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Council for Quality Assurance in
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Predictability of the National Senior Certificate Examinations
Geography Report
DBE & IEB

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Name & Surname	**Subject**
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ACRONYMS/ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
GIS	Geographic Information Systems
ICT	Information and Communication Technology
IEB	Independent Examinations Board
MCQ	Multiple Choice Question
NSC	National Senior Certificate
SACAI	South African Comprehensive Assessment Institute
SAGs	Subject Assessment Guidelines

Section 1: Overview of the Subject

The Department of Basic Education's (DBE) Curriculum and Assessment Policy Statement (CAPS) conceptualises Geography as the systematic study of physical and human environments. As an integrative discipline, Geography examines the physical and human processes that shape places and environments across space and time, enabling learners to develop a nuanced understanding of the complexity and dynamism of the contemporary world. The subject encompasses several interrelated subfields. Physical Geography focuses on natural processes and features, including atmospheric systems, geomorphological formations, and ecosystems, while Human Geography examines human activities and their spatial patterns, as well as their social, economic, and environmental impacts. Space serves as a unifying concept within the discipline, as all geographical phenomena have a spatial dimension and occur within continuously changing environments.

Geography education aims to develop specific knowledge, skills, and dispositions among learners. These include the ability to explain and interpret physical and human geographical processes, analyse the dynamic interrelationships between the physical and human spheres, and develop locational knowledge and an understanding of place at different spatial scales. The curriculum also promotes transferable competencies such as literacy, numeracy, oracy, and graphicacy, as well as the effective use of emerging technologies, including Information and Communication Technology (ICT) and Geographic Information Systems (GIS). Furthermore, it encourages a commitment to sustainable development, promotes awareness of global inequalities, and fosters values such as empathy, tolerance, and fairness. Learners are also encouraged to make informed, evidence-based, and justified judgements on social and environmental issues.

This report provides a comprehensive analysis of the predictability of examination papers set by the DBE and the Independent Examinations Board (IEB) between 2022 and 2024. The analysis is structured around the examinable topics outlined in CAPS and the IEB's Subject Assessment Guidelines (SAGs). The report concludes with detailed, topic-specific findings and recommendations for each examination paper,

with the conclusions and proposed actions presented separately for the DBE and the IEB.

Section 2: Research Design

The study employed a qualitative research design using document analysis to examine the predictability of DBE and IEB examination papers administered between 2022 and 2024. Document analysis was considered appropriate because the study relied on existing examination papers and marking memoranda, thereby enabling the subject expert to systematically interpret and evaluate these documents.

Purposive sampling was used to select ten high-enrolment subjects offered by the DBE and IEB. The South African Comprehensive Assessment Institute (SACAI) was excluded from the study because its examination guidelines closely align with those of the DBE. Geography was selected as one of the high-enrolment subjects.

Data were collected by a single subject expert who analysed all relevant examination papers over the three-year period using evaluation instruments grounded in the principles of content and construct validity. The conceptual framework underpinning this study is discussed in detail in the *NSC Predictability Overview Report*. The subject expert examined each examination item, compared trends across the three years, and assessed the alignment of the examination with the CAPS and Abridged CAPS topics. A structured Microsoft Word-based instrument, comprising tables and thematic questions, guided the analysis of topic coverage, question types, cognitive skills assessed, and mark allocation. This approach enabled a comprehensive evaluation of the predictability of the examination papers. The thematic questions used in the evaluation are discussed in detail in the *NSC Predictability Overview Report*.

Section 3: Findings from the Evaluation of the DBE and IEB Question Papers

This chapter presents the findings of the evaluation of the DBE and IEB National Senior Certificate (NSC) Geography Question Paper 1 and Paper 2. The findings are based on a systematic analysis of examination papers administered between 2022 and 2024 and provide an overview of patterns related to examination predictability.

The primary purpose of this study was to investigate whether the upward trend observed in learner performance in NSC examinations reflects genuine improvements in learner competence or whether it may, in part, be attributed to increasing levels of predictability in examination design. By analysing selected subjects over three consecutive examination cycles, the study sought to generate evidence-based insights to strengthen Umalusi's quality assurance and standardisation processes. In doing so, the study contributes to broader scholarly debates on the validity, fairness, and integrity of high-stakes examination systems.

The findings are presented separately for the DBE and the IEB in Sections IIIA and IIIB, respectively, and for each question paper. The analysis is organised according to the thematic questions in the evaluation instrument, which are discussed in detail in the research design section of the *NSC Predictability Overview Report*.

For each examinable topic, the findings are summarised in tabular form and accompanied by a discussion based on six themes: topic coverage, content coverage by subtopic, topic weighting, item types by subtopic, subtopic–skill pairing, and scenario–subtopic–skill pairing. The analysis of these themes is presented in Sections a to f for each table. It evaluates the extent to which the components reflected in each table may have contributed to the predictability of the topics assessed in the Geography Paper 1 and Paper 2 examinations between 2022 and 2024.

Before presenting the findings, each theme is defined in Sections a to f below. These definitions apply to the analysis of both Paper 1 and Paper 2 across the two assessment bodies.

a. Topic coverage

The topics prescribed for examination of the NSC subjects are outlined in Section 4 of the CAPS or the Abridged CAPS. These guidelines help ensure alignment between the examination and the intended curriculum. The analysis of topic coverage focused on how often each topic was examined over the three years, specifically identifying any emerging patterns that may have contributed to the predictability of topic selection.

b. Content coverage

This section examined the extent to which specific content areas or subtopics within the selected topic have been assessed over three years. By analysing the frequency and repetition of subtopics in the Geography final examination question papers, the aim was to determine whether any patterns of content selection have emerged that may contribute to the question paper's predictability.

c. Weighting of the topic

This section examined the distribution of the mark allocation (weighting) for the selected topic over three years. By analysing whether the marks allocated to this topic have remained consistent, increased, or decreased across examination cycles, the aim was to determine the extent to which predictable emphasis may have emerged.

d. Variation in item types

To evaluate the extent to which question design contributed to the predictability of examination papers, it was essential to examine how specific item types have been used to assess a given topic over time. This included analysing the variety of item types employed (such as multiple-choice questions [MCQs], essays, calculations, and practical scenarios), the distribution of marks allocated to each type, and how difficulty levels and cognitive demands have varied across types. Additionally, the use of command words, terms that guide the expected cognitive response, can influence question predictability. This section examined these dimensions over three years to identify patterns that may signal repetition or predictability.

e. Topic and skill pairing

To evaluate the predictability of examination question papers, it was crucial to examine how specific cognitive skills have been paired with particular topics over

time. Consistently assessing the same skills, such as interpretation, calculation, analysis, or explanation, when linked to a specific topic across multiple years may signal a recurring pattern that could lead to predictability. Conversely, varying skill pairings can help ensure a more comprehensive assessment of the intended learning outcomes. This section explored the extent to which skill demands associated with this topic have remained consistent or varied across the past three years and determined whether such patterns suggest predictability in assessment design.

f. Scenario framing of items for a topic

Some examination questions use scenarios, visual stimuli, or real-life contexts to test skills within a given topic. The variety or repetition of these contexts over multiple years can influence how students anticipate the nature of questions. Consistent use of similar scenarios may increase predictability, whereas diverse and novel contexts encourage deeper understanding and critical thinking. This section explored how the contextual framing of questions for each topic has evolved over the past three years and sought to determine whether predictability patterns existed.

3.1: GEOGRAPHY PAPER 1

This section analyses the final examination question papers from 2022 to 2024 for Geography Paper 1 topics. The findings for each topic are summarised in Tables 3.1.1–3.1.6.

Table 3.1.1 below summarises the analysis conducted to assess the predictability of the Geographical Skills and Techniques in DBE Geography Paper 1 examinations from 2022 to 2024.

Table 3.1.1: Findings on the Predictability of the Geographical Skills and Techniques for the DBE Geography Paper 1 Examinations from 2022–2024

Topic: Geographical Skills and Techniques							
Year	**Topic examined (✓) or not examined (X)**	**Content area/subtopics covered, including mark allocation**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks allocated per content area/subtopic**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**

2022	**Topic examined (✓)**	Map Skills and Calculations = 10	**Overall mark = 30**	**Map Skills and Calculations = 10** Map of Marrivale: Index map (1) multiple choice	Index map: 1	Index map: 1	Index map: Choose the correct concept to suit the statement referring to the exact location of Marrivale
				Scale: Compare the size of the Orthophoto map with the topographical map (1) multiple choice	Scale: 1	Scale: 1	Scale: Determination of the size of the Orthophoto map compared to topographic map
				Magnetic declination for 2022 and other details provided for candidates to	Magnetic declination: 2	Magnetic declination: 2	Magnetic declination: Calculation

				work on (3) calculation			
				Distance (2) Calculation of distance in metres whereby the formula was given for the candidates to refer	Distance: 1	Distance: 1	Distance: Calculation
				cross-section (3) drawing	Cross-section: 3	Cross-section: 2	Cross-section: Drawing
		Map Interpretation = 12		**Map Interpretation = 12**			
				Valley climate: the type of wind blowing during the	Valley climate: 1, 4	Valley climate: 1, 2	Valley climate: Name type of wind blowing

				day and night in the valley (6) multiple choice, short answers			during the day and night in the valley and give the climatological reason for the number of perennial water source
				Topographic map: the drainage patterns as well as the underlying rock structure that is responsible for the drainage pattern = (6) multiple choice, short answer	Topographic map: 1, 2, 4	Topographic map: 1, 2	Topographic map: Describe the drainage patterns and the underlying rock structure responsible for the drainage pattern

		Geographical Information System (GIS) = 8		**Geographical Information System (GIS) = 8** Environmental issues and resolution (5) multiple choice, short answer Classification of primary and secondary data (3) short answer and drawing	Environmental issues and resolution: 1, 2 Data: 2	Environmental issues and resolution: 1, 2 Data: 1, 2	Environmental issues and resolution: Explain Data: Classify, identify, and draw
2023	**Topic examined (✓)**	Map Skills and Calculations = 10	**Overall mark = 30**	**Map Skills and Calculations = 10** Map from Queenstown: Map Scale and Grid reference (3) multiple choice	Map Scale and Grid reference: 1	Map Scale and Grid reference: 1	Map Scale and Grid reference: Determine the coordinates

				Area (3) calculation	Area: 2, 3	Area: 2	Area: Calculate
				Average gradient (3) calculation	Average gradient: 2, 3	Average gradient: 2	Average gradient: Calculate
				Intervisibility (1) short answer	Intervisibility: 3	Intervisibility: 1	Intervisibility: Name the factor that influence the intervisibility
		Map Interpretation = 12		**Map Interpretation = 12**			
				Map evidence (1) multiple choice	Map evidence: 3	Map evidence: 1	Map evidence: Choose the appropriate concept for the sentence

				Katabatic wind (1) short answers Crops and temperatures: Characteristics of Queenstown and the factors favouring the industrial region of Queenstown (3) multiple choice, short answers	Katabatic wind: 1 Crops and temperatures: 1, 3	Katabatic wind: 1 Crops and temperatures: 2	Katabatic wind: Explain the atmospheric condition during the katabatic wind Crops and temperatures: Explain how green belts reduce environmental injustice in Queenstown and how employment opportunities would be created

		Geographical Information System (GIS) = 8		Orthophoto map (6) short answers **Geographical Information System (GIS) = 8** Environmental issues (1) multiple choice Remote sensing (2) long answer Rasta data (3) short and long answers Map information (1) long answers	Orthophoto map: 2, 3 Environmental issues: 1 Remote sensing: 2 Rasta data: 1 Map information : 2	Orthophoto map: 1 Environmental issues: 1 Remote sensing: 2 Rasta data: 1 Map information : 2	Orthophoto map: Choose, identify, and explain Environmental issues: Choose the correct term to suit the sentence. Remote sensing: Explain Rasta data: Choose and define Map information: Explain

2024	**Topic examined (✓)**	Map Skills and Calculations = 10 Map Interpretation = 12	**Overall mark = 30**	**Map Skills and Calculations = 10.** The map chosen was the Ladysmith location and features (2) multiple choice Magnetic declination (3) Calculation Area (5) Calculation short answers **Map Interpretation = 12** Temperature and high density (3) Short answers Aspect of slope (3) Short answer	Location and features: 1 Magnetic declination: 1 Area: 2 Temperature and high density: 1 Aspect of slope: 2	Location and features: 1 Magnetic declination: 1 Area: 2 Temperature and high density: 1 Aspect of slope: 2	Location and features: Identify Magnetic declination: Calculate Area: Calculate and explain Temperature and high density: Describe and explain Aspect of slope: Choose and explain

		Geographical Information System (GIS) = 8		A weir (2) Short answer Fluvial landform (4) Short answer **Geographical Information System (GIS) = 8** Resolutions and data (4) multiple choice, short answers Buffering (4) short answers	A weir: 2 Fluvial landform: 1 Resolutions and data: 1, 2 Buffering : 1, 2	A weir: 1 Fluvial landform: 1 Resolutions and data: 1, 2 Buffering : 1, 2	A weir: Explain Fluvial landform: Identify and explain Resolutions and data: Choose and explain Buffering : Define and explain

Table 3.1.1 presents a comparative overview of the Geographical Skills and Techniques topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.1.1 have contributed to the predictability of the DBE Geography Paper 1 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that the Geographical Skills and Techniques topic was examined in all three years (2022, 2023, and 2024), reflecting a 100% assessment frequency over the three-year period. This consistent inclusion aligns directly with the CAPS requirements, as geographical skills underpin all areas of Geography and are a compulsory, foundational component of the NSC

examination. While the annual examination of this topic demonstrates a high level of predictability in topic selection, this predictability is considered acceptable because skills-based assessment is essential for evaluating candidates' applied geographical competence. To maintain this acceptable level of predictability, the assessment body should continue to examine the topic every year while ensuring internal variation in content focus, contexts and skill demands to prevent rote preparation.

b. Content coverage

The analysis indicates that while the three main content areas, Map Skills and Calculations (10 marks), Map Interpretation (12 marks), and GIS (8 marks), were consistently assessed each year, the specific subtopics within these sections varied considerably across the three years. In Map Skills and Calculations, subtopics rotated from scale, distance, magnetic declination, and cross-sections (2022) to area, gradient, and intervisibility (2023), and then to area and magnetic declination linked to a different map context (2024). Map Interpretation similarly varied, shifting from valley climate and drainage patterns (2022) to katabatic winds, crops and orthophoto interpretation (2023), and then to slope aspect, temperature patterns, fluvial landforms and weirs (2024). GIS content ranged from data types and environmental issues (2022) to remote sensing and raster data (2023) to buffering and resolution concepts (2024). Although the structure of content coverage remained stable, the rotation of subtopics and concepts significantly reduced content-level predictability, resulting in low to moderate predictability, which is acceptable. To maintain this balance, the assessment body should continue rotating subtopics within each content area.

c. Weighting of the topic

The analysis reveals that the overall weighting of Geographical Skills and Techniques remained constant at 30 marks across all three years, with a fixed internal distribution of 10 marks for Map Skills and Calculations, 12 marks for Map Interpretation, and 8 marks for GIS. This consistency suggests a predictable emphasis on the topic's importance within the examination paper. However, given the topic's skills-based nature and its alignment with the CAPS, this predictability is acceptable and supports fairness and standardisation

across examination cycles. To maintain this acceptable level of predictability, the assessment body should retain the current weighting while keeping the internal mark distribution across subtopics flexible.

d. Variation in item types

The evaluation indicates that a wide range of item types was used consistently across the three years, including MCQs, short-answer responses, calculations, drawing tasks, map and orthophoto interpretation, and explanatory responses. Map Skills and Calculations were assessed mainly through calculations and practical tasks (e.g., area, gradient, distance, and magnetic declination), while Map Interpretation relied on short answers and interpretive explanations linked to physical and human features. The GIS assessment included MCQs, short-answer questions, and longer explanatory items, particularly for concepts such as remote sensing, buffering, and data types. Across the three years, mark allocation for similar item types remained relatively stable, while difficulty levels progressed from lower-order MCQs to moderate and higher-order calculation and explanation tasks. Cognitive levels ranged from knowledge and comprehension to application and analysis, with occasional evaluation, particularly in GIS and interpretation questions. Although the consistent alignment of item types with specific subtopics introduces moderate predictability, the overall variety of formats and cognitive demands ensures acceptable balance. To further reduce predictability, the assessment body could occasionally assess familiar skills in alternative formats, such as data-response or integrated-scenario questions.

e. Topic and skill pairing

The findings provide evidence that specific skills were consistently paired with subtopics across the three years. Calculation skills were repeatedly used for area, gradient, distance, and magnetic declination; interpretation skills were applied to map evidence, orthophotos, slope aspects, and drainage patterns; explanation and analysis skills were used for climatic processes, fluvial landforms, and GIS concepts; and identification skills featured prominently in MCQs. While the subtopics changed annually, the skills associated with similar content types remained relatively stable, resulting in moderate predictability in skill-to-subtopic pairings. This predictability

is acceptable, as it reflects the inherent nature of geographical skills assessment. To maintain this balance, the assessment body should retain core skill pairings while introducing occasional cross-skill demands, such as requiring interpretation or evaluation within traditionally calculation-based questions.

f. Scenario framing of items for a topic

The patterns observed indicate that questions were consistently framed using real South African map-based and spatial contexts, including Marrivale (2022), Queenstown (2023) and Ladysmith (2024), as well as orthophoto maps and GIS-related environmental scenarios. While the use of real-world geographical contexts remained constant, the specific locations, physical features and human activities varied each year, reducing contextual predictability. Candidates could anticipate the use of authentic maps and spatial scenarios but could not predict the exact setting or focus of questions. This creates acceptable contextual predictability, supporting applied learning without encouraging memorisation. To maintain this effective practice, the assessment body should continue to use diverse locations and contemporary spatial issues, while occasionally incorporating comparative or less familiar contexts.

Summary of findings and recommendations for the DBE Geography Geographical Skills and Techniques topic

Table 3.1.2 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.1.2: Summary of Findings and Recommendations on the Predictability of the 2022–2024 DBE Geography Geographical Skills and Techniques Topic Paper 1

Identified unacceptable predictability in topic coverage

There was no unacceptable predictability in the topic of Geographical Skills and Techniques; this appearance is mandated by the CAPS and considered acceptable because skills-based assessment is essential for evaluating candidates' applied geographical competence.
Recommendations to avoid unacceptable predictability on topic coverage
The assessment body should continue to examine the topic every year while ensuring internal variation in content focus, contexts, and skill demands to prevent rote preparation.
Identified unacceptable predictability in content coverage
No unacceptable predictability was identified; the rotation of subtopics and concepts significantly reduced content-level predictability, resulting in low to moderate predictability, which is acceptable.
Recommendations to avoid predictability in content coverage
The assessment body should continue rotating subtopics within each content area.
Identified unacceptable predictability in topic weighting
The topic weighting was fixed at 30 marks as mandated by the CAPS; this predictability is acceptable and supports fairness and standardisation across examination cycles.
Recommendations to avoid unacceptable predictability in topic weighting
The assessment body should retain the current weighting while ensuring that internal mark distribution across subtopics remains flexible.
Strategies to maintain topic weighting that do not lead to a predictable question paper
Flexibility in mark distribution across the subtopics.
Identified unacceptable predictability on item types

There was no unacceptable predictability; the consistent alignment of item types with specific subtopics introduces moderate predictability, and the overall variety of formats and cognitive demands ensures an acceptable balance.
Recommendations to avoid unacceptable predictability on item types
The assessment body could occasionally assess familiar skills in alternative formats, such as data-response or integrated-scenario questions.
Identified unacceptable predictability on topic–skill pairing
The skills associated with similar content types remained relatively stable, yielding moderate predictability in skill-to-subtopic pairings. This predictability is acceptable, as it reflects the inherent nature of geographical skills assessment. To maintain this balance.
Recommendations to avoid unacceptable predictability through topic–skill pairing
The assessment body should retain core skill pairings while introducing occasional cross-skill demands, such as requiring interpretation or evaluation within traditionally calculation-based questions.
Identified unacceptable predictability in the scenario framing of items
There was no unacceptable predictability; questions were consistently framed using real South African map-based and spatial contexts, including Marrivale (2022), Queenstown (2023) and Ladysmith (2024), as well as orthophoto maps and GIS-related environmental scenarios. While the use of real-world geographical contexts remained constant, the specific locations, physical features and human activities varied each year, reducing contextual predictability. Candidates could anticipate the use of authentic maps and spatial scenarios but could not predict the exact setting or focus of questions. This results in acceptable contextual predictability, which supports applied learning without encouraging memorisation.
Recommendations to avoid unacceptable predictability in scenario framing of items
The assessment body should continue to use diverse locations and contemporary spatial issues, while occasionally incorporating comparative or less familiar contexts.

Table 3.1.3 below summarises the analysis conducted to assess the predictability of the Climate and Weather for DBE Geography Paper 1 examinations from 2022 to 2024.

Table 3.1.3: Findings on the Predictability of the Climate and Weather for the DBE Geography Paper 1 Examinations from 2022–2024

Topic: Climate and Weather							
Year	**Topic examined (✓) or not examined (X)**	**Content area/subtopics covered, including mark allocation**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks allocated per content area/subtopic**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**
2022	**Topic examined (✓)**	Atmospheric pressure on synoptic weather map = 8 Climatological terminologies = 7	Overall mark = 60	Atmospheric pressure on synoptic weather map (8) multiple choice Climatological terminologies (7)	Atmospheric pressure on synoptic weather map: 1 Climatological terminologies: 1	Atmospheric pressure on synoptic weather map: 1 Climatological terminologies: 1	Atmospheric pressure on synoptic weather map: Multiple choice Climatological terminologies

		Mid-latitude cyclone = 15 Tropical Cyclone Batsirai = 15		Match the column Mid-latitude cyclone: The cross-section and cold front occlusion of mid-latitude cyclone (15) Short and long answers. Tropical Cyclone Batsirai intensified and moved westwards across the South Indian Ocean (15) Short and long answers.	Mid-latitude cyclone: 1, 2 Tropical Cyclone Batsirai: 1, 2	Mid-latitude cyclone: 1, 2 Tropical Cyclone Batsirai: 1, 2	Match the column Mid-latitude cyclone: Identify the front depicted by the sketch and explain how the cold front occlusion develops. Tropical Cyclone Batsirai: Explain: Suggest reasons for the large decrease in wind speed between 20 and 25 February 2022 and explain the importance of monitoring

		The positions of the inversion layer = 15		The positions of the inversion layer (15) short and long answers	The positions of the inversion layer: 1, 2	The positions of the inversion layer: 1, 2	tropical cyclones like Batsirai for Madagascar. The positions of the inversion layer: Name, identify, explain and describe
2023	**Topic examined (✓)**	Synoptic weather map = 7 Valleys in the Southern Hemisphere = 4 Rural and Urban Climates = 4	Overall mark = 60	Synoptic weather map (7) match the column Valleys in the Southern hemisphere (4) Multiple choice Rural and Urban climates (4) multiple choice	Synoptic weather map: 1 Valleys in the Southern hemisphere: 1 Rural and Urban climates: 1, 2	Synoptic weather map: 1 Valleys in the Southern hemisphere: 1, 5 Rural and Urban climates: 2	Synoptic weather map: Match the column Valleys in the Southern hemisphere: Multiple choice Rural and Urban climates: Multiple choice

		Mid-latitude cyclone = 15		Mid-latitude cyclone: Warning of severe weather conditions over Western Cape (15) short and long answers	Mid-latitude cyclone: 1, 2	Mid-latitude cyclone: 1, 2	Mid-latitude cyclone: Name stage of mid-latitude depicted by the infographic and determine the lowest and the highest rainfall. Explain why a well-developed cold front results in heavy rainfall over the Western Cape.
		Tropical cyclone = 15		Tropical cyclone: The satellite image of a tropical cyclone in the mature stage and weather	Tropical cyclone: 1, 2, 3	Tropical cyclone: 1, 2	Tropical cyclone: State the condition associated with the mature stage of a tropical cyclone

				conditions associated with it (15) short and long answers			and why there is a difference in cloud cover.
		Berg winds = 15		Berg winds: the sketch of berg winds showing high- and low-pressure cells, station models also showing cloudless conditions (15) Short and long answers and paragraph	Berg winds: 1, 2	Berg winds: 1, 2	Berg winds: Explain why the cloudless conditions are indicated by the station model and how the berg winds impact on the natural vegetation. Suggest strategies that can be put in place to limit the negative impact of these hazards.

2024	**Topic examined (✓)**	The influence and impact of anticyclones = 8 Valley climates and urban heat island = 7 Mid-latitude cyclone = 15	Overall mark = 60	The influence and impact of anticyclones (8) multiple choice Valley climates and urban heat island (7) Match descriptions with sketches. Mid-latitude cyclone: The cross-section and general direction of mid-latitude cyclone, the formation of cumulonimbus clouds and the impact of heavy rainfall associated with mid-latitude	The influence and impact of anticyclones: 1, 2 Valley climates and urban heat island: 1 Mid-latitude cyclone: 1, 2, 3	The influence and impact of anticyclones: 1, ID Valley climates and urban heat island: 1 Mid-latitude cyclone: 1, 2, 3	The influence and impact of anticyclones: Multiple choice Valley climates and urban heat island: Match descriptions with sketches Mid-latitude cyclone: Determine the general direction of mid-latitude cyclone, explain the formation of cumulonimbus clouds and the strategies that can be put in place to

				cyclones (15) short and long answers and paragraph			manage the environmental impact of heavy rainfall associated with mid-latitude cyclones.
		Tropical Cyclone Filipo = 15		Tropical Cyclone Filipo: The infographic describes the movement pattern of the cyclone (15) short and long answers	Tropical Cyclone Filipo: 1, 2	Tropical Cyclone Filipo: 1, 2	Tropical Cyclone Filipo: State the condition that led to the development of the tropical cyclone and account for the lack of rain and clouds in the eye of the tropical cyclone and draw the cross-section.

		Line thunderstorm = 15		Line thunderstorm: The temperature and moisture content associated with line thunderstorms, the heaviest rainfall close to the moisture front and the impact of line thunderstorms (15) short and long answers	Line thunderstorm: 1, 2	Line thunderstorm: 1, 2	Line thunderstorm: Describe the temperature and moisture content associated with line thunderstorms and explain why the heaviest rainfall occurs close to the moisture front and the huge impact of line thunderstorms on the environment.

Table 3.1.3 presents a comparative overview of the Climate and Weather topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.1.3 have contributed to the predictability of the DBE Geography Paper 1 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that the Climate and Weather topic was examined in all three years (2022, 2023, and 2024), reflecting a 100% assessment frequency over the period under review. This consistent inclusion aligns with the CAPS requirements, as Climate and Weather is a core topic that develops learners' understanding of atmospheric processes and weather-related hazards. The repeated examination of this topic suggests a high level of predictability in topic selection. However, this predictability is acceptable given the topic's fundamental role in Geography and its relevance to South African and global contexts. To maintain this acceptable level of predictability, the assessment body should continue to assess the topic annually while ensuring sufficient variation in content focus, case studies, and cognitive demands to discourage rote learning.

b. Content coverage

The findings indicate that while Climate and Weather was assessed annually, the specific content areas and subtopics varied over the three-year period. Certain subtopics appeared repeatedly, notably mid-latitude and tropical cyclones, which were assessed in all three years but used different case studies. For example, 2022 focused on synoptic weather map and Heat Island, the cross-section of mid-latitude cyclone, the satellite image of Tropical Cyclone Batsirai, and the position of Inversion layer; 2023 focused on synoptic weather map and aspect, the consequences of mid-latitude cyclone, the satellite image of a tropical cyclone in the mature stage, and the Berg anticyclones winds; and 2024 focused on the influence of anticyclones in South Africa and local winds, the direction of mid-latitude cyclone, and satellite Tropical Cyclone Filipo. Line thunderstorms were weighted at 15 marks per year. Other subtopics rotated annually include atmospheric pressure and inversion layers (2022); valleys, rural and urban climates, and

berg winds (2023); and anticyclones, valley climates with urban heat islands, and line thunderstorms (2024). The repeated inclusion of mid-latitude and tropical cyclones suggests moderate content predictability, as candidates could anticipate the importance of these subtopics. However, the variation in cyclone case studies (e.g., Batsirai in 2022 and Filipo in 2024) and the rotation of additional subtopics reduced overall predictability. To avoid excessive predictability, the assessment body should continue rotating secondary subtopics while varying cyclone contexts and emphases.

c. Weighting of the topic

The analysis reveals that the overall weighting of Climate and Weather remained constant at 60 marks in 2022, 2023, and 2024. Furthermore, high-mark subtopics such as mid-latitude cyclones and tropical cyclones consistently received 15 marks each, reinforcing their prominence within the topic. This consistency suggests a predictable emphasis on Climate and Weather within the examination paper. However, given the topic's breadth and complexity, this predictability is considered acceptable and supports the reliability and standardisation of assessment. To maintain this balance, the assessment body should retain the overall weighting while allowing flexibility in how marks are distributed across minor subtopics.

d. Variation in item types

The evaluation indicates that a range of item types were consistently used across the three years, including MCQs, matching columns, short answers, long answers, and paragraph-style responses. Lower-order item types, such as MCQs and matching, were mainly used to assess terminology, synoptic maps, and basic concepts, while higher-order item types assessed complex processes and impacts related to cyclones, berg winds, and thunderstorms. Across the three years, mark allocation for similar item types remained relatively stable, with extended responses consistently used for 15-mark cyclone and weather-system questions. Difficulty levels progressed from low (MCQs and matching) to moderate and high (explanatory and evaluative questions). Cognitive levels ranged from knowledge and comprehension to application, analysis, and evaluation. Although this consistent structure introduces

moderate predictability, the variation in command words, contexts, and explanatory depth ensures acceptable balance. To further reduce predictability, the assessment body could occasionally assess complex systems using alternative formats such as data-response or comparative questions.

e. Topic and skill pairing

The findings provide evidence that specific skills were consistently paired with subtopics over the three years. Interpretation skills were regularly used for synoptic maps, satellite images, and infographics; explanation and analysis skills dominated assessments of mid-latitude cyclones, tropical cyclones, and berg winds; and identification and recall skills were applied to terminology and basic climate concepts. While the skills associated with major subtopics remained stable, the variation in contexts and questions reduced the likelihood of mechanical repetition. This results in moderate predictability in skill-to-subtopic pairing, which is acceptable given the nature of climate systems. To maintain this balance, the assessment body should continue pairing core skills with key concepts while occasionally integrating higher-order evaluation or problem-solving into traditionally descriptive questions.

f. Scenario framing of items for a topic

The patterns observed indicate that questions were consistently framed using real-life, realistic weather-related contexts, including named tropical cyclones (Batsirai and Filipo), severe weather warnings, satellite images, synoptic maps, and infographics. While the use of real-world scenarios was consistent, the specific events, locations and atmospheric conditions varied across the three years, reducing contextual predictability. Candidates could anticipate authentic weather scenarios but could not predict the exact case study or framing. This results in acceptable contextual predictability, which supports applied understanding and disaster awareness. To maintain this effective practice, the assessment body should continue using current and diverse weather events while periodically introducing less familiar or comparative scenarios to enhance critical engagement.

Summary of findings and recommendations for the DBE Geography Climate and Weather topic

Table 3.1.4 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.1.4: Summary of Findings and Recommendations on the Predictability of the 2022–2024 DBE Geography Climate and Weather Topic Paper 1

Identified unacceptable predictability in topic coverage
There was no unacceptable predictability in the Climate and Weather topic; this predictability is acceptable given the topic's fundamental role in Geography and its relevance to South African and global contexts.
Recommendations to avoid unacceptable predictability on topic coverage
The assessment body should continue to assess the topic annually while ensuring sufficient variation in content focus, case studies, and cognitive demands to discourage rote learning.
Identified unacceptable predictability in content coverage
There was no unacceptable predictability; the repeated inclusion of mid-latitude and tropical cyclones suggests moderate content predictability, as candidates could anticipate the importance of these subtopics. However, there is variation in cyclone case studies (e.g., Batsirai in 2022 and Filipo in 2024) and the rotation of additional subtopics reduced overall predictability.
Recommendations to avoid predictable content coverage
The assessment body should continue rotating secondary subtopics while varying cyclone contexts and emphases.
Strategies to maintain content coverage that do not lead to a predictable question paper

The assessment body could include anticyclones while rotating cyclone contexts and emphases.
Identified unacceptable predictability in topic weighting
The topic weighting was fixed at 60 marks, as mandated by the CAPS; this consistency suggests an acceptable, predictable emphasis on Climate and Weather within the examination paper. However, given the topic's breadth and complexity, this predictability is considered acceptable and supports the reliability and standardisation of assessment.
Recommendations to avoid unacceptable predictability in topic weighting
The assessment body should retain the overall weighting while allowing flexibility in how marks are distributed across minor subtopics.
Identified unacceptable predictability on item types
There was no unacceptable predictability; although this consistent structure introduces moderate predictability, the variation in command words, contexts, and explanatory depth ensures an acceptable balance.
Recommendations to avoid unacceptable predictability on item types
The assessment body could occasionally assess complex systems using alternative formats such as data-response or comparative questions.
Identified unacceptable predictability on topic–skill pairing
There was no unacceptable predictability; although the skills associated with major subtopics remained stable, the variation in contexts and questions reduced the likelihood of mechanical repetition. This results in moderate predictability in skill-to-subtopic pairing, which is acceptable given the nature of climate systems.
Recommendations to avoid unacceptable predictability through topic–skill pairing
The assessment body should continue pairing core skills with key concepts while occasionally integrating higher-order evaluation or problem-solving into traditionally descriptive questions.

Identified unacceptable predictability in the scenario framing of items
There was no predictability; the specific events, locations, and atmospheric conditions varied across the three years, reducing contextual predictability.
Recommendations to avoid unacceptable predictability in scenario framing of items
The assessment body should continue using current and diverse weather events while periodically introducing less familiar or comparative scenarios to enhance critical engagement.

Table 3.1.5 below summarises the analysis conducted to assess the predictability of the Geomorphology topic in DBE Geography Paper 1 examinations from 2022 to 2024.

Table 3.1.5: Findings on the Predictability of the Geomorphology Topic for the DBE Geography Paper 1 Examinations from 2022–2024

Topic: Geomorphology							
Year	**Topic examined (✓) or not examined (X)**	**Content area/subtopics covered, including mark allocation**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks allocated per content area/subtopic**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**

2022	**Topic examined (✓)**	Drainage density = 8 River capture = 7 Drainage basin = 15 Fluvial Landforms = 15	Overall mark = 60	Drainage density (8) Match the description to the sketch River capture (7) Multiple choice Drainage basin: The characteristics of the river system (15) short and long answers Fluvial Landforms: The sketch illustrates the Fluvial landforms (15) Drawing, choose, short	Drainage density: 1 River capture: 1 Drainage basin: 1, 2, 3 Fluvial Landforms: 1, 2	Drainage density: 1 River capture: 1 Drainage basin: 1, 2, ID Fluvial Landforms: 1, 2	Drainage density: Match the description to the sketch River capture: Multiple choice Drainage basin: Illustrate, state characteristics of river system, give evidence and explain Fluvial Landforms: Illustrate, identify, draw a cross-section between two points from the sketch and

				answers and paragraph			describe the processes that resulted in the change of fluvial landforms.
		Mooi River catchment area = 15		Mooi River catchment area: The river has two major tributaries, which favour agriculture in the area (15) short and long answers	Mooi River catchment area: 1, 2	Mooi River catchment area: 1, 2, 3	Mooi River catchment area: Why is it important to sample water? How does agriculture in the Mooi River catchment area cause water pollution? Suggest sustainable strategies that can be implemented to maintain the

							quality of water in the Mooi River catchment area.
2023	**Topic examined (✓)**	Geomorphological terminologies = 8 Fluvial processes = 7 Drainage patterns = 15	Overall mark = 60	Geomorphological terminologies (8) Match the concepts with the letters in the diagram Fluvial processes (7) Multiple choice Drainage patterns: the underlying rock structure influencing the drainage patterns, the relationship	Geomorphological terminologies: 1 Fluvial processes: 1, 2 Drainage patterns: 1, 2	Geomorphological terminologies: 1 Fluvial processes: 1, 2, 5 Drainage patterns: 1, 2	Geomorphological terminologies: Match the concepts with the letters in the diagram Fluvial processes: Multiple choice Drainage patterns: Explain how the underlying rock structure would influence the drainage patterns and the

				between the stream order and drainage density (15) short and long answers and calculate			relationship between the stream order and drainage density.
		River capture = 15		River capture: The sketch provided shows before-and-after river capture (15) short and long answers.	River capture: 1, 2	River capture: 1, 2	River capture: Identify features that indicate that river capture had taken place and describe the changes after river capture.
		Catchment and river management = 15		Catchment and river management: Alien plants are the greatest threat to Cape	Catchment and river management: 1, 2	Catchment and river management: 1, 2	Catchment and river management: Describe the positive impact of removing the

				Town's water security (15) short and long answers			alien plants and explain why the removal of alien plants improves the biodiversity of the catchment area.
2024	**Topic examined (✓)**	Geomorphological terminologies = 7 Fluvial processes = 8 Drainage patterns = 15	Overall mark = 60	Geomorphological terminologies (7) Match the column Fluvial processes (8) Multiple choice Drainage patterns: River system and the underlying rock (15) short and long answers	Geomorphological terminologies: 1 Fluvial processes: 1 Drainage patterns: 1, 2	Geomorphological terminologies: 1 Fluvial processes: 1 Drainage patterns: 1, 2	Geomorphological terminologies: Match the column Fluvial processes: Multiple choice Drainage patterns: Determine the stream order and state conditions

							associated with underlying rock that contribute to the formation of trellis drainage pattern and explain why the human activities are limited in the area where the trellis is found. River system and the underlying rock Name, identify, state and explain
		River rejuvenation = 15		River rejuvenation: Features that demonstrate rejuvenation has	River rejuvenation: 1, 2	River rejuvenation: 1, 2	River rejuvenation: Explain how the features demonstrate

				taken place and the new landscape after rejuvenation (15) short and long			rejuvenation has taken place, the importance and the formation of terraces
		Catchment and river management = 15		Catchment and river management: The strategies that the government can put in place to preserve the river catchment area (15) short and long answers and paragraph	Catchment and river management: 1, 2	Catchment and river management: 1, 2	Catchment and river management: Suggest the sustainable strategies that the government can put in place to preserve the river catchment area

Table 3.1.5 presents a comparative overview of the Geomorphology topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.1.5 have contributed to the predictability of the DBE Geography Paper 1 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that Geomorphology was examined in all three years (2022, 2023, and 2024), reflecting a 100% assessment frequency over the three-year period. This consistent inclusion aligns with the CAPS, which identifies Geomorphology as a core topic essential for understanding fluvial systems and landform development. The repeated assessment of this topic suggests a high level of predictability in topic selection. However, this predictability is considered acceptable, as Geomorphology is a foundational component of Geography and must be assessed regularly to ensure skill development and conceptual understanding. To maintain this acceptable level of predictability, the assessment body should continue to examine the topic annually while ensuring sufficient internal variation in content focus and question framing.

b. Content coverage

The findings indicate that a range of geomorphological subtopics were assessed across the three years, with both repetition and rotation evident. Certain content areas appeared more frequently than others. For example, river capture was examined in both 2022 and 2023, while drainage patterns, catchment, and river management were assessed in both 2023 and 2024. In contrast, subtopics such as fluvial landforms, drainage basin characteristics, and Mooi River catchment appeared only in 2022, while river rejuvenation was introduced in 2024. The repeated inclusion of fluvial systems and catchment management suggests moderate content predictability, as candidates could anticipate emphasis on river-related processes. However, the rotation of specific processes, landforms and case studies reduced excessive repetition. Overall, the assessment of content coverage indicates an

acceptable level of predictability. To maintain this balance, the assessment body should continue rotating detailed subtopics and case studies while ensuring broad coverage of the CAPS content over time.

c. Weighting of the topic

The analysis reveals that the overall weighting of Geomorphology remained constant at 60 marks in 2022, 2023, and 2024. Each year, marks were distributed across multiple subtopics, with several extended-response questions consistently allocated 15 marks. This consistency indicates a predictable emphasis on the importance of Geomorphology within the examination paper. However, this predictability is acceptable, as it promotes standardisation and fairness, and reflects the topic's conceptual and skills-based demands. To maintain this acceptable predictability, the assessment body should retain the overall weighting while allowing flexibility in how marks are distributed across specific subtopics.

d. Variation in item types

The evaluation indicates that a variety of item types were used across the three years, including MCQs, matching columns, short answers, long answers, paragraph responses, calculations, drawings, and sketch interpretation. Lower-order item types, such as MCQs and matching, primarily assessed terminology and basic fluvial processes, while higher-order item types assessed drainage patterns, river capture, rejuvenation, and catchment management through explanation, analysis, and evaluation. Across the three years, mark allocation for similar item types remained relatively stable, particularly for extended-response questions worth 15 marks. Difficulty levels progressed from low (objective items) to moderate and high (analytical and evaluative responses). Cognitive levels ranged from knowledge and comprehension to application, analysis, and evaluation. While this consistent structure introduced moderate predictability in item-type usage, the variation in content, command words, and contexts ensured acceptable balance. To further reduce predictability, the assessment body could occasionally assess familiar concepts using alternative formats such as data-response or comparative questions.

e. Topic and skill pairing

The findings provide evidence that specific skills were consistently paired with geomorphological subtopics across the three years. Identification and recall skills were used for terminologies and basic processes; interpretation and analysis skills were applied to drainage patterns, river capture, and rejuvenation; and explanation and evaluation skills were prominent in catchment and river management questions. While the skills associated with certain content types remained stable, variation in subtopics and contextual framing limited excessive repetition. This results in moderate predictability in skill-to-subtopic pairing, which is acceptable given the nature of geomorphological assessment. To maintain this balance, the assessment body should continue pairing core skills with relevant concepts while occasionally integrating higher-order evaluation into traditionally descriptive questions.

f. Scenario framing of items for a topic

The patterns observed indicate that questions were frequently framed in real-life, realistic contexts, such as the Mooi River catchment, river management challenges, alien plant invasion in Cape Town, and human impacts on drainage systems. While the use of applied, real-world geomorphological scenarios remained consistent, the specific locations, environmental issues, and river systems varied across the three years, reducing contextual predictability. Candidates could anticipate authentic fluvial and catchment-based scenarios but could not predict the exact context or case study. This results in acceptable contextual predictability, which supports applied learning and environmental awareness. To maintain this effective practice, the assessment body should continue using diverse and contemporary geomorphological contexts while periodically introducing less familiar or comparative case studies.

Summary of findings and recommendations for the DBE Geography Geomorphology topic

Table 3.1.6 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.1.6: Summary of Findings and Recommendations on the Predictability of the 2022–2024 DBE Geography Geomorphology Topic Paper 1

Identified unacceptable predictability in topic coverage
The Geomorphology topic showed no unacceptable predictability. The repeated assessment of this topic indicates a high level of acceptable predictability; it is a foundational component of Geography that must be assessed regularly to ensure skill development and conceptual understanding.
Recommendations to avoid unacceptable predictability in topic coverage
The assessment body should continue examining the topic annually while ensuring sufficient internal variation in content focus and question framing.
Identified unacceptable predictability in content coverage
No unacceptable predictability was identified; the assessment of content coverage showed moderate and acceptable predictability.
Recommendations to avoid predictability in content coverage
The assessment body should continue rotating detailed subtopics and case studies while ensuring broad coverage of CAPS content over time.
Identified unacceptable predictability in topic weighting
The topic weighting was fixed at 60 marks as mandated by the CAPS; this consistency indicates a predictable emphasis on the importance of Geomorphology within the examination paper. However, this predictability is acceptable, as it promotes standardisation and fairness, and reflects the topic's conceptual and skills-based demands.
Recommendations to avoid unacceptable predictability in topic weighting

To maintain this acceptable predictability, the assessment body should retain the overall weighting while allowing flexibility in how marks are distributed across specific subtopics.
Identified unacceptable predictability on item types
No unacceptable predictability was identified. While this consistent structure introduces moderate predictability in item-type usage, the variation in content, command words, and contexts ensures an acceptable balance.
Recommendations to avoid unacceptable predictability on item types
The assessment body could occasionally assess familiar concepts using alternative formats such as data-response or comparative questions.
Identified unacceptable predictability on topic–skill pairing
No unacceptable predictability was identified, while the skills associated with certain content types remained stable; variation in subtopics and contextual framing limited excessive repetition. This results in moderate predictability in skill-to-subtopic pairing, which is acceptable given the nature of geomorphological assessment.
Recommendations to avoid unacceptable predictability through topic–skill pairing
The assessment body should continue pairing core skills with relevant concepts while occasionally integrating higher-order evaluation into traditionally descriptive questions.
Identified unacceptable predictability in the scenario framing of items
No unacceptable predictability was identified; the specific locations, environmental issues, and river systems varied across the three years, reducing contextual predictability.
Recommendations to avoid unacceptable predictability in scenario framing of items
The assessment body should continue using diverse and contemporary geomorphological contexts while periodically introducing less familiar or comparative case studies.

Conclusions

Based on the evaluation of the 2022 to 2024 DBE Geography Paper 1 final examinations, the question papers do not demonstrate an unacceptable level of predictability. While certain structural elements remain consistent across the three-year cycle, this consistency is a curriculum requirement rather than an assessment flaw. The CAPS mandates the annual appearance of fixed topics such as Geographical Skills and Techniques, Climate and Weather, and Geomorphology. Therefore, the repeated presence of these topics reflects policy-driven stability rather than problematic predictability.

Within the mandated topics, however, the content focus shifts significantly each year, preventing candidates from relying on memorising specific events; each examination presents its own maps, and questions shift among different case studies. These variations ensure that the papers do not recycle identical content.

Additionally, item types, required skills, and scenario framing vary meaningfully from year to year. Even though the format remains similar, the nature of questions such as explanation, discussion, comparison, paragraph writing, and higher-order evaluation changes in response to the selected sources. The distribution of cognitive levels also remains aligned with CAPS, with no evidence of repeated cognitive patterns that could contribute to predictability.

Overall, the structural consistency of the papers supports fairness and alignment with national standards, while the variations in content and skills prevent predictability. Therefore, the findings indicate that Geography, based on an analysis of Paper 1 examinations from 2022 to 2024, does not exhibit an unacceptable level of predictability. Instead, it maintains a balanced and valid assessment structure that is both curriculum-compliant and pedagogically sound.

3.2: GEOGRAPHY PAPER 2

This section analyses the final examination question papers from 2022 to 2024 for Geography Paper 2 topics. The findings for each topic are summarised in Tables 3.2.1–3.2.6.

Table 3.2.1 below summarises the analysis conducted to assess the predictability of the Geographical Skills and Techniques topic in DBE Geography Paper 2 examinations from 2022 to 2024.

Table 3.2.1: Findings on the Predictability of the Geographical Skills and Techniques for the DBE Geography Paper 2 Examinations from 2022–2024

Topic: Geographical Skills and Techniques							
Year	**Topic examined (✓) or not examined (X)**	**Content area/subtopics covered, including mark allocation**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks allocated per content area/subtopic**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**
2022	**Topic examined (✓)**	Map Skills and Calculations = 10	**Overall mark = 30**	**Map Skills and Calculations = 10** Map of Verulam in Kwazulu-Natal	Contour interval	Contour interval and/vertical exaggeration: 1	Contour interval and/vertical exaggeration:

				was used to examine candidates on contour interval and vertical exaggeration which gives more detail indication of the landforms on the cross-section (2) Multiple choice Grid reference numbers (3) complete missing grid numbers Average gradient to provide the details about	and/vertical exaggeration: 1 Grid reference numbers: 1 Average gradient: 2	Grid reference numbers: 1 Average gradient: 2	Identification of vertical exaggeration on landform Grid reference numbers: Complete missing grid numbers Average gradient: Calculate

		Map Interpretation = 12		whether the slope between (F to G) is steeper or gentler than (H to I) (5) Calculation **Map Interpretation = 12** Settlement patterns, determination of whether the settlement is dispersed or nucleated and factors determining farming in the area of Verulam (4) short answers Income residential (the	Settlement patterns: 1 Income residential: 1, 2	Settlement patterns: 1 Income residential: 1, 2	Settlement patterns: Identification of settlement patterns, state and explain Income residential:

				factors that influence the location of the Verulam industrial area). (4) Short and long answers			Identification of slope type of residential area and explain
				Industrial area (1) Short answer	Industrial area: 1	Industrial area: 1	Industrial area: State
				Dam (Hazelmere Dam is viewed as an economic source of income) (3) Short answers	Dam: 1, 2	Dam: 1	Dam: Name and explain
		Geographical Information System (GIS) = 8		**Geographical Information System (GIS) = 8**			
				Features of structure (3) multiple choice: The evidence that shows there	Features of structure: 1	Features of structure: 1	Features of structure: Identify

				is Buffering takes place in the Mdloti River and the use of GIS to identify the infrastructure data layer to create the link for the Dube Trade Port (IDZ), the place, and the types of data used to develop the Area (5) short answers	Buffering and data: 1, 2, 3	Buffering and data: 1, 2	Buffering and data: Explain and identify
2023	**Topic examined (✓)**	Map Skills and Calculations = 10	**Overall mark = 30**	**Map Skills and Calculations = 10** Map of Gqeberha (Port Elizabeth) was used for candidates to	Scale and coordinates: 1	Scale and coordinates: 1	Scale and coordinates: Multiple choice

				determine the Scale and coordinates (2) Multiple choice, short answers			
				Distance (3) Calculation	Distance: 1, 2	Distance: 1, 2	Distance: Calculate
				Magnetic declination (5) Calculation	Magnetic declination: 2	Magnetic declination: 2	Magnetic declination: Calculation
		Map Interpretation = 12		**Map Interpretation = 12**			
				Residential area (comparing the two residential areas in terms of advantages and disadvantages, the use of green belt to reduce	Residential area: 3	Residential area: 1, 3	Residential area: Identification and explain

				environmental injustices) (6) short answers Characteristics of heavy industries and their economic benefits (6) short and long answers **Geographical Information System (GIS) = 8** The evidence and importance	Characteristics of heavy industries: 1,2	Characteristics of heavy industries: 1	Characteristics of heavy industries: Explain the benefits of industries in Gqeberha and identify man-made features that will hinder the development of the residential area to expand towards the industrial area.
		Geographical Information System (GIS) = 8					

				Buffering (3) short answers The evidence and importance of Data layering (5) short answers	Buffering : 2, 3 Data layering : 1, 3	Buffering : 2 Data layering : 1, 3	Buffering: Give evidence that buffering is taking place and explain the purpose of buffering Data layering: Explain why the transport data layer would cause the traffic congestion
2024	**Topic examined (✓)**	Map Skills and Calculations = 10	**Overall mark = 30**	**Map Skills and Calculations = 10** Map of Bloemfontein was used for candidates to determine the Map size scale (2) multiple choice	Map size scale: 1	Map size scale: 1	Map size scale: Determine the size of the map scale

				Grid Position reference (1) multiple choice	Grid Position reference: 1	Grid Position reference: 1	Grid Position reference: Identify the exact location of reservoir
				True bearing (1) Determine	True bearing: 2	True bearing: 2	True bearing: Determine the true bearing from the two given points.
				Gradient (6) calculations and short answer	Gradient: 2	Gradient: 2	Gradient: Calculations and explain the steepness of the slope
		Map Interpretation = 12		**Map Interpretation = 12**			
				Settlement pattern (1) multiple choice	Settlement pattern: 1	Settlement pattern: 1	Settlement pattern: Multiple choice to complete the sentence

				Topographical map (Woodland settlement is undergoing development and has economic advantage) (8) Short and long answers	Topographical map: 1, 2	Topographical map: 1	Topographical map: Suggest reasons that Woodland settlement is undergoing the development and explain the economic advantage,
				Orthophoto map (3) Short answers	Orthophoto map: 1, 2	Orthophoto map: 1, 2	Orthophoto map: Explain
		Geographical Information System (GIS) = 8		**Geographical Information System (GIS) = 8**			
				Topographical map (5) short answers	Topographical map: 1, 2	Topographical map:	Topographical map: Choose and explain
				Data (3) Multiple choice short answer	Data: 1, 2	Data: 1, 2	Data: Insert, define and name

Table 3.2.1 presents a comparative overview of the Geographical Skills and Techniques topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.2.1 have contributed to the predictability of the DBE Geography Paper 2 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that Geographical Skills and Techniques were examined consistently across all three years (2022, 2023, and 2024), appearing each year and featuring a clearly defined section in each final examination. This reflects a 100% examination frequency over the three-year period, indicating that the topic is regarded as core within the CAPS framework. While this consistency aligns with CAPS requirements, the repeated annual inclusion suggests a high level of predictability in topic selection. However, because Geographical Skills and Techniques underpin many other geography topics and are essential for map literacy and spatial competence, this predictability may be acceptable rather than problematic. To maintain fairness while reducing over-anticipation, the assessment body should retain annual assessment of the topic but vary the internal emphasis and contexts through which the skills are examined, ensuring alignment with the CAPS while discouraging rote preparation.

b. Content coverage

The findings indicate that all three major content areas within the topic Map Skills and Calculations, Map Interpretation, and GIS were assessed in each of the three years, indicating consistent internal content coverage. Map Skills and Calculations appeared every year, focusing on scale, distance, gradient, bearings, and coordinates, while Map Interpretation consistently assessed settlement patterns, residential and industrial land use, and development issues. GIS content was also examined annually, with recurring emphasis on buffering, data layering, and spatial data interpretation. Certain subtopics, such as gradient calculations, settlement patterns, and buffering, appeared more frequently than others, suggesting a pattern of recurrent content selection. This repetition increases predictability at the subtopic level, particularly where the same concepts are assessed in similar ways each year.

To reduce unacceptable predictability, the assessment body should rotate less frequently assessed subtopics, integrate emerging GIS applications, and diversify map-based questions, while maintaining overall content balance to preserve curriculum alignment.

c. Weighting of the topic

The analysis reveals that the overall mark allocation for Geographical Skills and Techniques remained constant at 30 marks across all three years, with a stable internal distribution of 10 marks for Map Skills and Calculations, 12 marks for Map Interpretation, and 8 marks for GIS. This consistency reflects strong alignment with the CAPS guidelines and clarifies teaching and learning. However, the unchanged weighting across multiple examination cycles contributes to a predictable emphasis on the topic and its subcomponents. While this predictability is relatively acceptable due to the foundational nature of the skills assessed, it may encourage strategic learning rather than comprehensive skill development. To avoid over-predictability, the assessment body could introduce minor internal mark shifts between subtopics or vary the depth of assessment within each component, while maintaining the overall 30-mark allocation to ensure stability.

d. Variation in item types

The evaluation indicates that a range of item types was used consistently across the three years, including MCQs, calculations, short-answer questions, and structured-explanation questions. Calculations were predominantly used for Map Skills (e.g., gradient, distance, scale, magnetic declination), while short and long answers were mainly used for Map Interpretation and GIS. Although the item types remained varied, the pairing of specific item types with subtopics showed limited variation; for example, gradient was assessed using calculations every year, and settlement patterns were assessed through short explanatory questions. Mark allocation for similar item types remained relatively stable, and difficulty levels were relatively moderate, with MCQs targeting lower cognitive levels and calculations and explanations addressing middle- to higher-level cognitive demands. This consistency contributes to moderate predictability in assessment design. To mitigate this, the assessment body should occasionally assess familiar subtopics

using alternative item types, such as scenario-based interpretation or data-response questions, while maintaining a balanced mix of item formats.

e. Topic and skill pairing

The findings provide evidence that specific skills were repeatedly paired with the same subtopics across the three years. For example, calculation skills were consistently linked to scale, distance, gradient, and bearings; interpretation skills were repeatedly used for settlement patterns and land-use analysis; and explanation and analysis skills were consistently applied in GIS questions on buffering and data layering. While this repetition reinforces essential geographical competencies, it also indicates a predictable skills-to-content pairing, which may limit opportunities to assess higher-order or alternative skills within the same subtopics. The predictability of skill demands is therefore moderate to high. To address this, the assessment body should intentionally vary the cognitive skills assessed within subtopics, for example, by requiring evaluation or problem-solving in map skills or incorporating calculation elements into GIS tasks, while still ensuring coverage of core skills.

f. Scenario framing of items for a topic

The patterns observed indicate that real-life South African contexts were used consistently but varied geographically across the three years, with Verulam (KwaZulu-Natal) in 2022, Gqeberha (Eastern Cape) in 2023, and Bloemfontein (Free State) in 2024. These scenarios framed map work, settlement analysis, and GIS applications, ensuring contextual relevance and curriculum alignment. While the locations and specific scenarios changed annually, the nature of the context's urban development, residential and industrial land use, infrastructure, and environmental management remained similar. This creates acceptable contextual predictability, as learners can anticipate using real-world maps without knowing the exact context. To maintain this balance, the assessment body should continue to rotate geographical locations and thematic focuses, while occasionally introducing less familiar or more complex contexts to encourage deeper spatial reasoning and reduce over-familiarity.

Summary of findings and recommendations for the DBE Geography Geographical Skills and Techniques topic

Table 3.2.2 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.2.2: Summary of Findings and Recommendations on the Predictability of the 2022–2024 DBE Geography Geographical Skills and Techniques Topic Paper 2

Identified unacceptable predictability in topic coverage
There was no unacceptable predictability in the Geographical Skills and Techniques topic. This consistency aligns with the CAPS requirements; the repeated annual inclusion of the topic suggests a high level of predictability in topic selection. However, because Geographical Skills and Techniques underpin many other geography topics and are essential for map literacy and spatial competence, this predictability may be acceptable rather than problematic.
Recommendations to avoid unacceptable predictability on topic coverage
The assessment body should retain annual assessment of the topic but vary the internal emphasis and contexts through which the skills are examined, ensuring alignment with the CAPS while discouraging rote preparation.
Identified unacceptable predictability in content coverage
Map Interpretation and GIS were assessed each year, indicating consistent coverage of internal content. Map Skills and Calculations appeared every year, focusing on scale, distance, gradient, bearings, and coordinates, while Map Interpretation consistently assessed settlement patterns, residential and industrial land use, and development issues. GIS content was also examined annually, with recurring emphasis on buffering, data layering, and spatial data interpretation. Certain subtopics, such

as gradient calculations, settlement patterns, and buffering, appeared more frequently than others, suggesting a pattern of recurrent content selection. This repetition increases predictability at the subtopic level, particularly where the same concepts are assessed in similar ways each year.
Recommendations to avoid predictable content coverage
To mitigate this unacceptable predictability, the assessment body should rotate less frequently assessed subtopics, integrate emerging GIS applications, and diversify map-based questions, while maintaining overall content balance to preserve curriculum alignment.
Identified unacceptable predictability in topic weighting
The unchanged weighting across multiple examination cycles contributes to predictable emphasis on the topic and its subcomponents. While this predictability is relatively acceptable due to the foundational nature of the skills assessed, it may encourage strategic learning rather than comprehensive skill development.
Recommendations to avoid unacceptable predictability in topic weighting
The assessment body could introduce minor internal mark shifts between subtopics or vary the depth of assessment within each component, while maintaining the overall 30-mark allocation to ensure stability.
Identified unacceptable predictability on item types
The pairing of specific item types with subtopics showed limited variation; for example, gradient was assessed using annual calculations, and settlement patterns were assessed through short explanatory questions. Mark allocation for similar item types remained relatively stable, and difficulty levels were relatively moderate, with MCQs targeting lower cognitive levels and calculations and explanations addressing middle- to higher-level cognitive demands. This consistency contributes to moderate predictability in assessment design.
Recommendations to avoid unacceptable predictability on item types

To mitigate this, the assessment body should occasionally assess familiar subtopics using alternative item types, such as scenario-based interpretation or data-response questions, while maintaining a balanced mix of item formats.
Identified unacceptable predictability on topic–skill pairing
Calculation skills were consistently linked to scale, distance, gradient, and bearings; interpretation skills were repeatedly used for settlement patterns and land-use analysis; and explanation and analysis skills were consistently applied in GIS questions on buffering and data layering. While this repetition reinforces essential geographical competencies, it also indicates a predictable skills-to-content pairing, which may limit opportunities to assess higher-order or alternative skills within the same subtopics.
Recommendations to avoid unacceptable predictability through topic–skill pairing
The assessment body should intentionally vary the cognitive skills assessed within subtopics, for example, by requiring evaluation or problem-solving in map skills or incorporating calculation elements into GIS tasks, while still ensuring coverage of core skills.
Identified unacceptable predictability in the scenario framing of items
There was no unacceptable predictability; South African contexts were used consistently but varied geographically across the three years, with Verulam (KwaZulu-Natal) in 2022, Gqeberha (Eastern Cape) in 2023, and Bloemfontein (Free State) in 2024. These scenarios framed map work, settlement analysis, and GIS applications, ensuring contextual relevance and curriculum alignment. Locations and specific scenarios changed annually.
Recommendations to avoid unacceptable predictability in scenario framing of items
The assessment body should continue to rotate geographical locations and thematic focuses, while occasionally introducing less familiar or more complex contexts to encourage deeper spatial reasoning and reduce over-familiarity.

Table 3.2.3 below summarises the analysis conducted to assess the predictability of the Rural and Urban Settlement topic in DBE Geography Paper 2 examinations from 2022 to 2024.

Table 3.2.3: Findings on the Predictability of the Rural and Urban Settlement Topic for the DBE Geography Paper 2 Examinations from 2022–2024

Topic: Rural and Urban Settlement							
Year	**Topic examined (✓) or not examined (X)**	**Content area/subtopics covered, including mark allocation**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks allocated per content area/subtopic**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**
2022	**Topic examined (✓)**	Settlement terminologies = 15 Land Reform = 15	Overall mark = 60	Settlement terminologies (15) multiple choice and matches the column Land Reform: The benefits of a well-managed land	Settlement terminologies: 1 Land Reform: 1, 2	Settlement terminologies: 1 Land Reform: 1, 2	Settlement terminologies: Multiple choice and match the column Land Reform: Explain the benefits of well-

				reform and the processes of land restitution (15) short and long answers			managed land reform and the processes of land restitution.
		Land use Zone (CBD) = 15		Land-use zone (CBD): Land value of CBD and the transition zone (15) short and long answers	Land-use zone (CBD): 1	Land-use zone (CBD): 1, 2	Land-use zone (CBD): State and explain why the land value of the CBD is perceived as high and why the transition zone becomes dilapidated.
		Informal settlement = 15		Informal settlement: The informal settlement of eThekwini at risk of flooding (15) Short and	Informal settlement: 1, 2	Informal settlement: 1, 2	Informal settlement: Define and explain why the informal settlement of

				paragraph answers			eThekwini is at risk of flooding
2023	**Topic examined (✓)**	Settlement terminologies = 15 Rural depopulation = 15	Overall mark = 60	Settlement terminologies (15) Match the column, multiple choice Rural depopulation: Alfred Nzo District lacks the social services and experience negative economic impact because of rural depopulation. (15) Short and long answers	Settlement terminologies : 1 Rural depopulation : 1, 2	Settlement terminologies : 1, 2 Rural depopulation : 1	Settlement terminologies: Match the column, multiple choice. Rural depopulation: Explain why Alfred Nzo District lacks the social services and suggest sustainable measures to reduce rural depopulation and why are they experiencing negative

							economic impacts because of rural depopulation
		Commercial decentralisation = 15		Commercial decentralisation: Central Business District (CBD) viewed as a commercial centre, where high rents and crime lead to increasing decentralisation (15) short and long answers.	Commercial decentralisation : 1, 2	Commercial decentralisation : 1, 2	Commercial decentralisation : Define, state the factors that encourage commercial decentralisation , and extract and explain why neighbourhood shopping centres are an attractive option for the location of business.
		Public transport		Public transport systems on traffic	Public transport systems on	Public transport systems and	Public transport systems and

		systems on traffic congestion = 15		congestion and the importance of using public transport (15) Short and paragraph answers	traffic congestion: 1, 2	traffic congestion: 1, 2, 3	traffic congestion: Extract from the graph and explain why the use of public transport could be an economic injustice.
2024	**Topic examined (✓)**	Settlement terminologies = 15 Rural-Urban migration = 15	Overall mark = 60	Settlement terminologies (15) Match the column and Multiple choice Rural-Urban migration: the movements of young adults to urban areas have a great impact on rural	Settlement terminologies : 1 Rural-Urban migration : 1, 2	Settlement terminologies : 1 Rural-Urban migration : 1, 2	Settlement terminologies: Match the column and multiple choice Rural-Urban migration: How does the movements of young adults to urban areas have a great

				community (15) short and long answers			impact on rural community and suggest strategies to minimise the movement of young adults to urban areas and define the concept.
		Urban profile = 15		Urban profile: The difference between the buildings in the CBD and those in the rural-urban fringe (15) Short and long answers	Urban profile: 1, 2	Urban profile: 1, 2	Urban profile: Compare the buildings in the CBD and those in the rural-urban fringe, explain why the demand for land influenced the density of buildings in the CBD and

							suggest economic reasons why the rural-urban fringe would be an attractive location for commercial activities.
		Informal Settlement = 15		Informal settlement: The economic reasons for the increase in informal settlement and upgrading the standard of living in the informal settlement (15) Short answers and paragraph	Informal settlement: 1, 2	Informal settlement: 1, 2	Informal settlement: Explain the economic reasons for the increase in informal settlement and how upgrading life in the informal settlement would have a

							positive social impact for the people living in the informal settlement.

Table 3.2.3 presents a comparative overview of the Rural and Urban Settlement topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.2.3 have contributed to the predictability of the DBE Geography Paper 2 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that Rural and Urban Settlement were examined in all three examination years (2022, 2023, and 2024), reflecting a 100% frequency across the three-year period. This consistent inclusion confirms the topic's central role within the CAPS framework and its significance in developing candidates' understanding of spatial settlement dynamics. However, the topic's uninterrupted appearance over three consecutive years suggests a highly predictable selection pattern. While such predictability may be acceptable given the topic's compulsory status and societal relevance, it may encourage strategic learning rather than holistic engagement with the curriculum. To avoid unacceptable predictability, the assessment body should retain annual assessment of the topic but vary the internal emphasis between rural and urban components to ensure broader curriculum coverage. Where predictability is acceptable, it should be maintained through continued CAPS alignment while enhancing internal variation.

b. Content coverage

The findings indicate that while the topic was examined every year, the specific content areas varied considerably across the three years, reducing predictability at the subtopic level. Settlement terminology was assessed consistently across all three years, indicating a recurring foundational focus. In contrast, other subtopics such as land reform and land-use zones (CBD) appeared only in 2022; rural depopulation, commercial decentralisation and public transport systems were unique to 2023; and rural-urban migration and urban profile were examined only in 2024. Informal settlement appeared in both 2022 and 2024, showing partial repetition. This pattern suggests intentional rotation of subtopics, which limits predictability despite the repetition of the main topic. Overall, content coverage within this topic shows low to moderate predictability, which is acceptable. To maintain this balance, the assessment body should continue rotating subtopics while ensuring that both rural and urban dimensions are equitably represented over time.

c. Weighting of the topic

The analysis reveals that the overall weighting for Rural and Urban Settlement remained constant at 60 marks across all three years, with each year allocating four subtopics worth 15 marks each. This consistency indicates a stable and predictable emphasis on the topic within the examination structure. While this consistency supports transparency and curriculum alignment, it also creates a predictable mark distribution, potentially allowing candidates to anticipate the examination's focus areas. However, given the breadth of content assessed within the topic, this predictability is relatively acceptable. To mitigate over-predictability, the assessment body could introduce slight variations in internal mark distribution among subtopics, while retaining the overall 60-mark allocation to preserve consistency and fairness.

d. Variation in item types

The evaluation indicates that a range of item types were used across all three years, including MCQs, matching columns, short answers, paragraph responses and extended writing. Settlement terminology was consistently assessed using MCQs and matching

items, while more complex subtopics such as land reform, migration, decentralisation, and informal settlements were assessed through short and long explanatory questions. Although item types varied across subtopics, their application remained relatively consistent across years, with objective items testing factual knowledge and structured explanations assessing higher-order understanding. Mark allocation per item type remained stable, and difficulty levels ranged from low (terminology) to moderate and high (explanatory and evaluative questions). Cognitive levels progressed from knowledge and comprehension to application and analysis, with some evaluation evident in later years. This pattern reflects moderate predictability in question design, particularly in the repeated use of similar item types for similar concepts. To mitigate this, the assessment body should occasionally assess familiar subtopics using alternative item formats, such as data response or scenario-based interpretation, while maintaining a balanced mix of item types.

e. Topic and skill pairing

The findings provide evidence that specific skills were repeatedly paired with particular subtopics across the three years. Settlement terminologies consistently assessed knowledge and identification skills, while subtopics such as land reform, migration, decentralisation and informal settlements were repeatedly linked to explanation, interpretation, analysis, and suggestion of strategies. Although the subtopics varied annually, the skill demands associated with similar content types remained relatively consistent, indicating some predictability in skill-to-content pairing. However, the inclusion of higher-order skills such as evaluation and problem-solving in later years, particularly in questions requiring strategies and justifications, introduces some variation. Overall, the predictability of skill demands is moderate and acceptable. To enhance assessment quality, the assessment body should broaden the range of skill pairings, for example, by integrating data interpretation or evaluative judgement into terminology-based questions.

f. Scenario framing of items for a topic

The patterns observed indicate that real-life South African contexts were consistently used to frame questions across all three years, including references to eThekwini informal settlements, Alfred Nzo District, CBD environments, public transport systems, and rural-urban fringe areas. While the specific scenarios changed annually, the thematic focus on socio-economic challenges, urbanisation, service delivery and spatial inequality remained constant. This results in acceptable contextual predictability, as candidates can anticipate real-world settlement issues without knowing the exact scenario in advance. The variation in geographic locations and social contexts helps prevent over-familiarity. To maintain this effective practice, the assessment body should continue to use diverse, current, and locally relevant scenarios, while periodically introducing less conventional or comparative contexts to further reduce predictability and promote deeper critical engagement.

Summary of findings and recommendations for the DBE Geography Geographical Rural and Urban Settlement topic

Table 3.2.4 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.2.4: Summary of Findings and Recommendations on the Predictability of the 2022–2024 DBE Geography Rural and Urban Settlement Topic Paper 2

Identified unacceptable predictability in topic coverage
Rural and Urban Settlement appeared in all three examination years (2022, 2023, and 2024), appearing in all the examination papers across the three-year period. This consistent inclusion confirms the topic's central role within the CAPS framework and its significance in developing candidates' understanding of spatial settlement dynamics. However, the topic's uninterrupted appearance over three consecutive years suggests a highly predictable selection pattern.

Recommendations to avoid unacceptable predictability in topic coverage
While such predictability may be acceptable given the topic's compulsory status and societal relevance, it may encourage strategic learning rather than holistic engagement with the curriculum.
Identified unacceptable predictability in content coverage
There was no predictability; the specific content areas varied considerably across the three years, reducing predictability at the subtopic level. Settlement terminology was assessed consistently across all three years, indicating a recurring foundational focus. In contrast, other subtopics such as land reform and land-use zones (CBD) appeared only in 2022; rural depopulation, commercial decentralisation and public transport systems were unique to 2023; and rural-urban migration and urban profile were examined only in 2024. Informal settlement appeared in both 2022 and 2024, showing partial repetition.
Recommendations to avoid predictable content coverage
To maintain this balance, the assessment body should continue rotating subtopics while ensuring that both rural and urban dimensions are equitably represented over time.
Identified unacceptable predictability in topic weighting
The weighting for Rural and Urban Settlement remained constant at 60 marks across all three years, with each year allocating four subtopics worth 15 marks each. This consistency indicates a stable and predictable emphasis on the topic within the examination structure.
Recommendations to avoid unacceptable predictability in topic weighting
To mitigate over-predictability, the assessment body could introduce slight variations in internal mark distribution among subtopics, while retaining the overall 60-mark allocation to preserve consistency and fairness.
Identified unacceptable predictability on item types

More complex subtopics, such as land reform, migration, decentralisation, and informal settlements, were assessed using both short and long explanatory questions. Although the item types varied across subtopics, their application remained relatively consistent across years, with factual knowledge tested through objective items and higher-order understanding assessed through structured explanations.
Recommendations to avoid unacceptable predictability on item types
To mitigate this, the assessment body should occasionally assess familiar subtopics using alternative item formats, such as data response or scenario-based interpretation, while maintaining a balanced mix of item types.
Identified unacceptable predictability on topic–skill pairing
Settlement terminologies consistently assessed knowledge and identification skills, while subtopics such as land reform, migration, decentralisation and informal settlements were repeatedly linked to explanation, interpretation, analysis, and suggestion of strategies. Although the subtopics varied annually, the skill demands associated with similar content types remained relatively consistent, indicating predictability in skill-to-content pairing. However, the inclusion of higher-order skills, such as evaluation and problem-solving, in later years, particularly in questions that require strategies and justifications, introduces some variation.
Recommendations to avoid unacceptable predictability through topic–skill pairing
To enhance assessment quality, the assessment body should broaden the range of skill pairings, for example, by integrating data interpretation or evaluative judgement into terminology-based questions.
Identified unacceptable predictability in the scenario framing of items
South African contexts were consistently used to frame questions across all three years, including references to eThekwini informal settlements, Alfred Nzo District, CBD environments, public transport systems, and rural-urban fringe areas. While the specific scenarios changed annually, the thematic focus on socio-economic challenges, urbanisation, service delivery and spatial inequality remained constant. This results in acceptable contextual predictability.
Recommendations to avoid unacceptable predictability in scenario framing of items

To maintain this effective practice, the assessment body should continue to use diverse, current, and locally relevant scenarios, while periodically introducing less conventional or comparative contexts to further reduce predictability and promote deeper critical engagement.

Table 3.2.5 below summarises the analysis conducted to assess the level of predictability of the Economic Geography of South Africa Topic for DBE Geography Paper 2 examinations from 2022 to 2024.

Table 3.2.5: Findings on the Predictability of the Economic Geography of South Africa Topic for the DBE Geography Paper 2 Examinations from 2022–2024

Topic: Economic Geography of South Africa							
Year	**Topic examined (✓) or not examined (X)**	**Content area/subtopics covered, including mark allocation**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks allocated per content area/subtopic**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**
2022	**Topic examined (✓)**	Economic activities = 15	Overall mark = 60	Economic activities = 15 Multiple choice matching the	Economic activities: 1	Economic activities: 1	Economic activities: Multiple choice matching the

		Food security = 15		description with the correct industry Food security: the importance of food security, COVID-19 viewed as a factor to food insecurity and the assistance by the South African government to farmers to reduce hunger by 2030 = 15 Short, long and paragraph answers.	Food security: 1, 2, 3	Food security: 1, 3	description with the correct industry Food security: Explain the importance of food security, suggest how health pandemics, such as COVID-19 viewed as a factor to food insecurity and explain how the assistance by the South African government to farmers to reduce hunger by 2030.

		Gold production = 15 Dube Trade Port Industrial Development Zone (IDZ) = 15		Gold production in South Africa: The challenges and the benefits of gold production in South Africa = 15 short and long answers Dube Trade Port Industrial Development Zone (IDZ) = 15 Short and long answers	Gold production: 1, 2 Dube Trade Port Industrial Development Zone (IDZ): 1, 2	Gold production: 1, 2 Dube Trade Port Industrial Development Zone (IDZ): 1, 2	Gold production: State and suggest the factors favouring and hindering the production of Gold in South Africa and explain how the hindering factors impact the economy of South Africa. Dube Trade Port Industrial Development Zone (IDZ): Define, state, describe and explain

2023	**Topic examined (✓)**	Economic activities = 15 Maize farming = 15 Coega Industrial	Overall mark = 60	Economic activities = 15 Choose the correct economical term and multiple choice Maize farming; the economic production of maize in South Africa = 15 short and long answers Coega Industrial	Economic activities: 1 Maize farming: 1 Coega Industrial	Economic activities: 1 Maize farming: 1, 2 Coega Industrial	Economic activities: Choose the correct economical term and multiple choice Maize farming: Explain the economic importance of maize production in South Africa and compare the amount of maize produced to the amount that is exported. Coega Industrial

		Development Zone (IDZ) = 15 Informal Sector = 15		Development Zone (IDZ): Factors favouring the location of the Port Elizabeth-Uitenhage core industrial region and the diversification of the industries to benefit the labour force in the Port Elizabeth-Uitenhage core industrial region = 15 short and long answers Informal Sector = 15 Short and long answers and paragraph	Development Zone (IDZ): 1, 2 Informal Sector: 1, 2	Development Zone (IDZ): 1, 2 Informal Sector: 1, 2, 3	Development Zone (IDZ): Explain factors favouring the location of the Port Elizabeth-Uitenhage core industrial region and how the diversification of the industries would benefit the labour force in the Port Elizabeth-Uitenhage core industrial region. Informal Sector: Extract from the graph, explain, suggest and paragraph

2024	**Topic examined (✓)**	Economic terminologies = 15 Coal mining = 15 Gauteng (PWV) core industrial region = 15	Overall mark = 60	Economic terminologies = 15 multiple choice and match the column Coal mining in South Africa: The general trend in the profits from the export of coal in recent years and the decreasing in the high-quality coal = 15 short and long answers Gauteng (PWV) core industrial region: the role of major roads in	Economic terminologies: 1 Coal mining: 1, 2, 3 Gauteng (PWV) core industrial region: 1, 2	Economic terminologies: 1 Coal mining: 1, 2, 3 Gauteng (PWV) core industrial region: 1, 2	Economic terminologies: Multiple choice and match the column Coal mining: Explain the general trend in the profits from the export of coal in recent years and why the decreasing in the high-quality coal and workforce. Gauteng (PWV) core industrial region: Explain the role of major

				supporting industrial development in Gauteng (PWV), the challenges faced by the Gauteng (PWV) = 15 short and long answers			roads in supporting the industrial development in the Gauteng (PWV) and the challenges faced by the Gauteng (PWV) and suggest both advantages and disadvantages of industries moving towards high value-added production in the Gauteng (PWV) core industrial region.

		Informal Sector = 15		Informal sector: Restricted trading in Johannesburg, rapid growth of the informal sector in the City of Johannesburg = 15 short answers and paragraph	Informal sector: 1, 2	Informal sector: 1, 2, 3	Informal sector: Quote the evidence that there is restricted trading in Johannesburg, suggest reasons for the rapid growth of the informal sector in the City of Johannesburg and explain measures that the municipality can put in place to assist traders in the informal sector to operate under favourable conditions.

Table 3.2.5 presents a comparative overview of the topic of Economic Geography of South Africa across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.2.5 have contributed to the predictability of the DBE Geography Paper 2 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that the Economic Geography of South Africa was examined in all three years (2022, 2023, and 2024), with a 100% frequency across the three-year period. This consistent inclusion reflects the topic's importance within the CAPS curriculum, as it addresses key economic processes, industries and development challenges relevant to South Africa. However, the topic's repeated appearance across examination cycles suggests a predictable selection pattern. While this predictability may be considered acceptable given the compulsory and integrative nature of Economic Geography, it may also encourage candidates to anticipate its inclusion rather than engage fully with the curriculum. To mitigate unacceptable predictability, the assessment body should retain the topic annually but ensure stronger internal variation in content focus, while maintaining alignment with the CAPS where predictability is justified.

b. Content coverage

The findings indicate that content coverage within Economic Geography varied substantially across the three years, reducing predictability at the subtopic level. Economic activities/terminologies appeared in all three years, indicating a consistent focus on foundational economic concepts. In contrast, other subtopics rotated annually: food security, gold production and the Dube Trade Port IDZ were assessed in 2022; maize farming, the Coega IDZ, and the informal sector in 2023; and coal mining, the Gauteng (PWV) core industrial region and the informal sector in 2024. The informal sector appeared in both 2023 and 2024, indicating partial repetition. This pattern suggests deliberate rotation of agricultural, mining, and industrial region case studies, which limits predictability

despite the topic's annual inclusion. Overall, the assessment of content areas shows low to moderate predictability, which is acceptable. To maintain this balance, the assessment body should continue to rotate economic sectors and regional case studies while ensuring broad representation across the curriculum over time.

c. Weighting of the topic

The analysis reveals that the overall weighting for Economic Geography remained constant at 60 marks across the three years, with four subtopics consistently allocated 15 marks each. This stable mark allocation indicates a predictable structural emphasis on the topic within the examination paper. While such consistency supports transparency and fairness, it may also reinforce predictability regarding the topic's importance relative to other sections of the paper. Given the wide variation in content assessed each year, this predictability is relatively acceptable. However, to reduce overreliance on fixed expectations, the assessment body could make minor internal adjustments to the distribution of marks across subtopics, while retaining the overall 60-mark allocation to maintain consistency.

d. Variation in item types

The evaluation indicates that a range of item types were consistently used across the three years, including MCQs, matching items, short answers, long answers, paragraph writing, data extraction and scenario-based questions. Foundational concepts, such as economic activities and terminology, were repeatedly assessed using MCQs and matching-column exercises, while more complex subtopics (e.g., mining, food security, IDZs, and the informal sector) were assessed through explanatory, analytical, and evaluative questions. Mark allocation for similar item types remained stable across years, and difficulty levels progressed from low (objective items) to moderate and high (extended responses requiring explanation and evaluation). Cognitive levels ranged from knowledge and comprehension to application, analysis, and evaluation, particularly in later years. Despite this variety, the consistent pairing of item types with certain content areas contributes to moderate predictability. To mitigate this, the assessment body should

occasionally assess familiar subtopics using alternative formats, such as data-response or comparative questions, while maintaining an appropriate balance of item types.

e. Topic and skill pairing

The findings provide evidence that specific skills were consistently paired with particular subtopics across the three years. Learners repeatedly used identification and recall skills for economic terminology and activities, while consistently applying explanation, analysis, and evaluation skills to mining, agriculture, IDZs, and the informal sector. In several instances, learners needed higher-order skills such as suggesting and evaluating, particularly when they were asked to propose solutions to economic challenges or assess their impacts on development. Although the subtopics varied annually, the skill demands associated with similar content types remained relatively consistent, indicating a moderate level of predictability in topic–skill pairing. This predictability is acceptable but could be improved by expanding the range of skills, for example, by incorporating data interpretation or critical comparison into terminology-based questions.

f. Scenario framing of items for a topic

The patterns observed indicate that questions were consistently framed using real-life South African economic contexts, such as COVID-19 and food security, mining trends, Industrial Development Zones (Dube Trade Port and Coega), maize farming, the informal sector in Johannesburg, and the Gauteng (PWV) industrial region. While the specific scenarios and regions changed each year, the contextual focus on national economic challenges, development, and inequality remained constant. This creates acceptable contextual predictability, as learners can anticipate real-world economic scenarios without knowing the exact case study in advance. To maintain this effective practice, the assessment body should continue to use current, diverse, and regionally varied contexts, while occasionally introducing comparative or less familiar scenarios to further enhance critical engagement and reduce predictability.

Summary of findings and recommendations for the DBE Geography Economic Geography of South Africa topic

Table 3.2.6 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.2.6: Summary of Findings and Recommendations on the Predictability of the 2022–2024 DBE Geography Economic Geography of South Africa Topic Paper 2

Identified unacceptable predictability in topic coverage
Economic Geography of South Africa appeared in all three years (2022, 2023, and 2024), with a frequency of 100% across the three-year period. This consistent inclusion reflects the topic's importance within the CAPS curriculum, as it addresses key economic processes, industries and development challenges relevant to South Africa. However, the topic's repeated appearance across examination cycles suggests a predictable pattern in topic selection.
Recommendations to avoid unacceptable predictability on topic coverage
To mitigate unacceptable predictability, the assessment body should retain the topic annually but ensure stronger internal variation in content focus, while maintaining alignment with the CAPS where predictability is justified.
Identified unacceptable predictability in content coverage
There was no unacceptable predictability; this pattern suggests deliberate rotation of agricultural, mining, and industrial region case studies, which limits predictability despite the topic's annual inclusion. Overall, the assessment of content areas shows low to moderate predictability, which is acceptable.
Recommendations to avoid predictable content coverage

To maintain this balance, the assessment body should continue to rotate economic sectors and regional case studies while ensuring broad representation across the curriculum over time.
Identified unacceptable predictability in topic weighting
There is no unacceptable predictability; the topic weighting is fixed at 60 marks, with four subtopics consistently allocated 15 marks each, as mandated by the CAPS.
Recommendations to avoid unacceptable predictability in topic weighting
To reduce overreliance on fixed expectations, the assessment body could introduce minor internal adjustments to the distribution of marks among subtopics, while retaining the overall 60-mark allocation to maintain consistency.
Identified unacceptable predictability on item types
Mark allocation for similar item types remained stable across years, and difficulty levels progressed from low (objective items) to moderate and high (extended responses requiring explanation and evaluation). Cognitive levels ranged from knowledge and comprehension to application, analysis, and evaluation, particularly in later years. Despite this variety, the consistent pairing of item types with certain content areas contributes to moderate predictability.
Recommendations to avoid unacceptable predictability on item types
To mitigate this, the assessment body should occasionally assess familiar subtopics using alternative formats, such as data-response or comparative questions, while maintaining an appropriate balance of item types.
Identified unacceptable predictability on topic–skill pairing
Although the subtopics varied annually, the skill demands associated with similar content types remained relatively consistent, indicating moderate predictability in topic–skill pairing.
Recommendations to avoid unacceptable predictability through topic–skill pairing

The assessment body could expand the range of skills, for example, by incorporating data interpretation or critical comparison into terminology-based questions.
Identified unacceptable predictability in the scenario framing of items
There was no unacceptable predictability; the specific scenarios and regions changed each year, and questions were consistently framed using real-life South African economic contexts, such as COVID-19 and food security, mining trends, Industrial Development Zones (Dube Trade Port and Coega), maize farming, the informal sector in Johannesburg, and the Gauteng (PWV) industrial region.
Recommendations to avoid unacceptable predictability in scenario framing of items
To maintain this effective practice, the assessment body should continue to use current, diverse, and regionally varied contexts, while occasionally introducing comparative or less familiar scenarios to further enhance critical engagement and reduce predictability.

Conclusions

Based on the evaluation of the 2022 to 2024 DBE Geography Paper 2 final examinations, the question papers do not demonstrate an unacceptable level of predictability. While certain structural elements remain consistent across the three-year cycle, this consistency is a curriculum requirement rather than an assessment flaw. The CAPS mandates the annual appearance of fixed topics such as Geographical Skills and Techniques, Rural-Urban Settlement, and Economic Geography. Therefore, the repeated presence of these topics reflects policy-driven stability rather than problematic predictability.

Within the mandated topics, however, the content focus shifts significantly each year, preventing candidates from relying on memorising specific events; each examination presents its own maps, and questions shift among different case studies. These variations ensure that the papers do not recycle identical content.

Additionally, item types, required skills, and scenario framing vary meaningfully from year to year. Even though the format remains similar, the nature of questions such as explanation, discussion, comparison, paragraph writing, and higher-order evaluation changes in response to the selected sources. The distribution of cognitive levels also remains aligned with the CAPS, with no evidence of repeated cognitive patterns that could contribute to predictability.

Overall, the structural consistency of the papers supports fairness and alignment with national standards, while the variations in content and skills prevent predictability. Therefore, the findings indicate that Geography, based on analysis of Paper 2 examinations from 2022 to 2024, does not exhibit an unacceptable level of predictability. Instead, it maintains a balanced and valid assessment structure that is both curriculum-compliant and pedagogically sound.

3.3: GEOGRAPHY PAPER 1

This section analyses the final examination question papers from 2022 to 2024 for Geography Paper 1 topics. The findings for each topic are summarised in Tables 3.3.1–3.3.8.

Table 3.3.1 below summarises the analysis conducted to assess the predictability of the Climate and Weather topic in the IEB Geography Paper 1 examinations from 2022 to 2024.

Table 3.3.1: Findings on the Predictability of the Climate and Weather for the IEB Geography Paper 1 Examinations from 2022–2024

Topic: Climate and Weather							
Year	**Topic examined (✓) or not examined (X)**	**Content area/subtopics covered, including mark allocation**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks allocated per content area/subtopic**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**
2022	**Topic examined (✓)**	**Climate and Weather**	Overall mark = 54	**Climate and Weather**			

		Climate terminologies = 4 Geographical Skills (5) Mid-latitude Cyclone = 24		Climate terminologies (4) Multiple choice Geographical Skills: calculation of bearing and distance from Kirkwood to Gqeberha data (5) Multiple choice Mid-latitude Cyclone: The wind responsible for the fire warning in the Kirkwood region	Climate terminologies: 1 Geographical Skills: 1, 2 Mid-latitude Cyclone: 1, 2, 3	Climate terminologies: 1 Geographical Skills: 1, 2 Mid-latitude Cyclone: 1, 2, 3	Climate terminologies: Choose the correct term to make the statement correct Geographical Skills: Determine the bearing and calculate the distance, and to identify the type of data used to represent the town of Addo. Mid-latitude Cyclone: Name and describe the Wind responsible for the fire warning

				(24) Extract from the graph, short answers			in Kirkwood. Analyse the effect of the wind on the businesses and residents of the Sunday River Valley. Discuss ways in which a mid-latitude cyclone would disrupt the residents in Western Cape.
		Tropical Cyclone = 11		Tropical Cyclone: Dissipation of hurricanes on the land, the calm and clear condition of the tropical cyclone	Tropical Cyclone: 1, 2	Tropical Cyclone: 1, 2	Tropical Cyclone: Explain why hurricanes dissipate when making landfall, and why the eye of a tropical cyclone has

				eye (11) Short and long answers			calm and clear conditions.
		Subtropical anticyclone and associated weather conditions = 5		Subtropical anticyclone and associated weather conditions (5) Short answers	Subtropical anticyclone and associated weather conditions: 1,2	Subtropical anticyclone and associated weather conditions: 1,2	Subtropical anticyclone and associated weather conditions: Provide and identify
		Urban Climate = 5		Urban Climate: Isotherm map showing the temperature of the centre of London relative to the temperatures of the surrounding areas (5) short answers	Urban Climate: 1, 2	Urban Climate: 1, 2	Urban Climate: Explain why London experiences warmer temperatures than the surrounding area and recommend solutions to reduce the

							mentioned temperature range.
2023	**Topic examined (✓)**	**Climate and Weather** Mid-latitude Cyclone = 11 Tropical Cyclone = 14	Overall mark = 50	**Climate and Weather** Mid-latitude Cyclone: The benefits of mid latitude cyclone to the people of Western Cape, the drawbacks of mid-latitude cyclones in South Africa = 11 multiple choice, short and long answers Tropical Cyclone: The formation and the movements	Mid-latitude Cyclone: 1, 2 Tropical Cyclone: 1, 2	Mid-latitude Cyclone: 1, 2 Tropical Cyclone: 1, 2	Mid-latitude Cyclone: Explain the benefits of mid-latitude cyclone to the people of Western Cape and the drawbacks of mid-latitude cyclones in South Africa. Tropical Cyclone: Explain why hurricanes have such

		Subtropical anticyclone and associated weather conditions = (25)		of hurricanes and the cross-section = 14 Drawing, short and long answers Subtropical anticyclone and associated weather conditions: The type of clouds associated with line thunderstorms, the benefits of line thunderstorms to the economy of Gauteng, the formation of the cut-off low = (25)	Subtropical anticyclone and associated weather conditions: 1, 2, 3	Subtropical anticyclone and associated weather conditions: 1, 2, 3	strong winds and draw the cross-section of hurricanes. Subtropical anticyclone and associated weather conditions: Mention the type of clouds associated with line thunderstorms, draw an annotated diagram illustrating a line thunderstorm, discuss the benefits of line thunderstorms to

				short and long answers, table, paragraph question			the economy of Gauteng. Explain the formation of a line thunderstorm and why it forms in summer; explain the formation of the cut-off low and compile a tweet to warn people about the possible weather hazards.
2024	**Topic examined (✓)**	**Climate and Weather** Climate terminology and	Overall mark = 52	Climate terminology and tropical cyclone = 16	Climate terminology and tropical cyclone: 1, 2, 6	Climate terminology and tropical cyclone: 1, 2, 3	Climate terminology and tropical cyclone: Definitions

		tropical cyclone = 16 Subtropical anticyclone and associated weather conditions = 20 Urban Climate = 9		Short and long answers Subtropical anticyclone and associated weather conditions: Synoptic chart and associated weather conditions: The formation, the impact of berg winds and the cross-section of berg winds = 20 True or false, short and long answers and drawing. Urban Climate: satellite image	Subtropical anticyclone and associated weather conditions: 1, 2, 3 Urban Climate: 1, 2, 3	Subtropical anticyclone and associated weather conditions: 1, 2 Urban Climate: 1, 2	Subtropical anticyclone and associated weather conditions: Explain the formation and the impact of berg winds and draw the cross-section to show the formation of berg winds, describe weather patterns associated with berg winds. Urban Climate: Discuss the strategies that

		Valley Climates = 9		shows the weather stations located in Richards Bay = 9 short and long answers and drawing Valley Climates: The valley in the Drakensberg = 9 short and long answers	Valley Climates: 2, 3	Valley Climates: 1, 2	the municipality could implement to reduce the effect of urban heat islands. Valley Climates: Identify and explain the wind depicted by the diagram.

Table 3.3.1 presents a comparative overview of the Climate and Weather topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.3.1 have contributed to the predictability of the IEB Geography Paper 1 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that Climate and Weather were examined consistently across all three years (2022, 2023, and 2024), appearing in 3 out of 3 examination cycles. This repeated inclusion suggests a highly predictable pattern of topic selection, as candidates could reasonably expect this topic to appear on the final examination each year. While the CAPS prescribes Climate and Weather as a core topic, its uninterrupted assessment over three consecutive years limits variation in topic rotation across the curriculum. This level

of predictability may be acceptable if balanced by variability in subtopics, skills, and contexts; however, to avoid overreliance on a single topic, the assessment body could rotate emphasis by occasionally reducing its prominence in favour of other CAPS-prescribed topics. To maintain acceptable predictability, the examining body should continue to align topic selection with the CAPS while ensuring that including topics does not automatically lead to repeated assessment structures.

b. Content coverage

The findings indicate that several content areas recur across the three years, most notably mid-latitude cyclones, tropical cyclones, and subtropical anticyclones, which appeared in at least two of the three examination years, with some cyclone-related content assessed every year. In contrast, the exam assessed urban climate, valley climates, climate terminology, and geographical skills less consistently. The repeated assessment of cyclone systems suggests a content selection pattern that favours synoptic and atmospheric circulation concepts, likely because they align strongly with the CAPS outcomes and have real-world relevance. However, this repetition contributes to moderate predictability, as candidates may anticipate that cyclone-related questions will feature prominently. While this predictability is not entirely unacceptable, it could be reduced by sampling lesser-assessed subtopics more evenly, such as valley and urban climates. To maintain acceptable predictability, examiners should ensure that all CAPS subtopics are assessed across cycles without disproportionately favouring a narrow range of content.

c. Weighting of the topic

The analysis reveals that the overall mark allocation for Climate and Weather remained relatively unstable, with 54 marks in 2022, 50 marks in 2023, and 52 marks in 2024. This minor fluctuation indicates varying weightings, suggesting that Climate and Weather hold an unpredictable level of importance in the examination papers. While this inconsistency supports fairness and curriculum alignment, it also introduces unpredictability, as candidates cannot anticipate that a substantial proportion of the paper will be devoted to this topic. Since the variation is minimal and within acceptable CAPS parameters, this unpredictability is acceptable. To maintain this

balance, the assessment body should continue to vary internal mark distribution among subtopics while keeping the overall topic weighting stable.

d. Variation in item types

The evaluation indicates that a range of item types was used across the three years, including MCQs, short-answer questions, long-response questions, diagram interpretation, drawing, calculations, tables, and paragraph questions. However, similar item types were often paired with the same subtopics; for example, MCQs on terminology and processes, and short- and long-structured questions on cyclones and anticyclones. While mark allocation varied slightly by item type, higher-order items consistently carried more marks. The difficulty level progressed from lower-order recall in MCQs to higher-order explanation and analysis in extended questions, indicating intentional cognitive scaffolding. Despite this, the recurring assessment structure contributes to moderate predictability. To mitigate this, examiners could interchange item types; for example, assessing cyclone content through data-response or scenario-based decision-making tasks. If acceptable predictability is intended, maintain it by preserving variety in command words and integrating unfamiliar item combinations.

e. Topic and skill pairing

The findings provide evidence that specific skills were repeatedly paired with subtopics across the three years. For example, interpretation and explanation were consistently used for cyclone systems, analysis for synoptic weather impacts, and application and problem-solving for urban and valley climates. While this consistency aligns with the CAPS cognitive demands, it also creates skill-to-topic predictability, as candidates may expect certain skills to be assessed in specific content areas. However, some variation was evident, particularly in 2024, where explanation, drawing, and evaluation were integrated more broadly. Overall, the skill demands are moderately predictable. To reduce predictability, the assessment body could rotate cognitive skills across subtopics,

for instance, assessing cyclones through calculation or evaluation tasks. Acceptable predictability can be maintained by ensuring that all CAPS cognitive levels are assessed across the topic.

f. Scenario framing of items for a topic

The observed patterns indicate that real-life and contextual scenarios were consistently used, including fire warnings in Kirkwood, weather impacts in the Western Cape, thunderstorms in Gauteng, London's urban heat island, weather stations in Richards Bay, and the Drakensberg valley climate. While these scenarios varied geographically and contextually, they frequently centred on South African or well-known international case studies, which may contribute to anticipatory familiarity among candidates. The contextual framing therefore demonstrates moderate variation but recurring structural patterns, particularly in the use of synoptic charts, maps, and real-world weather hazards. This results in limited predictability, which is acceptable given the CAPS' emphasis on applied geography. To enhance variation, examiners could introduce less familiar or emerging climate contexts, while maintaining effective practices by continuing to ground questions in authentic, real-world scenarios.

Summary of findings and recommendations for the IEB Geography Climate and Weather topic

Table 3.3.2 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.3.2: Summary of Findings and Recommendations on the Predictability of the 2022–2024 IEB Geography Climate and Weather Topic Paper 1

Identified unacceptable predictability in topic coverage
No unacceptable predictability was observed; Climate and Weather were examined consistently across all three years (2022, 2023, and 2024). While the CAPS prescribes Climate and Weather as a core topic, assessing it uninterruptedly over three consecutive years limits variation in topic rotation across the curriculum. This level of predictability may be considered acceptable if balanced by variability in subtopics, skills, and contexts.
Recommendations to avoid unacceptable predictability on topic coverage
The assessment body could consider rotating emphasis by occasionally reducing a topic's prominence in favour of other CAPS-prescribed topics, while continuing to align topic selection with the CAPS and ensuring that topic inclusion does not automatically lead to repeated assessment structures.
Identified unacceptable predictability in content coverage
The findings indicate that several content areas recur across the three years, most notably mid-latitude cyclones, tropical cyclones, and subtropical anticyclones, which appeared in at least two of the three examination years.
Recommendations to avoid predictable content coverage
The assessment body should ensure that all CAPS subtopics are assessed across cycles without disproportionately favouring a narrow range of content.
Strategies to maintain content coverage that do not lead to a predictable question paper
It could be reduced by more balanced sampling of less-assessed subtopics, such as valley and urban climates.
Identified unacceptable predictability in topic weighting

No predictability was observed; the analysis reveals that the overall mark allocation for Climate and Weather remained relatively unstable, with 54 marks in 2022, 50 marks in 2023, and 52 marks in 2024. This minor fluctuation indicates varying weightings, suggesting that Climate and Weather hold an unpredictable level of importance in the examination papers.
Recommendations to avoid unacceptable predictability in topic weighting
This inconsistency reinforces unpredictability; candidates cannot anticipate that a substantial proportion of the paper will be devoted to this topic. Since the variation is minimal and within acceptable CAPS parameters, this unpredictability is acceptable. To maintain this balance, the assessment body should continue to vary internal mark distribution among subtopics while keeping the overall topic weighting stable.
Identified unacceptable predictability on item types
A range of item types was used across the three years, including MCQs, short-answer questions, long-response questions, diagram interpretation, drawing, calculations, tables, and paragraph questions. However, similar item types were often paired with the same subtopics; for example, MCQs on terminology and processes, and short- and long-structured questions on cyclones and anticyclones. While mark allocation for item types varied slightly, higher-order items consistently carried higher marks. The difficulty level progressed from lower-order recall in MCQs to higher-order explanation and analysis in extended questions, indicating intentional cognitive scaffolding.
Recommendations to avoid unacceptable predictability on item types
Examiners could interchange item types; for example, by assessing cyclone content through data-response or scenario-based decision-making tasks. If acceptable predictability is intended, maintain it by preserving variety in command words and integrating unfamiliar item combinations.
Identified unacceptable predictability on topic–skill pairing
Specific skills were repeatedly paired with subtopics across the three years. For example, interpretation and explanation were consistently used for cyclone systems, analysis for synoptic weather impacts, and application and problem-solving for urban and

valley climates. While this consistency aligns with the CAPS cognitive demands, it also creates skill-to-topic predictability; candidates may expect certain skills to be assessed in specific content areas.
Recommendations to avoid unacceptable predictability through topic–skill pairing
The assessment body could rotate cognitive skills across subtopics, for instance, assessing cyclones through calculation or evaluation tasks.
Identified unacceptable predictability in the scenario framing of items
No predictability: the examiners used varied geographical and contextual scenarios; they frequently centred on South African or well-known international case studies, which are relatively acceptable given the CAPS' emphasis on applied geography.
Recommendations to avoid unacceptable predictability in scenario framing of items
Examiners could introduce less familiar or emerging climate contexts, while maintaining effective practices by continuing to ground questions in authentic, real-world scenarios.

Table 3.3.3 below summarises the analysis conducted to assess the level of predictability of the Geomorphology topic in the IEB Geography Paper 1 examinations from 2022 to 2024.

Table 3.3.3: Findings on the Predictability of the Geomorphology Topic for the IEB Geography Paper 1 Examinations from 2022–2024

Topic: Geomorphology							
Year	**Topic examined (✓) or not examined (X)**	**Content area/subtopics covered, including mark allocation**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**

				allocated per content area/subtopic			
2022	**Topic examined (✓)**	**Geomorphology** Drainage system in South Africa = 21 Fluvial processes and terminologies = 13	Overall mark = 46	**Geomorphology** Drainage system demonstrates the basin of the Sunday River, the longitudinal profile, and the Levels of erosion :(21) Short and long answers. Fluvial processes and terminologies, river channel in Drakensberg region and	Drainage system in South Africa: 1, 2, 3 Fluvial processes and terminologies: 1, 2	Drainage system in South Africa: 1, 2, 3 Fluvial processes and terminologies: 1, 2, 3	Drainage system in South Africa: explain the terminologies, describe the drainage pattern and density of the Sunday River and draw the longitudinal profile of the Sunday River. Fluvial processes and terminologies: Definition of the concepts, identification of

				hydraulic action: (13) short and long answers			fluvial features and explaining the cause and impact of hydraulic action.
		Catchment and river management = 12		Catchment and river management (the weir along the Berg River in Paarl): (12)	Catchment and river management: 1, 2	Catchment and river management: 1, 2	Catchment and river management: Explaining the purpose of building a weir and how it causes rejuvenation along the river course.
2023	**Topic examined (✓)**	**Geomorphology** Drainage system in South Africa = 9	Overall mark = 50	**Geomorphology** Drainage system basin of Vaal River, the angle of tributaries,	Drainage system in South Africa: 1, 2, 3	Drainage system in South Africa: 1, 2	Drainage system in South Africa: Determine the basin of Vaal River and

				and the hydrological and environmental impact of the Gauteng urban region on the Vaal River system, =9 table, short and long answers			explain the hydrological and environmental impact of the Gauteng urban region on the Vaal River
		Fluvial Processes = 25		Fluvial Processes: The importance of Dams in Gauteng = 25 Short and long answers.	Fluvial Processes: 1, 2	Fluvial Processes: 1, 2, 3	Fluvial Processes: Explain the importance and the use of Dams in Gauteng.
		Catchment and river management = 16		Catchment and river management: the prevention	Catchment and river management: 1, 2	Catchment and river management: 1, 2, ID	Catchment and river management:

				of flooding of Vaal Dam in Gauteng = 16 multiple choice, short and long answers			Suggest strategies for the prevention of flooding of Vaal Dam in Gauteng
2024	**Topic examined (✓)**	**Geomorphology** Hydrograph and flooding = 8 Fluvial Processes = 25	Overall mark = 48	Hydrograph and flooding in the Mhlatuze River influenced by both Lag time and Flood peak = 8 short and long answers Fluvial Processes: the satellite image of the Umfolozi River and the cross-section = 25 calculations and labelling	Hydrograph and flooding: 3, 4 Fluvial Processes: 1, 2, 3, 5	Hydrograph and flooding: 1, 3 Fluvial Processes: 1, 2, 3, ID	Hydrograph and flooding: Explain and identify Fluvial Processes: determine the direction of the Umfolozi River, interpret the satellite image

		Catchment and River management = 15		Short and long answers table and drawing. Catchment and River management (the impact of rejuvenation on the river channel) = 15 short and long answers	Catchment and River management: 1, 2, 3	Catchment and River management: 1, 2, ID	of the Umfolozi River and draw the cross-section Catchment and River management: explaining the impact of rejuvenation on the river channel

Table 3.3.3 presents a comparative overview of the Geomorphology topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.3.3 have contributed to the predictability of the IEB Geography Paper 1 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that Geomorphology was examined in all three years (2022, 2023, and 2024), reflecting a 3-out-of-3 examination frequency. This consistent inclusion demonstrates a high level of predictability in topic coverage, as candidates could reasonably anticipate the appearance of Geomorphology in each final examination. While the CAPS identify Geomorphology as a core topic, its uninterrupted assessment over the three-year period limits variation in topic rotation. This predictability can be regarded as

acceptable if internal variation is achieved through changes in content emphasis, skills assessed and contextual framing. To maintain this acceptable level of predictability, the assessment body should continue to assess Geomorphology regularly while ensuring diversity in subtopics and assessment approaches, rather than relying on repetitive structures.

b. Content coverage

The findings indicate that fluvial processes and catchment and river management were assessed in all three years, while drainage systems in South Africa appeared in 2022 and 2023, and hydrographs and flooding were introduced only in 2024. The repeated assessment of fluvial processes and river management suggests a content selection pattern favouring human–river interaction and fluvial dynamics, likely due to their strong CAPS alignment and real-world relevance. However, this repetition contributes to moderate content predictability, as candidates may anticipate these subtopics to feature prominently. The introduction of hydrographs and flooding in 2024 reflects some variation, reducing excessive predictability. To further limit predictability, the assessment body could ensure a more equitable rotation of all CAPS-prescribed Geomorphology subtopics while maintaining an acceptable level of predictability by consistently aligning with curriculum priorities.

c. Weighting of the topic

The analysis reveals that the overall mark allocation for Geomorphology remained unstable, with 46 marks in 2022, 50 marks in 2023, and 48 marks in 2024. These fluctuations indicate a relatively inconsistent weighting, suggesting no predictable level of emphasis on this topic within the examination papers. While this inconsistency supports fairness and curriculum coherence, it also reinforces predictability regarding the importance of Geomorphology. As the variation falls within acceptable CAPS limits, this unpredictability may be considered appropriate rather than excessive. To maintain this balance, the assessment body should continue to adjust the internal distribution of marks among subtopics while preserving the overall weighting.

d. Variation in item types

The evaluation indicates that a range of item types were used across the three years, including MCQs, short- and long-answer questions, tables, calculations, diagram interpretation, labelling, drawings, and satellite image analysis. However, similar item types were often paired with the same subtopics; for example, short and long explanatory questions for fluvial processes and management-based questions for catchment and river management. Mark allocation varied slightly by item type, but higher-order questions consistently carried more marks. Difficulty levels progressed from basic recall and identification to analysis and interpretation, showing cognitive progression. Despite this variety, the recurring pairing of item types with specific subtopics contributes to moderate predictability. To mitigate this, examiners could introduce less conventional item types, such as decision-making tasks or data-response questions, for traditionally theoretical subtopics. Examiners can maintain acceptable predictability by continuing to diversify command words and assessment formats.

e. Topic and skill pairing

The findings provide evidence that specific skills were repeatedly paired with subtopics over the three years. For example, interpretation, explanation and analysis were consistently used for drainage systems and fluvial processes, while evaluation and application were commonly associated with catchment and river management. In 2024, additional skills, such as calculation and graphical interpretation using hydrographs, were introduced, increasing variation. Overall, skill-to-subtopic pairing repeats moderately, making skill demands somewhat predictable. However, including new skills in later years reduces excessive predictability. To improve balance further, the assessment body could rotate cognitive skills across subtopics, ensuring each content area is assessed using a broader range of skills while maintaining CAPS-aligned cognitive progression.

f. Scenario framing of items for a topic

The patterns observed indicate that real-life South African river systems and management contexts were consistently used, including the Sunday River, Vaal River, Berg River, Umfolozi River and Mhlathuze River, as well as urban and dam-related impacts. While these scenarios varied geographically, they frequently centred on human-environment interactions and river management challenges, creating a degree of contextual familiarity. This results in moderate predictability in scenario framing, although variation is evident through the introduction of satellite imagery, hydrographs and different river systems. To reduce predictability, the assessment body could incorporate less familiar or hypothetical river catchments or emerging environmental challenges. Acceptable predictability should be maintained by continuing to use authentic, CAPS-aligned real-world contexts that support applied geographical understanding.

Summary of findings and recommendations for the IEB Geography Geomorphology topic

Table 3.3.4 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.3.4: Summary of Findings and Recommendations on the Predictability of the 2022–2024 IEB Geography Geomorphology Topic Paper 1

Identified unacceptable predictability in topic coverage
No unacceptable predictability was observed; Geomorphology was examined consistently in all three years (2022, 2023, and 2024). While CAPS prescribes Geomorphology as a core topic, its uninterrupted assessment over three consecutive years limits variation in topic rotation across the curriculum. This level of predictability may be considered acceptable if balanced by variability in subtopics, skills, and contexts.

Recommendations to avoid unacceptable predictability in topic coverage
The assessment body should continue to assess Geomorphology regularly while ensuring diversity in subtopics and assessment approaches, rather than relying on repetitive structures.
Identified unacceptable predictability in content coverage
The repeated assessment of fluvial processes and river management suggests a content selection pattern favouring human–river interaction and fluvial dynamics, which likely contributes to content predictability.
Recommendations to avoid predictable content coverage
To limit predictability, the assessment body could ensure a more equitable rotation of all CAPS-prescribed Geomorphology subtopics while maintaining an acceptable level of predictability by consistently aligning with curriculum priorities.
Identified unacceptable predictability in topic weighting
The overall mark allocation for Geomorphology remained unstable, with 46 marks in 2022, 50 marks in 2023, and 48 marks in 2024. These fluctuations indicate inconsistent weighting, suggesting no predictable emphasis on this topic within the examination papers.
Recommendations to avoid unacceptable predictability in topic weighting
The assessment body should continue to adjust the internal distribution of marks among subtopics while preserving the overall weighting.
Identified unacceptable predictability on item types
The assessment used a range of item types across the three years, including MCQs, short-answer questions, long-response questions, diagram interpretation, drawing, calculations, tables, and paragraph questions. However, similar item types were often paired with the same subtopics; for example, MCQs on terminology and processes, and short- and long-structured questions on cyclones and anticyclones. While mark allocation varied slightly by item type, higher-order items consistently carried higher marks.

The difficulty level progressed from lower-order recall in MCQs to higher-order explanation and analysis in extended questions, indicating intentional cognitive scaffolding.
Recommendations to avoid unacceptable predictability on item types
Examiners could interchange item types; for example, assessing cyclone content through data response or scenario-based decision-making tasks. If acceptable predictability is intended, maintain it by preserving variety in command words and integrating unfamiliar item combinations.
Identified unacceptable predictability on topic–skill pairing
Evidence shows that specific skills were repeatedly paired with subtopics over the three years. For example, interpretation, explanation and analysis were consistently used for drainage systems and fluvial processes, while evaluation and application were commonly associated with catchment and river management. In 2024, additional skills, such as calculation and graphical interpretation, were introduced through hydrographs, thereby increasing variation.
Recommendations to avoid unacceptable predictability through topic–skill pairing
To further improve balance, the assessment body could rotate cognitive skills across subtopics, ensuring that each content area is assessed using a broader range of skills while maintaining CAPS-aligned cognitive progression.
Identified unacceptable predictability in the scenario framing of items
No predictability was observed; the scenarios varied geographically, and they frequently centred on human–environment interactions and river management challenges, creating a degree of contextual familiarity.
Recommendations to avoid unacceptable predictability in scenario framing of items
The assessment body could incorporate less-familiar or hypothetical river catchments, as well as emerging environmental challenges.

Table 3.3.5 below summarises the analysis conducted to assess the level of predictability of the Settlement Geography Topic in the IEB Geography Paper 1 examinations from 2022 to 2024.

Table 3.3.5: Findings on the Predictability of the Settlement Geography Topic for the IEB Geography Paper 1 Examinations from 2022–2024

Topic: Settlement Geography							
Year	**Topic examined (✓) or not examined (X)**	**Content area/subtopics covered, including mark allocation**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks allocated per content area/subtopic**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**
2022	**Topic examined (✓)**	**Rural and Urban Settlement** Urban structure and patterns = 16 Informal settlement = 14	Overall mark = 56	**Rural and Urban Settlement** Urban structure and patterns (16) Informal settlement	Urban structure and patterns: 1 Informal settlement: 1, 2	Urban structure and patterns: 1 Informal settlement: 1, 2	Urban structure and patterns: Definitions of the concepts. Informal settlement:

				(issues and challenges that develop because of growth of informal settlement) (14)			Describe issues and challenges that develop because of the growth of informal settlements.
		Rural settlement and issues = 19		Rural settlement and issues (the reasons and the impact of counter-urbanisation, the causes of mixed-use development): Short and long answers (19)	Rural settlement and issues: 1, 2, 3	Rural settlement and issues: 1, 2	Rural settlement and issues: Outline and evaluate the reasons and the impact of counter-urbanisation; discuss the causes of mixed-use development.
		Urban issues = 7		Urban issues (Effects of rapid urban growth)	Urban issues: 1, 2	Urban issues: 1, 2	Urban issues: Predict the

				(7) short and long answers			effects of rapid Urban growth.
2023	**Topic examined (✓)**	**Rural and Urban Settlement** Settlement patterns = 5 Human Geography = 10 Rural Settlement issues = 8	Overall mark = 55	Settlement patterns = 5 Human Geography terminologies = 10 Match the column Match the column Rural Settlement issues = 8 short and long answers	Settlement patterns: 1 Human Geography terminologies: 1, 2 Rural Settlement issues: 1, 2	Settlement patterns: 1 Human Geography terminologies: 1, 2 Rural Settlement issues: 1, 3	Settlement patterns: Definition of the concepts Human Geography terminologies: Name, explain and, identify Rural Settlement issues: Explain why most Rural settlement predominantly have young and old population groups and the economic and

		Urban Settlement Studies = 20		Urban Settlement Studies (Site and situation influencing the location of Johannesburg, Gauteng, as an interconnected urban area) = 20 Essay	Urban Settlement Studies: 2	Urban Settlement Studies: 2	environmental effect rural-urban migration has on rural area. Urban Settlement Studies: Analyse how site and situation could influence the location of Johannesburg, how the City of Johannesburg could deal with physical injustice issues, and explain the relationship between population size

		Urban Profile = 12		Urban Profile: The development of Outlying Business Districts (OBDs) = 12 short and long answers	Urban Profile: 1, 2	Urban Profile: 1, 2	and higher-order services. Why Gauteng is viewed as an interconnected urban area. Urban Profile: Explain why most cities developed the Outlying Business Districts (OBDs),
2024	**Topic examined (✓)**	**Rural and Urban Settlement** Rural Settlement issues = 21	Overall mark = 51	Rural Settlement issues (street patterns and related issues) = 21 short and long answers, multiple choice	Rural Settlement issues: 1, 2, 3, 4, 6	Rural Settlement issues: 1, 2	Rural Settlement issues: Definition of concepts, identify and discuss streets patterns

		Urban Structure, patterns and renewal = 30		Urban Structure, the impacts of land reform on the villagers, patterns and renewal = 30 short and long answers	Urban Structure, patterns and renewal: 1, 2, 3	Urban Structure, patterns and renewal: 1, 2	Urban Structure, patterns and renewal: Discuss the impact of land reform on rural dwellers

Table 3.3.5 presents a comparative overview of the Settlement Geography topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.3.5 have contributed to the predictability of the IEB Geography Paper 1 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that the Settlement Geography topic was examined consistently across all three years (2022, 2023, and 2024), appearing in 3 of 3 examination cycles. This repeated inclusion shows high predictability in topic coverage, as candidates could reasonably expect Settlement Geography to appear in each final examination. While this consistency aligns with CAPS requirements, which identify Settlement Geography as a core component of Human Geography, the uninterrupted assessment of the topic reduces variation in topic rotation. This predictability is acceptable, provided sufficient variation exists within subtopics, assessment methods, and contexts. To maintain this acceptable predictability, the assessment body should continue to assess Settlement Geography regularly while ensuring that internal content focus and assessment design vary meaningfully across years.

b. Content coverage

The findings indicate that both Rural and Urban Settlement issues were assessed in all three years, although the specific subtopics varied. Urban-focused content, such as urban structure, settlement patterns, urban profiles, urban renewal, and urban settlement studies, appeared frequently, particularly in 2022 and 2023, while rural settlement issues featured prominently in all three years, with increased emphasis in 2024. Informal settlements appeared only in 2022, while topics such as OBDs, site and situation, and interconnected urban areas were assessed mainly in 2023. This pattern suggests moderate content predictability, with a clear emphasis on urban settlement dynamics. However, the rotation of specific subtopics limits excessive predictability. To further reduce predictability, the assessment body could ensure a more even distribution of lesser-assessed subtopics, such as informal settlements, across examination cycles. Acceptable predictability can be maintained by continuing to align content coverage with the CAPS while varying the focus within Rural and Urban Settlement themes.

c. Weighting of the topic

The analysis reveals that the overall mark allocation for Settlement Geography remained relatively stable, with 56 marks in 2022, 55 marks in 2023, and 51 marks in 2024. Although there is a slight decrease over time, the topic consistently accounts for a substantial proportion of the examination paper. This stability suggests a predictable emphasis on Settlement Geography, reinforcing its importance within the curriculum. As the variation in weighting is minimal and remains within the CAPS guidelines, this predictability is acceptable rather than problematic. To maintain balance, the assessment body should continue to adjust the internal distribution of marks among subtopics while keeping the overall weighting relatively consistent.

d. Variation in item types

The evaluation indicates that a wide range of item types were used across the three years, including MCQs, matching columns, short- and long-answers, essays, paragraph questions, and limited predictive tasks. However, certain item types were consistently

associated with specific subtopics, such as essays on urban settlement studies and short- and long-structured questions on rural settlement issues and urban problems. While mark allocation varied across item types, higher-order items consistently carried more marks. The level of difficulty progressed from basic recall and definition to explanation, analysis, and evaluation. Despite this range, the repeated pairing of item types with specific subtopics contributes to moderate predictability. To mitigate this, examiners could introduce greater flexibility in assessment formats, such as data-response or scenario-based decision-making tasks for traditionally essay-based content. Acceptable predictability may be maintained by continuing to vary command words and assessment structures.

e. Topic and skill pairing

The findings provide evidence that specific skills were repeatedly paired with settlement subtopics. For example, definition and identification were commonly used for settlement patterns and terminology, explanation and analysis for rural settlement issues and urban structure, and evaluation and prediction for urban issues and growth-related challenges. While this consistency aligns with the CAPS cognitive demands, it also creates moderate predictability in skill-to-topic pairing. Some variation is evident, particularly in 2023, where higher-order analytical skills were emphasised through extended essay questions. To further reduce predictability, the assessment body could rotate cognitive skills across subtopics, ensuring that each area is assessed through a broader range of skills. Acceptable predictability should be preserved by maintaining progression across Bloom's cognitive levels.

f. Scenario framing of items for a topic

The patterns observed indicate that real-life South African and global urban contexts were consistently used to frame settlement concepts. Examples include urban growth challenges, Johannesburg's site and situation, Gauteng as an interconnected urban area, rural-urban migration, land reform impacts, and the development of outlying business districts. While these scenarios varied in focus and scale, they frequently centred on urbanisation and development-related challenges, creating a degree of contextual

familiarity. As a result, scenario framing demonstrates moderate predictability, although variation is achieved through different geographical settings and development themes. To reduce predictability, the assessment body could incorporate less familiar or emerging settlement contexts, such as secondary cities or hypothetical planning scenarios. Acceptable predictability should be maintained by continuing to use authentic, CAPS-aligned real-world contexts that promote applied geographical understanding.

Summary of findings and recommendations for the IEB Geography Settlement Geography topic

Table 3.3.6 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.3.6: Summary of Findings and Recommendations on the Predictability of the 2022–2024 IEB Geography Settlement Geography Topic Paper 1

Identified unacceptable predictability in topic coverage
Settlement Geography was examined consistently across all three years (2022, 2023, and 2024) in 3 out of 3 examination cycles and aligns with the CAPS requirements, which identify Settlement Geography as a core component of Human Geography. The uninterrupted assessment of the topic reduces variation in topic rotation.
Recommendations to avoid unacceptable predictability on topic coverage
The assessment body should continue to assess Settlement Geography regularly while ensuring that internal content focus and assessment design vary meaningfully across years.
Identified unacceptable predictability in content coverage

Urban-focused content, such as urban structure, settlement patterns, urban profiles, urban renewal, and urban settlement studies, appeared frequently.
Recommendations to avoid predictable content coverage
The assessment body could ensure a more even distribution of lesser-assessed subtopics, such as informal settlements, across examination cycles.
Identified unacceptable predictability in topic weighting
No predictability was observed; the allocation of marks for Settlement Geography remained relatively stable, with 56 marks in 2022, 55 marks in 2023, and 51 marks in 2024.
Recommendations to avoid unacceptable predictability in topic weighting
The assessment body should continue to adjust the internal distribution of marks among subtopics while keeping the overall weighting relatively consistent.
Identified unacceptable predictability on item types
No predictability was observed; a wide range of item types was used across the three years, including MCQs, matching columns, short- and long-answer questions, essays, paragraph questions, and limited-predictive tasks.
Recommendations to avoid unacceptable predictability on item types
Examiners could introduce greater flexibility in assessment formats, such as data-response or scenario-based decision-making tasks for traditionally essay-based content.
Identified unacceptable predictability in topic–skill pairing
Specific skills were repeatedly paired with settlement subtopics. For example, definition and identification were commonly used for settlement patterns and terminology, explanation and analysis for rural settlement issues and urban structure, and evaluation and prediction for urban issues and growth-related challenges. This consistency ensures alignment with CAPS cognitive demands.

Recommendations to avoid unacceptable predictability through topic–skill pairing
The assessment body could rotate cognitive skills across subtopics, ensuring that each area is assessed through a broader range of skills. Acceptable predictability should be preserved by maintaining progression across Bloom's cognitive levels.
Identified unacceptable predictability in the scenario framing of items
No unacceptable predictability was observed; the real-life South African and global urban contexts were consistently used to frame settlement concepts.
Recommendations to avoid unacceptable predictability in scenario framing of items
The assessment body could incorporate less familiar or emerging settlement contexts, such as secondary cities or hypothetical planning scenarios.

Table 3.3.7 below summarises the analysis conducted to assess the predictability of the Economic Geography topic in the IEB Geography Paper 1 examinations from 2022 to 2024.

Table 3.3.7: Findings on the Predictability of the Economic Geography Topic for the IEB Geography Paper 1 Examinations from 2022–2024

Topic: Economic Geography							
Year	**Topic examined (✓) or not examined (X)**	**Content area/subtopics covered, including mark allocation**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**

				allocated per content area/subtopic			
2022	**Topic examined (✓)**	**Economic Geography** Economic terminologies = 4 Strategies for industrial development = 25	Overall mark = 44	**Economic Geography** Economic terminologies: (4) Strategies for industrial development: The Eastern Cape economy: Gega IDZ in Gqeberha-Kariega industrial region The benefits and challenges of Goega Industrial Development	Economic terminologies: 1 Strategies for industrial development: 3	Economic terminologies: 1 Strategies for industrial development: 3	Economic terminologies: Definitions of the concepts Strategies for industrial development: Explain, analyse, assess, and evaluate the challenges and the benefits of developing industrial region in Kariega. Extended writing

		Mining = 10 Informal sector = 5		Zone (IDZ) (25) Essay Mining: The production of manganese and the environmental issues caused by the production of manganese (10) short and long answers Informal sector: (5) short and long answers	Mining: 1, 2 Informal sector: 1, 2	Mining: 1, 2 Informal sector: 1, 2	Mining: Explain the relationship between the production of iron ore and manganese and discuss factors that influence mining in South Africa and environmental issues caused by the mining of manganese. Informal sector: Discuss the drawbacks faced by the

							people in the informal sector
2023	**Topic Examined (✓)**	**Economic Geography** Economic terminology = 5 Structure of economy = 11 Strategies for industrial development = 9 Primary activity = 9	Overall mark = 45	**Economic Geography** Economic terminology = 5 Match the column Structure of economy = 11 True or false, table, short answers Strategies for industrial development = 9 Short answers and essay. Primary Activity: (the benefits of chrome mining in South Africa) =	Economic terminology: 1 Structure of economy: 1 Strategies for industrial development: 1, 2 Primary Activity: 1, 2	Economic terminology: 1 Structure of economy: 1 Strategies for industrial development: 1 Primary Activity: 1, 2	Economic terminology: Definition of the concepts Structure of economy: Definition of the concepts. Strategies for industrial development: Primary Activity: Explain the importance of chrome mining

		Secondary and tertiary sectors = 11		9 short and long answers Secondary and tertiary sectors (the effects of load shedding on economic development in Gauteng) = 11 Short and long answers	Secondary and tertiary sectors: 1, 2	Secondary and tertiary sectors: 1	and how its export benefits South Africa. Secondary and tertiary sectors: Outline the effects of load shedding on Gauteng's economy.
2024	**Topic examined (✓)**	**Economic Geography** Development, Coal Mining and production = 16	Overall mark = 49	Economic terminologies development, Coal Mining and canola production (the uses and importance of canola	Economic terminologies development, Coal Mining and production: 1, 2	Economic terminologies development, Coal Mining and production: 1, 2	Economic terminologies development, Coal Mining and production: Definition of the concepts and explanation of the importance

		Economic Activity on Rural Settlement = 20 Secondary and Tertiary Sectors = 13		Production) = 16 short and long answers Economic Activity on Rural Settlement = 20 essay Secondary and tertiary sectors (the accessibility to strong transport corridors and the promotion of foreign investment and the factors that hinder the economic development of Western Cape)	Economic Activity on Rural Settlement: 4 Secondary and tertiary sectors: 1, 3	Economic Activity on Rural Settlement: 3 Secondary and tertiary sectors: 1, 2	of Canola production to the economy of the Western Cape Economic Activity on Rural Settlement: Extended writing Secondary and tertiary sectors: discussion on the accessibility to strong transport corridors and the promotion of foreign investment and explaining the factors that hinder the economic

				= 13 short and long answers			development of Western Cape

Table 3.3.7 presents a comparative overview of the Economic Geography topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.3.7 have contributed to the predictability of the IEB Geography Paper 1 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that Economic Geography was examined consistently across all three years (2022, 2023, and 2024), occurring in 3 out of 3 examination cycles. This uninterrupted inclusion suggests a high degree of predictability in topic coverage, as candidates could reliably anticipate Economic Geography in the final examination. While this consistency aligns with the CAPS requirements, which position Economic Geography as a core component of Human Geography, it reduces variability in topic selection across years. However, this predictability is acceptable if variation is achieved through changes in content emphasis, assessed skills, and contextual framing. To maintain this acceptable predictability, the assessment body should continue to assess Economic Geography regularly while ensuring internal variation within the topic.

b. Content coverage

The findings indicate that a wide range of Economic Geography subtopics were assessed over the three years, including economic terminology, strategies for industrial development, mining and primary activities, structure of the economy, secondary and tertiary sectors, informal sector activities, rural economic activities, and agricultural production. Some subtopics, particularly strategies for industrial development and mining-related activities, appeared repeatedly across multiple years, while others, such as informal sector activities and rural economic activities, appeared less frequently. This pattern suggests moderate content predictability, with

a clear emphasis on industrial development and extractive activities. However, variation was introduced by rotating specific industries, sectors, and economic contexts. To reduce potential predictability, the assessment body could ensure a more balanced rotation of all prescribed subtopics, while maintaining acceptable predictability by continuing to align content selection with the CAPS coverage requirements.

c. Weighting of the topic

The analysis reveals that the mark allocation for Economic Geography remained relatively unstable, with 44 marks in 2022, 45 marks in 2023, and 49 marks in 2024. Although 2024 shows a slight increase, the topic consistently accounted for a substantial and comparable proportion of the examination paper. This consistency suggests a predictable emphasis on Economic Geography, reinforcing its perceived importance within the curriculum. As the variation in weighting is minimal and remains within the CAPS guidelines, this predictability is acceptable rather than problematic. To maintain balance, the assessment body should continue to vary the internal distribution of marks across subtopics while keeping the overall weighting relatively stable.

d. Variation in item types

The evaluation indicates that multiple item types were used to assess Economic Geography across the three years, including matching columns, MCQs, true-or-false questions, tables, short- and long-structured questions, and essays. Extended writing tasks were commonly used for industrial development and rural economic activities, while short and structured questions were consistently used for economic terminology, mining, and sectoral analysis. Although mark allocation varied across item types, higher-order items generally carried more marks. The level of difficulty progressed from basic recall and comprehension to analysis, explanation, and evaluation, although similar item types were repeatedly linked to specific subtopics. This results in moderate predictability in assessment design. To reduce predictability, examiners could introduce alternative item types, such as data response or

interpretation of economic statistics, in place of traditional essay-based content. Acceptable predictability should be maintained by ensuring alignment with CAPS cognitive progression.

e. Topic and skill pairing

The findings provide evidence that specific skills were repeatedly paired with Economic Geography subtopics. For example, definition and identification skills were consistently applied to economic terminology, explanation and discussion to mining and sectoral activities, and analysis and evaluation to industrial development strategies and rural economic activities. While this alignment supports CAPS intentions, it also creates moderate predictability in skill-to-subtopic pairing across the three years. Some variation is evident, particularly with extended writing and evaluative tasks in different contexts. To further reduce predictability, the assessment body could rotate cognitive skills across subtopics, ensuring that all content areas are assessed using a wider range of skills. Acceptable predictability should be preserved by maintaining progression across Bloom's taxonomy levels.

f. Scenario Framing of items for a topic

The observed patterns indicate that real-life South African economic contexts were consistently used to frame questions in Economic Geography. Examples include industrial development zones such as the Coega IDZ, mining activities (manganese, chrome, coal), agricultural production (canola), rural economic development, load-shedding impacts, transport corridors, and provincial economic development (Gauteng and Western Cape). Although these scenarios varied in location and economic activity, they often focused on developmental challenges and sectoral impacts, creating some contextual familiarity. As a result, scenario framing indicates moderate predictability, though variation is achieved by changing geographical settings and economic sectors. To further reduce predictability, examiners could incorporate less familiar or emerging economic contexts, such as new industries or comparative international examples. Acceptable predictability should be maintained by continuing to use authentic, CAPS-aligned scenarios that promote applied economic reasoning.

Summary of findings and recommendations for the IEB Geography Economic Geography topic

Table 3.3.8 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.3.8: Summary of Findings and Recommendations on the Predictability of the 2022–2024 IEB Geography Economic Geography Topic Paper 1

Identified unacceptable predictability in topic coverage
Economic Geography was examined in all three years (2022, 2023, and 2024), with a 100% frequency over the three-year period. This consistent inclusion reflects the topic's importance within the CAPS curriculum, as it addresses key economic processes, industries and development challenges relevant to South Africa. However, the topic's repeated appearance across examination cycles suggests a predictable pattern in topic selection.
Recommendations to avoid unacceptable predictability on topic coverage
The assessment body should continue to assess Economic Geography regularly while ensuring internal variation within the topic.
Identified unacceptable predictability in content coverage
No predictability was observed; the assessment body assessed a wide range of Economic Geography subtopics over the three years, including economic terminology, strategies for industrial development, mining and primary activities, structure of the economy, secondary and tertiary sectors, informal sector activities, rural economic activities, and agricultural production. Some subtopics, particularly strategies for industrial development and mining-related activities, which demonstrate unpredictability.
Recommendations to avoid predictable content coverage

The assessment body could ensure a more balanced rotation of all prescribed subtopics by continuing to align content selection with the CAPS coverage requirements.
Identified unacceptable predictability in topic weighting
No predictability was observed; the mark allocation for Economic Geography remained unstable, with 44 marks in 2022, 45 marks in 2023, and 49 marks in 2024.
Recommendations to avoid unacceptable predictability in topic weighting
The assessment body should continue to vary the internal distribution of marks across subtopics while keeping the overall weighting relatively stable.
Identified unacceptable predictability on item types
No unacceptable predictability was observed; multiple item types were used to assess Economic Geography across the three years, including matching columns, MCQs, true-or-false questions, tables, short- and long-structured questions, and essays. Extended writing tasks were commonly used for industrial development and rural economic activities, while short and structured questions were consistently used for economic terminology, mining, and sectoral analysis. While mark allocation varied across item types, higher-order items generally carried more marks.
Recommendations to avoid unacceptable predictability on item types
Examiners could introduce alternative item types, such as data-response or interpretation of economic statistics, for traditionally essay-based content.
Identified unacceptable predictability on topic–skill pairing
Specific skills were repeatedly paired with Economic Geography subtopics. For example, definition and identification skills were consistently applied to economic terminology, explanation and discussion to mining and sectoral activities, and analysis and evaluation to industrial development strategies and rural economic activities. While this alignment supports CAPS intentions, it also

creates moderate predictability in skill-to-subtopic pairing across the three years. Some variation is evident, particularly in extended writing and evaluative tasks in different contexts.
Recommendations to avoid unacceptable predictability through topic–skill pairing
The assessment body could rotate cognitive skills across subtopics, ensuring that all content areas are assessed using a wider range of skills.
Identified unacceptable predictability in the scenario framing of items
No unacceptable predictability was observed; real-life South African economic contexts were consistently used to frame questions on Economic Geography. Examples include industrial development zones such as the Coega IDZ, mining activities (manganese, chrome, coal), agricultural production (canola), rural economic development, load-shedding impacts, transport corridors, and provincial economic development (Gauteng and Western Cape). While these scenarios varied in location and economic activity, they often focused on developmental challenges and sectoral impacts, creating some contextual familiarity.
Recommendations to avoid unacceptable predictability in scenario framing of items
Examiners could incorporate less familiar or emerging economic contexts, such as new industries or comparative international examples.

Conclusions

Based on the evaluation of the 2022 to 2024 IEB Geography Paper 1 final examinations, the question papers do not demonstrate an unacceptable level of predictability. While certain structural elements remain consistent across the three-year cycle, this consistency is a curriculum requirement rather than an assessment flaw. CAPS mandates the annual appearance of fixed topics such as Geographical Skills and Techniques, Climate and Weather, and Geomorphology. Therefore, the repeated presence of these topics reflects policy-driven stability rather than problematic predictability.

Within the mandated topics, however, the content focus shifts significantly each year, preventing candidates from relying on memorising specific events; each examination presents its own maps, and questions shift among different case studies. These variations ensure that the papers do not recycle identical content.

Additionally, item types, required skills, and scenario framing vary meaningfully from year to year. Even though the format remains similar, the nature of questions such as explanation, discussion, comparison, paragraph writing, and higher-order evaluation changes in response to the selected sources. The distribution of cognitive levels also remains aligned with their SAG, with no evidence of repeated cognitive patterns that could contribute to predictability.

Overall, the structural consistency of the papers supports fairness and alignment with national standards, while the variations in content and skills prevent predictability. Therefore, the findings indicate that Geography, based on an analysis of Paper 1 examinations from 2022 to 2024, does not exhibit an unacceptable level of predictability. Instead, it maintains a balanced and valid assessment structure that is both curriculum-compliant and pedagogically sound.

3.4: GEOGRAPHY PAPER 2

This section analyses the final examination question papers from 2022 to 2024 for Geography Paper 2 topics. The findings for each topic are summarised in Tables 3.4.1–3.4.8.

Table 3.4.1 below summarises the analysis conducted to assess the predictability of the Climate and Map Skills topic in IEB Geography Paper 2 examinations from 2022 to 2024.

Table 3.4.1: Findings on the Predictability of the Climate and Map Skills for the IEB Geography Paper 2 Examinations from 2022–2024

Topic: Climate and Map Skills							
Year	**Topic examined (✓) or not examined (X)**	**Content area/subtopics covered, including mark allocation**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks allocated per content area/subtopic**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**
2022	**Topic Examined (✓)**	Climate, Map skills = 15	Overall mark = 15	Climate, Map skills = **15** Thunderstorm rainfall graph: Calculation and short answers (3)	Thunderstorm rainfall graph: 1, 2, 3	Thunderstorm rainfall graph: 1, 2	Calculate the total amount of the rainfall because of thunderstorms and explain the reasons for the rainfall. How long did the storm last?

				The duration of the storm: Short answers (2) Drawing of the cross-section of the field: (4) The analysis and interpretation of the table regarding the temperature and the place where it was recorded, and compare the differences with reasons (6)	The duration of the storm: 1 Drawing of the cross-section of the field: (2) The analysis and interpretation of the table regarding the temperature and the place where it was recorded, and compare the differences with reasons: (2)	The duration of the storm: 1 Drawing of the cross-section of the field: (2) The analysis and interpretation of the table regarding the temperature and the place where it was recorded, and compare the differences with reasons: (2)	Drawing of the cross-section of the field Comparison and interpretation of the different temperatures of the different places.
2023	**Topic examined (✓)**	Climate, Map Skills = 25	Overall mark = 25	Climate, Map Skills = 25	Drawing and labelling of the cross-section	Drawing and labelling of the cross-section	Drawing and labelling of the cross-section

				Drawing and labelling of the cross-section extracted from an aerial photograph (8) Vertical scale of the drawn cross-section: Calculations (2) Vertical exaggeration of the drawn cross-section: Calculations (2) Analysing the photograph: Short answers (2) Average gradient: Calculation (6)	extracted from an aerial photograph: 1, 2, 3 Vertical scale of the drawn cross-section: 1, 2 Vertical exaggeration of the drawn cross-section: 2 Analysing the photograph: difficult Average gradient: 2	extracted from an aerial photograph: 2 Vertical scale of the drawn cross-section: It does not need abstract knowledge: 1, 2 Vertical exaggeration of the drawn cross-section: 2 Analysing the photograph: highly demanding Average gradient: 2	extracted from an aerial photograph. Vertical scale of the drawn cross-section: Calculations Vertical exaggeration of the drawn cross-section: Calculations Analysing the photograph Average gradient: Calculation

				The locations of citrus and chicken farms: Short and long answers (5)	The locations of citrus and chicken farms: 1, 2	The locations of citrus and chicken farms: 2	The locations of citrus and chicken farms: Explain the climatological problem and workable solutions
2024	**Topic examined (✓)**	Climate, Map Skills = 30	Overall mark = 30	Climatic graph for the Grabouw: Short answers (5) Location of the Grabouw: (9) Short and long answers Calculation of bearing, distance,	Climatic graph for the Grabouw: 1 Location of the Grabouw: 1, 2 Calculation of bearing, distance,	Climatic graph for the Grabouw: 1 Location of the Grabouw: 2 Calculation of bearing, distance, gradient, and direction: 2	Climatic graph for the Grabouw: Describe the type of climate experienced by the Grabouw Location of the Grabouw: interpretation of the map. Calculation of bearing, distance,

				gradient, and direction (8) Identification of man-made feature: Short and long answers (2) Drawing of the feature represented by a graph (6)	gradient, and direction: 2 Identification of man-made feature: 1 Drawing of the feature represented by a graph: 2	Identification of man-made feature: 1 Drawing of the feature represented by a graph: 2	gradient and direction. Identification of man-made features. Drawing of the feature represented by a graph.

Table 3.4.1 presents a comparative overview of the Climate and Map Skills topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.4.1 have contributed to the predictability of the IEB Geography Paper 2 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that the Climate and Map Skills topic was examined in all three years (2022, 2023, and 2024). This consistent inclusion indicates the topic is a stable component of the NSC Geography paper rather than an occasional item. As it appears annually and the paper shifts from simpler climate/map items in 2022 (15 marks overall) to heavier coverage in 2023 (25 marks) and 2024 (30 marks), there is an element of predictability: teachers and learners can expect the topic to recur each year. This level of predictability is acceptable if the goal is curriculum coverage, but it becomes unacceptable if the form and subtopics also repeat

in narrow ways. Recommendation to mitigate unacceptable predictability: the assessment body should keep the topic on the exam blueprint but rotate which subtopics and contexts are used each year (for example, alternate between synoptic climate graphs, storm case studies, coastal climate scenarios, and urban heat examples in Ireland). If the current practice of including the topic each year is intended and acceptable, the assessment body should retain the explicit, blueprinted listing (Section 4/CAPS) and publish a clear matrix of topic weight ranges, so that teachers know the scope but not the exact content.

b. Content coverage

The findings indicate that across the three years, distinct subtopics appear repeatedly but not identically. Frequency by subtopic from Table 3.4.1: graph-based climate analysis and short-answer interpretation appear in each year (2022 thunderstorm rainfall graph; 2024 climatic graph for Grabouw; 2023 graph-related cross-section tasks via aerial photograph), drawing/field cross-sections and map/scale calculations recur (2022, 2023, and 2024), and calculation-heavy items (rainfall totals, vertical scale/exaggeration, gradient, bearing/distance) are frequent. Some subtopics (e.g., analysis and interpretation of temperature tables, aerial-photograph analysis, and map bearing/distance calculations) appear more often than others.

This concentration suggests partial predictability at the subtopic level: certain content areas (graph interpretation, cross-sections, scale/exaggeration and gradient/bearing calculations) have been preferred. Since many of the same subskills are assessed using similar subtopics across years, the assessment is moderately predictable in its content coverage. To reduce unacceptable repetition, the assessment body should broaden the pool of assessed subtopics (e.g., include regional climate classification, microclimate interpretation, or human–environment interactions linked to climate) and require different source materials (satellite imagery, written climate excerpts, GIS outputs) so that students must apply skills to novel data. If this repetition is intended to test core skills, the body

should maintain a published sampling matrix showing the types of subtopics to be sampled, without giving specifics, so that teachers can prepare for breadth rather than memorisation.

c. Weighting of the topic

The analysis reveals that the mark allocation rose over the three years: 15 marks (2022), 25 marks (2023), and 30 marks (2024). This is a consistent increase rather than a stable weighting. The rising weight over successive cycles signals a growing emphasis on Climate & Map Skills and therefore creates acceptable predictability in the paper's structure (examiners and candidates can expect greater marks to be awarded for this topic over time). If that emphasis is intentional (e.g., to align with policy priorities), it is acceptable provided the increase is transparently communicated in the assessment blueprint. If unpredictable emphasis is a concern, recommend fixing a weight range for the topic in the exam specification (e.g., 15–30 marks) and rotating the exact allocation within that range across exam versions, or keeping the weight stable year-to-year to avoid signalling an overemphasis that narrows classroom teaching. Where the increase is acceptable, the balance must be maintained by publishing the long-term assessment framework so that curriculum delivery can adapt legitimately.

d. Variation in item types

The evaluation indicates that the item types used across the three years show some variety but a clear pattern: drawing and labelling cross-sections; calculation problems (scale, vertical exaggeration, gradient, bearing/distance); graph interpretation; and short/long answers dominate. Marks for similar item types have increased in absolute terms as the topic weight grows (e.g., drawings and multi-step calculations carry larger mark totals in 2023 and 2024 than in 2022). Difficulty ratings in the table fluctuate year to year (2022: a mix of easy/moderate/difficult within a paper; 2023: many items judged difficult or demanding; 2024: several items again judged demanding), indicating that while item types are often repeated, cognitive demand sometimes varies.

Cognitive levels also ranged from lower-order (describe/label) to higher-order (analyse/explain/compare), but higher-order demands (analysis and interpretation) appear frequently, which again encourages predictable preparation. Although there is variety in types, the recurring reliance on drawings, calculations, and graph interpretation creates a patterned approach and makes the assessment predictable. To reduce unacceptable predictability, the assessment body should diversify item types (e.g., include more data-evaluation essays, novel multi-source interpretation items, short MCQs targeting conceptual misconceptions, practical mini-GIS tasks, or extended-response scenario analysis) and systematically vary command words. If current predictability is acceptable because it targets essential skills, the body should retain varied cognitive levels within each item type and continue rotating which subskills a given item type probes.

e. Topic and skill pairing

The findings provide evidence that specific skills used per subtopic were consistent across years: calculations (vertical scale/exaggeration, gradient, bearing/distance), interpretation and analysis (graph and table interpretation, aerial photo analysis), drawing/representation (cross-sections, map features), and explanation/problem-solving (locations of farms, climate description). There was clear repetition in skills-to-subtopic pairing: calculations were almost always linked to scale/gradient subtopics; interpretation/analysis was linked to climate graphs and photographs; drawing was tied to cross-sections and feature reconstruction. Since the same skill types are repeatedly paired with the same subtopics, the skill demands are moderately predictable; teachers and learners can anticipate which skill will be tested with which subtopic.

To avoid unacceptable predictability, the assessment body could re-pair skills in less conventional ways (for example, require interpretation and justification from a calculation-only dataset, or ask for problem-solving using a drawn cross-section rather than only a drawing task) and introduce interdisciplinary pairings (e.g., climate data interpreted to inform land-use decisions). If the predictability of these skill pairings is pedagogically justified (ensuring mastery of core skills), the assessment body should maintain an

item-writing rubric that enforces a mix of low-, mid-, and high-order skills within each subtopic, so that the same pairing does not always occur at the same cognitive level.

f. Scenario framing of items for a topic

The observed patterns indicate that the contextual frames recorded in Table 3.4.1 include thunderstorms and rainfall events (2022), a farm/field cross-section and an aerial-photograph context (2023), and a specific place-based climate task using Grabouw (2024). These scenario types (weather/storm case; aerial-photo/field; local town climate) are real-life contexts, but they also represent a small set of recurring frames (extreme weather event, landform/land-use photo, and local town climate). Across subtopics, scenarios vary to some extent, but the broader pattern is that questions tend to draw repeatedly on a narrow set of realistic contexts. Thus, the contextual framing is moderately predictable: candidates can expect real-world stimulus material but can also anticipate what kind of real-world material will be used. To reduce predictability, the assessment body should expand scenario diversity (urban microclimates, coastal erosion/climate interaction, indigenous knowledge and climate impacts, GIS-derived maps, or cross-border comparative climate vignettes) and avoid returning too often to the same named localities or event types. If the current approach is pedagogically sound (real-life context improves relevance), maintain it, but randomise the locale and event type, and require at least one scenario each year to come from a novel context or data format, so that candidates apply transferable skills rather than rehearsed answers.

Summary of findings and recommendations for the IEB Geography Climate and Map Work Skills topic

Table 3.4.2 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.4.2: Summary of Findings and Recommendations on the Predictability of the 2022–2024 IEB Geography Climate and Map Work Skills Topic Paper 2

Identified unacceptable predictability in topic coverage
There was no unacceptable predictability in the coverage of Climate and Map Work Skills; its consistent inclusion across 2022, 2023, and 2024 reflects curriculum compliance.
Recommendations to avoid unacceptable predictability on topic coverage
The assessment body should introduce rotation or conditional weighting across related subtopics or vary whether long-answer items accompany the topic in any given year.
Identified unacceptable predictability in content coverage
Frequency by subtopic from Table 3.4.1: graph-based climate analysis and short-answer interpretation appear in each year (2022 thunderstorm rainfall graph; 2024 climatic graph for Grabouw; 2023 graph-related cross-section tasks via aerial photograph), drawing/field cross-sections and map/scale calculations recur (2022, 2023, and 2024), and calculation-heavy items (rainfall totals, vertical scale/exaggeration, gradient, bearing/distance) are frequent.
Recommendations to avoid predictable content coverage
To reduce unacceptable repetition, the assessment body should broaden the pool of subtopics assessed (e.g., by including regional climate classification, microclimate interpretation, or human–environment interactions linked to climate).
Strategies to maintain content coverage that do not lead to a predictable question paper
The assessment body should require different source materials (satellite imagery, written climate excerpts, GIS outputs) so that students must apply their skills to novel data.
Identified unacceptable predictability in topic weighting

No unacceptable predictability was observed; mark allocation rose across the three years: 15 marks (2022), 25 marks (2023), 30 marks (2024).
Recommendations to avoid unacceptable predictability in topic weighting
A weight range for the topic in the exam specification (e.g., 15–30 marks) and rotate the exact allocation within that range across exam versions or keep the weight stable year-to-year to avoid signalling an overemphasis that narrows classroom teaching.
Identified unacceptable predictability on item types
No unacceptable predictability was identified; there was a variety, but a clear pattern: drawing and labelling cross-sections, calculation problems (scale, vertical exaggeration, gradient, bearing/distance), graph interpretation and short/long answers dominate. Marks for similar item types have increased in absolute terms as the topic weight grows (e.g., drawings and multi-step calculations carry larger mark totals in 2023 and 2024 than in 2022). Difficulty ratings in the table fluctuate from year to year (2022: a mix of easy/moderate/difficult within a paper; 2023: many items judged difficult or demanding; 2024: several items again judged demanding), indicating that while item types are often repeated, cognitive demand sometimes varies.
Recommendations to avoid unacceptable predictability on item types
The assessment body should diversify item types (e.g., include more data-evaluation essays, novel multi-source interpretation items, short MCQs targeting conceptual misconceptions, practical mini-GIS tasks or extended-response scenario analysis), vary command words systematically, retain varied cognitive levels within each item type, and continue to rotate which subskills are probed by a given item type.
Identified unacceptable predictability on topic–skill pairing
There was clear repetition in skills-to-subtopic pairing: calculations were almost always linked to scale/gradient subtopics; interpretation/analysis were linked to climate graphs and photographs; drawing was tied to cross-sections and feature reconstruction. The same skill types are repeatedly paired with the same subtopics.
Recommendations to avoid unacceptable predictability through topic–skill pairing

The assessment body should maintain an item-writing rubric that ensures a mix of low-, mid-, and high-order skills across each subtopic, so that the same pairing does not always occur at the same cognitive level.
Identified unacceptable predictability in the scenario framing of items
Across subtopics, the scenarios vary to some extent, but the broader pattern is that questions tend to draw on a narrow set of realistic contexts repeatedly. Thus, the contextual framing is moderately predictable: candidates can expect real-world stimulus material but can also anticipate what kind of real-world material will be used.
Recommendations to avoid unacceptable predictability in scenario framing of items
The assessment body should expand scenario diversity (urban microclimates, coastal erosion/climate interaction, indigenous knowledge and climate impacts, GIS-derived maps, or cross-border comparative climate vignettes) and avoid returning too often to the same named localities or event types.

Table 3.4.3 below summarises the analysis conducted to assess the predictability of the Fluvial Geomorphology Map Skills topic for IEB Geography Paper 2 examinations from 2022 to 2024.

Table 3.4.3: Findings on the Predictability of the Fluvial Geomorphology Map Skills for the IEB Geography Paper 2 Examinations from 2022–2024

Topic: Fluvial Geomorphology Map Skills							
Year	**Topic examined (✓) or not**	**Content area/subtopics covered,**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table,**	**Level of difficulty per item type used to examine the subtopic**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**

	examined (X)	**including mark allocation**		**etc.) and marks allocated per content area/subtopic**			
2022	**Topic examined (✓)**	Location Map = 17 Drainage basin of river system (topographical map extract) = 11	Overall mark = 28	Fluvial Geomorphology, Map Skills = 28 The location and fact file about Barkly East: Multiple choice (10) Drawing of cross- section of Kraai River: (7) Drainage basin of a river: Drawing and completion of stream order (11)	The location and fact file about Barkly East: 1, 2 Drawing of cross-section of Kraai River: 1, 2 Drainage basin of a river: 1, 2	The location and fact file about Barkly East: 1, 2 Drawing of cross-section of Kraai River: 1, 2 Drainage basin of a river: 1, 2	Location and fact file about Barkly East: naming the Barkly East location and identifying the river courses and their features. Drawing of cross-section of Kraai River Drainage basin of a

							river: drawing and completing the gaps
2023	**Topic examined (✓)**	Location, Street Map, and GIS	Overall mark = 32	Location, Street Map and GIS = 32 Location of Rustenburg and Olifantsnek: Multiple choice (3) The use of a rectangle to mark and identify the grid reference area: Drawing (4) The fact file about Magaliesberg	Location of Rustenburg and Olifantsnek: 1 The use of a rectangle to mark and identify the grid reference area: 1, 2 The fact file about Magaliesberg Mountain: 1,2	Location of Rustenburg and Olifantsnek: 1 The use of a rectangle to mark and identify the grid reference area: 1, 2 The fact file about Magaliesberg Mountain: 2	Location of Rustenburg and Olifantsnek: identification of the location of Olifantsnek. The use of a rectangle to mark and identify the grid reference area: Drawing of

				Mountain: Drawing, Short and long answers and labelling (21) The use of GIS to complete the features of Olifantsnek River: Short answers (4)	The use of GIS to complete the features of Olifantsnek River: 1, 2, 3	The use of GIS to complete the features of Olifantsnek River: 1, 2, 3	the rectangle The fact file about Magaliesberg Mountain: Drawing and completing the features. The use of GIS to complete the features of Olifantsnek River: interpreting the drainage basin and its tributaries

2024	**Topic examined (✓)**	Fluvial Geomorphology, Map Skills = 20	Overall mark = 20	Fluvial Geomorphology, Map Skills = 20 Sketch of the river on Groenburg Stream piracy and physical features: short answers (7) Drawing of cross-section of the railway station:(6) Photograph of Palmiet River flow: short and long answers (7)	Sketch of the river on Groenburg Stream piracy and physical features: 1, 2 Drawing of cross-section of the railway station: 1,2 and 3 Photograph of Palmeit River flow: 1, 2, 3	Sketch of the river on Groenburg Stream piracy and physical features: 1, 2 Drawing of cross-section of the railway station: 2, 3 Photograph of Palmeit River flow: 2	Sketch of the river on Groenburg Stream piracy and physical features: interpret the sketch and complete the table. Drawing of cross-section of the railway station. Photograph of Palmiet River flow; identify the type of river

							flow and describe the source of the pollution.

Table 3.4.3 presents a comparative overview of the Fluvial Geomorphology Map Skills topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.4.3 have contributed to the predictability of the IEB Geography Paper 2 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that the Fluvial Geomorphology Map Skills topic was examined annually from 2022 to 2024, meaning it was included in all three years. This suggests a predictable pattern, as the topic was consistently included in the final examination, in alignment with the CAPS requirements. In 2022, the focus was on location maps, cross-section drawings, and drainage basins. In 2023, the assessment covered a combination of location and street maps, grid referencing, and GIS features. In 2024, the focus was placed on river sketches, stream piracy, cross-section drawing, and river flow interpretation. The consistent inclusion of this topic across years aligns with the CAPS guidelines, ensuring learners are tested on core geographical skills. However, if unacceptable predictability were identified (e.g., repetition of the same subtopics across years), it could be mitigated by diversifying the river systems used or introducing new geographical areas for map-based tasks. If the current pattern of predictable inclusion is acceptable, the assessment body should maintain this inclusion each year while rotating between different geographical contexts and river systems.

b. Content coverage

Findings indicate that the content areas/subtopics assessed within Fluvial Geomorphology Map Skills varied each year, though some subtopics reappeared. All years tested river location and drainage basin concepts, and both 2022 and 2024 included cross-section drawings. In 2022, the examination focused on Barkly East, with tasks involving cross-section drawing and drainage basin mapping. In 2023, the content shifted to Rustenburg and Olifantsnek, focusing on grid references, GIS mapping, and Magaliesberg. By 2024, the focus shifted again to river sketches, stream piracy, and river flow analysis. While some subtopics, such as location identification and cross-section drawing, appeared in multiple years, the overall focus shifted across river systems, geographic areas, and specific skills.

- Content areas/subtopics like cross-section drawing, river system identification, and drainage basin mapping are tested with varying contexts.
- Variation in content coverage across years suggests that the assessment body is not overly predictable in its subtopic selection, but there is some consistency in the types of geographical skills tested (e.g., cross-section, drainage basin).

To avoid unacceptable predictability, examiners could rotate among different river systems, incorporating a wider range of river features, processes, and locations. If acceptable predictability is observed, the assessment body should maintain the core competencies tested each year while varying the content's geographical and contextual focus.

c. Weighting of the topic

The findings indicate that the marks allocated to Fluvial Geomorphology Map Skills varied across the three years. In 2022, the topic was allocated 28 marks. In 2023, this increased to 32 marks, before decreasing again to 20 marks in 2024. The increase from 2022 to 2023 suggests greater emphasis on the topic in 2023, while the decrease in 2024 could reflect an attempt to balance the overall exam content. This fluctuation suggests that while the topic's importance remains consistent, emphasis can vary slightly from year to

year, making the topic moderately predictable in terms of mark allocation. If unacceptable predictability were identified (e.g., a consistent increase in weighting), the assessment body could adjust the focus by balancing the weight of map skills with other geographical skills or subjects. If the observed fluctuation is deemed acceptable, the body should maintain the current variability in weight distribution.

d. Variation in item types

The evaluation indicates that, over the three-year period, a variety of item types were used to assess this topic. Multiple-choice questions (MCQs) were used in 2022 and 2023 to assess basic knowledge and were generally allocated few marks (e.g., 3 marks in 2023). Drawing tasks featured consistently across all three years, including cross-section drawings and river sketches, and generally carried medium- to high-mark allocations (e.g., 7 marks for cross-sections in 2022). All three years used short- and long-answer questions to assess a range of cognitive demands, from basic descriptions to more complex analysis, with mark allocations ranging from 7 to 21 marks. Table-completion tasks were introduced in 2024, including activities involving river-flow interpretation and stream-piracy analysis. GIS tasks were included in 2023 to assess mapping of river features but were absent in 2024. Overall, the variation in item types and mark allocations indicates that the topic was assessed using a range of approaches and cognitive demands.

The difficulty level varied across the years. In 2022, tasks like cross-section drawing required moderate knowledge (L1–L2). In 2023, GIS tasks required higher cognitive demand (L2–L3), while 2024 emphasised interpreting and analysing river processes, increasing difficulty (L2–L3). The cognitive levels included a mix of L1: knowledge recall (e.g., location identification, naming rivers), L2: application (e.g., drawing cross-sections, interpreting maps), and L3: analysis (e.g., interpreting river flow or analysing stream piracy). Item types and difficulty levels vary moderately across the years, which supports a balanced and comprehensive assessment. To avoid unacceptable predictability, the assessment body should continue rotating item types by introducing new tasks (e.g., river feature labelling and interpretation of more complex diagrams).

e. Topic and skill pairing

The findings indicate that skill pairing across the three years consistently focuses on interpretation, calculation, and drawing, although the specific combination varies. In 2022, the focus was on identifying locations and drawing river systems. In 2023, it paired GIS interpretation, grid referencing, and drawing. By 2024, the focus was on interpreting river flow, analysing stream piracy, and describing physical river features. The skills-to-subtopic pairing appears consistent in fundamental map-work skills (e.g., drawing, interpretation), but the contextual applications (e.g., river systems, GIS) vary from year to year. This results in moderate predictability for the assessed skills, but variation in contexts and question types prevents complete predictability. To avoid unacceptable predictability in skill pairing, examiners should continue to vary how skills are applied across different geographical contexts. If the pattern is acceptable, the assessment body should maintain the balance of fundamental skills (e.g., map interpretation, cross-section drawing) while rotating between different skills (e.g., GIS interpretation, river flow analysis).

f. Scenario framing of items for a topic

The observed patterns indicate that the scenarios used to frame items varied across the three years. For example in 2022: The context was based on the Kraai River and Barkly East with cross-section drawings and drainage basin analysis, in 2023: The context focused on the Magaliesberg Mountain and Olifantsnek River, with tasks including grid referencing and GIS mapping and 2024: The context focused on Groenburg River, stream piracy, and river flow analysis, with tasks asking for sketches, interpretations, and descriptions. The variation in scenarios suggests a deliberate attempt to avoid predictability in the types of geographic areas and river processes used. Each year, a different region and set of river processes (e.g., river flow, stream piracy, drainage basin) were emphasised. Considering the observed patterns, the predictability of the contextual framing appears low, as a new geographical context was used each year. To maintain acceptable predictability, the assessment body should continue to introduce novel and varied real-world contexts that encourage critical thinking and interpretation, rather than relying on repetitive scenarios.

Summary of findings and recommendations for the IEB Geography Fluvial Geomorphology Map Skills topic

Table 3.4.4 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.4.4: Summary of Findings and Recommendations on the Predictability of the 2022–2024 IEB Geography Fluvial Geomorphology Map Skills Topic Paper 2

Identified unacceptable predictability in topic coverage
No unacceptable predictability was identified; the topic was consistently included in the final examination across three years, in alignment with the CAPS requirements.
Recommendations to avoid unacceptable predictability on topic coverage
It could be mitigated by diversifying the specific river systems or introducing new geographical areas for map-based tasks.
Identified unacceptable predictability in content coverage
No predictability observed; in 2022, the focus was on location maps, cross-section drawings, and drainage basins. In 2023, the assessment covered a combination of location and street maps, grid referencing, and GIS features. In 2024, the focus was placed on river sketches, stream piracy, cross-section drawing, and river flow interpretation.
Recommendations to avoid predictable content coverage
The assessment body should maintain the core competencies tested each year but consider varying the content's geographical and contextual focus.
Identified unacceptable predictability in topic weighting

No predictability was observed; the allocation of marks for Fluvial Geomorphology Map Skills varied across the three years. In 2022, the topic was allocated 28 marks. In 2023, this increased to 32 marks, before decreasing again to 20 marks in 2024.
Recommendations to avoid unacceptable predictability in topic weighting
If the observed fluctuation is deemed acceptable, the body should maintain the current variability in weight distribution.
Identified unacceptable predictability on item types
No unacceptable predictability was observed; a variety of item types were used to assess this topic. MCQs were used in 2022 and 2023 to assess basic knowledge, while drawing tasks featured frequently across all three years, including cross-section drawings and river sketches. All three years used short- and long-answer questions to assess more detailed descriptions and interpretations. Table-completion tasks were introduced in 2024, with activities involving river-flow interpretation and stream-piracy analysis. GIS tasks were included in 2023 to assess mapping of river features but were absent in 2024.
Recommendations to avoid unacceptable predictability on item types
It is recommended that the assessment body continue to rotate item types by introducing new tasks (e.g., river feature labelling and interpretation of more complex diagrams).
Identified unacceptable predictability in topic–skill pairing
Evidence shows that the skill pairing across the three years consistently focuses on interpretation, calculation, and drawing, although the specific combinations vary. In 2022, the focus was on identifying locations and drawing river systems. In 2023, GIS interpretation, grid referencing, and drawing were paired. By 2024, the focus was on interpreting river flow, analysing stream piracy, and describing physical river features. The skills-to-subtopic pairing appears consistent in fundamental map-work skills (e.g., drawing, interpretation), but the contextual applications (e.g., river systems, GIS) vary from year to year.
Recommendations to avoid unacceptable predictability through topic–skill pairing

Examiners should continue to vary the ways in which skills are applied across different geographical contexts. If the pattern is acceptable, the assessment body should maintain the balance of fundamental skills (e.g., map interpretation, cross-section drawing) while rotating between different skills (e.g., GIS interpretation, river flow analysis).
Identified unacceptable predictability in the scenario framing of items
No unacceptable predictability was identified in the scenario framing of items. In 2022, the context was based on the Kraai River and Barkly East with cross-section drawings and drainage basin analysis; in 2023, the context focused on the Magaliesberg Mountain and Olifantsnek River, with tasks including grid referencing and GIS mapping, and in 2024, the context focused on Groenburg River, stream piracy, and river flow analysis, with tasks asking for sketches, interpretations, and descriptions.
Recommendations to avoid unacceptable predictability in scenario framing of items
The assessment body should continue to introduce novel and varied real-world contexts that encourage critical thinking and interpretation, rather than relying on repetitive scenarios.

Table 3.4.5 below summarises the analysis conducted to assess the predictability of the Settlement and Map Skills topic in IEB Geography Paper 2 examinations from 2022 to 2024.

Table 3.4.5: Findings on the Predictability of the Settlement and Map Skills Topic for the IEB Geography Paper 2 Examinations from 2022–2024

Topic: Settlement and Map Skills							
Year	**Topic examined (✓) or not**	**Content area/subtopics covered,**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table,**	**Level of difficulty per item type used**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**

	examined (X)	including mark allocation		etc.) and marks allocated per content area/subtopic	to examine the subtopic		
2022	**Topic examined (✓)**	Settlement Map skills = 28	Overall mark = 28	Settlement Map skills = 28 Photograph of farmstead extracted from the map: Short answers (5) Photographs showing wind pump and the water-scarce area: Short and long answers (4) The coordinates of the wind	Photograph of farmstead extracted from the map: 1, 2 Photographs showing wind pump and the water-scarce area: 1, 2 The coordinates of	Photograph of farmstead extracted from the map: 1, 2 Photographs showing wind pump and the water-scarce area: 1, 2, 3 The coordinates of wind pump: 1,2	Photograph of farmstead extracted from the map: Identification of farmstead and explanation of the location. Photographs showing wind pump and the water-scarce area: Analysation of the situation and condition The coordinates of wind pump:

				pump: Multiple choice (2) Nucleated pattern of Nkululeko settlement in Burkly East: Long and short answers (11) Calculation of magnetic bearing (6)	wind pump: 1, 2 Nucleated pattern of Nkululeko settlement in Burkly East: 1,2 Calculation of magnetic bearing : 2	Nucleated pattern of Nkululeko settlement in Burkly East: 1, 2 Calculation of magnetic bearing : 2	Determination of the coordinates. Nucleated pattern of Nkululeko settlement in Burkly East: Type of settlement and explanation of the reasons why the settlement is nucleated. Calculation of magnetic bearing
2023	**Topic examined (✓)**	Settlement and Map Skills = 21	Overall mark = 21	Settlement and Map Skills = 21 The land use zone of Rustenburg: Short answers (3)	The land use zone of Rustenburg: 1 Land use zones: 1, 2	The land use zone of Rustenburg: 1 Land use zones: 1, 2	The land use zone of Rustenburg: description of the land use zone. Land use zones: Assigning land use

				Land use zones: Matching land use zones (6) Characteristics of a Central Place: Multiple choice (6) Distance: Calculation (2) Magnetic bearing: Calculation (4)	Characteristics of a Central Place: 1 Distance: 2 Magnetic bearing: 2	Characteristics of a Central Place: 1 Distance: 2 Magnetic bearing: 2	zones to the suitable different areas Characteristics of a Central Place: Comparison of the table with different characteristics of a Central place. Distance: Calculation. Magnetic bearing: Calculation.
2024	**Topic examined (✓)**	Settlement and Map Skills = 25	Overall mark = 25	Settlement and Map Skills = 25 The settlement of Grabouw: Multiple choice (5)	The settlement of Grabouw: 1	The settlement of Grabouw: 1	The settlement of Grabouw: Identification and classification of the settlement

				The land use zones: Matching the photograph with land use zones (8)	The land use zones: 1, 2	The land use zones: 1, 2	The land use zones: Identification of the land use zone.
				The Area extracted from Aerial photograph: Calculation (2)	The Area extracted from Aerial photograph: 1, 2	The Area extracted from Aerial photograph: 1, 2	The Area extracted from Aerial photograph: Calculation of the Area.
				Characteristics of Urban decline: Short and long answers (6)	Characteristics of Urban decline: 1	Characteristics of Urban decline: 1	Characteristics of Urban decline: Comparison and explanation of why there was facadism.
				Sustaining the Khoisan community in Grabouw: Long answers (4)	Sustaining Khoisan community in Grabouw: 1,2,3	Sustaining the Khoisan community in Grabouw: 1, 2, 3	Sustaining Khoisan community in Grabouw: Comparison of both advantages and the

							disadvantages of Khoisan community location.

Table 3.4.5 presents a comparative overview of the Settlement and Map Skills topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.4.5 have contributed to the predictability of the IEB Geography Paper 2 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that Settlement and Map Skills were examined annually from 2022 to 2024, showing a frequency of 3/3 years. This consistent appearance suggests a high likelihood that the topic will always feature in the final NSC examination. Although annual inclusion alone does not necessarily create unacceptable predictability because this topic is compulsory in Paper 2, its consistent presence may lead candidates to expect it each year. However, the internal variation within the topic (e.g., different subtopics such as land-use zones, magnetic bearing, settlement patterns, farmstead interpretation, urban decline, and community sustainability) suggests that while the topic itself is predictable, the focus areas within it vary moderately. To avoid unacceptable predictability, the assessment body should continue to rotate subtopics and ensure that less-assessed areas within Settlement and Map Skills occasionally appear. If the consistency is considered acceptable, the current approach should be maintained by ensuring the topic continues to appear annually, with deliberate variation in subtopic selection.

b. Content coverage

The findings indicate that different subtopics were tested across the three years, with some appearing more frequently than others. Subtopics such as land-use zones, settlement patterns, and map calculations (distance, area, and magnetic bearing) appeared in multiple years, indicating moderate repetition. In contrast, topics such as urban decline, Khoisan community sustainability, and farmstead interpretation appeared only once each year. This indicates that while core skills (calculations and land-use interpretation) appear frequently, contextual or applied subtopics vary substantially. The repetition of map-calculation components suggests a semi-predictable pattern because these skills are fundamental and traditionally assessed annually; however, the varied socio-geographical contexts help reduce predictability. Overall, the topic shows moderate predictability: core map-skills repeat, while settlement-related subtopics rotate. To reduce unacceptable predictability, the assessment body should widen the cycle of settlement-based subtopics, including those not observed (e.g., rural-urban migration, hierarchy of settlements). If the current content balance is acceptable, the examination body should continue to mix recurring technical skills with varied settlement scenarios.

c. Weighting of the topic

The analysis indicates that the mark allocation for the topic fluctuated slightly across the three years: 28 marks in 2022, 21 marks in 2023, and 25 marks in 2024. This fluctuation indicates that the weighting is not fixed but relatively stable, with differences of only a few marks. This moderate variation suggests the topic is consistently prioritised but not rigidly standardised, so predictability is moderate but not excessive. Since the topic forms part of the compulsory map-work component, some predictability in weighting is expected. To avoid unacceptable predictability, examiners could vary the distribution of marks among subtopics more intentionally (e.g., shifting more weight to visual interpretation or reducing the emphasis on repeated calculations). If this variation is already acceptable, the assessment body should maintain flexibility in mark allocations while ensuring the topic continues receiving fair weighting.

d. Variation in item types

The evaluation indicates that a wide range of item types were used across the three years, including MCQs, short-answer, long-answer, matching items, calculations, and photograph/aerial-photo interpretation. Although the general mix of item types recurs each year, the specific combinations and contexts vary. For example, in 2022, map-based photographic interpretation and magnetic-bearing calculations dominated; in 2023, matching land-use zones and characteristics of a central place (MCQs) were emphasised; and in 2024, the focus shifted more toward urban issues, sustainability, and photographic matching. Mark allocation across similar item types varies moderately; for example, calculations ranged from 2 to 6 marks depending on the year, while MCQs ranged from 1 to 6 marks. Difficulty levels also oscillate: MCQs and short answers tended to assess lower to moderate difficulty (L1–L2), whereas long explanations (e.g., nucleated settlements, urban decline) demanded higher-order thinking (L2–L3).

Cognitive levels varied but consistently included knowledge, application, and analysis. Overall, predictability is moderate but acceptable; examiners consistently use calculations, interpretations, and explanations, but the exact distribution shifts annually. If this pattern becomes too predictable, the assessment body should widen the item-type variety by incorporating diagrams to complete, graph interpretation, or scenario-based extended responses. If the variation is acceptable, the current diversity should be maintained.

e. Topic and skill pairing

The findings show that core skills such as interpretation, calculation, analysis, identification, and explanation recurred across all three years. Repetition is most evident in calculation-related skills (distance, area, magnetic bearing) and interpretation/identification skills (land-use zones, settlement type, features on photographs). Analytical and explanatory skills appear to vary more, depending on the socio-economic context selected for that year. There is thus partial repetition in skill-to-subtopic pairing; calculations are

consistently paired with map-based tasks, and interpretation is consistently paired with settlement-based items. Since these pairings are fundamental to the curriculum, some predictability is expected; however, the contextual variety and differing cognitive demands reduce overall predictability.

Overall, skill demands are moderately predictable but remain acceptable because application contexts vary. If unacceptable predictability is detected (e.g., calculation skills are always tested in the same format), examiners should diversify by assessing calculation skills through multi-step problems or by integrating them with interpretation. If the predictability is considered acceptable, the exam body should continue to ensure a balanced spread of skills.

f. Scenario framing of items for a topic

The observed patterns indicate that a variety of scenarios and real-life contexts were used to assess the topic from 2022 to 2024. These include a farmstead photograph, a wind pump and a water-scarce region, Rustenburg land-use zones, the Grabouw settlement, aerial photographs, urban decline, and Khoisan community sustainability. The scenarios varied widely in geographical location, socio-environmental context, and type of visual stimulus. This indicates strong variation across years, particularly in settlement-based subtopics. Over the three years, the contextual framing has been minimally predictable, as each examination uses a different case study or region. The predictable element is only the use of a real-world scenario or visual stimulus, not the specific scenario itself. This level of variation is desirable. If unacceptable predictability emerges (such as repeated use of similar rural settlement images), examiners should rotate between rural, urban, coastal, industrial, and peri-urban contexts. If this variation is considered acceptable, the assessment body should continue incorporating diverse geographical areas and socio-economic contexts each year.

Summary of findings and recommendations for the IEB Geography Settlement and Map Skills topic

Table 3.4.6 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.4.6: Summary of Findings and Recommendations on the Predictability of the 2022–2024 IEB Geography Settlement and Map Skills Topic Paper 2

Identified unacceptable predictability in topic coverage
Settlement and Map Skills appeared annually from 2022 to 2024, occurring three times. This consistent appearance suggests a high likelihood that the topic will always feature in the final NSC examination. Although annual inclusion alone does not necessarily create unacceptable predictability because this topic is compulsory in Paper 2, its consistent presence may lead candidates to expect it each year. However, the internal variation within the topic (e.g., different subtopics such as land-use zones, magnetic bearing, settlement patterns, farmstead interpretation, urban decline, and community sustainability) suggests that while the topic itself is predictable, the focus areas within it vary moderately.
Recommendations to avoid unacceptable predictability on topic coverage
To avoid unacceptable predictability, the assessment body should continue to rotate subtopics and ensure that less-assessed areas within Settlement and Map Skills occasionally appear. If the consistency is considered acceptable, the current approach should be maintained by ensuring the topic continues to appear annually, with deliberate variation in subtopic selection.
Identified unacceptable predictability in content coverage
Topics such as urban decline, Khoisan community sustainability, and farmstead interpretation appeared only once each year. This indicates that while core skills (calculations and land-use interpretation) appear frequently, contextual or applied subtopics

vary substantially. The repetition of map-calculation components suggests a semi-predictable pattern because these skills are fundamental and traditionally assessed annually; however, the varied socio-geographical contexts help reduce predictability.
Recommendations to avoid predictable content coverage
The assessment body should widen the cycle of settlement-based subtopics, including those not observed (e.g., rural-urban migration, hierarchy of settlements).
Identified unacceptable predictability in topic weighting
No predictability was identified; the analysis shows that mark allocation for the topic fluctuated slightly across the three years: 28 marks in 2022, 21 marks in 2023, and 25 marks in 2024. This fluctuation indicates that the weighting is not fixed but unstable,
Recommendations to avoid unacceptable predictability in topic weighting
Examiners could vary the distribution of marks among subtopics more intentionally.
Identified unacceptable predictability on item types
No predictability was identified; the specific combinations and contexts vary. For example, in 2022, map-based photographic interpretation and magnetic-bearing calculations were dominant; in 2023, matching land-use zones and characteristics of a central place (MCQs) were emphasised; and in 2024, there was a stronger focus on urban issues, sustainability, and photographic matching. Mark allocation across similar item types varies.
Recommendations to avoid unacceptable predictability on item types
The assessment body should broaden the variety of item types by incorporating diagrams to complete, graph interpretation, or scenario-based extended responses.
Identified unacceptable predictability on topic–skill pairing
No unacceptable predictability was identified; analytical and explanatory skills appear more variably, depending on the socio-economic context selected for that year. There is thus partial repetition in skill-to-subtopic pairing: calculations are consistently

paired with map-based tasks, and interpretation is consistently paired with settlement-based items. Since these pairings are fundamental to the curriculum, some predictability is expected; however, the contextual variety and differing cognitive demands reduce overall predictability.
Recommendations to avoid unacceptable predictability through topic–skill pairing
Examiners should diversify by assessing calculations through multi-step problems or integrating them with interpretation.
Identified unacceptable predictability in the scenario framing of items
No unacceptable predictability was identified in the item-level scenario framing; a variety of scenarios and real-life contexts were used to assess the topic from 2022 to 2024. These include a farmstead photograph, a wind pump and a water-scarce region, Rustenburg land-use zones, the Grabouw settlement, aerial photographs, urban decline, and Khoisan community sustainability. The scenarios vary widely in geographical location, socio-environmental context, and type of visual stimulus.
Recommendations to avoid unacceptable predictability in scenario framing of items
The assessment body should continue incorporating diverse geographical areas and socio-economic contexts each year.

Table 3.4.7 below summarises the analysis conducted to assess the predictability of the Economy Map Skills topic for IEB Geography Paper 2 examinations from 2022 to 2024.

Table 3.4.7: Findings on the Predictability of the Economy Map Skills for the IEB Geography Paper 2 Examinations from 2022–2024

Topic: Economy Map Skills							
Year	**Topic examined (✓) or not**	**Content area/subtopics covered,**	**Overall weighting of the topic in marks**	**Item type/types (e.g., MCQ, essays, short answers, table, etc.) and marks**	**Level of difficulty per item type used to**	**Cognitive level per item type used to examine the subtopic**	**Skill assessed per subtopic**

	examined (X)	**including mark allocation**		**allocated per content area/subtopic**	**examine the subtopic**		
2022	**Topic examined (✓)**	Economy Map Skills and GIS = 29	Overall mark = 29	Economy Map Skills and GIS = 29 Fact file about tourism in Barkly East: Short answers (4) Generation of GIS: (14) short and long answers	Fact file about the Tourism in Barkly East: 1 Generation of GIS: 1, 2 Average gradient from	Fact file about the Tourism in Barkly East: 1 Generation of GIS: 2 Average gradient from the Tierkrans: 2	Fact file about the Tourism in Barkly East: Choose the correct economic sector Generation of GIS: Complete the geoprocessing technique to present layer data. Average gradient from the Tierkrans:

				Average gradient from the Tierkrans: Calculation (4) Barkly East: Create a simple webpage (7)	the Tierkrans: 1, 2 Barkly East: 1, 2	Barkly East: 2, 3	Calculate gradient. Barkly East: Creating a simple webpage
2023	**Topic examined (✓)**	Economy Map Skills = 22	Overall mark = 22	Economy Map Skills = 22 Fact file regarding the economy of Rustenburg: Calculations of Chicken coop area (4) Types of farming: Multiple choice (6) short answers Samancor Chrome open-cast mine:	Fact file regarding the economy of Rustenburg: Chicken coop area: 2 Types of farming: 1, 2 Samancor Chrome	Fact file regarding the economy of Rustenburg: Chicken coop area: 2 Types of farming: 1	Fact file regarding the economy of Rustenburg: Chicken coop area: Calculations of Chicken coop area. Types of farming: Choose the appropriate term to suit the statement. Samancor Chrome open-

				Short and long answers (12)	open-cast mine: 1, 2	Samancor Chrome open- cast mine: 2, 3	cast mine: explanation of situational factors in the establishment of the mine and description of the impact that the open-cast mine would have on the Hex River. Discuss the beneficiaries of the chrome mine.
2024	**Topic examined (✓)**	Economy Map Skills = 25	Overall mark = 25	Economy Map Skills = 25 The Map sketch of farming: Short and long answers, multiple choice, and	Economy Map Skills = 25 The Map sketch of farming: 1, 2, 3	The Map sketch of farming: 1, 2, 3	The Map sketch of farming: Description of the process regarding the high population growth, the

				completing the table (25)			identification of the factors why the economy of the place was high, explanation of the data querying obtained from population statistics and completing the table regarding the climatic graph

Table 3.4.7 presents a comparative overview of the Economy Map Skills topic across the three-year period. The analysis, presented in Sections a to f, evaluates whether the components reflected in Table 3.4.7 have contributed to the predictability of the IEB Geography Paper 2 final examination from 2022 to 2024.

a. Topic coverage

The findings indicate that the Economy Map Skills topic was examined annually from 2022 to 2024, giving it a frequency of 3 out of 3 years. This uninterrupted inclusion suggests a high degree of predictability, as candidates and teachers can reasonably assume the topic will appear in the final examination. However, this aligns with CAPS expectations, as the Economy & GIS components fall within the compulsory map-work section of the NSC. The pattern therefore shows acceptable predictability at the topic level, although internal variation remains necessary. To avoid unacceptable predictability, the assessment body should continue including the topic each year but rotate focus areas and map-based economic contexts. If this frequency is acceptable, the examination body should maintain annual inclusion while ensuring subtopics within the broader theme remain varied.

b. Content coverage

The findings indicate that the content areas assessed within Economy Map Skills varied considerably across the three years. In 2022, the assessment included tourism fact files, GIS generation, average gradient calculations, and webpage creation. In 2023, the subtopics included economic fact files, types of farming, and open-cast mining. In 2024, all content was consolidated into a single integrated map-sketch scenario covering farming, population data, climatic interpretation, and economic factors. The only subtopic repeated across years is economic fact files, which appear in 2022 and 2023, though in different contexts. This limited repetition indicates low-to-moderate predictability, as subtopics shift significantly each year. The pattern suggests intentional variation by examiners. If unacceptable predictability emerges (such as repeated focus on the same economic sectors), the assessment body should broaden the cycle of economic themes (e.g., fishing, forestry, manufacturing, services). If predictability remains at an acceptable level, they should maintain this variation while ensuring that all CAPS-aligned economic map-work themes appear periodically.

c. Weighting of the topic

The analysis indicates that the mark allocation for Economy Map Skills fluctuated slightly across the three years: 29 marks in 2022, 22 marks in 2023, and 25 marks in 2024. This reflects mild variation rather than a strict pattern. The mark allocation decreases in 2023 and increases again in 2024, suggesting that while the topic remains important, its exact weighting is not fixed. This variation suggests moderate predictability, but it remains acceptable because the total marks stay within a reasonable range. To avoid unacceptable predictability, the assessment body should continue varying the internal distribution of marks across GIS, calculations, and economic interpretation. If the current pattern is deemed acceptable, examiners should maintain flexible weighting while ensuring CAPS compliance and a balanced representation of economy-related skills.

d. Variation in item types

The evaluation indicates substantial variation in item types used between 2022 and 2024. In 2022, the assessment included short- and long-answer questions, calculations, GIS tasks, and a webpage-creation task, demonstrating a high degree of diversity. In 2023, the exam included calculations, MCQs, and short- and long-answer questions, with a strong emphasis on mining and farming economics. In 2024, the entire section consisted of an integrated scenario assessed through MCQs, short- and long-answer questions, table completion, and elements of graph interpretation. Mark allocation for similar item types varied each year; for example, calculations ranged from 4 marks (2022 and 2023) to multi-step integration within a 25-mark scenario (2024). Difficulty levels also changed: MCQs generally remained low in difficulty, while analysis-based long answers (e.g., mining impacts or population-driven economic processes) ranged from moderate to high difficulty (L2–L3). Likewise, the cognitive levels varied annually, with consistent inclusion of knowledge recall (L1), application and interpretation (L2), and analysis (L3), though in different proportions each year. Overall, the assessment shows low-to-moderate predictability; while certain types (MCQs, calculations, short answers) appear each year, their distribution, weighting, and context shift considerably. To avoid unacceptable predictability, examiners could incorporate item types that have not been used yet, such as completing or interpreting GIS screenshots, drawing simple choropleths, or using flow diagrams.

If the observed variation is acceptable, the assessment body should maintain a balanced mix of calculations, GIS tasks, interpretation items, and applied scenarios.

e. Topic and skill pairing

The findings provide evidence that a range of skills, including interpretation, calculation, analysis, explanation, GIS manipulation, and economic reasoning, were used across the three years. Some skills indicate repetition, such as calculations (gradient, area, data extraction) and interpretation (economic factors, situational factors, map-based patterns). Other skills, such as webpage creation (2022) and population-based economic explanation (2024), show deliberate variation. Some repetition remains, particularly in calculations and economic interpretation, but the overall skill mix varies significantly from year to year. As a result, the topic's skill demands are moderately predictable but not overly repetitive. To avoid unacceptable predictability, examiners should rotate between more advanced GIS-related skills and broader economic reasoning tasks. If this pattern is acceptable, the examination body should maintain the variety while ensuring that core GIS and map-economic skills remain consistently assessed.

f. Scenario framing of items for a topic

The observed patterns indicate that the scenarios used to frame Economy Map Skills have varied considerably between 2022 and 2024. In 2022, the context centred on tourism, GIS layers, and physical geography (Tierkrans gradient). In 2023, the examination shifted to farming economics and mining (Samancor Chrome mine). In 2024, the entire section focused on a single integrated farming-and-population-growth map-sketch scenario, including climatic and economic reasoning. The considerable shifts in context over the years indicate strong variation and, therefore, low predictability in scenario framing. The only repeated element is the general use of rural economic settings, but the specific industries and geographic situations differ widely. Thus, contextual framing is minimally predictable, which is desirable as it prevents rote preparation and encourages conceptual understanding. If unacceptable predictability emerges, examiners should broaden scenarios to include manufacturing, service industries, informal

economies, or tourism maps in different provinces. If the current level of variation is considered acceptable, the examination body should maintain this diversity of real-life contexts and map-based economic scenarios.

Summary of findings and recommendations for the IEB Geography Economy Map Skills topic

Table 3.4.8 below summarises identified patterns of predictability across key components of question paper design, along with corresponding recommendations to reduce predictability and strategies to maintain effective assessment practices without compromising variability.

Table 3.4.8: Summary of Findings and Recommendations on the Predictability of the 2022–2024 IEB Geography Economy Map Skills Topic Paper 2

Identified unacceptable predictability in topic coverage
The Economy Map Skills topic was examined annually from 2022 to 2024, giving it a frequency of 3 out of 3 years. This uninterrupted inclusion suggests a high degree of predictability, because candidates and teachers can reasonably assume that the topic will always appear in the final examination. However, this is aligned with the CAPS expectations
Recommendations to avoid unacceptable predictability on topic coverage
The examination body should maintain the annual inclusion while ensuring that subtopics within the broader theme remain varied.
Identified unacceptable predictability in content coverage
The content areas assessed within Economy Map Skills varied considerably across the three years. In 2022, the assessment included tourism fact files, GIS generation, average gradient calculations, and webpage creation. In 2023, the subtopics included economic fact files, types of farming, and open-cast mining. In 2024, all content was consolidated into a single integrated map-sketch scenario covering farming, population data, climatic interpretation, and economic factors.
Recommendations to avoid predictable content coverage

The assessment body should broaden the cycle of economic themes (e.g., fishing, forestry, manufacturing, services). If predictability remains at an acceptable level, they should maintain this variation while ensuring that all CAPS-aligned economic map-work themes appear periodically.
Identified unacceptable predictability in topic weighting
No predictability was observed; the mark allocation for Economy Map Skills slightly fluctuated across the three years: 29 marks in 2022, 22 marks in 2023, and 25 marks in 2024.
Recommendations to avoid unacceptable predictability in topic weighting
The assessment body should continue varying the internal distribution of marks across GIS, calculations, and economic interpretation. If the current pattern is deemed acceptable, examiners should maintain flexible weighting while ensuring CAPS compliance and a balanced representation of economy-related skills.
Identified unacceptable predictability on item types
No predictability was observed across item types; the evaluation indicates substantial variation in the item types used between 2022 and 2024. In 2022, the assessment included short- and long-answer questions, calculations, GIS tasks, and a webpage-creation task, demonstrating a high degree of diversity. In 2023, the exam included calculations, MCQs, short-answer questions, and long-answer questions, with a strong emphasis on mining and farming economics. In 2024, the entire section consisted of an integrated scenario assessed through MCQs, short- and long-answer questions, table completion, and elements of graph interpretation.
Recommendations to avoid unacceptable predictability on item types
Examiners could incorporate item types that have not yet been used, such as completing or interpreting GIS screenshots, drawing simple choropleths, or using flow diagrams.
Identified unacceptable predictability on topic–skill pairing

No unacceptable predictability was observed on topic–skill pairing; a range of skills interpretation, calculation, analysis, explanation, GIS manipulation, and economic reasoning were used across the three years. Some skills indicate repetition, such as calculations (gradient, area, data extraction) and interpretation (economic factors, situational factors, map-based patterns). Other skills, such as webpage creation (2022) and population-based economic explanation (2024), show deliberate variation.
Recommendations to avoid unacceptable predictability through topic–skill pairing
Examiners should rotate between more advanced GIS-related skills and broader economic reasoning tasks.
Identified unacceptable predictability in the scenario framing of items
No predictability was observed in the scenario framing of items; the scenarios used to frame Economy Map Skills have varied considerably between 2022 and 2024. In 2022, the context centred on tourism, GIS layers, and physical geography (Tierkrans gradient). In 2023, the examination shifted to farming economics and mining (Samancor Chrome mine). In 2024, the entire section focused on a single integrated farming-and-population-growth map-sketch scenario, including climatic and economic reasoning.
Recommendations to avoid unacceptable predictability in scenario framing of items.
If the current level of variation is considered acceptable, the examination body should maintain this diversity of real-life contexts and map-based economic scenarios.

Conclusions

Based on the evaluation of the 2022 to 2024 IEB Geography Paper 2 final examinations, the question papers do not demonstrate an unacceptable level of predictability. While certain structural elements remain consistent across the three-year cycle, this consistency is a curriculum requirement rather than an assessment flaw. CAPS mandates the annual appearance of fixed topics such as

Geographical Skills and Techniques, Climate and Weather, and Geomorphology. Therefore, the repeated presence of these topics reflects policy-driven stability rather than problematic predictability.

Within the mandated topics, however, the content focus shifts significantly each year, preventing candidates from relying on memorising specific events; each examination presents its own maps, and questions shift among different case studies. These variations ensure that the papers do not recycle identical content.

Additionally, item types, required skills, and scenario framing vary meaningfully from year to year. Even though the format remains similar, the nature of questions such as explanation, discussion, comparison, paragraph writing, and higher-order evaluation changes in response to the selected sources. The distribution of cognitive levels also remains aligned with their SAG, with no evidence of repeated cognitive patterns that could contribute to predictability.

Overall, the structural consistency of the papers supports fairness and alignment with national standards, while the variations in content and skills prevent predictability. Therefore, the findings indicate that Geography, based on an analysis of Paper 2 from 2022 to 2024, does not exhibit an unacceptable level of predictability. Instead, it maintains a balanced and valid assessment structure that is both curriculum-compliant and pedagogically sound.

PART IV: DISCUSSIONS, CONCLUSIONS, AND GENERAL RECOMMENDATIONS

Section 4: Discussions, Conclusions, and General Recommendations

Sections 3.1–3.4 presented the findings of the evaluation of each topic assessed in the DBE and IEB Geography NSC examination papers. These findings were derived from a systematic analysis of examination papers administered between 2022 and 2024 to identify patterns of predictability across the sampled subjects. Building on these findings, this chapter discusses the results in relation to the study's conceptual framework and broader principles of educational assessment. It also presents evidence-based recommendations informed by the observed trends and concludes by reflecting on the implications of the findings for assessment quality, validity, and future examination design.

4.1 Discussions

The evaluation of the 2022 to 2024 Geography final examination papers set by the DBE and the IEB indicates that perceived question predictability is primarily structural rather than substantive. Across both examining bodies and both papers, recurring thematic areas were identified. However, this recurrence aligns with CAPS requirements, which prescribe annual assessment of specific content areas.

In DBE Paper 1, the consistent inclusion of Geographical Skills and Techniques, Climate and Weather, and Geomorphology reflects adherence to national curriculum requirements. Similarly, DBE Paper 2 consistently assesses Geographical Skills and Techniques, Rural and Urban Settlements, and Economic Geography. This structural stability promotes comprehensive curriculum coverage and supports equity and comparability across learner cohorts. From an assessment perspective, such consistency contributes to content validity by ensuring that the examination systematically samples the prescribed knowledge domains.

Despite this structural continuity, the analysis reveals substantial variation in content emphasis, case study selection, cartographic resources, and contextual framing. Each examination incorporates different maps, datasets, visual stimuli, and real-world

examples, requiring candidates to apply geographical concepts in unfamiliar contexts. The rotation of case studies and contextual stimuli reduces the likelihood that rote memorisation or familiarity with previous examinations alone would be sufficient for success. This strengthens the validity of the assessment by requiring learners to demonstrate transferable geographical knowledge and skills.

Furthermore, the cognitive demand of the examinations remains aligned with CAPS cognitive weighting requirements. Although question formats such as explanation, comparison, paragraph writing, and evaluation recur across examination papers, their intellectual demands vary according to the source material, stimulus, and context in which they are presented. The analysis found no evidence of sufficiently consistent cognitive patterns that would enable candidates to predict both the content and the depth or complexity of future questions. This variability limits the effectiveness of mechanical examination preparation strategies based solely on previous papers.

A similar pattern is evident in the IEB examinations. Paper 1 consistently assesses core physical geography components and geographical skills, while Paper 2 focuses on prescribed thematic areas in accordance with CAPS and the IEB SAGs. As with the DBE examinations, this structural consistency appears to be curriculum- and policy-driven rather than indicative of compromised assessment integrity. Variation in stimulus material, interpretative tasks, case studies, and evaluative requirements ensures candidates apply knowledge, interpret geographical information, and engage in higher-order thinking.

Across both examining bodies, the relationship between structural consistency and contextual variation reflects sound assessment design principles. Structural consistency supports curriculum alignment, fairness, comparability, and standardisation, while contextual and cognitive variation promotes authenticity, application, and appropriate intellectual challenge. The findings therefore suggest that what may superficially appear to be repetition is more accurately understood as deliberate curriculum alignment within a dynamic assessment framework.

4.2 Conclusions

The comparative analysis of DBE and IEB Geography Paper 1 and Paper 2 for the period 2022 to 2024 indicates that neither examining body demonstrates an unacceptable level of predictability in its final examinations. The observed structural consistencies, including the annual assessment of CAPS-mandated content, are necessary to ensure curriculum alignment, fairness, and standardisation across examinations.

Within this consistent framework, considerable variation was evident in content emphasis, case studies, cartographic resources, scenario framing, item structures, and levels of cognitive demand. This variation reduces the likelihood of direct question repetition and limits overreliance on rote memorisation. Both examining bodies also demonstrated appropriate cognitive weighting, with opportunities for learners to apply knowledge, interpret information, analyse geographical phenomena, and engage in higher-order thinking.

Overall, the findings suggest that the Geography examinations across the assessed period were balanced, valid, and pedagogically sound. The study therefore concludes that the DBE and IEB Geography examinations for 2022 to 2024 demonstrate a robust approach to assessment design, with no evidence of systematic predictability that would compromise their validity or integrity.

4.3 General Recommendations

The following recommendations are proposed:

- Both the DBE and IEB should continue to monitor the distribution of cognitive levels to ensure sustained alignment with CAPS and SAG guidelines. Periodic moderation reviews can further safeguard against unintended patterns in cognitive demand.
- Clearer communication to educators regarding the distinction between structural consistency and content predictability may help reduce misconceptions about examination repetition.

- Maintaining diverse geographic contexts, up-to-date datasets, and contemporary case studies will strengthen authenticity and ensure that examinations remain focused on the application of knowledge and skills.
- Examination designers should adopt multi-year rotation matrices to regulate the recurrence of subtopics, skills, item types, and scenario framings.
- Moderation processes at the assessment body level should include explicit cross-year comparisons to identify emerging patterns, particularly in subjects where upward trends in learner performance have raised concerns about predictability.
- The creation and expansion of item-type and scenario banks would help diversify question structures, reduce reliance on familiar templates, and mitigate unintentional patterning.
- Routine predictability audits, using the six analytical dimensions identified in the tables, should be implemented to support ongoing monitoring and prevent the emergence of unintended patterns.
- An independent longitudinal review, conducted, for example, every five years, could further validate the robustness of examination design and reinforce stakeholder confidence in the integrity of Geography assessment practices.