

Geography Paper Two November 2013 Examination Zimsec PDF

geography paper two november 2013 examination zimsec is a significant query for students and educators preparing for the Zimbabwe School Examinations Council (ZIMSEC) Geography Paper Two. This examination is part of the advanced level (A-Level) geography syllabus and assesses students' understanding of human and economic geography, as well as their ability to interpret geographical data and maps. In this article, we delve into the specifics of the November 2013 ZIMSEC Geography Paper Two, offering insights into the exam structure, key topics covered, and tips for effective preparation to boost your chances of success.

Overview of Geography Paper Two November 2013 ZIMSEC Examination

Understanding the context and layout of the November 2013 ZIMSEC Geography Paper Two is crucial for effective revision. This examination typically spans three hours and includes a combination of structured and unstructured questions designed to test a candidate's analytical skills, comprehension, and ability to interpret geographical information.

Exam Structure and Format

The November 2013 Geography Paper Two comprised several sections:

- **Section A:** Answering four out of five short-answer questions, each focusing on specific topics such as population, settlement, or economic activities.
- **Section B:** Answering two essay questions from a choice of four, requiring more detailed responses and critical analysis.
- **Map-based questions:** Interpreting and analyzing geographical maps, including topographical, climatic, and thematic maps.

This diverse question format aims to evaluate students' knowledge across different facets of geography and their ability to apply concepts practically.

Key Topics Covered in the November 2013 Examination

The exam tests a wide range of topics within human and economic geography. Understanding these core areas is vital for targeted revision.

Population and Settlement

This section examines:

- Population distribution and density
- Factors influencing population growth and decline
- Urbanization and urban problems
- Types of settlements and their functions

Economic Activities and Resources

Questions often focus on:

- Agriculture: types, problems, and modernization
- Mining and mineral resources in Zimbabwe
- Manufacturing industries and their distribution
- Services sector and tourism development

Transport and Communication

Candidates should be prepared to discuss:

- Transport networks and their importance
- Types of transport: road, rail, air, and waterways
- Communication infrastructure and its role in economic development

Geographical Skills and Map Interpretation

This involves:

- Reading and interpreting various types of maps
- Using map skills to analyze geographical features
- Drawing and annotating maps based on data

Tips for Preparing for Geography Paper Two November 2013 ZIMSEC Examination

Preparation strategies are key to excelling in this exam. Here are some expert tips tailored for the November 2013 geography paper:

Understand the Syllabus Thoroughly

- Review the official ZIMSEC syllabus to identify core topics.
- Focus on areas frequently tested, such as population dynamics, settlement patterns, and resource distribution.

Practice Past Papers and Marking Schemes

- Obtain and solve previous exam papers, including the November 2013 paper if available.
- Use marking schemes to understand how answers are graded.
- Practice under timed conditions to improve time management.

Develop Map Reading Skills

- Familiarize yourself with various map types and symbols.
- Practice interpreting different map features, including climatic, topographical, and thematic maps.
- Work on drawing accurate maps and annotations.

Master Data Interpretation and Analysis

- Practice analyzing graphs, charts, and tables related to population, economic activities, and other topics.
- Learn to draw conclusions and make recommendations based on data.

Write Clear and Concise Essays

- Structure essays logically with introduction, body, and conclusion.
- Support your arguments with relevant examples and case studies.
- Use geographical terminology accurately.

Additional Resources for Effective Revision

To enhance your preparation for the Geography Paper Two exam, consider utilizing the following resources:

- Textbooks aligned with the ZIMSEC syllabus
- Revision guides and notes specific to the November 2013 exam
- Online tutorials and geography forums
- Maps and atlases for practical map skills practice
- Study groups and teacher-guided revision sessions

Conclusion: Maximizing Success in Geography Paper Two November 2013 ZIMSEC

The November 2013 ZIMSEC Geography Paper Two provided a comprehensive assessment of students' understanding of human and economic geography. Success in this exam hinges on a solid grasp of core concepts, proficiency in map reading, and the ability to analyze and express ideas clearly. By reviewing past papers, practicing map and data interpretation, and structuring your answers effectively, you can significantly improve your performance. Remember, consistent revision and application of exam strategies are the keys to excelling in your geography examinations. Prepare well, stay focused, and approach the exam with confidence to achieve your best results.

Geography Paper Two November 2013 Examination ZIMSEC: An Expert Analysis

The Zimbabwe School Examinations Council (ZIMSEC) Geography Paper Two for November 2013 remains a significant marker in the academic landscape of geographical studies in Zimbabwe. As an essential component of the secondary school curriculum, this paper not only assesses students' understanding of geographical concepts but also their ability to interpret spatial data, analyze case studies, and apply theoretical knowledge to real-world scenarios. This article provides an in-depth review of the exam, dissecting its structure, the nature of questions posed, the skills tested, and offering expert insights into how students can approach and excel in such examinations.

Understanding the Structure of ZIMSEC Geography Paper Two November 2013

ZIMSEC Geography Paper Two is designed as a comprehensive assessment of students' ability to interpret geographical information through various formats, including map reading, data analysis, and essay writing. The November 2013 paper follows this structure closely, typically divided into three main sections:

- Section A: Map and Data Interpretation (Multiple-choice and Short-answer Questions)

- Section B: Structured Questions based on case studies and themes
- Section C: Extended Essay or Long-answer Questions

Each section tests specific competencies, from basic knowledge recall to higher-order analytical skills required to interpret complex geographical phenomena.

Section A: Map and Data Interpretation

This section is foundational, testing students' ability to read and analyze various types of geographical data. It often includes:

- Topographical maps: Requiring identification of features such as rivers, mountains, urban areas, and landforms.
- Aerial photographs: Asking students to interpret land use, settlement patterns, or environmental features.
- Statistical and graphical data: Charts, tables, and graphs related to population, rainfall, or economic activities.

Key skills evaluated include:

- Map reading and symbol recognition
- Scale interpretation
- Data analysis and comparison
- Basic calculations (e.g., distance, gradient)

Expert Tip: To excel, students should familiarize themselves with the common symbols and scales used in Zimbabwean topographical maps, especially those relevant to local geography like the Zimbabwean highlands, the Zambezi basin, and urban areas like Harare and Bulawayo.

Section B: Thematic and Case Study Questions

This section dives deeper into specific themes such as:

- Population and settlement patterns
- Agriculture and land use
- Environmental management and conservation
- Urbanization and infrastructure development
- Resource management (water, minerals, forests)

Students are expected to analyze case studies, often based on Zimbabwean or regional contexts, and answer questions that test their understanding of causes, effects, and possible solutions.

Typical question types include:

- Explaining reasons behind certain geographical phenomena (e.g., rapid urban growth in Harare)
- Discussing environmental challenges (e.g., deforestation in the Eastern Highlands)
- Describing management strategies (e.g., wildlife conservation efforts)

Expert Tip: Mastery of case study material is crucial. Students should keep abreast of current issues affecting Zimbabwe's geography, such as drought impacts, urban sprawl, or mineral resource exploitation.

Section C: Extended Essay/Long Answer Questions

This segment assesses students' ability to develop well-structured essays, demonstrating comprehensive understanding and critical thinking. Questions may ask students to:

- Analyze the impact of a specific geographical feature or process
- Propose solutions to a geographical problem
- Compare different regions or phenomena

Examples of potential questions:

- "Discuss the factors contributing to urban decline in Zimbabwe's secondary cities."
- "Evaluate the effectiveness of environmental conservation measures in Zimbabwe."

Expert Tip: Good essay responses are characterized by clear introductions, logically organized arguments, relevant examples, and concise conclusions. Students should practice structuring their essays for clarity and coherence.

Analyzing the November 2013 Exam: Content Focus and Trends

Analyzing the actual November 2013 paper reveals several trends and focal points that students and educators should note for future preparation.

Key Topics Covered

- Zimbabwe's Physical Environment: Emphasis on landforms such as the Great Dyke, the Zambezi River, and the Eastern Highlands.
- Climate and Vegetation: Focus on rainfall patterns, drought impacts, and vegetation zones.
- Population Dynamics: Urbanization trends, rural-urban migration, and demographic changes.
- Agricultural Systems: Subsistence and commercial farming, challenges faced, and land reform impacts.
- Urban and Regional Planning: Infrastructure development, settlement patterns, and challenges faced by cities like Harare and Masvingo.
- Environmental Concerns: Deforestation, soil erosion, and conservation strategies.

Expert Observation: The paper tends to favor Zimbabwe-specific case studies, encouraging students to relate theoretical knowledge to local contexts.

Question Types and Skills Tested

- Map-based questions: Often involve 4-6 mark questions requiring location identification, feature description, or simple analysis.
- Data-response questions: May include interpreting rainfall charts or population pyramids.
- Short-answer questions: Focused on explaining concepts or processes.
- Essay questions: Require critical analysis, evaluation, and synthesis of information.

Skill emphasis includes:

- Spatial awareness
- Data interpretation
- Critical thinking and problem-solving
- Use of geographical terminology

Preparing Effectively for ZIMSEC Geography Paper Two

Given the structure and content focus of the November 2013 examination, students aiming for excellence should adopt a holistic and strategic approach to preparation.

Master Map and Data Skills

- Practice with Zimbabwean topographical maps, aerial photographs, and statistical data.
- Memorize common symbols, scales, and features.
- Develop quick and accurate interpretation techniques.

Deepen Thematic Knowledge

- Study regional case studies thoroughly.
- Understand causes, effects, and possible solutions of key geographical issues.
- Keep updated on current environmental, social, and economic developments in Zimbabwe.

Develop Essay Writing Skills

- Practice structuring essays with clear introductions, body paragraphs, and conclusions.
- Use relevant examples from Zimbabwe.
- Improve time management to allocate sufficient time for longer questions.

Use Past Papers and Examiner Reports

- Regularly attempt past ZIMSEC papers, including November 2013.
- Analyze examiner reports to understand common pitfalls and expectations.
- Seek feedback from teachers or tutors to refine techniques.

Conclusion: Mastery Through Contextual Understanding

The November 2013 ZIMSEC Geography Paper Two exemplifies a balanced assessment designed to gauge students' comprehensive understanding of Zimbabwean geography. It challenges them to apply theoretical knowledge to practical, real-world scenarios, interpret various data formats, and articulate well-structured arguments.

Success in this examination hinges on consistent preparation, familiarity with local geographical features, and the ability to analyze and evaluate issues critically. For educators and students alike, the key lies in integrating classroom learning with current regional developments, cultivating a deep understanding of Zimbabwe's physical and human geography.

Ultimately, excelling in such exams not only reflects academic competence but also equips students with valuable spatial awareness and problem-solving skills relevant to Zimbabwe's ongoing developmental challenges and opportunities.

Question What were the main topics covered in the ZIMSEC Geography Paper Two November 2013 examination? The exam primarily focused on physical geography (such as landforms, climate, and drainage), economic geography (including agriculture, industry, and resource distribution), and human geography (population, urbanization, and settlement patterns).

How did the November 2013 Geography Paper Two exam assess candidates' understanding of map reading and interpretation? Candidates were required to interpret topographical and thematic maps, analyze features such as contours, gradients, and symbols, and answer questions related to map sketches, location identification, and spatial relationships. What specific questions in the November 2013 exam tested candidates' knowledge of Zimbabwe's physical features? Questions asked candidates to identify and describe major landforms like the Great Zimbabwe Ruins, the Zambezi River, and the Eastern Highlands, as well as to explain the formation and significance of these features. Were there questions related to environmental issues in the November 2013 Geography Paper Two exam? Yes, candidates were asked to discuss environmental challenges such as deforestation, soil erosion, and climate change impacts in Zimbabwe, including possible solutions and sustainable practices. How did the November 2013 Geography Paper Two exam evaluate candidates' understanding of economic activities in Zimbabwe? The exam included questions on agriculture, mining, manufacturing industries, and tourism, requiring candidates to analyze their distribution, importance, and the factors influencing these economic activities.

Related keywords: Zimbabwe Geography Paper 2 November 2013, Zimsec Geography Exam 2013, Geography Paper 2 Zimbabwe November 2013, Zimsec Geography November 2013, Zimbabwe Geography Exam November 2013, Geography Paper 2 Zimsec 2013, Zimsec November Geography Exam, Zimbabwe Geography Paper 2 2013, Zimsec Geography November Exam, Zimbabwe Geography Paper 2 Questions

Somaliland Examination Board 2013

Somaliland Examination Board 2013

The Somaliland Examination Board 2013 was a significant milestone in the educational landscape of Somaliland, marking a period of academic assessment, curriculum development, and educational reform. As the primary authority responsible for overseeing secondary education examinations in Somaliland, the board's activities in 2013 reflect its commitment to ensuring quality education, standardized assessment procedures, and the preparation of students for future academic and professional pursuits. This comprehensive overview explores the key aspects of the Somaliland Examination Board 2013, including its structure, examination processes, challenges faced, achievements, and the impact on Somaliland's education system.

Overview of the Somaliland Examination Board

Establishment and Mandate

The Somaliland Examination Board was established to administer public examinations at various levels of secondary education, including the Somaliland Certificate of Secondary Education (SCSE). Its primary mandate is to:

- Develop and implement examination policies and standards
- Design and evaluate examination papers
- Ensure fairness, transparency, and integrity in the examination process
- Provide accurate and timely assessment results to students and stakeholders

Organizational Structure

The board operates under a structured hierarchy to effectively manage its responsibilities:

- Board of Directors: Provides strategic oversight and policy guidance
- Examination Department: Handles exam design, administration, and grading
- Research and Development Unit: Focuses on curriculum alignment and assessment innovations
- Administrative Staff: Manages logistics, communication, and support services

Key Activities of the Somaliland Examination Board in 2013

Examination Preparation and Curriculum Alignment

In 2013, the board concentrated on refining the examination content to better align with the national curriculum and educational goals. Efforts included:

- Updating question banks to reflect current academic standards
- Training examiners and teachers on grading and assessment criteria
- Implementing new assessment methodologies to improve evaluation accuracy

Examination Administration

The 2013 examination cycle involved meticulous planning and execution:

- Registration of candidates across Somaliland's regions
- Distribution of examination papers to designated centers
- Supervision of exams by trained invigilators to ensure integrity
- Collection and secure transportation of answer scripts for grading

Grading and Results Processing

Post-examination, the board focused on:

- Carefully grading answer scripts based on standardized rubrics
- Implementing quality checks to prevent errors
- Calculating and compiling results for each candidate and school
- Preparing official transcripts and certificates for successful students

Results Announcement and Certification

In 2013, the Somaliland Examination Board adopted efficient communication channels:

- Publishing results on official websites and local media outlets
- Distributing certificates to students through schools
- Providing feedback sessions for educators and stakeholders

Challenges Faced by the Somaliland Examination Board in 2013

Despite its achievements, the board encountered several challenges:

- Logistical Constraints: Difficulties in distributing examination materials across remote regions
- Resource Limitations: Insufficient funding to upgrade examination infrastructure
- Security Concerns: Ensuring exam security in conflict-prone areas
- Capacity Building: Need for continuous training of examiners and invigilators
- Technological Gaps: Limited use of digital tools for exam management and result dissemination

Achievements and Impact of the 2013 Examination Cycle

Enhanced Examination Standards

The 2013 cycle marked a move toward more rigorous assessment standards, which contributed to:

- Higher credibility of examination results
- Improved student preparedness for higher education
- Increased trust among parents and educators in the examination system

Curriculum and Assessment Improvements

The board's focus on aligning exams with the curriculum helped:

- Identify areas where teaching methods needed enhancement
- Guide curriculum developers to focus on core competencies
- Encourage schools to adopt better teaching and learning strategies

Strengthening Institutional Capacity

Through training sessions and workshops, the board enhanced the skills of personnel involved in examination processes, leading to:

- More consistent grading practices
- Reduced examination malpractice
- Better data management and reporting systems

Future Outlook and Recommendations

Building on the successes and lessons of 2013, several recommendations can be made to further strengthen Somaliland's examination system:

- Invest in technological infrastructure to automate exam management processes
- Enhance security measures to prevent cheating and fraud
- Increase capacity-building programs for examiners and invigilators
- Expand outreach to rural and underserved regions to ensure equitable access
- Develop continuous feedback mechanisms from stakeholders to refine examination policies

Conclusion

The Somaliland Examination Board 2013 played a pivotal role in shaping the educational assessment landscape of Somaliland. Its efforts in standardizing exams, improving quality control, and fostering transparency contributed significantly to elevating the credibility of Somaliland's secondary education system. While challenges persisted, the achievements of 2013 laid a solid foundation for future reforms and innovations. Continued commitment to capacity building, technological integration, and stakeholder engagement will be crucial in advancing Somaliland's educational objectives and ensuring that its students are well-prepared for the demands of the modern world.

Somaliland Examination Board 2013: A Comprehensive Overview of the Year's Academic Milestones and Challenges

Introduction

Somaliland Examination Board 2013 marked a significant chapter in the region's educational history, reflecting both the strides made in academic assessment and the ongoing challenges faced by Somaliland's educational institutions. As the autonomous region continued to develop its educational infrastructure and uphold its commitment to quality education, the 2013 examination cycle provided insights into the effectiveness of reforms, the preparedness of students, and the overall progress of the nation's examination system. This article explores the key aspects of the Somaliland Examination Board's activities in 2013, examining its structure, examination processes, outcomes, and the broader implications for Somaliland's educational development.

The Role and Structure of the Somaliland Examination Board

Establishment and Mandate

The Somaliland Examination Board, established as a pivotal institution overseeing secondary school assessments, operates under the Ministry of Education and Higher Education. Its primary mandate is to organize, administer, and grade national examinations for secondary school students, ensuring standardization, fairness, and transparency across Somaliland's diverse educational institutions.

By 2013, the Board had evolved into a semi-autonomous body with a clear focus on improving assessment standards, introducing innovative examination methods, and aligning with international best practices. Its responsibilities include setting exam syllabi, preparing question papers, coordinating logistics, and overseeing grading processes.

Organizational Structure

The Board's organizational framework is designed to facilitate efficient examination management:

- Executive Committee: Responsible for policy formulation, strategic planning, and oversight.
- Examinations Department: Handles question paper preparation, printing, and distribution.
- Administration and Logistics Unit: Manages logistics, security, and logistical arrangements.
- Grading and Results Department: Oversees marking, standardization, and publication of results.
- Quality Assurance and Monitoring: Ensures adherence to standards and monitors exam integrity.

This structure aimed to streamline operations, minimize irregularities, and boost stakeholder confidence in the examination process.

The 2013 Examination Cycle: Key Features and Innovations

Exam Subjects and Structure

In 2013, the Somaliland Examination Board administered assessments across core disciplines, including:

- Mathematics
- Sciences (Physics, Chemistry, Biology)
- Languages (Somali, English, Arabic)
- Social Studies (History, Geography)
- Religious Studies

The exams were structured into multiple-choice questions, essay questions, practical assessments (for sciences), and oral examinations (particularly for languages). This multidimensional approach aimed to evaluate students' knowledge comprehensively.

Syllabi and Curriculum Alignment

A notable feature of the 2013 exams was the emphasis on curriculum alignment. The Board collaborated with curriculum developers to ensure exam content reflected current syllabi, which had undergone revisions to incorporate contemporary topics and pedagogical approaches. This alignment aimed to:

- Enhance students' readiness for higher education and employment.
- Ensure fairness across different schools and regions.
- Promote curriculum reforms initiated in the preceding years.

Security Measures and Integrity

Given concerns about exam malpractice, the Board implemented stringent security protocols in 2013:

- Sealed question papers transported under tight security.
- Examination centers monitored by trained invigilators.

- Randomized seating arrangements to prevent collusion.
- Use of secure examination centers with minimal external interference.

These measures were critical in safeguarding the credibility of the results.

Student Performance and Results in 2013

Overall Performance Trends

The 2013 results revealed a mixed picture:

- Pass Rates: Approximately 70% of candidates passed their exams, marking a slight increase from previous years.
- Top Performers: Certain regions and schools showed remarkable performance, reflecting the success of targeted educational interventions.
- Subject-wise Performance: Students generally excelled in languages but faced challenges in sciences, highlighting areas for curriculum enhancement.

Regional Disparities

Data indicated disparities between urban and rural regions:

- Urban centers, such as Hargeisa, exhibited higher pass rates and better exam preparedness.
- Rural areas faced infrastructural challenges, affecting exam administration and student performance.

Gender Differences

Analysis pointed to gender disparities, with female students performing slightly better in language subjects but lagging in sciences. These trends underscored the need for gender-sensitive educational policies.

Challenges Faced by the Somaliland Examination Board in 2013

Despite progress, the 2013 examination cycle was not without hurdles:

- Resource Constraints: Limited funding affected printing quality, logistics, and examiner training.
- Infrastructure Issues: Many examination centers lacked adequate facilities, especially in remote

areas.

- Irregularities and Malpractice: Attempts at cheating and collusion persisted, demanding continuous vigilance.
- Teacher and Examiner Training: The need for ongoing professional development was evident, especially in newer assessment techniques.
- Data Management: Handling large volumes of exam data required improved systems; in some cases, delays in result publication occurred.

Addressing these challenges remained a priority for the Board and policymakers.

Broader Implications for Somaliland's Education System

Educational Development Goals

The 2013 examination results and processes contributed to Somaliland's broader educational development goals, including:

- Enhancing access to quality secondary education.
- Promoting equitable assessment standards across regions.
- Preparing students for higher education and vocational opportunities.

Feedback Loop for Curriculum and Policy Reforms

Assessment outcomes provided vital feedback for curriculum developers and policymakers, guiding reforms aimed at:

- Updating syllabi to meet modern demands.
- Introducing new examination formats, such as continuous assessment.
- Strengthening teacher training programs.

Building International Credibility

Efforts to improve examination integrity and standards fed into Somaliland's aspirations for international recognition of its educational credentials, facilitating student mobility and higher education collaborations.

Future Outlook and Recommendations

Looking beyond 2013, the Somaliland Examination Board has several avenues for growth:

- Technological Integration: Implementing digital examination systems to streamline processes and reduce malpractice.
- Capacity Building: Investing in examiner training and infrastructural upgrades.
- Data Management: Developing robust data systems for real-time monitoring and analysis.
- Community Engagement: Raising awareness among parents, teachers, and students about examination standards and ethics.
- Partnerships: Collaborating with international organizations for technical support and capacity enhancement.

By focusing on these areas, Somaliland aims to bolster its examination system's credibility, reliability, and fairness.

Conclusion

The Somaliland Examination Board 2013 exemplifies a critical phase of educational assessment development within the region. While achievements like increased pass rates and curriculum alignment highlight progress, persistent challenges underscore the need for continued reform and investment. As Somaliland navigates its educational journey, the lessons learned from the 2013 examination cycle serve as valuable benchmarks for future growth, ensuring that its youth are well-equipped for the demands of the modern world.

Question What were the main examination subjects offered by the Somaliland Examination Board in 2013? In 2013, the Somaliland Examination Board conducted exams in subjects such as Mathematics, Science, Social Studies, Somali Language, English, and Islamic Studies for secondary school students. **Answer** How did students access their 2013 Somaliland Examination results? Students could access their 2013 examination results through official Somaliland Examination Board websites, local schools, or authorized centers, often via online portals or physical result slips. Were there any significant changes in the 2013 Somaliland examination policies compared to previous years? Yes, 2013 saw the introduction of standardized grading systems and improved security measures to prevent exam malpractices, aligning with efforts to enhance exam integrity. What were the pass rates for the Somaliland examinations in 2013? The pass rates in 2013 varied by subject and region, but overall, there was a notable increase in successful candidates compared to previous years, reflecting improved academic performance. How did the Somaliland Examination Board ensure the security and fairness of the 2013 exams? The board implemented strict security protocols, including secure exam centers, CCTV surveillance, standardized question papers, and strict invigilation to promote fairness and prevent cheating. Were there any notable challenges faced by students or the Somaliland Examination Board in 2013? Some challenges included logistical issues in remote areas, resource limitations, and occasional exam paper leaks, which prompted the board to reinforce security and logistical measures. How did the 2013 Somaliland examinations impact students' higher education opportunities? The results from 2013 played a crucial role in university admissions and scholarships, with higher-performing

students gaining access to further education both locally and abroad. What preparations did the Somaliland Examination Board undertake for the 2013 exams? Preparations included printing and securing exam papers, training invigilators, setting up examination centers, and conducting awareness campaigns to ensure smooth administration. Where can I find historical data or records of the 2013 Somaliland Examination Board results? Historical records and results from 2013 can be accessed through the Somaliland Ministry of Education, the Somaliland Examination Board official website, or local educational institutions' archives.

Related keywords: Somaliland Examination Board, 2013 exams, Somaliland education, Somaliland secondary exams, Somaliland certification, Somaliland exam results 2013, Somaliland academic standards, Somaliland curriculum 2013, Somaliland grading system, Somaliland exam procedures

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