

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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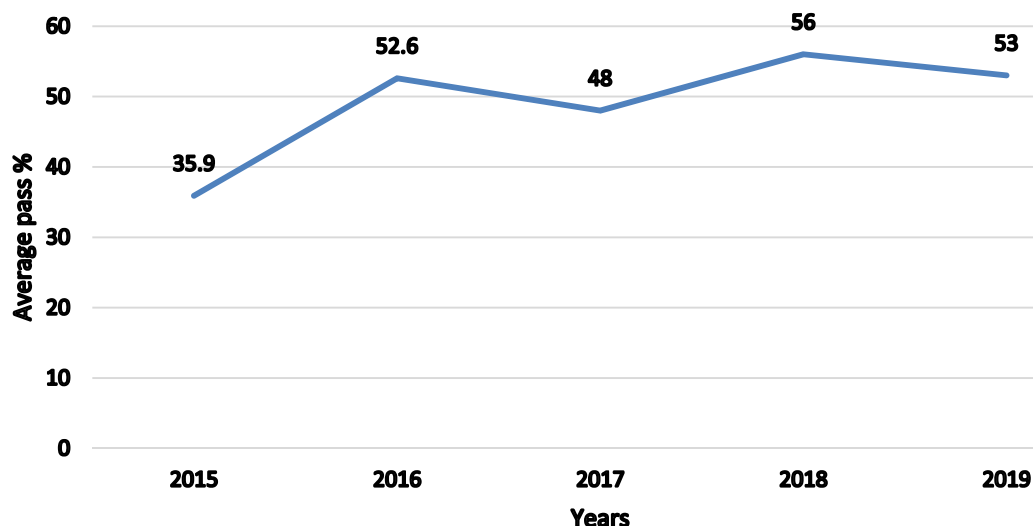
2019 NSC CHIEF MARKER'S REPORT

SUBJECT:	GEOGRAPHY
PAPER:	TWO
DURATION OF PAPER:	1 HOUR 30 MINUTES
DATES OF MARKING:	01 – 04 DECEMBER 1919

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

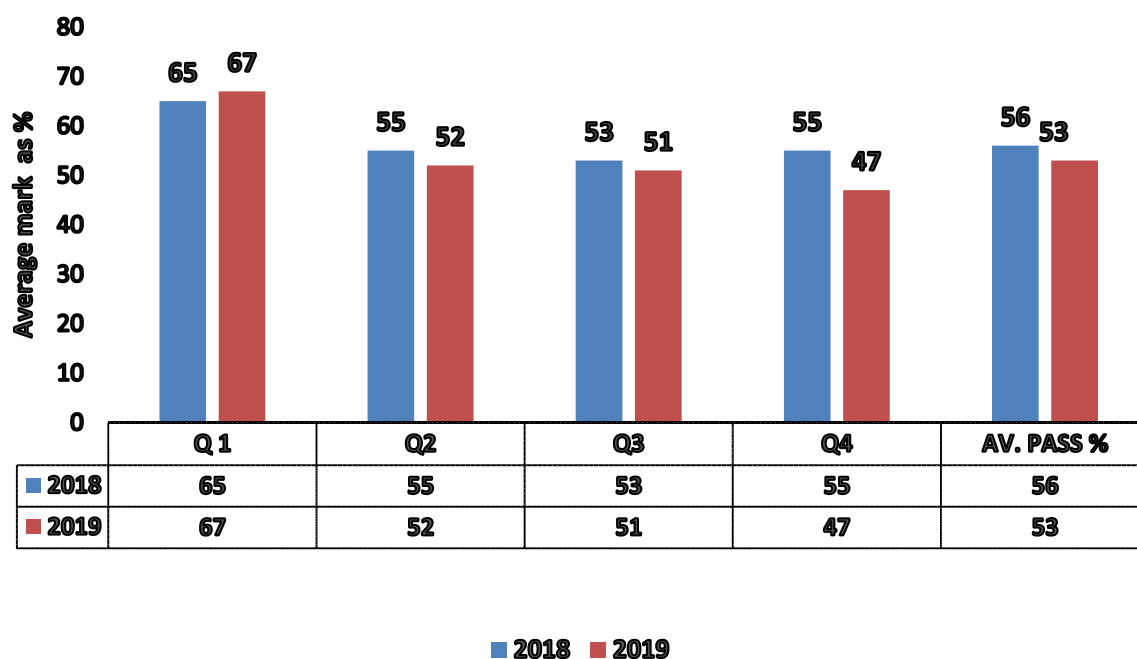
- The 2019 NSC Geography Question Paper 2 in general, was well balanced. The overall structure and the lay-out conformed to the guidelines outlined in the CAPS document and the 2017 Geography Examinations Guidelines. Further, the paper covered most of the main topics prescribed in Grade 12. i.e. Climatology, Geomorphology, Settlement and the Economy of South Africa.
- As a practical paper, there was greater emphasis on the use of topographical and orthophoto maps. In this paper, map work techniques and calculations were fairly covered. GIS was straight forward this year and if candidates knew concepts from grade 12 content, they should have performed better than the 2018 cohort
- However, the overall learner performance in 2019 NSC dropped from 56% (2018) to 53% (2019). In other words, a drop of 3% was recorded.
- It is imperative to note that the scores referred to in this report are based on the RASCH analysis of the 100 scripts selected randomly from the 12 education districts across the entire Eastern Cape Province. The randomly sampled scripts were selected to cover low (40%), medium (40%) and high (20%). The individual scripts were scrutinized to provide an in-depth understanding of the range of different responses, mainly focusing on the weaknesses and misconceptions of learners regarding particular areas in the subject.
- It is worth noting that this report also incorporated findings that markers, senior markers and deputy chief markers came across during the marking process.
- The graph (FIG.1.1) below illustrates the performance trends in Geography Paper 2 for the 5-year period (2015-2019.)

**FIG. 1.1 Performance trends in Geo. P2
(2015-2019)**



- The above graph indicates how learners have been performing from 2015- 2019.
- The above graph shows that overall performance in Geography Paper 2 has been fluctuating from year to year. It is frustrating to note that improvements gained in general performance in the previous year are not sustained in the following year. This pattern can also be seen in performance of individual questions.
- The graph (FIG 1.2) below illustrates this trend.

FIG 1.2 Overview Performance in Geo. P2 (2018 vs 2019)



SECTION 2:

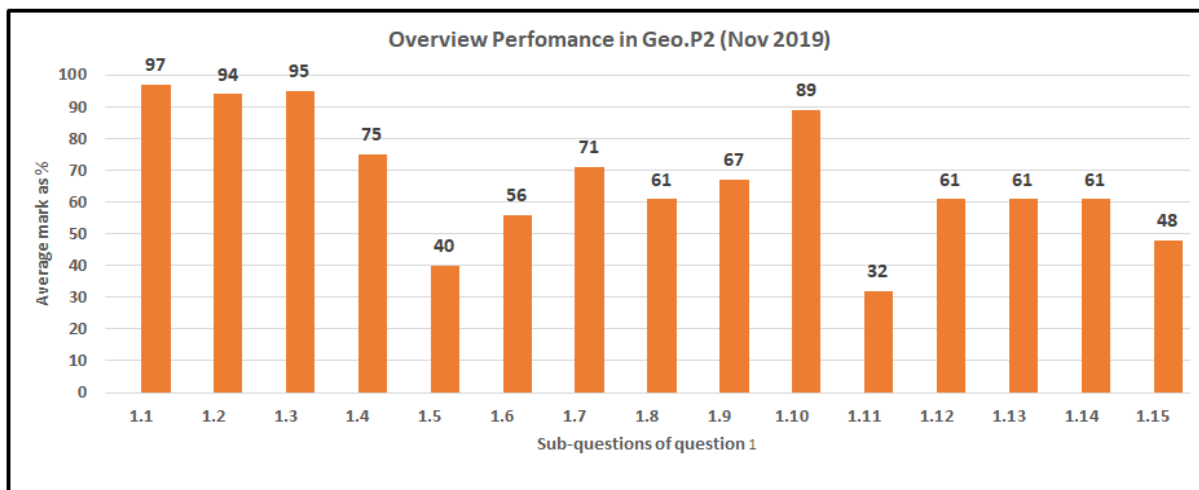
Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1: MULTIPLE CHOICE. [15]

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

- This question consists of 15 multiple choice questions and requires candidates to choose the correct answer from the list of responses given. The questions are drawn from the entire Annual Teaching Plan (ATP) for Grade 12 as articulated in the CAPS Policy document. That is, the theory (paper 1) and Map work (paper 2) content. It is therefore expected that Geography teachers integrate theory as their teaching of Geography Map work.
- The fact that question 1 is purely multiple choice, it is expected that learners would find it easy and therefore score high marks.
- The graph below shows how the 2019 cohort performed in the various sub-questions of Question 1. The results displayed are based on the RASCH analysis of 100 scripts randomly sampled from the 12-education districts of the Eastern Cape Province.



- Most of the candidates did well in this question than in 2018. The average pass % increased from 65% (2018) to 67% (2019). In other words, a marginal increase of 2% was recorded.
- However, there were some sub-questions in which the average mark% was below 50%. These were Q1.5 (40%), Q1.11(32%) and Q 1.15 (48%).

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

- Q1.5 This question focused on the use of co-ordinates/grid reference. This is a popular question and candidates are usually required to come up with co-ordinates of a geographical feature.
- However, in 2019, the context of the question was modified. Candidates needed to locate a geographical feature on the topographical map by using co-ordinates/grid references.
- Q1.11. Most candidates failed to classify Pongola (settlement) according to its dominant function. They failed to integrate knowledge gained in Geography Paper 1(theory) with map evidence. Further, candidates did not read and apply the general(background) information of the mapped area.
- Q1.15. Inability by candidates to use contour lines to interpret landforms. Even though the question was based on the orthophoto map, common knowledge that the topographic should be used to confirm or validate the type of landform feature.

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

- Emphasis must be on the importance of reading the General (background) information page. This sets a “scene “of the mapped area. There are questions based on this.
- Basic map reading skills are essential. Read and understand the information on the map margins. 20% or more questions can be answered here.
- Ensure that learners master the legend/reference. New symbols and their meaning have been included on new maps. Be up-to-date. Refer to Pongola map (2019 November).
- Teachers must integrate map work components when teaching theory.
- Map work should be taught regularly. At least dedicate one period per week for map work.
- Teachers to use topographic and orthophoto maps on regular basis. Reinforce this by regular map work tasks at least once a week.

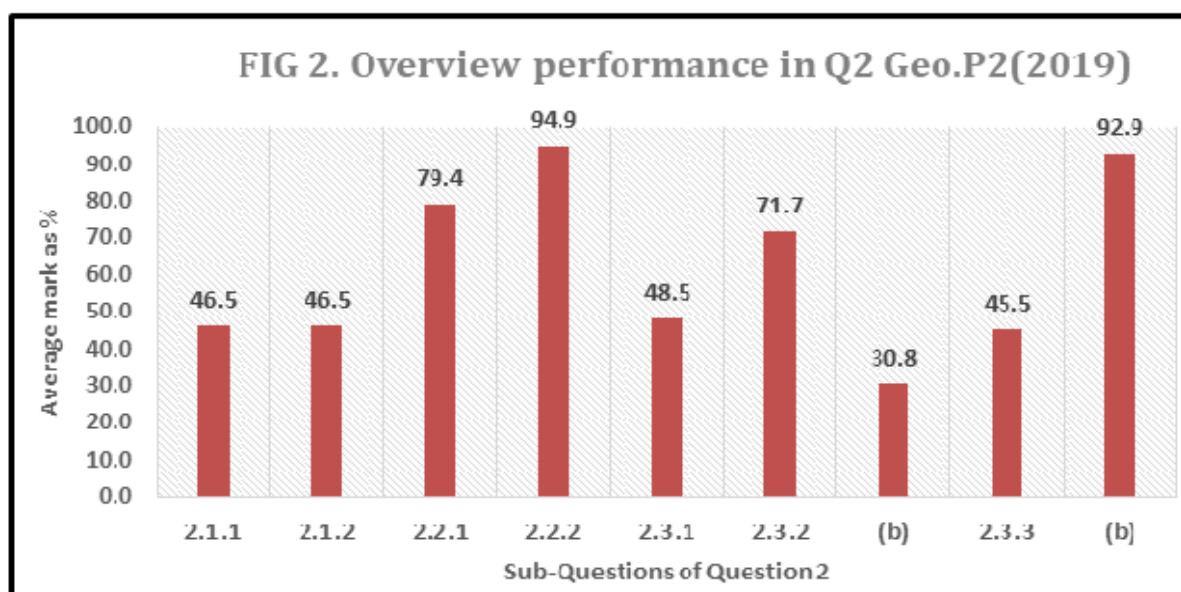
d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Question 1 in map work paper 2 consists of only 15 multiple choice questions. To obtain good marks in this question, learners need to know how to “decode” map language. The use of map marginal information is paramount.
- Map work is skills based. Teachers to use topographic and orthophoto maps on regular basis. Reinforce this by regular map work tasks at least once a week.

QUESTION 2: MAP CALCULATIONS AND TECHNIQUES [20]

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

- This question consists of 20 marks of the 75 marks of Geography Paper 2. The focus of question 2 is mainly map calculations as applied in the geographical context. Simply put, learners are required to apply their mathematical skills on either topographic map or orthophoto map. It should be noted here that obtaining the correct answer is not sufficient, but it is the understanding and the application thereof that difference.
- The overall average mark percentage obtained in this question in 2019 is 53%. This performance is relatively lower than the 55% obtained in 2018 Nov/Dec examinations. A decline of 2% is recorded.
- The graph below shows how 100 sampled learners performed in the sub-questions of question 2 in 2019. This sample is based on the RASCH analysis.



- It is evident from the graph that most learners struggled to get good marks in most of the questions. These included the following questions: Q2.1.1, Q2.1.2, Q2.3.1, Q2.3.2(b) and Q2.3.3. Candidates here obtained less than 50%.

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

- The common errors were due to the lack of basic mathematical skills.
- Learners could not substitute the formula provided. They failed to distinguish between Length (L) and breadth (B). Values were all mixed up (Q2.1.1)

- They could not measure accurately (Q2.1.1) and (Q2.2.2) and use appropriate units. As for magnetic bearing, common units were (79° 35'W; 79° 35'C).
- Most of them could not use the scale of the orthophoto map and confused it with the scale of the topographic map. They also struggled to get the area in square meters (m²).
- The effect of different types of scale on features is not mastered(Q2.1.2).
- In Q 2.3.3 candidates were unable to convert vertical scale and write it as a ratio but instead wrote the scale as representative fraction. In some instances, units i.e. cms and meters were included in the final answer. For example, 1cm: 500cm.

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

- Teachers to cover all grade 10-12 map work content. Grade 10 and 11 content acts as the foundation for grade 12.
- Teachers must go back to basics. They must order and buy metre rulers, protractors and chalk board dividers.
- Teachers must demonstrate to learners on how to come up with correct or accurate measurements using the above-mentioned instruments. Map work skills are acquired through observations and practice.
- Regular practical tasks and assignments, focusing on sharpening all skills relevant to map work be given to learners. These required skills should include, measuring, conversion of map distances to reality.

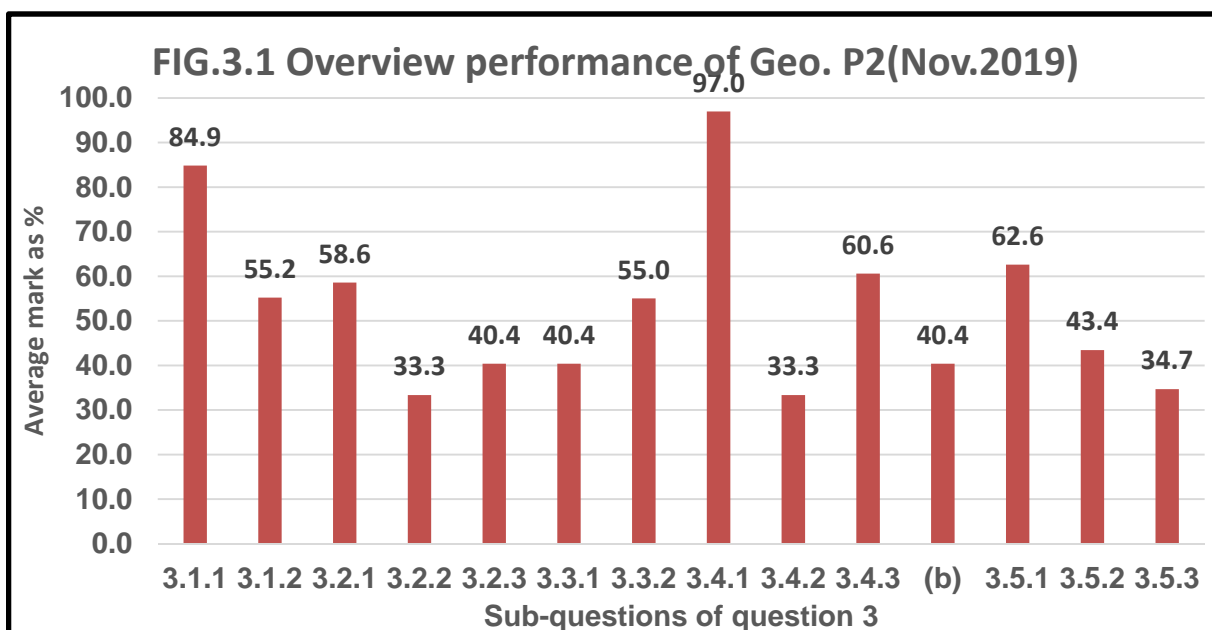
d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- When dealing with map calculations and techniques, emphasis should not be on obtaining the correct answer only, but also the application thereof.
- Align map work lessons with the prescripts outlined in the Geography 2017 Examinations Guidelines (p16 & 17).
- Subject advisors/Teacher Development Institutes to conduct workshops and embark on lesson demonstrations. This will foster map work skills, especially to the newly employed teachers. PRACTICE and PRACTICE is key.

QUESTION 3: APPLICATION AND INTERPRETATION [25]

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

- The overall performance of learners in this question dropped from 53% (2018) to 51% (2019). A decrease of 2% was recorded.
- Based on the RASCH analysis, the performance of learners in this question dropped from 53% (2018) to 51% (2019). A difference of 2% was recorded.
- The graph below illustrates how learners performed in the sub-questions of question 3 in 2019.



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

This question was answered poorly mainly due to the following:

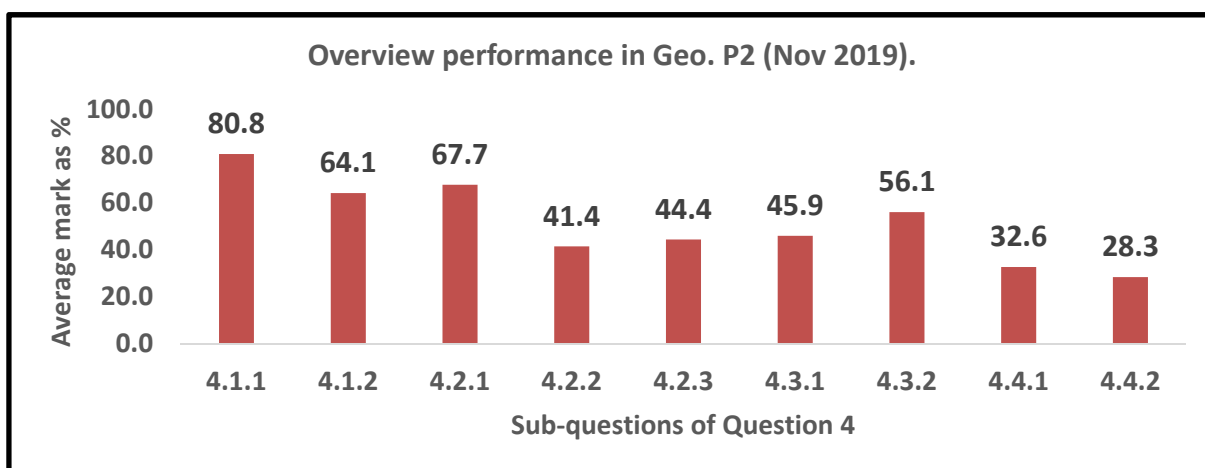
- Learners were unable to answer higher order questions. This can be attributed to lack of language proficiency. As the consequence, they misinterpreted the question or completely failed to understand the questions and in process lost valuable marks. Q3.3.2, 3.4.2, 3.5.2 and 3.5.3 could be given as examples
- Most learners lacked basic Geographical knowledge and application of concepts. They could not differentiate between physical and human factors (Q3.2.2), settlement type and pattern (Q3.2.3). They have no clue of land-use zones (Q3.3.1). They associated land-use zones to cultivated lands and rural-urban settlement.
- Further, most learners did not understand what an aerodrome and irrigation network were. In these questions, answers were incomplete or completely out

of context.
c) Provide suggestions for improvement in relation to Teaching and Learning.
<ul style="list-style-type: none"> • Integration of theory and map work on-going basis. This will enhance learners' understanding that theory and practical papers are interlinked. • Thorough teaching is required. Cover the content that is prescribed for both paper 1 (Climatology, Geomorphology and Settlement) and paper 2 (all grade 10 -12). • Use concepts as the basis for planning and developing Geography lessons. Apply the 3Ws i.e. What? (identification), Where? (location) and Why? (reasons). These must be applied on both topographic and orthophoto maps.
e) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> • All concepts and knowledge acquired in theory, must be taught in an integrated fashioned. • Thorough planning is essential for this to be achieved.

QUESTION 4: GEOGRAPHICAL INFORMATION SYSTEMS. [15]

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

- This question consists of 15 marks of the entire Geography paper 2.
- The overall performance dropped from 55 % (2018) to 47% (2019). That is a variance of 8%. This question is the worst performed in the entire paper.
- The graph below shows the performance of learners per sub-question in the 2019 Geography paper 2.



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

- In 2019, the GIS questions were basically based on the understanding of concepts and the application thereof. It is actually disappointing to note that the overall performance in this question dropped by 8% compared to the previous year.
- Most learners did not have the deep understanding of GIS concepts and as such lost valuable marks. The following sub-questions are classic examples. Q4.1.2, Q4.2.1, Q4.2.2, Q4.3.1 and Q4.4.1. Just by knowing these concepts, one could have scored at least 7 out of 15 (46.6%).

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

- Memorising and understanding of basic GIS concepts.
- Teachers should ensure that basic concepts are not only memorised but fully understood by learners. Grade 12 GIS concepts are all linked to the application and problem-solving skills. For this reason, scenarios are created to examine

how well the concepts have been mastered using GIS as a tool. (*“tool box definition”*).

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Content gap workshops for teachers, especially the newly employed.
- Intensive use of telematics videos.
- YouTube downloads but be selective on the sources.