PRINCIPAL EXAMINER'S REPORT

BOTSWANA
EXAMINATIONS
COUNCIL

BSSE GEOGRAPHY

2025

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PAPER 1: WRITTEN PAPER

General Comments

Candidates for the 2025 examinations series were taking the first paper for BSSE syllabus. Generally, the paper displays a slight resemblance to the previous BGCSE syllabus. This is evident in the map reading section where some questions follow a similar pattern of assessment. The paper tested candidates on map reading skills like determining grid reference, calculating area, measuring distances and bearings. The performance of this cohort was generally average on this paper. They displayed adequate knowledge in section A of the paper compared to section B. Candidates displayed better skills on interpretation of the map. However, in some of the Centres, candidates performed poorly in this section, thus raising much concern as to their preparedness for the paper. Weaker candidates performed poorly on basic concepts such as grid reference, measuring distances and bearings. Nonetheless very few of the candidates displayed in-depth knowledge of map interpretation. They showed better skills in calculation of gradient where correct formulae were applied, identification of correct heights and presentation of the answers.

The 2025 candidates displayed much better performance in Section A of the paper than section B. The second part of the paper consists of structured questions that required interpretation of a line graph and a bar graph on population. Candidates performed very well on extraction and interpretation questions, while questions that required application and analysis were poorly done by majority of the candidates. Most of the weaker candidates would present responses with undeveloped simple idea and descriptions, consequently failing to get marks. In addition, a significant number of questions were either partly answered or left blank, this was noticeable on questions on application and evaluation in section B of the paper. Centres must caution candidates to observe question answering techniques to avoid loss of marks. Nevertheless, few of the candidates from some the Centres presented well thought out responses on evaluation and analysis. They demonstrated wide understanding of population concepts and changes that occur over time.

The candidates presented neat work with legible handwriting. The paper provided spaces for candidates to write answers thus there were few problems of rubric infringement, except where there was cancellation of work leaving limited space for responses. Few of the candidates resorted to writing on the edges of the paper and on blank spaces. Candidates should be advised that any work presented outside the outline of the page may not be clearly visible for marking. On the other hand, some candidates would tear off part of the paper that bore the barcode depicting a failure to follow written instructions on the cover page. Candidates must be cautioned to read and adhere to instruction given on the paper as tearing or making markings on the prohibited part of the paper may make it difficult to scan the paper for marking.

Very few strange observations were made, where some of the weaker candidates would write personal comments either directed to the Examiners or the Centre. For instance, one candidate instead of giving an answer, wrote a campaign to like his Facebook page. Centres must advise candidates to avoid this practice of writing personal comments on their examination papers, as it may negatively impact on their performance and results.

Comments on Individual Items

Section A

1 (a) (i) This question was well answered by majority of the candidates. The question was testing the candidates on reading the map key, where most of the candidates could easily identify the manmade features found in the area in question. The following answers: road, railway, powerline, track were some of the correct responses that attracted marks in this question. However, a few weaker candidates failed to differentiate between manmade and natural features hence gave answers like pans, while some would give features like dams that are not found within the reference area on the question. This led to failure to get marks.

(ii) Majority of the candidates performed well in this question. They were able to accurately workout the six-figure grid reference of the A1 and B140 road junction as 184961/183961. A few candidates were able to identify the correct figures of the grid reference, they continued to add commas or dashes in between the digits, while some would include points of the compass. Centres are advised to caution candidates on this practice as it could lead to loss of marks. On the contrary, some of the weaker candidates managed to identify the figures accurately but swapped eastings with northings instead when presenting the answer. For example, they would write 961184 or 181964. This led to a failure to get a mark. Furthermore, few of the weaker candidates would give four figure grid reference instead , consequently failing to score.

(iii) The question on bearing was fairly done. Most candidates measured the bearing accurately as 319 degrees. Alternative answers were given to allow margin of error as '± 1',thus 318 and 320 degrees were credited. Furthermore , some of the responses given were closer to the allowed response though they could not get a mark. For example, 316, 317,322 degrees. Candidates must be advised to observe the precision when measuring.

(b) (i) Most of the candidates performed very well in this question. Accurate distance measurement expected was 3 km. In addition, a range was allowed ,from 2.9 km to 3.1 km. '± 0.1' was given to accommodate margin of error since the reference points in question were large symbols. However, Centres are cautioned not to assume that a margin of error will always apply in this type of question, therefore candidates should be advised to always exercise precision when measuring distances on the map. On the contrary, few weaker candidates failed to apply scale accurately, this was evident that they started the measuring at 1 km instead of 0 km on the linear scale, hence common distances like 3.9 to 4.9 were recorded. This consequently led to failure to get a mark.

(ii) The question was fairly done by most candidates. The candidates applied the correct formulae in working out of the answer. Marks were awarded for correct identification of each of the heights of the trigpoint and the bridge. The third mark was given for the complete conversion stage and the last mark reserved for the final answer. However, most candidates failed to use the height given for the trigpoint, instead they used 950 m which is the height for the contour line next to the trigpoint. This resulted in failure to get a mark. Most candidates scored on the height for the bridge, that was identified by the 920 m contour line. This

translated that candidates could not get maximum marks since the final answer is determined by both correct heights. The expected heights were 976.8 m for the trigpoint and 920 m for the bridge. The final answer was awarded as a range of 1 : 51.056 to 1 : 54.577 since the distance accepted was a range from 2.9 to 3.1 km. Nonetheless few of the candidates were able to accurately identify the heights and get all the 4 marks in this question.

(c) Most candidates performed very well in this question. The question was well interpreted by majority of the candidates; hence the correct response was given as Palapye water works. Pipeline was another possible response that the candidates gave that attracted a mark. However, few weaker candidates gave slime dam as a response consequently failing to get a mark.

(d) This question was poorly done. Poor interpretation of the contour lines was observed. Candidates resorted to guesswork, where they will give numerous types of slopes when only one type was required. This led to a failure to get a mark. The expected type of slope was concave, an alternative was allowed where 'steep at the top and gentle at the bottom' was given, although the question did not ask for description. It should therefore be noted that this may not always be allowed in this type of question.

(e) Majority of the candidates performed poorly in this question. They failed to interpret that the question was asking for the main settlement pattern. Candidates would give several settlement patterns when only one pattern was required. This ultimately spelled guesswork resulting in failure to score. However, few of the candidates were able to identify correct settlement pattern as linear.

(f) **(i)** The question on the economic activities in the shown area of the map was fairly done. The candidates were expected to interpret the symbols on the referenced mapped area and determine the economic activities in the place. The area showed Morupule Coal mine, Botswana Power Corporation and Industrial area. The expected responses were mining, power generation and industry or manufacturing or processing respectively. However, candidates gave industrial area, BPC, Coal Mine as answers, instead of stating what economic activities are practiced there. This consequently resulted in failure to get marks. On the other hand, few of the weaker candidates would write answers that are not related to what is shown on the area of the map in the question, for example, 'basketry', 'savanna' to state a few.

(ii) This question was fairly done. Candidates were able to show that there are roads for transport, presence of mineral for mining and power supply for industries. Few candidates gave brilliant answers on this question. However , weaker candidates understood the question but failed to relate them to the economic activities in the area. General answers such as 'hills for defence', 'river for water supply' were given.

(iii) Most candidates performed fairly in this question. Calculation of area has shown to have improved with these candidates. The correct formulae were used, and the final answer was mostly presented with the correct units of measure. This question instructed candidates to use 0.25 km squares to calculate the area. Most candidates were able to identify 1 whole square and either 4– or 5–part squares. This would give the final answer as either 0.75 km or 0.875 km, depending on the number of part squares used. The other alternative was where

the candidates gave 0 whole squares and either 6– or 7–part squares. This also gave the final answer as 0.75 km or 0.875 km. On the other hand, some weaker candidates added both part squares and whole squares then divided both by 2. This showed limited understanding in the calculation of area on their part, consequently they failed to get a mark. Furthermore, few weaker candidates used 0.01 km and 1 km to calculate area instead of the 0.25 km stated in the question, hence failure to score.

Section B

2 (a) (i) This question was well done by majority of the Candidates. They demonstrated ability to accurately read the line graph and 2007 was correctly given as the year with the lowest unemployment rate. However, there were few weaker candidates who would write 2002 as the answer, thereby failing to get a mark since 2002 showed the year with the highest unemployment rate.

(ii) Majority of the candidates performed well in this question. They could precisely derive the percentage value for the year 2000 and 2003 from the scale measurements and subtract to arrive at the correct answer. A mark was given for identification of each of the percentage for each year, and a mark for the final answer. A range of 22.5% to 24.5% was allowed for 2003 and 15.5% to 17.5% for the year 2000. The final answer ranged from 5% to 9%. Despite the range given, some weaker candidates added all the percentage values from 2000 to 2003 then tried to calculate the answer from there. Furthermore, some of the candidates could not realise that the figures on the graph were already in percentages, hence they multiplied the values with 100 to calculate the answer, while some would correctly arrive at the final answer then spoil it by multiplying further, this consequently led to a failure to score.

(iii) The question on trend was well answered by most of the candidates. The trend for 2003 to 2007 depicted a decline while 2011 to 2013 was constant. Candidates were able to describe the trend well. The correct terms were used in answering of this question. However, among the weaker candidates fluctuating was a common answer, hence failure to score. On the other hand, some of these candidates would describe what happens from 2003 to 2007 instead of stating the general observation. In trying to describe and explain the candidates gave contradicting answers that led to failure to get marks.

(iv) Candidates performed poorly in this question. They failed to interpret and relate the question to what is happening in the graph. The graph showed an increase in unemployment rates, hence the expected responses included increase in population, lack of skills, closure of industries, increase mechanisation to state a few. However, most candidates would give answers like ‘poor sanitation’, ‘outbreak of diseases’, ‘no more availability of jobs. These clearly pointed to lack of understanding of application questions by the candidates. the stem of the question, few of the weaker candidates stated the correct figure without units, inevitably failed to get a mark.

(v) This question was poorly done. Candidates failed to give the social problems instead most would give economic problems. On the other hand, candidates who could identify the social

problems like crime, poverty, prostitution; failed to include emphasis words such as more, increase to score. The candidates were expected to show change brought by increase in number of unemployed people. Responses such as, increased crime rate, more social ills, increased poverty, decline in the standard of living, more suicide cases, increased national strife were expected for this question. Furthermore, responses like pressure on available resource, there will be theft, people will be killed were some of the responses given. However, none of these could give any marks.

(b) Most of the candidates performed poorly in this question. This question required candidates to use their application and problem-solving skills. Candidates were expected to give and develop their answers. However, those who could suggest correct answers only provided simple ideas and could get a maximum of 2 marks only. Some of the expected responses included provide tax incentives to sustain industries, improve education levels to allow for competition with migrants/expatriates, attract foreign investors to set up more industries, diversification of the economic sectors to accommodate different skills, provide policy to empower youth or youth employment programmes. Candidates were awarded a mark for simple ideas and a mark for development. For example, an answer like, 'attract foreign investors' would be a simple idea and 'to set up more industries' would be the development.

3 **(a)** **(i)** This question was well done. The percentage population of males at age group 25 to 29 in 2011 was correctly identified as 5% by most of the candidates. However, few of the weaker candidates gave 4.4% as the answer. It was evident that they read the 2021 instead of 2011 population pyramid, inevitably failing to get a mark.

(ii) Majority of the candidates performed very well in this question. Almost all candidates were able to identify the correct age groups of 100+, 90 to 94 and 95 to 99 from the bar graph and got a mark. However, few weaker candidates identified 15 to 19 and 10 to 14 instead, these age groups show same total population for males only, hence they could not attract marks. Furthermore, some of the candidates would write all the correct age groups including additional wrong ones. This practice spelled guesswork on the part of the candidates. This led to failure to score.

(iii) Candidates performed fairly in this question. It must be noted here that a few scripts were left blank in this question. There were instances where no attempt was made at all to answer the question. The question required candidates to show working, hence various ways of calculating the total number of people from the given percentages were credited. The first working gave candidates a mark for addition of the percentage for males and females. That is 0.7 + 0.9 = 1.6, the second mark was awarded for multiplication by the total population of 2588423 and divided by 100, while the third mark was reserved for the final answer 41414.768 people. In the other alternative, candidates multiplied the percentage of males and females respectively by the overall total. Therefore, they were awarded a mark each for the total of males and total of females respectively, for example, [0.7/100 × 2588423 = 18118.961], [0.9/100 × 2588423 = 23295.807]

18118.961 + 23295.807 = 41414.768 (People)

while the third mark was awarded to the final total of 41414.768 people. Few of the weaker candidates would only add 0.7 and 0.9 to arrive at 1.6. this allowed them to get only one mark. On the other hand, some of the candidates would calculate correctly but fail to include decimals ,for example, instead of writing 18118.961 they would write 18118961 hence giving the wrong total population. This inevitably led to loss of marks.

(b) (i) A well done question. The candidates were able to give the correct conclusion although some were awarded for just making interpretation of the graph. The expected response was given by majority of the candidates as 'females live longer than males or there are more females than males. However, few weaker candidates did not make a comparison, instead they just wrote the number of males and females decrease, this resulted in failure to get a mark. In addition, some of the weaker candidates would leave the question blank.

(ii) Majority of the candidates performed poorly in this question. The candidates were expected to state why females live longer than males or why males live shorter lives than females. The expected responses included females regularly visit health facilities or go for check-up stake improved or better diet or intake of healthy diet ,engage in less risky jobs or light jobs, less involvement in conflicts or Males are afraid or reluctance to visit health facilities or to get help, low calorie intake or poor diet, work in risky jobs, involved risky behaviour. Most of the answers given by weaker candidates only focused on old people, that they have reached old age and they die, without making a comparison between the males and females. This led to a failure to score. In addition, few weaker candidates gave responses like poor sanitation, lack of hygiene, they are retired. These responses could not attract marks either.

(c) (i) This question was performed poorly. Few of the candidates left the question blank, without any response. There was misinterpretation of the concept of fertility rate by most candidates. This was evident where some of the candidates' answers focused on soil fertility than fertility rate in the study of population. In addition, very strange answers were given by the candidates, for example, visiting internet sites losing their sperms, eating of the soil, diseases that destroy sexual organs. These responses could not attract any marks. This also showed lack of preparation on the population topic by candidates. Nonetheless, some of the candidates presented well thought out answers like, increased use of contraceptives, improved access to family planning education, improved outreach services on family planning, improved health care facilities that provided family planning, skilled manpower or health workers on family planning, free provision of contraceptives, women empowerment or education of women delay bearing of children.

(ii) Most Candidates performed poorly in this question. The failure to properly interpret this question or lack of preparation led to strange responses such as 'people may become extinct', and a 'high crime rate'. Marks were awarded for simple ideas and development, and a maximum of 2 marks were awarded where only simple ideas were given. Some of the expected responses were, shortage of labour force leading to low production', decline in population hence reduction in market, ageing population leading to increased pressure on the economy'. Despite misinterpretation of the question and lack of preparation by most of the candidates, few of the candidates were able to score maximum marks in this question.

(iii) This question was poorly done like the previous question, as it was evident that the concept was misunderstood by most candidates. The question was also awarded marks for simple ideas and development. A maximum of 2 marks was awarded where only simple ideas were given, while development without simple ideas attracted no marks. Some of the weaker candidates gave responses like ‘the government may provide condoms to prevent spread of STIs’, ’offering of cash to women to consider fertility’, to state a few. These responses could not attract marks. Some of the expected responses include, reduce restrictions on marriage to allow early marriages, start families early, limit accessibility to contraceptives, family planning literature to increase chances of pregnancy, conception, draw policies that reconcile family care with work, allow paternity or parental leave for couples to allow easy management of the family, provide incentives for those with more children to reduce the burden of taking care of children.

PAPER 2: WRITTEN PAPER

General Comments

The general performance in this paper was unsatisfactory compared to that of the previous year's cohort in terms of the quality of responses given by candidates. Although this comparison is made across different syllabi (BGCSE and BSSE), the lower performance cannot be attributed solely to the syllabus change as the two syllabi had similarities in having structured questions and same assessment skills tested. The only difference was a change from a choice paper to a compulsory one with marks reduced from 100 to 80 marks.

In terms of assessment objectives, candidates generally performed poorly on higher order questions assessing 'Evaluation and Decision-making' skills followed by 'Skills Application and Analysis' but did fairly well on 'Knowledge with Understanding.' Many candidates struggled to suggest strategies and provide appropriate developments. However, there was evidence showing a noticeable number of candidates expanding their points which is commendable as it demonstrated that Centres take heed of previous reports made to assist candidates. Centres are advised to give more practice on high order thinking skills of explaining or suggesting which is a major concern for most candidates. There is also room for improvement on 'Knowledge with Understanding' skills as there were signs of candidates mixing geographical concepts or generally showing lack of content.

Candidates' performance across questions was generally ranked as follows (from best to weakest): Question 3, 1, 2 and 4 which may be inconclusive in the absence of statistical data. Candidates may have performed better in certain questions due to familiarity with their content, structure and also the number of marks to deal with on high order questions. A major weakness was evident on map work and location skills with many candidates struggling to locate coal mining places in Botswana and geographical features helping to locate them. Centres are advised to intensify practice on location and effective use of geographical features. Such features should be of proximity or nearer to the place / industry located.

Most candidates presented their work neatly with clear handwriting except a few who created challenges for marking due to unclear responses. Centres should always assist candidates who are struggling with handwriting earlier to reduce uncertainties which may arise when marking their exams.

Comments on Individual Items

1 The question was poorly done which may be due to lack of content or failure to develop points correctly which is a requirement for most questions in the paper.

(a) (i) The question was poorly performed as many candidates showed confusion between rift valley and block mountain formation and others had a weakness on sequence. A noticeable number also spoilt their answers by using compressional force instead of tension which is associated with the formation of The Great East African rift valley. Centres are advised to ensure that theories are clearly taught and well explained with careful treatment of case studies to reduce misconceptions by candidates on which theory to use. The candidates were expected to provide answers in relation to earth movement occurring, forces of tension, parallel or normal faults / series of faults, outer blocks move apart, middle block sinks.

(ii) This was generally well performed, though some candidates failed to link physical features to specific human activities which resulted in loss of marks. Most of them gave benefits alone which could not score alone. The candidates were expected to provide any answer from lakes or rivers for water supply, minerals for mining, geysers or hot springs for geothermal power, forests for lumbering, fertile soils for lumbering, scenic beauty for tourism, gentle slopes for easy settlement construction or arable farming.

(b) (i) The performance was weak with many candidates showing lack of content on tropical cyclones. Some gave answers not directly linked to the diagram as required by the question and some were picked in isolation rather than answers that were communicating. Weak answers included 'hot air, eye, warm ocean, cold air etc.' Expected answers were as follows forms over warm oceans, has circulating (strong) winds, forms heavy rains, cold air descends, it has an eye at the centre, hot air rises and clouds spiral outwards.

(ii) The performance was not convincing for most candidates as they were able to provide simple ideas with limited developments or using parts of the question to develop their points. For example, they wrote answers such as ' People should stay home or indoors to protect themselves.' Using such a phrase derived from the question resulted in loss of marks. Some of the expected answers were; stay indoors to reduce harm from flying objects or strong winds or heavy rains, relocate to safeguard lives or property, build houses to cyclone standards reinforce buildings to withstand the cyclone, trim tree tops or collect loose materials that could be blown off for safety, prepare emergency supplies like tents, generators, food etc. to respond to challenges of the cyclone, use of indigenous knowledge helps people to anticipate danger or reduces risks, education to raise awareness on what to do during a cyclone, rescue teams to help people affected by cyclone quicker, establish policies to help in coordinating rescue efforts and take heed of weather forecasts to reduce effects of cyclones.

2 The question had mixed performances from candidates with some performing above average while most of them struggled with expressing themselves in questions that needed them to describe or suggest. This could be attributed to candidates failing to understand questions fully before they answer and end up giving wrong developments or not develop ideas or points. Centres should always give more practice on how to develop answers by identifying causes and effects, linking features and their benefits and also strategies with their benefits etc.

(a) (i) This part was well done, however, a few candidates demonstrated limited knowledge of wetlands in Botswana by mentioning no-existent features such as 'Shashe delta, Kasane river and Gaborone river which spoilt their answers. Some candidates included Okavango delta as an answer showing that they ignored the stem and the question. Candidates should also vary types to maximise marks. Answers include ' Pans, Dams, Reservoirs, Rivers, Streams, Swamps, marshes, Lakes, Excavation pits, burrow pits and Ponds e.g. sewage or fishponds.

(ii) Performance was average in this question. Some candidates appeared to be unaware of different stakeholders as they were concentrating on the government instead of local communities. Some also failed to identify features found in a wetland and they gave benefits

only leading to loss of marks as there was no linkage with features such as water, vegetation, fertile alluvial soils, sand, fish etc. The candidates were expected to give answers that included reeds or grass or sand for building or craft work, water for livestock or domestic use or irrigation, fish or tswii or wild animals for food, scenic beauty for tourism or recreation or wetland based activities for recreation or wild animals for trophy hunting, water for transport or navigation, vegetation or grass or pastures for pastoral farming, lakes or rivers or dams control flooding, water for religious purposes, fertile soils for arable farming, water transport for tourists or selling of water products for income or employment, vegetation or grass or wood or wild animals for medicinal use.

(iii) This was a challenging question as responses were generally shallow with either wrong simple ideas or inappropriately developed. Candidates mostly failed to specify types of pollution in their developments, and some failed to qualify human activities to show overexploitation of resources where applicable e.g. instead of overfishing, over abstraction, they wrote fishing or collection of reeds or water which led to loss of marks despite having developed correctly. Candidates should also refrain from using ' destruction of marine life' which is associated with the ocean or sea and use 'aquatic or freshwater life' in the context of Botswana. Some of the expected answers were; disposal of waste into water sources leads to water or land pollution or kill aquatic life or wild animals, use of fertilizers or sewage disposal leads to eutrophication or water pollution, over abstraction of water leads to drying or destruction of aquatic life or low water levels, overfishing leads to depletion or extinction, over abstraction of raw materials leads to depletion or extinction, damming leads to dryness downstream, deforestation leads to soil erosion or development of gullies or flooding, veld fires lead to loss of animal habitats or migration or death of animals etc.

(b) (i) The question was well answered as most candidates were able to identify the correct year from the figure where electricity generation was lowest which is 2020.

(ii) The question was averagely performed but it also exposed a weakness on candidates who were clueless on how trends are identified. It was also an unfamiliar question as they are used to one mark allocation for such type of questions. Centres are advised to assist Candidates on identifying and describing trends especially where there is fluctuation to be able to capture the range of years where there is an increase or decrease. Many candidates were using individual years instead of giving a range. The answers were decreasing from 2018 to 2020, increasing from 2020/2021 to 2022 and (generally) fluctuating (between 2018 and 2022).

(iii) The question was poorly performed as most candidates could not score beyond three marks. It also appeared unfamiliar to some as they gave clueless responses. Those who managed to give relevant points lost marks as they repeated parts of the question as developments e.g. 'Some settlements are far therefore it becomes difficult to distribute electricity to some parts of the country. Expected answers included remote settlements pose accessibility challenges or expensive to connect to the grid, production capacity is limited leading to failure to meet demand or frequent load shedding, technical challenges or lack of resources may lead to closure for repairs, vandalism or theft of energy infrastructure takes time to replace or expensive to replace, lack of money or budget constraints lead to failure to develop or expand

or repair infrastructure, or operate the plant, sparse settlements pose accessibility challenges or expensive to expand grid, lack of skilled manpower results in delay or inefficiency in installation, reliance on imports leads to supply instability or higher costs, environmental challenges pose accessibility challenges etc.

3 The question was better performed compared to other questions mainly due to its lower level of difficulty or being a familiar topic to most candidates. A noticeable number of candidates scored better in most part questions except the last one where some fell short of developments to be able to maximise marks.

(a) (i) Most candidates failed to accurately locate the mining area, and they gave the name of the mine rather than the place where mining takes place. Very few managed to correctly locate or include relevant geographical features with most of them using very far places which cannot be used to help locate the mining areas. Centres are urged to give more practice on location for all topics concerned. Mining areas to locate were Morupule whose geographical features may include A1 Road, Palapye, Serowe, North-South railway line, Serowe-Palapye road, Lotsane river. Masama or Medie whose features may include A1 Road, railway line, Gaborone, Molepolole, Mochudi etc.

(ii) Most candidates failed to name the rock type, which is sedimentary rocks, however there was a noticeable number who did well. Candidates should be exposed to matching all minerals in Botswana with their rock types as some answers given by candidates demonstrated lack of knowledge on rock types.

(iii) This part was well done with most candidates maximising marks. Minerals were diamonds, copper, nickel, silver, iron ore, soda ash or salt. Centres should confirm if mining is still operational before listing the minerals.

(iv) Average performance was observed and common answers included 'availability of power, water and labour.' However, most candidates failed to qualify capital, land, quantity and quality hence lost marks. Answers included 'large quantity, large capital, high quality, Government policy, availability of market, deposit near the surface, availability of transport network, flat land etc.'

(b) (i) The question was generally well answered though some candidates failed to distinguish between physical and economic factors in the extract hence lost marks. Answers expected were ' low rainfall and poor soil fertility.

(ii) This part was poorly performed as many candidates struggled to develop their answers correctly. Some candidates repeatedly used the word 'Encourage' without specifying government strategies e.g. They gave answers such as 'The government should encourage people to drill boreholes for irrigation' instead of saying 'The government drills boreholes or construct dams for irrigation.' This resulted in loss of valuable marks since there was no direct strategy by the government in their responses. Centres should advise candidates to desist from using such word and be direct on strategies. Other expected answers were provide machinery for efficiency in production, provide fertilizers to improve soil fertility, develop

infrastructure to improve service delivery, fencing to protect crops from animals, provide pesticides or herbicides or insecticides to control diseases or pests, education or training or research on modern methods to improve skills, allocation of farmland to encourage many people to farm or increase production, financial assistance to buy inputs or pay hired labour, provide treated seeds to improve yields or to have crops that can resist heat, germinate faster etc.

4 The question was the most challenging of all the questions with few candidates performing above average. This could be attributed to lack of content or failure to understand questions by most candidates.

(a) (i) The definition was generally well answered by most candidates except a few who defined settlement patterns or used 'settle' in their answers hence lost the mark. 'A place where people live' was the expected answer.

(ii) Although the performance was weak for this question, some candidates responded well by comparing rural and urban areas. Candidates should be advised to include both sides of the arguments for them to attain maximum scores in comparison questions. Expected responses were rural have few industries while urban have more or many industries, rural areas have slow-paced lifestyles while urban has modern or fast-paced or expensive lifestyles, rural have few job opportunities while urban have more job opportunities, rural areas have few social services or facilities while urban have many or better social services or facilities, main economic activity in rural is Agriculture while in urban is secondary and tertiary industries or formal employment, rural have cleaner environment or less pollution while urban have higher pollution, rural have small buildings or mixture of traditional and modern buildings while urban have large buildings or modern buildings, rural have low population density or less number of people while urban have high population density or high number of people, rural have small number of buildings while urban have many buildings, rural have few infrastructure or less developed while urban have a lot of infrastructure or more developed.

(iii) The question was challenging to most candidates as they failed to qualify or show a change to the better in their responses. Most common weak answers were 'urbanisation create jobs, schools hospitals, market' without qualifying them with better or improved or increased which led loss of marks. The candidates were expected to provide a description and qualifying them as indicated; increased employment or more jobs, increased market, increased (skilled) labour, improved social or cultural diversity, better access to information and technology, improved living standards, improved services and improved infrastructure.

(b) (i) The question was fairly done with candidates failing to qualify their answers since it required problems that countries may face due to rapid population increase. Responses needed to show an increase for some answers. Some of the problems are pressure on natural resources like water and land, pressure on social facilities or services, spreading of diseases, increased unemployment or lack of jobs, poor sanitation or hygiene, increase in crime, increased pollution (land, air and water), shortage of housing or overcrowding, increase in squatter settlements traffic congestion, shortage of food and increase in social ills.

(ii) Many candidates could not maximise marks in this question as they failed to appropriately develop their simple ideas or points while others lost marks by repeating the word 'Encourage' without stating government strategies that may be used to reduce rapid population increase. Answers such as 'The government should encourage people to use condoms to prevent unwanted pregnancies' were common instead of saying 'The government must provide free condoms to reduce unwanted pregnancies.' This kind of answering should be corrected by Centres by guiding candidates to be direct on strategies by the government. Other candidates confused this question with reducing rural-urban migration as observed from their responses of developing rural areas to reduce movement into towns. The question focussed on rapid population increase in countries. The strategies included legalizing abortion to reduce births rate, educating people on birth control methods to raise awareness, formulating later marriage policy to reduce child bearing years, tightening immigration laws to control movement into the country, creating policy on limited number of children to control birth rates, empowering women to delay marriage and/or child birth for them to gain control of their family sizes, having incentives for small families to limit family sizes or births or to discourage people from having many children.

PAPER 4: WRITTEN PAPER

General Comments

A number of candidates in this cohort performed relatively well across the two questions of this paper, and showed good geographical and research knowledge, writing answers of consistently good quality, though not outstanding. However, there were some wide range of marks, and some candidates, whilst not performing as consistently across the paper did make a genuine attempt all questions, thus enabling the paper to differentiate effectively between candidates of all abilities.

Some of the general advises being emphasised to future candidates:

- The paper is an alternative to coursework, and it must be approached as if the actual research is being carried out, not theoretically. Centre's are encouraged to carry out basic fieldwork activities with candidates especially using simple techniques which can be done in school or the local area,
- Check the command word or words which indicate the focus and context of each question such as suggest, describe, calculate, state, identify, so that relevant information is given,
- Use the mark allocation as a guide to the amount of detail or number of responses required and not devoting too much time on the questions that are worth few marks, but ensuring that those worth more marks are answered in full detail,
- Study sources such as tables and diagrams carefully, interpret them by picking what is appropriate, rather than copying parts of them,
- Have the correct equipment for the examination, including mathematical instruments, ruler and a calculator,
- Practice drawing methods of data presentation, such as bar graphs, pie charts, line graphs etc. and each method must have a title and all the values be labelled,
- When giving figures in an answer, always give units, more especially if they are not stated in the question,
- Learn Geographical research terms and be confident in using them correctly,
- For questions that require justification, like 'suggest how', 'explain how' always state the simple idea, thereafter, develop that simple idea,
- Avoid using vague words or statements, which should be elaborated or qualified, for example, rather than 'pollution' state which type of pollution is it, or rather than rather than 'infrastructure' state which type of 'infrastructure' such as roads.

Comments on Individual Items

1 (a) Majority of candidates performed poorly on this question as they failed to describe the steps followed when formulating a topic, instead they described the characteristics of the topic such as "the topic must have a focus, the topic must be researchable, and time and area of study". The possible steps to be followed include , but are not limited to, identifying area of interest, conducting

needs assessment, brainstorming ideas, considering availability of resources, and conducting literature reviews to get ideas.

(b) (i) Well done. A considerable number of candidates were able to define primary data as; "data collected first hand or raw data or original data".

(ii) Almost all candidates performed poorly on this question as they identified pilot study with an aeroplane pilot, thus giving irrelevant answers. Some of the reasons for carrying out a pilot test are to test research tools, check if research questions are relevant or appropriate, practice fieldwork to be more confident, identify problems earlier, check out resources required to complete the research.

(iii) Performance on this item was good as almost half the candidates were able to get at least one (1) mark. Some of the advantages of random sampling include it removes bias or more reliable or it is fair, it brings equally chance of being selected, it brings in representative results, making conclusions more valid, it is easy to implement, its results are credible and lower margin of error because it reduces risk of systematic samples.

(iv) Majority of the candidates answered the question correctly, scoring at least two (2) marks by giving problems that the students may encounter such as language barrier, time consuming or takes a very long time, lack of cooperation or respondents not willing to fill in the questionnaire, low response rate, incomplete answers on questionnaires, loss of questionnaires and technical problems for online questionnaires.

(c) (i) Almost all of the candidates were able to correctly confirm the hypothesis as 'correct / true' in the first part of the question. However, performance declined for the second part of the question, which required the candidates to justify their answer as 'nature and wildlife tours have the highest number of tourists (91) than any other activity'. These candidates merely repeated the hypothesis.

(ii) Quite a substantial number of candidates were able to plot the bar graph correctly indicating a good understanding of graphical presentation skills. However, few of the candidates failed to complete the task successfully, emanating from failure to construct an appropriate scale on the axis. Others managed construct the right scale but failed to plot the data accurately. Some simply copied the dataset (23, 44, 88, and 91) on the axis, without constructing a consistent scale.

(d) (i) Many candidates were able to draw a correct conclusion by appropriately interacting and interpreting the data. Some of the conclusions which the candidates were able to draw are internet website has the highest influence on tourists choice and magazine advert has the least influence on the tourist choice. However, some few candidates failed to draw conclusions as they failed to use comparatives and superlatives which denotes conclusions. The common terms used were 'more, high, low, small and less'

(ii) A vast majority of candidates answered the question correctly. The candidates gave a wide range of responses to describe some of the benefits of tourism. The descriptions included locals gain skills, conservation of natural resources, locals experience other cultures / cultural

exchange, tourism diversifies the economy, tourism creates jobs or source of income or provides market for local businesses, tourism promote local industries or craft industries and source of foreign exchange.

2 (a) (i) The question was not well answered by majority of the candidates, as they failed to develop their simple ideas. Common answers such as 'the bus rank was a good place because there are many people' were given, of which is not developed. They failed to develop their ideas why having many people at the bus rank makes it a good place to interview people. This idea could have been developed as follows; 'bus rank is the best location or place to meet residents of different villages around Gaborone as they arrive and depart the city'.

Other possible answers were the bus rank is the most accessible place as the public transport system is centred around it; it is cost effective as interviews are carried out in the same area, that is the bus rank; many people converge at the bus rank, and as thus, it is possible to interview many people; many people converge at the bus rank and therefore it is possible to collect data from a lot of people.

(ii) A vast majority performed well in this question by asking relevant questions. There were a few candidates who did not formulate questions but rather wrote statements and some gave conclusive questions such as 'what the main cause of outward expansion of the city into surrounding areas?' is. Expected questions were, 'Do you reside in any of the villages around Gaborone city? What do you think causes the outward expansion of Gaborone into your village? Which problems in your village may be caused by the outward expansion of the city? Are there any benefits of the growth into your village? What do you suggest can be done to reduce the outward expansion of the city into your area?

(b) (i) Almost all candidates noted the method of data collection described as 'document study; studying documents; document analysis; documentary study'.

(ii) Majority of the candidates performed well in this question by describing the method to collect information through identification and collecting the relevant written documents; searching the internet for a relevant source material/study/read through the source material, writing down notes, cross checking material for authenticity by checking other sources and compiling data.

(c) The question was fairly done. Most candidates gave 'accuracy' as the answer while some gave irrelevant answers. Candidates were expected to give reasons why it is important to use more than one data collection method which was mainly for increased validity or reliability, or to make conclusions more credible / accurate / to verify for reduced bias, to make compensate for weaknesses of other data methods.

(d) (i) Majority of the candidates identified the two villages as Tlokweng and Mogoditshane. Candidates who lost marks gave other villages which are in the proximity of Gaborone but not mostly affected by the expansion like Metsimotlhabe, Gabane and Mmopane. Even though the villages are affected, the severity of the expansion is mostly felt on Tlokweng and Mogoditshane.

(ii) The question was poorly answered by most of the candidates as they failed to correctly explain changes in land use. The candidates compared the size of Gaborone in 1982 and 2006 without concentrating on the land use that might have brought the changes. The most common answer was in 1982 Gaborone was small in size but in 2006, it increased. The candidates failed to address the issues of residential areas in Tlokweng/Mogoditshane expanding into communal grazing areas, village settlements moving into land for arable farming, residential areas in Gaborone expanded into commercial farms or arable cultivations being converted into residential plots.

(iii) Most candidates failed to develop their answers as such they got only a maximum of one for a simple idea. Most candidates gave irrelevant answers such as 'increase in population'. Some of the implications of the expansion of the city into a nearby village included, 'increased air, land ,water ,visual and noise pollution due to expansion of roads and other infrastructure which is developed to accommodate the growth of the village' decreased agricultural production as arable fields and communal grazing areas are used for residential purposes. Migration of animal species as natural habitats are used for human settlement increased, social ills due to shift of urban lifestyle to rural areas, displacement and land conflict due to encroachment of cities into their villages, rise in land prices or value due to high demand for land.

(e) **(i)** Majority of candidates got the question correct. They gave text, statement, prose, continuous writing as the method of data presentation used. A few candidates gave scenario as the answer which did not score a mark.

(ii) Majority of the candidates scored two marks for reform laws and policies because answers were extracted from the scenario. They gave irrelevant answers such as city council authorities should educate people about urban sprawl; they should punish people who practice urban sprawl. Majority of candidates did not know what urban sprawl is. Expected answers were 'implement urban growth boundaries or green belt or green zoning to separate urban and rural areas, establish legislation or laws which promotes sustainable land use or controlled land use, make policies that encourage high rise buildings which require less land area, direct developments in the inner city to concentrate growth in higher density, develop underutilised land within the city'.