers. City council can chelscaificate city centers. •• There should be better transport roots •• that are provided, for people. More jobs should be provided •• in city centers thus forming a market, which will help city centers.</p> <p><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The candidate suggests a wide variety of ways in which local government can solve the problem of the deterioration of city centres. The answer is factually correct and progresses logically. Terms used are geographically correct, for example chelsificate is the verb form of chelseafication. The use of this word is an indication of knowledge and insight. The answer is clear and concise.</p>

Candidate	Actual Responses	Comments
2	<p>Increase in urban population has led to traffic congestion in cities, increased crime and development of informal settlements. The government can build new commercial buildings at the outskirts of the city •• to encourage commercial decentralisation to reduce overcrowding in cities, this will reduce littering •• and make the city look nice. The city authorities can build parking lots and construct freeways to reduce traffic congestion. •• Green belts can be built to beautify the city. •• Dilapidated buildings can be renovated. •• Sanctuaries can be built to accommodate the homeless living at the streets. ••</p> <p><b>Mark: 12/12 (100)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The long introduction is not necessary. The candidate provides a variety of solutions and kept to the facts. The answer is factually correct and logically set out. The candidate shows insight into the topic and offers solutions that are not commonly studied. These characteristics contribute to the high mark awarded.</p>
3	<p>Gentrification •• to make the city centre look nice to attract more people. Decrease the rent to bring more businesses. •• Create more parking spaces to reduce overcrowding. Level up the security to reduce crime. •• Fine the people •• who litter to keep it clean. Make sure the business open and close at different times to avoid traffic congestion and overcrowding •• which is one of the factors that create deterioration of city centres.</p> <p><b>Mark: 10/12 (84%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The candidate provides a variety of solutions to the problem. The answer shows insight into the topic. Geographical terms such as 'Gentrification' are used correctly. The answer is factually correct, logical, clear and concise. However, maximum marks have not been awarded. The candidate refers to 'more parking spaces to reduce overcrowding'. This is vague. There should be an indication of the need for more parking spaces on the outskirts of the CBD to prevent cars entering it.</p>
4	<p>a) Rebuild broken houses. ••                      b) Reduce the number of people living in the area. ••                      c) Influx control.                      d) Construction of new houses.                      e) Creation of employment. ••                      f) Enforcing laws and fines. ••</p> <p><b>Mark: 8/12 (84%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>The candidate manages to provide some suggestions as required. Solutions given are factually correct. Although the candidate shows some insight, he/she includes facts with the same implication, for example 'Reduce the number of people living in the area' and 'Influx control'. 'Construction of new houses' is vague.</p> <p>Paragraph-style questions should not be answered in point form.</p>
5	<p>Local government can put in policies and legislation that encourages business, service and functions decentralisation and deconcentration. They can provide inhabitants with low cost housing, facade old buildings •• and rent them. They can increase security measures to reduce crime •• and renovate and maintain old buildings. •• They can help to create jobs and job opportunities and they can increase the number of plants •• in the area and reduce the concrete jungle.</p> <p><b>Mark: 8/12 (84%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>Some suggestions are provided as required and are factually correct. However, there is a need for a greater variety of solutions. The candidate refers to 'decentralisation' without indicating how that would benefit the city. Mention should be made of the fact that decentralisation would decrease overcrowding and its related problems. 'Low cost housing' could contribute to the problem rather than help to solve it. Satisfactory insight into the topic is evident.</p>
6	<p>Decentralisation of functions from the city centre to the outskirts. Charge high parking fees in the city centre. Renewal and upgrading •• of the city buildings. Offer incentives to businesses to move to the outskirts. Increase police visibility to prevent vandalism and graffiti. •• Implement strict rules on pollution in the city. •• Ban all private cars in the city centre. Encourage the use of public transport.</p> <p><b>Mark: 6/12 (50%)</b> <span style="float: right;"><b>(Level 4)</b></span></p>	<p>Some solutions to the problem are provided. The answer shows that the candidate has some insight into the topic. Some of the facts provided are repeated in different words, for example 'Encourage the use of public transport' and 'Ban all private cars in the city centre'. The reference to 'high parking fees' also implies that fewer cars should enter the city centre. The candidate could have referred to the improvement of public transport which would reduce traffic congestion in the city centre. 'Decentralisation of functions ... to the outskirts' could add to the problem as buildings could become vacant and vagrants move in. The point must be qualified.</p>



Candidate	Actual Responses	Comments
7	<p>The local government can start to plan the city in a new way. He/she has to start building more houses, schools, clinics e.t.c. And must also build roads and make sure their perfect. •• He can try to build a central business district to make jobs for people. Start projects that unemployed people can do to earn money. •• A city council will have to also make sure that houses are enough for people and he must make plans for activities.</p> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>Only a few solutions have been provided. The answer is superficial and indicates that the candidate has limited knowledge of the topic. Some solutions are vague, for example building roads, which should have been expanded to indicate that roads should be improved so that they can be able to carry large traffic volumes to the city centre. 'building more houses' would contribute to the problem and not solve it. Reference to 'build[ing] a central business district' is completely wrong as the question asks for solutions to a specific problem in the CBD.</p>
8	<ul style="list-style-type: none"> <li>• By being with older people</li> <li>• Less young people</li> <li>• By decreasing the population</li> <li>• By creating city centres</li> <li>• By being with economic factors</li> <li>• Create jobs ••</li> <li>• Be with modern things</li> </ul> <p><b>Mark: 2/12 (17%)</b> <span style="float: right;"><b>(Level 1)</b></span></p>	<p>The suggested solutions are vague and not factual. It is clear that the candidate has not understood the question. Most of the solutions provided do not answer the question. There is an indication that the candidate does have some knowledge of the topic but probably does not understand what 'urban blight' is. Paragraph-style questions should not be answered in point form. Even though marks have been given for 'Create jobs', the point should be qualified.</p>
9	<p>The government must provide jobs for rural people so that they will not move to urban area. They must produce high education for school children so they will attend school in their country. Give people their needs e.g. house, electricity, good roads and many more. Provide parks and dams to attract tourists. The government must make sure the rural area is safe and reduce crime by training people. Some work opening some industries will provide jobs for rural people. Provide more transport.</p> <p><b>Mark: 0/12 (0%)</b> <span style="float: right;"><b>(Level 1)</b></span></p>	<p>The candidate misinterprets the question completely. The suggested solutions have to do with the prevention of rural-urban migration. Although rural-urban migration gives rise to urban blight, the question requires solutions to be implemented by the local authority/city council. The candidate does not provide any valid solutions to the problem.</p>

**QUESTION 4.3.4**

The increase in the urban population percentage in developing countries has created deterioration in city centres (urban blight). In a paragraph (approximately 12 lines) suggest ways in which the local government (city council) can solve the problem. **(6 x 2) (12)**

Candidate	Actual Responses	Comments
1	<p>Transport makes it easy for industries to transport their goods. ••</p> <p>Presence of a harbour favours industrial development to transport bulk goods via ocean. ••</p> <p>Good infrastructure for transportation of goods.</p> <p>Interlinking of many roads makes trading with other countries easy. ••</p> <p>Presence of skilled and semi-skilled labour in the area. •• Industries are able to hire these people to work for them. ••</p> <p>Transportation costs are low due to various transport facilities available. ••</p> <p><b>Mark: 12/12 (100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>As required by the question, the candidate refers to both transport and labour. He/She provides a variety of facts and qualifies the importance of certain aspects. The answer is factually correct, logical, shows insight into the topic and is clearly and concisely expressed.</p> <p>The answer should be in paragraph form throughout.</p>

Candidate	Actual Responses	Comments
2	<p>Durban has a harbour •• which is convenient as the use of ships can import and export goods. The many railway lines in the area serve as a mode of transport for raw materials and goods all over the country •• for the exchange of these and for better communication between Durban and other industrial areas. •• The National Roads are for transport of goods to other market centres and is convenient because Durban has access to the nation •• via this transport route. There's a big population •• in Durban, there are many skilled people. •• There are a lot of impoverished people that are willing to work for cheap low wages. Many people living in rural areas can operate these industries and be educated to work in them.</p> <p><b>Mark: 12/12(100%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>As required, reference is made to transport and labour. This is a well-thought-out and factually correct answer. The candidate shows insight into the topic. The terminology used is geographically correct. The answer is clear, concise and logically constructed.</p>
3	<p>Industries locate near roads so that they reduce transport costs •• for transporting goods. Durban is near the coast and that makes it easy to transport goods via the harbour. •• These industries export goods to other countries for foreign exchange. •• There is unskilled and semi-skilled workers •• in KZN and that makes the industries pay the people low because they have no experience. When they pay less they get big profits. More experiences people from other countries work in Durban, and that makes them to transfer knowledge and skills. ••</p> <p><b>Mark: 10/12 (84%)</b> <span style="float: right;"><b>(Level 7)</b></span></p>	<p>The answer is factually correct and logical. The failure to expand on the transport issue prevents the award of maximum marks. Reference to 'Industries' 'pay[ing] the people low' is not related to the question, but rather refers to the economic impact on people in the area. However, the answer is clear and concise.</p>
4	<p>There are skilled and unskilled labourers. •• There is a huge profit that is made when labours are unskilled. They are paid low wages because they lack qualifications. There is a low rate of skilled workers. This result in some industries looking outside South Africa so that their production can continue. There is a well developed infrastructure, including roads. •• This makes transportation of good to be cheap, easy and fast. •• Durban has a harbour which allows it to transport their goods overseas. •• This is essential for foreign exchange. Jobs are created and there is an increased profit that the industries obtain.</p> <p><b>Mark: 8/12 (67%)</b> <span style="float: right;"><b>(Level 5)</b></span></p>	<p>The candidate manages to provide a discussion of the role of transport and labour in the development of Durban as an industrial area. The factors given are accurate. The candidate makes reference to the low payment of labourers because of a lack of qualifications. This is not related to the question. There should be further discussion of transport and labour in order to qualify for maximum marks. The candidate partially contradicts himself/ herself by writing 'There are skilled ... labourers', only to write 'There is a low rate of skilled workers' later in the same paragraph.</p>
5	<p><b>TRANSPORT</b></p> <ul style="list-style-type: none"> <li>• There is a harbour in Durban which allows for industries to trade with foreign countries using water transport ••</li> <li>• High density of transport routes on land such as railway lines and roads.</li> <li>• This allows industries to transport their products to other places. ••</li> </ul> <p><b>LABOUR</b></p> <ul style="list-style-type: none"> <li>• Durban is a densely populated area.</li> <li>• There are skilled, semi-skilled and unskilled people in this area so it ideal when it comes to labour. ••</li> <li>• Diverse cultures and races.</li> </ul> <p><b>Mark: 6/12 (50%)</b> <span style="float: right;"><b>(Level 4)</b></span></p>	<p>The division of the answer into two sections is a sound structuring device. However, paragraph-style questions should not be answered in point form. The answer shows that he/she has some knowledge of the topic, even though only a limited number of factors are mentioned. Some of the factors given do not relate to the question, for example 'Diverse cultures and races'. Bullets two and three under 'TRANSPORT' were marked as one concept as an explanation of the role of transport.</p>
6	<p>The Durban-Pinetown area has an advanced transport system linking •• road, railways, airports and harbours, this has allowed for greater development in the area at low costs •• and more profit. A large portion of population lives near industries •• and are mostly Apartheid affected people who have been disadvantaged and have not been given sufficient education resulting in cheaper labour for industries. The transport and cheap labour living in close proximity to the industries have aided development of Durban sustainably.</p> <p><b>Mark: 6/12 (50%)</b> <span style="float: right;"><b>(Level 4)</b></span></p>	<p>Only a limited number of factors are provided. Part of the answer is very vague, for example 'cheap labour living in close proximity to the industries'. Nonetheless, the candidate does demonstrate a basic knowledge of the topic. The last sentence of the paragraph is a duplication of the question asked. The detail that the 'disadvantaged ... have not been given sufficient education' has no relevance to the question.</p>



Candidate	Actual Responses	Comments
7	<p>The people can use a car/train because its a town with railway lines and many roads. The industries are place in a good place because its near the national road, the railway •• so everyone can buy even those who will be passing via a train. The workers will be many •• because it is a big industry and is attractive. They must also get a piece of land to the industries and try to plant crops.</p> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>The answer is very vague. The answer shows that the candidate is not well versed in this topic. The candidate should have qualified the answer by indicating that people can use a car/train to travel to work and back. This would play a role in the development of industries. The planting of crops has no relevance to the question.</p>
8	<p>Transport is one of the important factors because it is needed to transport different things to proceses. You need such transport as trains, trucks, motor cars if you want you industry to be good, you will need to transport things like coal because you need power •• and you want to take or sell in the markets •• it also refers to goal. Labour how you are going to labour this in markets, you should know your target market and who are the people in Durban are interested in what the industries sells. Factors like these are important in the economy. Economic, physical and human factors but than you also get these factors transport, labour, market, water, power service and mining. In mining you need transport because how will you deliver things that you want to sell if you have no transport.</p> <p><b>Mark: 4/12 (34%)</b> <span style="float: right;"><b>(Level 2)</b></span></p>	<p>The answer is incoherent due to a lack of punctuation and poor grammar. Most of the facts provided are vague. The answer is not factually correct and logical. The candidate has failed to relate transport and labour to the development of Durban as an industrial area. He/She only refers to the role of transport in terms of transporting raw materials. There is no reference to, among others, transport in terms of exports and imports, and interconnecting transport networks. There is also no reference to labour in the development of Durban as an industrial area.</p>
9	<p>As Durban is situated around the sea many activities are easy in the province. Transport would be much of a greater help to the people and also to industries. Industries will need to transport e.g. oil to USA and transport for that would be available because its near a harbour. •• Labours increase the economy of Durban. In the industries there are labours and they bring use of transport.</p> <p><b>Mark: 2/12 (17%)</b> <span style="float: right;"><b>(Level 1)</b></span></p>	<p>The presented facts do not explain the role of transport and labour in developing Durban as an industrial area. The candidate only refers to the harbour's enabling exports. The transport of raw material to the industries is important, but South Africa imports oil and does not export it. The role of labour is also not mentioned at all as playing a part in the development of Durban as an industrial area. The answer shows that the candidate's knowledge of transport and labour as they relate to industrial development is extremely limited.</p>

## 7. Hints for developing a paragraph/extended writing

### Hints on responding to short object-type questions using paragraphs

In Geography, a paragraph is one example of an extended piece of writing. Candidates are required to extract relevant information from given sources and organise the information logically to answer the question. In addition, candidates are expected to use their own knowledge to respond to the question fully. They must analyse, interpret and evaluate sources.

Candidates must be able to craft an answer that is relevant and responds directly to the question. The following guidelines should be used to strengthen candidates' extended writing skills:

- (a) The candidate must analyse and interpret the question. He/She must make sure that the action words, such as discuss, explain, account for or describe are clearly understood and the instruction is adhered to.
- (b) In paragraph writing (unlike for an essay) the candidate does not need an introduction and a conclusion.
- (c) From the beginning, the content must be organised and sequential and there must be a logical progression in the answer provided.
- (d) If the question requires reference to TWO aspects, the candidate must divide the paragraph into two sections and/or use headings.
- (e) The candidate must not provide definitions in his/her responses, unless asked to do so.
- (f) The candidate's answers must be concise, since elaborations are needed. He/She must only provide the relevant information required by the question.
- (g) The candidate should answer the question by providing a variety of facts. If his/her knowledge of the topic is sufficient, he/she will be able to develop and sustain an in-depth discussion on one or two relevant facts.
- (h) The candidate must not write in point form or give one-word answers. Full sentences with the correct punctuation are required for a suitable learner response.



**ANNEXURE A: LEVEL DESCRIPTORS**

The various achievement levels and their corresponding percentage bands are as shown in the table below.

ACHIEVEMENT LEVEL/ RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29



## ANNEXURE B: MEMORANDUM

For the purposes of this resource, the relevant answers have been extracted from the **OFFICIAL MEMORANDUM: GEOGRAPHY PAPER I (NSC 2012)**.

### 1.4.4 Measures to address the problem of climate change

- Reduce greenhouse emissions (2)
- Plant more trees/afforestation/greening projects (2)
- Use alternative energy/examples (2)
- Reduce emissions from wastes such as methane (2)
- Make use of public transport/lift clubs to reduce carbon dioxide (2)
- Promote environmentally friendly forms of agriculture (2)
- International conferences where countries commit to reduction of emissions, e.g. Kyoto, Copenhagen, COP17 (2)
- Use reflective building materials (2)
- Stricter laws concerning pollution/penalties/carbon taxes (2)
- Develop garden roofs on high-rise buildings (2)
- Green environmentally friendly building (2)
- More water features for cooling (2)
- Financial assistance for developing countries (2)

**Learners may address awareness campaigns and may expand on impact and solutions for the impacts for full marks**

[Any SIX. Accept other reasonable answers.]

(6 x 2) (12)

### 1.5.5 Changes in captor and captured rivers after river capture

#### **Captor/pirate River**

- Drainage basin increases (2)
- More water/increase in stream discharge/volume (2)
- Flows faster (2)
- More erosive power (2)
- Less deposition (2)
- Flood peak will be higher (2)
- Increase in tributaries (2)
- Rejuvenation occurs (2)
- Change in the ecosystem (2)

#### **Captured River**

- It is now a misfit stream below the point of capture (2)
- Valley too large for the trickle of water flowing in it below the point of capture (2)
- Size of the drainage basin decreases (2)
- Less water below the point of capture (2)
- Flows slowly below the point of capture (2)
- Less erosive power below the point of capture (2)
- More deposition below the point of capture (2)
- Presence of river gravel where capture took place (2)
- No changes above the point of capture (2)
- Change in the ecosystem (2)

[Any SIX from both captor and captured river. Accept other reasonable answers]

(6 x 2) (12)



**2.4.4 Solutions to sustainably address droughts**

- Awareness programme on conservation of water (2)
- School educational programmes/mulching/working for water (2)
- Encourage use of water tanks/water harvesting to catch rainwater for garden use (2)
- Build water transfer schemes (2)
- Funding for major schemes (2)
- Recycling/reuse water from industries, sewerage and domestic water (grey water) (2)
- Water restrictions (2)
- Penalties for water abuse/misuse (2)
- Legislate for water management (2)
- Building dams in areas with low evaporation rates (2)
- Storing water in tanks and reservoirs during rainy seasons (2)
- Desalination of water (2)
- Desilting of dams to increase capacity (2)
- Removing alien plants in catchment areas/conservate catchment areas (2)
- Revegetate with indigenous plants/xerophytic plants (2)
- More efficient irrigation methods/drip irrigation (2)
- Contour ploughing (2)
- Reduce deforestation to increase infiltration (2)
- Plough drought resistant crops (2)
- Change from subsistence to commercial farming (2)
- Cloud seeding (2)
- Fixing of leaking pipes at domestic and municipal level (can give other examples) (2)
- Sustainable use of ground water (2)
- [Any SIX. Accept other reasonable answers] (6 x 2) (12)

**2.6.3 Negative impact of human activities on rivers**

- Afforestation reduces stream discharge (2)
- Deforestation causes floods (2)
- Waste disposal causes pollution in rivers (2)
- Waste disposal changes the equilibrium of the river (2)
- Waste disposal kills organisms in rivers (2)
- Food chains destroyed (2)
- Food sources for people destroyed (2)
- Irrigation reduces stream flow in the lower reaches (2)
- Dams reduce silt from flowing down stream, thus affecting the fertility of the soil (2)
- Artificial surface in urban areas results in greater run-off and less ground water supply (2)
- Eutrophication of water supply (2)
- Urban development changes/controls the course of the river (2)
- Informal settlements along the banks of the river will cause pollution (2)
- Spread of diseases in polluted rivers (2)
- [Any SIX. Should refer to the negative impact. Accept other reasonable answers] (6 x 2) (12)



**3.4.5 Possible ways to improve balance of trade**

- Export fewer raw materials (2)
- Improve/increase industries (2)
- Grow exports (2)
- Export processed goods/beneficiation (2)
- Processed goods make a larger profit (2)
- Government to offer export subsidies and tax rebates (export promotion) (2)
- Replace/reduce goods that are imported with goods that are produced locally (import substitution) (2)
- To place restrictions on goods that is imported (2) by using import tariffs, (2) quotas (2) and stricter regulations (protectionism) (2)
- Improve skills/training (2)
- [Any SIX.Accept any other reasonable answers] (6 x 2) (12)

**3.6.4 Reasons for struggling to meet food demands in southern Africa**

- Shortage of arable land (2)
- Lack of funds for research (2)
- Lack of government support subsidies (2)
- Poor technology (2)
- Drought, floods will destroy crops (2)
- Soil infertility (2)
- Expensive fertilizers (2)
- Poor infrastructure (2)
- Wars and conflicts (2)
- High production cost (2)
- Diseases and pests (2)
- Expensive pesticides/insecticides (2)
- Climate change (2)
- Labour strikes resulting in less production of food (2)
- HIV/Aids (2)
- Farmers using traditional methods/subsistence farming (2)
- Not enough commercial farmers (2)
- Corrupt governments (2)
- Rural-urban migration as a result of push factors (2)
- Farm lands taken up by urban expansion (2)
- [Any SIX.Accept other reasonable answers] (6 x 2) (12)

**4.3.4 Solutions to the deterioration of city centres****Slum clearance**

- Demolishing of buildings (2)
- Housing people in council houses/flats in another area (2)

**Regeneration**

- Renovate old buildings and build new offices and houses (2)
- Create job opportunities and improve quality of life (2)

**Inner city renewal**

- Renovating or demolishing buildings in an urban area to enable economic and social growth (2)
- Purpose is to attract businesses to re-invest, as many CBDs are losing their prominence (2)



Invasion and succession (2)

Gentrification/chelseafication (2)

Facadism (2)

**General solutions**

Crime prevention/more CCTV cameras (2)

Anti-littering campaigns/more bins (2)

Reduction of pollution (2)

Improve public transport (2)

Improve/maintenance of infrastructure (2)

Larger work force to ensure cleanliness/maintenance (2)

Fine people for littering (2)

Municipal by-laws (2)

[Any SIX.Accept any other reasonable answer] (6 x 2) (12)

**4.6.6 Role of transport and labour in developing Durban as industrial area**

Good transport network to transport raw materials to harbours (2)

Harbour allows for exporting raw materials/finished goods (2)

Foreign income generated (2)

Good transport network to transport products to markets/Transport links with other industrial areas (2)

Harbour allows for importing finished goods (2)

Promotes foreign trade (2)

Break-of-bulk point allows for industries to develop (2)

Break-of-bulk point creates employment (2)

Good transport network creates employment opportunities (2)

Close to skilled labour to manage industries (2)

Close to unskilled labour to work in industries (2)

University research provide information from quaternary services (2)

[Any SIX.Accept any other reasonable answers. Refer to both] (6 x 2) (12)



## ANNEXURE C: QUESTIONNAIRE

### EXEMPLIFICATION OF THE STANDARDS OF LEARNER PERFORMANCE

#### GEOGRAPHY

#### User Response/Feedback

Dear teachers, subject advisors, curriculum planners, education service delivery partners

For us to continue to improve the range and quality of teaching and learning resources for teachers and learners in the FET phase, we need your constructive feedback.

Please complete the questionnaire below at your earliest convenience and return to the DBE by post or facsimile.

**Postal address:** Dr MD Ramoroka  
 Chief Directorate: National Assessment and Public Examinations  
 The Department of Basic Education  
 222 Struben Street  
 PRETORIA  
 0001

**Fax number:** 086 746 0781

#### QUESTIONNAIRE

1. List the information included in this resource that was MOST useful to you.

---



---



---

2. List the information included in this resource that was NOT relevant or useful to you.

---



---



---

3. What did you think of the focus areas covered in this resource?

[Tick (✓) the relevant block.]

FOCUS AREA	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
(a) The selection and range of learner responses				
(b) The accuracy of the panel's comments for each learner response				
(c) General findings in your subject area				
(d) Hints on essay/paragraph writing				
(e) Annexures, e.g. Matrices/Rubrics, to support and extend the exemplification				
(b) The marking standard demonstrated in the exemplification				



4. What are your suggestions for improving this resource to ensure its value in the classroom?

---



---



---



---

5. Should this resource include a wider variety of extended writing examples?

[Tick (✓) the relevant block.]

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Reasons:

---



---



---



---

6. Should this resource be developed for other NSC subjects?

[Tick (✓) the relevant block.]

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Reasons:

---



---



---



---

7. Additional comments/recommendations for the DBE to consider:

---



---



---



---















Published by

the Department of Basic Education  
222 Struben Street  
Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

Website: <http://www.education.gov.za>

© Department of Basic Education