



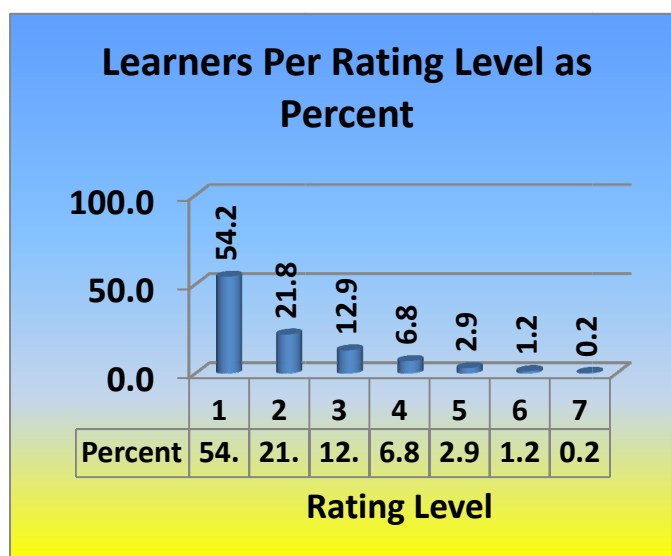
NSC 2016 CHIEF MARKER'S REPORT

SUBJECT	Geography		
PAPER	1		
DATE OF EXAMINATION:	4/11/2016	DURATION:	3 hours

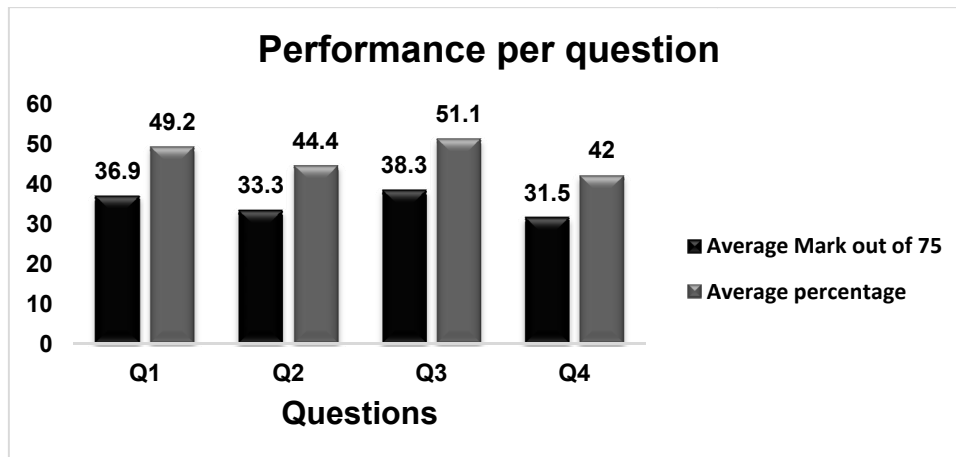
SECTION 1: (General overview of Learner Performance in the question paper as a whole)

Raw Scores per rating level

Total Wrote		37716
% Passed		45.8
Levels	Total	Percent
1	20445	54.2
2	8211	21.8
3	4848	12.9
4	2582	6.8
5	1090	2.9
6	453	1.2
7	87	0.2



Rasch Analysis



When looking at a sample of a 100 scripts assisted by the Rasch Analysis, the candidates scored an average percentage of 35%. This indicates that the candidates did fairly well in the question paper as a whole. However, when this percentage is compared to the raw data of levels achieved by candidates it shows a totally different and bleak picture. Out of the 37 716 candidates that wrote, only 45.8 % could pass the paper, with 54.2% attaining a level one and only 0.2% (87 candidates!!) could attain level 7.

Question 1 was the least popular question and Questions 2 and 3 most popular. Question 3, in addition to being the most popular question was also the question where the candidates also scored the highest marks (51.1% according to the Rasch Analysis).

The candidates continues to struggle in answering middle to higher order questions. In the Question by Question analysis these short coming will be outlined.

It was very disappointing to note that our candidates lack basic geographical knowledge and skills. They cannot draw labelled sketches and their geographical vocabulary is very weak. English as a medium of assessing is still a problem, as the candidates either didn't understand questions relating to basic knowledge or they could not express themselves adequately in their responses.

Answering the paragraph questions was a total disaster. After three years of CAPS grade 12 assessment, the candidates still cannot answer paragraphs type questions comprehensively. With a total of 48 marks, paragraph questions consists of 21% of the total marks. They still list one word answers, bullet their sentences and don't write geographical facts obtained throughout the year.

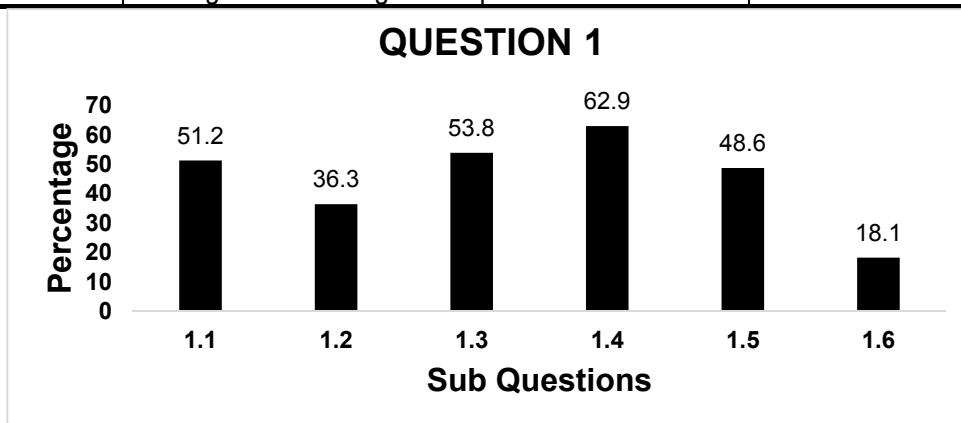
The following is a question by question analysis of the candidate's responses.

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?

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
1.1	Short objective questions on tropical cyclones	51.2
1.2	Cross section of a river meander	36.3
1.3	Bergwind conditions	53.8
1.4	Mid-latitude cyclones	62.9
1.5	Drainage basins and stream orders	48.6
1.6	River grade and Longitudinal profiles	18.1



In general the candidates opt not to answer this question. It seems that questions 1.1 and 1.2 posed a challenge as it was not the traditional short objective questions, however the work examined was within the geography Grade 12 guidelines and CAPS content.

They obtained an average mark of 36.9 out of 75 in this question.

With an average percentage of 49.2 it seems that the candidates did fairly well, however this is taken from a sample of 100 scripts. The real situation when marking indicated that the candidates struggled in answering this question. Questions 1.1.6, 1.2.3, 1.2.4, 1.2.5, 1.2.7, 1.4.5, 1.5.5, 1.5.6 and the entire question 1.6 was poorly answered. On average they could only get 35% in all the questions indicated.

- (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 questions mentioned above required the candidates to have a deeper and comprehensive understanding of geographical processes and phenomena.

Questions 1.1 and 1.2 tested the understanding of tropical cyclones, river grading and cross sections of rivers. These one word read off questions could not be answered to the fullest.

In questions 1.4.5, 1.5.5, 1.5.6 and 1.6, a clear understanding of mid-latitude cyclone influences, stream order laws and river grading was needed. Learners lacked the depth, skill and knowledge to answer this questions.

The answering of paragraph questions as previously mentioned is a huge concern. Question 1.3 2 needed learners to draw a labelled sketch. This sadly could not be done by an overwhelming majority of learners. This question had the lowest average percentage for the entire question 1 (20%)

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

To simply prepare the learners on general geographical understanding is an injustice and very unfair to the learners. We expect the learners to answer middle to higher order questions in an examinations, but we do not prepare them well enough to be able to answer these demanding cognitive level questions. Higher order thinking should start in the class room during the teaching and learning phase as well as in assessment tasks. Action verbs like Comment, Evaluate, Explain, Substantiate etc. should be part of the daily lessons, activities and formal and informal tests. Learners should not be confronted by these action verbs for the first time when writing an external examination.

The following order of discussions, teaching and clarification is suggested in order for the learners to fully understand geographical content:

- Where did it come from?
- What has caused its existence?
- Where is it going and why is going there?
- How does it influence?
- To what/whom can it be compared?
- What measures can be taken to reduce/improve its effects?

The physical drawing of sketches by educators is a must, so that learners can see how it's been done.

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

The following observations was made during the marking of the 2016 scripts:

- Learners lack adequate content knowledge
- Application questions is a huge challenge
- Learners cannot express themselves geographically
- Poor geographical vocabulary
- Learners simply does not read instructions properly
- Candidates does not read instructions
- The learners starts answering the questions first and then refers to diagrams, extracts and the data. My understanding is that we should understand the diagrams first and then attempt to answer.

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

The analysis and statistics above should provide educators and subject advisors enough information to have adequate intervention in 2017.

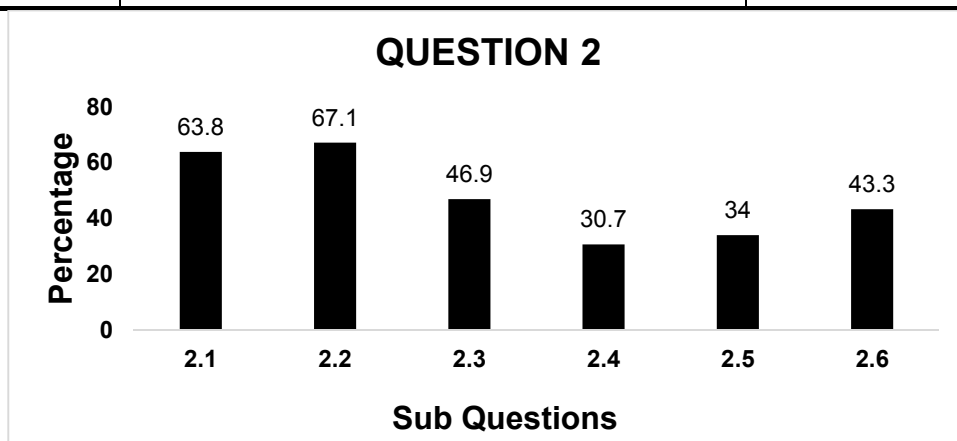
Intervention strategies should not be only during March, June and September vacations.

This interventions should either be done weekly or fortnightly. It is should be co-ordinated by the subject advisors. This will ensure that learners stays in touch with work done, and the educators up to date with pacesetters.

QUESTION 2

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2.1	City climates	63.8
2.2	Types of rivers	67.1
2.3	Slope aspect	46.9
2.4	High and low pressure influences (Synoptic weather maps)	30.7
2.5	Drainage patterns	34
2.6	River channels	43.3



Candidates achieved an average mark of 33.3, which constitutes 44.4%, with question 2.4 the sub question with the lowest marks.

The short objective questions of questions 2.1 and 2.2 was generally well answered with average percentages above 60% in all questions.

The concept slope aspect (2.3.1) was not well answered and question 2.3.5, the climatic differences in valleys determining human activity very poorly interpreted.

Sub question 2.4 pertaining to climatic understanding and application of High and Low pressure systems posed a challenge to most candidates.

The interpretation of floodplains and especially floods in questions 2.6.2(b) and 2.6.4 could not be interpreted, and average percentages of 40 and 33.3 respectively in these questions were attained.

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

Yet again the interpretation of middle to higher order questions was not well presented by the candidates. Slope aspect, which is the basis of the how to understand and interpret valley climates was very poorly answered. The paragraph question of 2.3.5, where the candidates had to write from a climatic point view in a valley only averaged 32.5%. It was clear that most candidates didn't understand this question and wrote generally about social, economic etc. aspects in a valley.

The basic understanding of High and Low pressure systems in questions 2.4.3 and 2.4.4 really had learners struggling. The average percentages for these questions was

37.5 and 22.5 respectively. It is evident that the basis of understanding synoptic weather maps, in grade 10 already, was not entrenched and therefore learners could not answer these questions comprehensively.

Question 2.5 about drainage patterns was really poorly presented by the candidates. They seem to be confused between the pattern and the basin. The candidates further confused trellis and rectangular pattern. Candidates mostly could identify the pattern asked, but characteristics and underlying rock structure of the rectangular pattern could not be given. The drawing of the trellis pattern could firstly not be interpreted and secondly the learners made a mess with the drawing itself. Extremely low marks (average 10%) for the drawing.

Learners did not know the difference between advantages and disadvantages of floodplains and especially flooding. The term confluence was well understood by most candidates, but again the practical application was lacking, as 2.6.2 (b) scored very low marks. This question just seeks a more practical and realistic understanding of what happens in river flow. Here candidates lacked imagination and real life interpretation of geographical concepts. Why flooding is important in question 2.6.4, was confused with the disadvantages of flooding.

In the main, when a more complete understanding of processes is needed the candidates were found wanting.

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

Geomorphology is less abstract than climatology. In this section teaching and learning should relate more to real life situations. Different rocks with different resistance should be clearly shown, so that learners can understand how less resistant and harder rocks reacts to erosion by water and wind. Scaffolding of specific processes as suggested previously should be the basis of how this section on geomorphology is taught.

Previous question papers should form the basis from which learners are taught. These instruments provides a solid base from how questions should be phrased and the marking guideline a tool to show how responses is expected.

The word "impact" must be clarified to learners. Whenever this word is used in a question, it seems the learners don't know what to answer.

The 'language of Geography' needs to be continually instilled into candidates. This is achieved by providing a strong conceptual background to topics. Educators need to change their approaches to teaching certain topics. They need to engage in other resources like DVD's, maps, photos, newspaper clippings, excursions etc. to make topics realistic to candidates. Topics in Geomorphology and Climatology need to be taught also with relevant diagrams and sketches. These are topics that need visual representation.

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

Candidates struggle with paragraph writing. They 'list' instead of qualifying facts. Language remains a barrier and candidates struggle with spelling. They show poor understanding of basic concepts taught in Grade 10. They choose questions with not much thought.

Candidates use general knowledge as a point of reference. They cannot use and adapt sketches to assist them with answers.

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

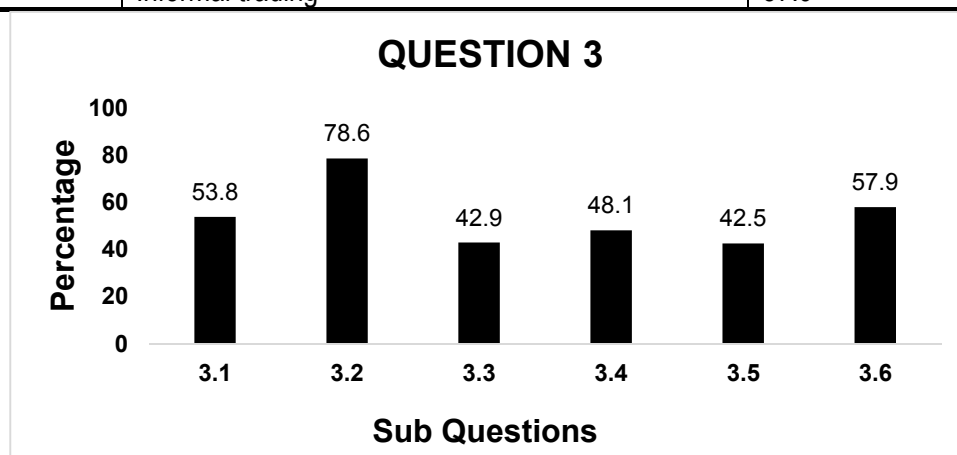
Educators must be encouraged to use a variety of sources. Focus on curriculum

coverage should go hand in hand with adopting different approaches to teaching certain topics. Educators in rural areas should be helped with sources relevant to the teaching of Physical Geography.

QUESTION 3

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
3.1	Urban characteristics	53.8
3.1	Types of secondary industries	78.6
3.3	Types of rural settlements	42.9
3.4	Informal settlements	48.1
3.5	Mining in South Africa	42.5
3.6	Informal trading	57.9



In addition of being the most popular question, the learners also obtained the highest marks here. They seemed to relate well to the topics being examined in this question. Again the short objective questions were well answered, but bulleting in the paragraph questions really disadvantaged learners.

The Averages above shows that learners scored consistently above 45% in all questions asked.

The higher order questions of 3.1.7, 3.3.3(b), 3.3.4, 3.4.5 and 3.5.3 again posed a problem in answering. Average percentages 35 and below was obtained in these mentioned questions

In question 3.3.3(b) the term 'elongated' seemed to have confused the candidates. Again vocabulary disadvantaged learners as the response is very simple and easy identifiable from the sketch.

Candidates related well to sub question 3.4 and 3.6 as it is situations and conditions they are confronted with on a daily basis.

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

Questions 3.5 and 3.6 consists of case studies. Here the candidates had to

comprehend and apply theoretical knowledge to real life issues. Because the issues presented in these questions related to contemporary and modern situations, high marks was scored. However the learners still tend to answer some questions generally and do not use prior knowledge to integrate and apply. Reading skills are also lacking as some candidates wrote pieces of the paragraphs from the text as is. This clearly shows a lack of reading and not being apply to understand, and interpret questions with geographical knowledge.

Learners interpret questions 3.5.3 the worst. This questions didn't even needed geographical background.

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

Section B of the question paper deals with settlements and the economy of South Africa. The difference between rural and urban settlements in terms of function, pattern and complexity should be clearly differentiated. Rural settlements and the issues surrounding it, is alive and prevalent in our cities, towns and communities. We should make sure that real life examples are used in the teaching and learning. Informal Housing and Informal trading should not be confused. The learners see these issues as the same and as such there answers relating to both are similar.

The following flow of teaching should be followed in order to make sure learners understand and can relate questions in the examination:

- RURAL SETTLEMENTS – Definition and classification
- Differentiate Between types of rural settlements in terms of FUNCTION and PATTERN
- Factors influencing Function and Pattern
- Advantages and disadvantages of the Settlement Patterns
- Clearly distinguish between SHAPE and PATTERN of rural settlements
- Issues like RURAL URBAN MIGRATION and LAND REFORM POLICIES should be dealt with realistically and practical. Case studies in this regard is suggested.

All the above content should be done extensively and discussed comprehensively. This I believe is where the learners should score higher marks in the examination.

Large parts of the Eastern Cape is rural and our learners in some instances never saw or experienced urban settlements or urban life. Here we feel excursion to nearby towns and cities will have a positive effect on the teaching and learning process.

Language use during the teaching and learning plays a vital role in how learners present their responses.

New words and concepts should be noted and kept in a separate book. These however should be used frequently so that learners can familiarize themselves with it.

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

The same observations as previously mentioned.

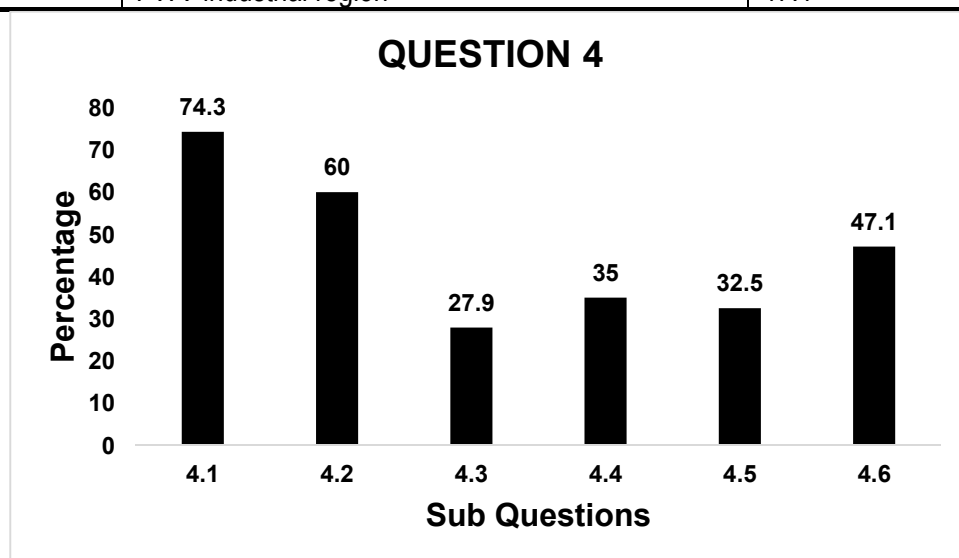
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Subject advisors need to provide support to teachers on the Strategies for industrial development in South Africa. Some of these strategies are current and in close proximity to teachers and learners. This topic is extensive and deserve the same coverage time as the four core industrial areas.

QUESTION 4

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
4.1	Urban issues	74.3
4.2	Primary and Secondary activities	60
4.3	Urban expansion	27.9
4.4	Urban sprawl	35
4.5	Trends in Agricultural production	32.5
4.6	PWV industrial region	47.1



This question was not well answered by the candidates. Their responses lacked depth and insight. The short objective questions were well answered.

From sub questions 4.3 to 4.5, the average percentage was below 35%, with the questions in 4.3 the worst answered. In general the learners struggled with the terms urban expansion and urban sprawl. They didn't understand processes and therefore could not answer the questions examined.

Question 4.4, tested the child's skills in graph interpretation. The reality is that they could not master this skill at all. To find relationships between different data posed a huge challenge. They also failed to link the graphs to the content learned and discussed during the year.

Because the core industrial regions were not tested recently, the candidates really failed respond positively to the questions in 4.6. especially the questions on the PWV region specifically

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

Learners didn't understand what centrifugal forces mean in question 4.3.4. The concept of urban expansion was problematic, very few suggestions in 4.3.5 could be made by the candidates. They obtained an average percentage of 17.5 in this specific question. Urban Sprawl which is closely related as a process to urban expansion was the worst

question answered in the whole question paper. Most of the scores per specific question had percentages of 20 and below. Application becomes a problem if you don't understand the concept or process.

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

The CAPS document as well as the 2014 examination guidelines should at all times be consulted. All work should be covered throughout the year and teachers should not neglect certain issues, content and processes just because it was examined a while ago.

Data analysis as well as interpretation of case studies, extracts etc. should be handled in conjunction with the content in Economic Geography of South Africa. The Core industrial region should be done comprehensively as well as the Spatial Economic Development in South Africa's pre and post-Apartheid eras. These Economic Initiatives are clearly outlined in the Exam guidelines.

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

Observations are the same as previously mentioned

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

Educators are urged to make the subject 'dynamic'. This can be achieved by exposing candidates to Geographical processes and its impact on physical, human and economic activities. A wide variety of sources, excursions, professional development and constant support to teachers can achieve this objective.