Province of the
EASTERN CAPE
EDUCATION

CHIEF MARKER'S REPORT

SUBJECT:	GEOGRAPHY P2

1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

QUESTION 1: MULTIPLE-CHOICE QUESTIONS

1. AIM/OBJECTIVE

This question required the learners' to be able to answer a range of geographical skills and techniques in which there was application, analysis and applying knowledge. A wide range of the syllabus was tested and the learners were made to make use of their thinking skills and making logical deductions to apply to general geographical concepts.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND THE ASSESSMENT STANDARDS

Does the paper cover the prescribed Learning Outcomes and Assessment Standards and cognitive levels? If your answer is no, indicate which Learning Outcomes or Assessment Standards were not adequately covered?

The learning outcome and general assessment standard for the entire question is Learning Outcomes LO1 AS 2 – 5, LO2 AS 1 – 3, LO3 AS1.
The questioning was relevant for Grade 12 candidates as all cognitive levels were appropriately tested.

3. PERFORMANCE (Average mark 10.7 / 20)

This section was a fair question that allowed most candidates to obtain a higher mark than normal.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

UNFAIR QUESTIONS: Were there any questions that were either inaccurate, ambiguous, outside the NSC or beyond the level of Grade 12. List these questions and provide mark allocation for unfair questions with motivation.
This was a fair question that allowed most candidates to obtain a pass, due to the clear and unambiguous manner in which almost all questions were asked was praiseworthy. The more able learner were also adequately challenged in the question paper. All questions test only topics in the curriculum.

The following minor concerns need to be mentioned:

Q1.4 The wording may have confused the learners - South of Kwa Nomzamo (C2) in the question refers to Block C2 and south of C2. To some candidates the way in which the question was worded does not confine the slope to C2 but can continue right down to the bottom of the topographical map.

Q.16 Calculation of the magnetic declination was only for 2 marks, which was rather unfair as the learners had to work out the calculation.

LANGUAGE. Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.

The clear and unambiguous manner in which all questions were asked was praiseworthy as the learners did not struggle here.

A few suggestions:

Q1.1 Rather than state with a general statement, use …..'The projection used for producing the map of Humansdorp is …..'. or …'on the topographical map' – this will redirect the learners to look at the map.

Q1.4 (C2) refers only to Kwa Nomzamo. Rather should have said - 'The slope south of Kwa Nomzamo is ….'

QUESTION 2: MAPWORK TECHNIQUES AND CALCULATIONS

1. AIM/OBJECTIVE

This question required the learners to be able to test their understanding and problem-skills. The learner's mathematical skills were integrated with their knowledge of maps and ortho photo maps. Some challenging calculations were asked.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND THE ASSESSMENT STANDARDS

Does the paper cover the prescribed Learning Outcomes and Assessment Standards and cognitive levels? If your answer is no, indicate which Learning Outcomes or Assessment Standards were not adequately covered?

This section satisfied all the guidelines contained in the Subject Assessment Guidelines and Examination Guideline documents. There were some innovative higher order questions which tested understanding and problem-solving in an appropriate manner. LO1 AS 1 – 5, LO2 AS 1 – 2, LO3 AS1. It was pleasing to note that both easy and challenging calculations were asked.

3. PERFORMANCE (Average mark 7.9 / 20)

Learners tended to struggle with this question – measurements inaccurate / candidates not writing calculations completely down, due to their lack of basic mathematical skills. Too many learners tended to use calculators and ended up skipping out writing down all the calculations working out, therefore the learners responses varied from average to poor.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

UNFAIR QUESTIONS: Were there any questions that were either inaccurate, ambiguous, outside the NSC or beyond the level of Grade 12. List these questions and provide mark allocation for unfair questions with motivation.

To make this section easier for the candidates maybe there should be accepted formulas for geographical calculations, which could be included in the exam, as they do for science and maths.

Q 2.1 Candidates were unfairly penalized here, as part of it was repetition of Q1.6, where the learner had to calculate the magnetic declination. The candidates not familiar with the concept would have lost up to 7 Marks [5 xs for Q2.1 and 2 xs for Q1.6].

The simple task of acquiring the true bearing was poorly done by the vast majority of the learners – why?

Q2.2 The phrasing of the question might have confused the candidates as they might have measured from the arrow to arrow or from the contour lines. A wider range was allowed in the memo for this variation, however, learners needed to measure accurately from point to point. Candidates generally confused Gradient and Vertical Exaggeration. Gradient should be taught in a 'ratio' format.

i.e. h : d / VI : HE

e.g. h = 145 – 120m = 25m
map distance = 7,6cm
gradient dist = $\frac{7.6 \times 50000}{100}$
= 760m
Gradient = h : d

Gradient is 25m : 760m
1 : 30,4

Q2.3 Unclear – 'man made feature' implies construction?

Q2.4 The cross-section only covered one contour line in height and to many candidates did not represent a landform, but rather a slope form. The use of the word "landform" may have confused some candidates. To a large percentage of candidates, they saw the cross-section as a mid-latitude cyclones or the slope of a mesa. Maybe should have given learners an option by drawing three sketches and letting them select the right one.

Q2.6 This question should have been replaced to read "height above sea level of the dam wall'. Therefore, question was unfair and all candidates were automatically awarded the one mark.

Q2.7 The first sentence in the question is not really required and may have mislead learners to excluding areas of land not under cultivation in this area calculated. Area calculation range needed to be wider i.e. (2.9 – 3.2) as candidates lost marks here when they had the right method.

LANGUAGE. Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.
The language of the questions were straight forward however, many candidates tended to get confused what formula and mathematical calculation was required for the specific answer – this is concerning!

QUESTION 3: MAP INTERPRETATION AND ANALYSIS

1. AIM/OBJECTIVE

This question involved the application of map work theory and photo interpretation. This section had a number of questions that required the candidates to make use of their thinking skills and making logical deductions to apply to general geographical concepts. *N.B.* Question paper should have indicated to the learners where this map was in relationship to the rest of South Africa, as in the past papers.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND THE ASSESSMENT STANDARDS

Does the paper cover the prescribed Learning Outcomes and Assessment Standards and cognitive levels? If your answer is no, indicate which Learning Outcomes or Assessment Standards were not adequately covered?

The learning outcome and general assessment standard for the entire question is Learning Outcomes LO1 AS 2 - 4, LO2 AS 1 - 4, LO3 AS1.
The questioning was relevant for Grade 12 candidates as there were some low and high cognitive levels tested. The high order responses are positioned at the end of the section and succeed in testing the understanding of concepts in a challenging yet accessible manner [3.18, 3.19, 3.10].

3. PERFORMANCE (Average mark 14.8 / 40)

This question the learners fared better. However, too many candidates did not read the questions carefully and misinterpreted what was been asked.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

UNFAIR QUESTIONS: Were there any questions that were either inaccurate, ambiguous, outside the NSC or beyond the level of Grade 12. List these questions and provide mark allocation for unfair questions with motivation.

For many of the questions the candidates were unable to interpret the question and apply their theoretical knowledge.

Q 3.1.2 A large number of candidates answered this question incorrectly. Asked for the "type of breeze" and candidates did not name it, but rather described by saying ' a cool breeze….' etc. Cool breeze a popular answer – maybe the word 'late' afternoon was misleading. Learners need to learn geographical terms and pick up key words used in questions.

Q 3.1.3 Many candidates wrote 'outskirts of CBD' – they did not know the difference between CBD and the outskirts of a town/city. Learners do not know their land use zones.

Q 3.1.4 Poorly answered with no application.

Q 3.1.6 Possibly the question should have referred to a more prominent river e.g. Krom River / Seekoeirivier, as this would have helped the candidates in their answers.

Q 3.1.7 Rural learners may have been disadvantaged here, as they would not have been familiar with many of the activities mentioned in the marking memo.

Q 3.1.8 Good question which the learners need to apply their knowledge, however, learners struggled here. Sustainable development dealt with extensively in Grade 11?

Q 3.1.9 The frame of reference of some candidates did not allow the learners to answer this question successfully as it required prior knowledge – needed to know how a 'furrow' method worked. Candidates struggled in answering this question. However, it must be stressed that these are good questions and teachers must try to prepare our learners accordingly.

Q 3.1.13 Learners must be aware that sometimes they need to find information on either the Ortho photo or topographical map. In this case one needed to refer to the map for the R103 and the name on the ortho photo map.

LANGUAGE. Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.

The language of the questions were straight forward however, poor language and reading skills meant that a large percentage of candidates could not interpret the questions correctly and express themselves properly.

Q3.1.2 Could have been worded slightly different and more candidates would have managed to get the correct breeze. Question could have been '….during the night' instead of 'during the afternoon'. Learners not too sure with the use of afternoon.

Q3.1.12 Many candidates had difficulty in the interpretation of 'flow of traffic' and lost four marks here.

QUESTION 4: GEOGRAPHICAL INFORMATION SYSTEMS (GIS)

1. AIM/OBJECTIVE

   This question required the learners to be able to answer a range of geographical skills and techniques, in which there was a wide range of knowledge and understanding needed. A learner was required to apply their knowledge to issues and recognise values and attitudes and was more application based.

2. RELEVANCE OR RELATION OF THE QUESTION TO THE LEARNING OUTCOMES AND THE ASSESSMENT STANDARDS

   Does the paper cover the prescribed Learning Outcomes and Assessment Standards and cognitive levels? If your answer is no, indicate which Learning Outcomes or Assessment Standards were not adequately covered?

   The learning outcome and general assessment standard for the entire question is Learning Outcomes LO1 AS 2 - 5, LO2 AS 1, LO3 AS 1.
   The questioning was relevant for Grade 12 as all cognitive levels were appropriately tested.

3. PERFORMANCE (Average mark 7 / 20)

Learners tended to struggle with this question – GIS needs to be fully understood by the teachers and learners, if these marks are to improve.
However, there was a noticeable improvement to the November 2009 paper as it was easier to mark. This question will remain a challenge to all educators and learners as it is a fairly new topic. The change in approach from testing basic knowledge to practical implementation of knowledge needs to be made aware of if this section is to improve.

4. ANALYSIS OF PERFORMANCE (where candidates lacked expertise, etc.)

UNFAIR QUESTIONS: Were there any questions that were either inaccurate, ambiguous, outside the NSC or beyond the level of Grade 12. List these questions and provide mark allocation for unfair questions with motivation.

This section was far better answered by the learners and easier to mark, as all the questions were straight forward due to them been more application based. However, a large number of candidates tended to guess and repeated answers like vector and raster in all answers. Obviously, candidates need far more tuition in GIS and especially in the application type questions.

LANGUAGE. Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.

Q4.3 The word 'Discuss' should have been 'Name, List or Mention' – as no discussion required.

Q4.5 Hip Hop Company – the product should have been mentioned. Learners would have had more direction to the answer.

2. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS.

- Educators should consult their Exam Guidelines and SAG on the format of the question paper and train their learners accordingly. Teachers need to revisit and integrate certain concepts on Map work taught in Grades 10 and 11, with that of Grade 12 SAG Guidelines to prepare learners well for Grade 12 NSC exams.
- Candidates should take their time to familiarise themselves with the map and ortho photo.
- Read and understand the questions before attempting to answer them (they must be clear about instructions such as state, list, describe, discuss…).

- Candidates need to be able to convert centimeters to metres to kilometers - include units in answers e.g. cm, km, mm….
  Show all written calculations in the steps and learners should ensure that they do not leave out parts of the answer when using their calculators.
  Learn the formulas and techniques of all calculations.
  Poor measuring of distances on the map cost the candidates their marks in the exam – do not round off your measurements.
  Short cut method for calculating distance on a 1 : 50 000 topographical map should be discouraged, as learners try to apply this (x0.5 or /2) to ortho photo distances as well.

- Candidates did not know what a landform was?? e.g. Q 2.5
- Understanding geographical concepts – Q3.1.2 Type of afternoon breeze.
- A large percentage of candidates were unable to analyse the questions and then determine the requirements of the question – especially the application type questions [GIS - Q4.4, Q4.5 and Q4.5]
- An educators workshop on poorly taught sections during the marking process must be conducted at district level - this being the GIS section. Too many learners tended to put down vector and raster in many of their answers. GIS should be started in Grade 10 and not in Grade 12.
- Practical investigations must be part of teaching, to develop confidence in learners to answer investigative type of questions. Teachers should ensure that the syllabus fits in with map work throughout the year.
- Expose learners to practical application questions by site visits or field trips.
- Expose learners to high order and lower order questions.
- Teachers are advised to ensure that learners use correct geographical language instead of using words like ‘on the right side of map’, when they should be saying ’to the east of the town’.

3. ANY OTHER COMMENTS

Teachers should ensure that the assessment in Geography is there to help the learners to master the skills, knowledge, values and attitudes in the 3 Outcomes. Outcome 1, should deal with geographical techniques - map skills and especially GIS. Learners should be encouraged to ask geographical questions about the world around them and not only in general, but also in terms of what is discussed in the class.
As a teacher remember that all pupils are different and need to be handled differently. Encourage learners who have access to the internet to explore the facility by doing searches on topics such as GIS and Goggle earth. Those who struggle with map work basic numerical literacy should be exposed to a range of elementary activities related to the measurement of distances, areas, directions and gradients of maps. Provide these learners with practice opportunities until they achieve success and build up confidence. Subject advisers to be given support by the Department so as to ensure that educators are given every opportunity in learning GIS through workshops.
Good luck with the teaching of the 2011 Grade 12 Learners. May you make the year exciting, enjoyable and encourage your learners to apply their knowledge to the world around them.