



ASSESSMENT & EXAMINATIONS

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NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	GEOGRAPHY
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PAPER	1
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DATE OF EXAMINATION:	23/ 11/ 2011	DURATION:	3 Hours
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SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Since the inception of the NSC examinations, this year's question paper, was the most balanced.

However, our learners in the Eastern Cape, still have a problem with, the understanding of basic Geographical vocabulary.

The majority of the candidates tried to answer the question paper from general knowledge, whilst the understanding of geographical processes was required.

It is clear that very little teaching and learning is going on out there.

Generally the learners had a percentage of 35% and below, with a large majority below 30%. This means that most of the +26 000 candidates are failing Geography.

Geographical vocabulary remains a problem, for example the process of Mass Movement was confused with the word mass movement, referring to industrial action!

This year's question paper had a nice balance between geographical processes and its influence on nature, humans and economic activities.

Because of the rural nature of our province, our learners could identify with some of the social process in the question paper. It was clear that they wrote from general knowledge rather than from geographical knowledge.

There is still the language barrier which is a major problem. All those candidates who studied, found the question paper easy, but the majority either did not study or did not understand the question at all.

This year, there was a move away from the norm, where question 1 and 3, was previously very popular amongst the learners, they opt for question 2, 3 and 4.

Clearly the candidates see synoptic weather maps, and feel they should answer that question. Synoptic weather maps was asked in question 2 this year

The following analysis is based on the Marker's comments, as well as a sample of a 100 scripts taken.



SECTION 2:

Comment on candidates' performance in individual questions
(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The Average mark for this question was 31.6%. This indicates that most of the learners are still struggling with Physical Geography.

In the random sample of 100 scripts an average percentage of 31.6% of the candidates had selected this question. The random sample of 100 scripts shows that there is a deviation from the norm this year in which the majority of candidates used to opt for Question 1 at the expense of the other three remaining questions. All the questions were answered fairly well with the exception of the following sub-questions which were poorly answered:

In Questions 1.1.1 – 1.1.3 most of the candidates wrote polar cell instead of polar front. Some candidates were struggling to identify the pressure belts from the diagram.. Candidates could not distinguish between pressure belts and pressure cells. In Question 1.2.1 it seems that the candidates were not familiar with the term “plane view”. Many teachers only discuss longitudinal and cross/transverse profiles. Diagram 1.2 was not very clear. There should have been some indication of the direction of flow on the diagram. Candidates found it difficult to match profiles with the sketch. In Question 1.3.4 candidates had a problem with the question on “categories of tropical cyclones”. It was difficult for most candidates to link flooding with petrol use in Question 1.4.2. This was an unfair question. In Questions 1.4.3 and 1.5.6 – essay type question, many candidates overlapped the answers of these two questions. Candidates did not understand the questions. They explained the problem but did not give the solution. They gave repetitive solutions and hope for the best. This was an unfair question.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Confusion with Question 1.2.1 made candidates to give wrong answers in some cases It was clear that most of the candidates could not distinguish between profiles and plan view of rivers. Many teachers only taught longitudinal profiles and cross/transverse profiles. Some teachers wonder which textbook/resource indicates that the Ferrel cell in Question 1.1.2 is the weakest cell of the three cells. The categories of tropical cyclones in question 1.3.4 are given only on TV 3, MNET and newspapers but no mention of them in the textbooks. In Question 1.4.2 it was difficult for most candidates to link flooding with petrol use. The reference in Question 1.3.5 to “unusual weather” confused the candidates especially those with a language barrier because the conditions described in the case study are actually normal conditions in the eye. In Question 1.4.3 measures to reduce the effects of flooding were asked but the candidates gave causes of flooding in most cases. The term “urbanization” in Question 1.5.6 was confusing to the candidates. They explained the term and the causes instead of supplying solutions to the problem of urbanization with the rivers The candidates especially with a rural background had difficulty in understanding the fact

that urbanization could harm the rivers. They only commented on “urbanization” as a problem and did not link it with the river. Having this question and Question 1.4.3 in the same section was also confusing the candidates and many of them wrote the same answer in both questions. In a nutshell they regarded Question 1.4.3 and Question 1.5.6 as a repetition of the same question. The candidates confused consequences, problems and effects with possible solutions.

(a) Provide suggestions for improvement in relation to Teaching and Learning

More resources to teach the tri-cellular model are needed. In an attempt to answer Question 1.2 many candidates did not read the instructions of the question carefully. There is a need to teach our candidates the importance of reading instructions of the questions carefully. Many times it is not because the candidates do not know the work but they do not seem to know what the question demands of them. More attention must be on the interpretation of diagrams. More activities on the interpretation of diagrams and the application of geographical knowledge must be taught. Teachers must use a variety of resources or textbooks. Grades 10 and 12 should be linked to make the teaching of climatology more meaningful.

(d) Describe any other specific observations relating to responses of learners

Many of the candidates just start answering questions because they know the first part of the question. They should be taught to read through all the questions first and then decide on the best three questions. The issue of language is still a challenge to most of the candidates as they fail to use geographically accepted language at all times. There are a lot of spelling errors. Candidates sometimes did not use geography content for answers but rely on their own experiences.

In Question 1.2.3 candidates drew sketches which were not matching with the question asked. Referencing is problematic. The language of tuition is also a problem.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teachers need guidance and learners need activities to guide them. Subject advisors need to be more “informative” in order to be able to guide teachers. Subject advisors need to conduct workshops in which they revisit some topics e.g plan view. Cross profiles, category five cyclones, climate change, sustainable and unsustainable cities etc. New examination guidelines are needed. standardised textbooks and examination papers must be used in the preparation of learners for examinations.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The random sample of 100 scripts shows that an average percentage of 32.9 % selected this question. This question with its memo are the shortest in this question paper. It is a third popular question.

Questions 2.1 were answered well. Answers in Question 2.2 indicated a lack of understanding of certain concepts e.g “weird weather”, anticyclone, storm surge, throughflow, tors, mass movement etc. Geomorphology seems to be the main problem. The question was fair and the diagrams were clear. Candidates did not perform well in Question 2.3. Candidates are still struggling with the identification of mid latitude cyclones and their general movement although this question is often asked in the examinations every year. Candidates did not know the concept “storm surge” tested in Question 2.4.2 They confused it with the tsunami. Question 2.4.4 was a total disaster and was absolutely poorly answered. Question 5.1

was in overall answered well. Candidates did not know Question 2.5.3. Question 2.5.4 was well answered. In Question 2.5.5 candidates could not distinguish between “surface run-off and groundwater flow. There was a misconception in Question 2.5.6. This question was answered poorly. In Question 2.6.1 spelling was a problem e.g igneous was written as indigenuous. In Questions 2.6.2 and 2.6.3 most candidates struggled to come up with the correct answers regarding how a tor looks like. Some even came up with answers like “it looks like a “kneeling elephant”. They could not explain how a tor develops. They lack geomorphological knowledge. Questions 2.7.1 and 2.7.2 were poorly answered. There was a misinterpretation of mass movement. They defined mass movement as a mass of people striking in demand of salary increases etc.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The candidates seemed not to have understood the word “anticyclone” in Question 2.3.1. They did not know the correct terminology e.g “South Indian” was written as “Indian”. The candidates described the temperature in Durban as “hot/warm instead of giving the correct temperature. The description of the formation of the front was poorly answered. The tornado in Question 2.4.1 was confused with the tropical cyclone. There was a misinterpretation about the influence of weather systems on coastal cities. The candidates wrote about the heating of cities and problems associated with “heat islands”. The candidates did not use the cartoon language “gosh” which was interpreted as a climatic phenomenon. For surface- runoff in Question 2.5.5 the first part was correct but incorrect reasons for the choice made. Question 2.5.6 was a good question. The candidates could think about the situation asked but they did not do it. In Question 2.7 the candidates did not understand the concept of mass movement. In most cases they referred to it as “people that moving in masses from one area to another and the consequences thereof. There was no correlation in terms of geomorphology. They did not refer to the solutions.

(c) Provide suggestions for improvement in relation to Teaching and Learning

The teachers should teach learners different synonyms for various concepts. They should teach distinctions between the characteristics, formation and location of various systems. The concept of a “system” should be emphasized as referring to the whole feature and not parts of it. There should be extra exposure of learners to the weather maps and the atlas work, the comparison tables to explain various weather systems and the characteristics of winter and summer maps. Learners must be provided with a lot of LTSM to read, especially newspapers. Learners should be exposed to the current weather phenomena. Field excursions where learners can come into direct contact with landforms must be organized. Teachers must emphasise how tors look like and the way they develop. They must give learners a general explanation and not a detailed step by step explanation.

(d) Describe any other specific observations relating to responses of learners

Language is still a problem. Candidates could not express themselves. They could not interpret synoptic weather maps. Candidates could not identify katabatic and anabatic winds in the diagram. Question 2.3.8 asked for positive effects and the memo gave only negative factors. In Question 2.4.4 the interpretation and application of geography knowledge seems to be a big problem. It is clear that certain topics of the work schedule were not covered.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

A suggestion is that practical tasks should be done on synoptic weather maps to locate places because it is suspected that most candidates did not bother themselves of even looking for Durban to see what the temperature was but simply gave warm/hot. Teachers need in-service training/workshops in Physical Geography. Textbooks differ. Not all textbooks have relevant information.

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The random sample of 100 scripts shows that an average percentage of 34.8% selected this question. Although it used to be the most popular question it came second this year according to the random sample of 100 scripts. Question 3 was well attempted; better than the previous years. The highest mark after moderation was 92 marks out of 100 which is remarkable. This shows that for a well prepared candidate this was a question to score marks from. Although the language used in the question was not too complicated to understand it still proves to be a problem. In Question 3.1 learners struggled to identify the settlements from the diagram. From Question 3.1.1 to Question 3.1.5 the general performance was poor ranging from 0 – 4 marks. Very few candidates were able to score 10 marks. From Question 3.2.1 to Question 3.2.5 the general performance was excellent ranging from 6 – 10 marks. Generally Questions 3.1 and 3.2 were reasonably well answered. Questions 3.3.1 and 3.3.3 were poorly answered by most of the candidates. The candidates did not answer specifically referring to figure 3.3 but they generalized. The candidates who had managed to analyse the diagram answered the question very well. Some candidates did not understand that the greening cities is actually referring to the greenbelt. The match column question in question 3.2 was fairly done. Question 3.3.4 was poorly answered as the memorandum is too tight and showed immigrants as the only low income group staying in the transition zone. The memorandum should have included local poor people from slums, ghettos etc. The candidates confused the transition zone with the rural-urban fringe. The language used in Question 3.3.5 was not familiar and tend to be complicated for the candidates. From Questions 3.4.1 to 3.4.3 the emphasis was from peripheral to core urban geography. The question demanded high cognitive thinking and that was difficult for the second language speakers. The candidates struggled to explain Question 3.4.1 in geographical terms. The performance was average in this question. In Question 3.4.4 the candidates did not actually answer the question They discussed mainly the types of pollution instead of the effects of pollution but the question was straightforward. Question 3.5.1 was answered very well.

The concept “high-cost producer” is not ‘normal’ in Geography. The candidates did not know what is meant by this concept despite the fact that they were supplied with an extract on high-cost producer. They could not produce good answers. Question 3.5.3 was poorly answered by the candidates. They could not understand the term ‘outcome’ and as a result they made a mess in the question. Question 3.5.4 was poorly answered. The common response from the candidates was to align the concept ‘food security’ with ‘healthy food’. The candidates gave the literal meaning of security as ‘employing guards’. Most candidates did not understand that it is a production process. Questions 3.6.1 to 3.6.5 were poorly answered. Candidates could not interpret a cartoon. The sentence structure in Question 3.6.1 was too complicated especially for the second language speaker. Candidates could not interpret the question in the sense that they were misled by the term ‘developed and developing countries’. Question 3.6.5 required a high cognitive thinking which made the question

a little bit challenging to most of the candidates. Few candidates managed to spot the importance of the secondary sector to South Africa's economy. Candidates just responded about the importance of secondary sector.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Too many concepts were put together and that led candidates answering what was not expected of them. The candidates could not relate the concepts with diagrams especially Questions 3.1.2, 3.1.3 and 3.1.4. In Question 3.3.1 candidates identified A as a CBD located on the commercial zone. Candidates got confused in Question 3.3.1. They mostly answered the question centre of town or commercial. There is a misconception which is common in almost all the Geography learners in Question 3.3.2. They think that the CBD is always in the centre of the city. Most of the candidates committed that error even in this question.

There was a confusion between 'sustainable versus unsustainable' cities. These concepts were not taught thoroughly to the learners. They had no insight of them. In Question 2.4.2 the candidates managed to turn the answers around to fit Question 2.4.3 which was unsustainable city. In Question 3.3.4 candidates seemed as if they were unable to understand the phrase "give rise to" in the question. Question 3.3.4 proved to be too difficulty for some candidates. A lot of them did not understand the concept "urban decay". They gave wrong answers "old buildings". This question required a high level description. Some candidates did not understand what was meant by the words "outcome and measure" Some candidates had a difficulty in relating to the terms "food security and food insecurity.

(c) Provide suggestions for improvement in relation to Teaching and Learning

The suggestion is that teachers should use diagrams when teaching the concepts so that learners can have a better understanding and not just memorise. The use of diagrams in teaching makes the learners able to interpret, analyse and apply knowledge. Power point presentation makes learners able to see and understand what urban decay looks like, and give a better understanding of a settlement with unsustainable and sustainable features. Learners must go through their Grade 11 notes on commercial farming. They must be able to create their own ideas as how can the government improve the food security. Teachers need to expose learners more on source based questions.

(d) Describe any other specific observations relating to responses of learners

Candidates were defining the concepts in Question 3.1 rather than using the diagram to match the concepts. They did not follow the instructions before answering the question. Certain terms are unfamiliar to learners like "greening". Most of the candidates did not associate greening with greenbelts. It is clear that some candidates have a language barrier. They were unable to explain themselves in such a way that they get marks especially with concepts. Learners need to improve their writing skills and the understanding of questions. The same learners could not read a diagram properly

<p>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Give the learners newspaper articles on geography to read and make comments in order to improve their understanding. A textbook for Grade 12 learners which is highly recommended to assist teachers in preparing learners. Teachers must plan to ensure that the work schedule is covered. Geography question paper is too wide. The suggestion is that the question paper should be divided into three papers as it is done in other Grade 12 subjects e.g Paper 1 - Physical Geography Paper 2 - Human Geography Paper 3 - Practical</p>
<p>QUESTION 4</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>The random sample of 100 scripts shows that this is the most popular question. An average percentage of 44.2% of the candidates had selected this question. The candidates obtained the highest marks in this question according to the random sample of 100 scripts. Most of the candidates answered this question very well and obtained minimum of 40 - 60 marks to boost their performance in the subject. The multiple choice question was very well answered. In Question 4.1 most candidates scored about 60%. This was a good performance. The term urban field used in Question 4.1.5 is not familiar Many textbooks still refer to it as sphere of influence. This had confused some of the candidates. Candidates could not differentiate between rural-urban migration and rural depopulation in Question 4.3.1. In Question 4.3.2 candidates were still confusing push with pull factors. Candidates could not figure out the difference between overcrowding and overpopulation in Question 4.3.3. This should have been a language problem. In Questions 4.3, 4.4 and 4.5 totally confused the candidates. 40 marks was lost by the average candidates due to their inability to distinguish between the informal sector and formal settlement. A photograph of an informal settlement would have been very appropriate. In Question 4.3.2 candidates were relating to their own experiences. They were referring to “projects” and “food parcels” without explaining the meaning. Question 4.5 was well answered by the candidates with the exception of Question 4.5.5. Most candidates felt that there was no need of the introductory sentence containing the word “regulate” and then to ask for “challenges” Too much reading should have been avoided and only ask for “challenges” experienced by the informal traders The candidates struggled to answer this question. Question 4.6 was well answered by the candidates although they were making careless mistakes writing Tugela / Lesotho / Vaal as answers. Most of the candidates missed the geographical aspect of Question 4.6.4. Candidates just gave household and domestic management strategies. Many markers feel that Geography is being degraded to a general knowledge paper and that for many learners the informal settlement is too close to their homes. They feel humiliated and scared to answer questions about their homes.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Many candidates misinterpreted urbanization as rural-urban migration or simple migration and informal settlement instead of informal sector. Candidates did very poorly because of misinterpretation as well as lack of reading and application skills. Candidates in most cases did not understand what was asked. They just answered the questions without understanding.</p>

(c) Provide suggestions for improvement in relation to Teaching and Learning

There should be feedback after tests and examinations with learners so that they could improve on their mistakes. Practising learners with old examination question papers should be avoided. Teachers must complete the work schedule. All topics must be taught and no spotting for the learners. Exercises on past examination papers must be done more often. Examination question papers prepare the learners better. Language skills must be developed.

(d) Describe any other specific observations relating to responses of learners

Land reform policies were not understood by many candidates. They wrote ANC, UDM etc policies for White farmers. Mistaking informal settlement for informal sector was common in most candidates.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

There should be more workshops conducted by subject advisors. Resources must shared in schools.

SIGNATURE OF CHIEF MARKER: _____



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