



**ASSESSMENT & EXAMINATIONS**

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## **NSC 2011 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>GEOGRAPHY</b>
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<b>PAPER</b>	<b>2</b>
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<b>DATE OF EXAMINATION:</b>	<b>23 NOVEMBER</b>	<b>DURATION:</b>	<b>1½ HOURS</b>
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### **SECTION 1:**

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

The 2011 Geography Examination on Map Work was received by learners and teachers. Learners demonstrated comprehensive and insightful geographical knowledge and understanding.

Abroad the spectrum of the Eastern Cape, the learners in general performed better in this question paper (2011) compared to the question paper of 2010. Most learners did not score high marks, but there is an upward trend in the marks for Question Paper 2.

However, there are still many sections where the learner's performance was far below average.

#### **Question 1:**

Learners performed better here, although the language barriers and lack of map reading skills and techniques are still restricting factors.

#### **Question 2:**

More learners knew the formulae and completed the calculations.

#### **Question 3:**

Learners performed better here, although the language barriers and lack of map reading skills and techniques are still restricting factors.

#### **Question 4:**

On the topic of GIS there is still a challenge to both teachers and learners and needs serious intervention if performance in this section is to improve.

## 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?**

This question required that the learners demonstrate a range of geographical skills and techniques involving analysis and application of knowledge. A wide range of the syllabus was tested and the learners were required to use their thinking skills and make logical deductions to apply to general geographical concepts.

PERFORMANCE (Average mark 11,2 / 20) Some learners, however, did score high marks in this section.

Even though most learners performed fairly well in this section, others still tended to struggle with the integration of the map with the orthophoto and therefore, could not apply their basic theoretical knowledge in practice.

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

All the Multiple Choice questions were fair questions that allowed most candidates to obtain a pass. The clear and unambiguous manner in which almost all questions were asked was praiseworthy. The 'more-able learner' was also adequately challenged in the question paper.

Reasons why some learners performed poorly in this question are:

- Learners lack the technique to eliminate their incorrect responses and relied on guessing.
- Learners do not study the map and orthophoto before attempting to answer the questions.
- Learners do not make use of the references outside the mapped area and photo – these symbols and references are a guide to learners in understanding the topographical map and orthophoto.

Examples:

Q 1.1.1 The index sheet for this map, 3318DB Paarl, is indicated outside the mapped area and learners needed to apply their knowledge of direction (map orientation) to respond to this question.

Q 1.3 Map of SA in the question paper with the province marked – learners could not even read off the answer to this question. Is this also perhaps a lack of general knowledge?

Q 1.5 Question paper could have been changed so that (C) Meander reads Turbulent?

Q 1.6 The longitude and latitude of the map are indicated on the map. Learners did not have the skill to respond positively to this question.

Q 1.7 Question paper should have been changed so that (D) Radial reads Centripetal?
Q 1.9 The contour lines are drawn in on the orthophoto, but learners could not apply their theoretical knowledge to answer this question positively. Many learners mentioned (A) Steep as their answer. This choice along with the others was misleading and should have been left out, as it allowed doubt in the minds of the learners.
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Teachers need to revisit and integrate certain concepts on Mapwork taught in Grades 10 and 11, with that of Grade 12 SAG Guidelines to prepare learners well for Grade 12 NSC exams.</li> <li>• Educators should consult their Exam Guidelines and SAG on the format of the question paper and train their learners accordingly.</li> <li>• Candidates should take their time to familiarize themselves with the map and orthophoto.</li> <li>• The fact that a large number of teachers do not take their learners through from Grade 10 to 12 makes it difficult to see that all concepts have been tackled.</li> <li>• Regular meetings must be conducted to see that continuity is carried out.</li> <li>• If certain concepts are not in the Grade 12 Guidelines, educators should know that the basic map and orthophoto concepts must be revisited and will form part of the Grade 12 Geography P2 questions.</li> <li>• Educators must integrate the theoretical knowledge of concepts practically on the map and orthophoto to give candidates more practice and exposure in map reading skills.</li> <li>• Teachers need to revisit contours and associated slopes.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<p>In the Grade 12, 2011 Geography P2, the area covered by the orthophoto was marked on the map – learners only needed to integrate their knowledge of the map and photo to respond to questions in this regard. Yet, it is unbelievable to notice that learners still do not know how to apply their skills and techniques to integrate and apply mapwork knowledge with that of the orthophoto to respond positively to questions Q 1.1.4, 1.1.8, 1.1.9 and 1.1.10.</p> <p>Educators must give learners more practice and exposure in the integration of the map with the orthophoto to familiarize them with these resources and type of questions in to enable them to respond positively.</p>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• .Practical Investigations must be part of teaching and Educators should ensure that the syllabus fits in with Mapwork throughout the year. Learners develop confidence when able to answer ‘investigative-type-questions.’</li> <li>• Educators should integrate the Mapwork section of their teaching and learning programme in their everyday lesson plan to develop the necessary skills and techniques in learners when applying their theoretical knowledge practically.</li> </ul>