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**QUALITATIVE ANALYSIS OF LEARNER RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2021**

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| **REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

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| **SUBJECT** | **GEOGRAPHY** |
| **PAPER** | **2** |
| **DURATION OF PAPER:** | **3 HOURS** |

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

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| * The question paper for Geography paper 2 was generally set within the capabilities of grade 12 Geography learners. It should be stated that the 2021 Geography paper 2 is new altogether. This paper is no longer based on Geographical skills and techniques and GIS but rather on a combination of topics from the theory paper 1(Rural and urban settlement and Economic Geography of South Africa) and mapwork. The general performance of 2021 Geography learners in Geography paper 2 may not be compared with performances in the previous academic years. * Nevertheless, the general performance of 2021 learners in Geography paper is above the expected average considering the challenges they encountered in the 2019 and 2020 academic years. The average percentage of 71% was recorded. The above average performance is based on the 7-point scale in which the entire population of learners who sat for Geography paper 2 are categorised based on the 7-point level descriptors. * It is important to mention that the scores we will be referring to 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 coverlow (20%), medium (60%) and high (20%). The individual scripts were then scrutinised 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. |

**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).**

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| **QUESTION 1** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| * In an attempt to understand the performance in specific questions, RASCH analysis was used. The sample size for RASCH analysis was 100 scripts drawn from 12 Educational districts throughout the Eastern Cape Province. The randomly sampled scripts were selected to coverlow (20%), medium (60%) and high (20%). The individual scripts were then scrutinised to provide an in-depth understanding of the range of different responses, weaknesses and misconceptions of learners regarding areas in the subject. * Further, the report also included findings that markers, senior markers and deputy chief markers came across during the marking process. * It is believed that the outputs of this report will be used by teachers, subject advisors and teacher development to foster the standard of Geography in the Eastern Cape Province by coming up with targeted interventions. |

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| The graph below illustrates how learners generally performed in individual questions in Geography paper 2. |
| * It is evident form the that the average performance in all three(3) questions was far below 50% i.e. 30%. * Question 1( rural and urban settlement) recorded 33% whereas question 2 (Economic Geography of South Africa registered 35%). The worst performing was question 3 ( Geographical Skills and Techniques) recoreded a disappointing 12%. |

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| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| **QUESTION 1**  Question 1.1 and 1.2   * These questions focused on a range of concepts from rural and urban Geography. The average percentage for these sub-questions were 70% (Q1.1) and 54% (q1.2) respectively. The highest % obtained 93% (Q1.1.5) and the lowest was 46% (Q1.1.5) and in sub-question1.2, the highest was 78% (Q1.2.6) whereas Q1.2.6 recorded the lowest percentage of 37%. * The graph below shows the performance in the sub-questions 1.1 and 1.2      * It was expected that learners should at least have learnt concepts. Concepts are examined in different forms. Learners can be asked to define/explain, match or apply. The two sub-questions required learners to know apply the concepts. * Learners failed to respond to the questions due to the lack of understanding and application of concepts in a context. They could not link the concept to the stimulus i.e. diagrams provided. |

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| * The average % for sub-question 1.3 was 37%. This question focused on rural-urban migration. |
| * The graph below illustrates how learners performed in individual sub-questions of question 1.3. |

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| * It is clear from the graph that leaners did not perform well in this sub-question. The worst performing question was 1.3.4 (23.5%). * Most learners lost marks in this question by not linking the difficulty that rural migrants face in finding employment in urban areas with quality of life they experience whilst in the urban areas. In other words, learners attempted to answer ONLY the first part of the question. This cost them marks. * Generally, learners performed poorly in Q1.4 sub-question. The highest mark of 89% (Q.1.4.1) and lowest mark 6% (Q1.4.3) were recorded. * The bar graph below shows how learners performed in sub-question of Q1.4 * As indicated in the graph above, Q1.4.2 to Q1.4.5 recorded the lowest marks. This question is based on urban land-use zones. It appears that this section was not thoroughly taught. Learners lost marks because they did not understand the question altogether. In Q1.4.3, learners were describing, giving characteristics of transition zone instead of focusing on the shape as the question required. * Question1.5. was well answered. The highest score was 91% (Q1.5.1) and the lowest was 49% (Q1.5.4) * The graph shows general performance in this sub-question. * The use of infographic is welcomed in the question Geography paper 2. However, examiners must look at the nature of questions set. Most of the questions here were low order questions. This could the reason why marks were reasonably high. |
| 1. Provide suggestions for improvement in relation to Teaching and Learning |
| * Teachers to develop a glossary of concepts for every topic. Concepts should be written in the learner’s notebook but be used as a foundation for lesson preparations. * All concepts must be taught as they appear in the examination Guidelines. Follow the order/sequence. * Evaluate/ test concepts using different formats as appeared in the 2021 Geography Paper 2 NSC Examinations. This type of format is here to stay. * Thorough teaching of urban settlement is needed. It is unfortunate that this sub-topic comes towards the end of second term. The responses by learners could also indicate the level of competence of teachers in this section. |
| * Teachers to train their learners on how to respond to the Explain why and How questions. In these type of questions leaners must motivate/qualify their initial responses. |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| * All in all, concepts must be taught, and be used as the basis of planning the planning geography lessons. * Urban settlement must be taught thoroughly. The use visual aids like Power Point Presentations should a priority as these enhance understanding. |

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| **QUESTION 2** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| * This question was based on Economic Geography of South Africa. * The average mark performance was 35%. Questions 2.1 and 2.2 were based on concepts. In these questions’ learners did relatively well. The average marks of 78% and 73% were recorded respectively.   The graphs below indicate the performance in each sub-question 2.1. and 2.2. |
| * However, the performance in questions 2.3, 2.4 and 2.5 were disappointing. This is shown in the graphs below. |

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| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| * The sub-questions 2.3.and 2.4 were set on the prescribed content in the 2021 Geography Examination Guidelines.It appears that teachers did not complete the expected content. * Some teachers did not use the Geography Examination Guidelines when teaching the prescribed content for 2021 academic year i.e. South-western Cape core industrial region and the West Coast Spatial Development Initiative (SDI). The average performance in this question is 30%. * The questions 2.3Conte,2.4 and 2.5 made use of textual data/extracts and infographic. * In some instances, learners were required to quote from the extracts. Some scored low marks as they responded by rewriting the extracts without referring to the questions. |
| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| * Content must always be covered. The use of supplementary notes, Power Point Presentations and Mind the Gap is non-negotiable. It should be noted here that most of the recommended textbooks do not have up-to-date information especially on SDIs and IDZs. * Geography Examinations Guidelines must always be consulted. It is further advisable to give copies this valuable resource to learners. * Teachers must also create WhatsApp groups for their learners so that additional electronic resources can be shared on such platforms. |

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| 1. General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| **QUESTION 3**   * This question focuses on Geographical skills and Techniques. * The general performance was very disappointing. The average of 12% was recorded. The average performances in individual sub-questions differed considerably. i.e. Q3.1(39%), Q3.2(46%) and Q3.3 (37%). * The graphs below show how learners performed in individual sub-questions. |
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| 1. Provide suggestions for improvement in relation to Teaching and Learning |
| * Generally, In Question 3, mapwork, learners displayed lack of mathematical skills and ability to understand and use GIS concepts in real context. * In all the questions cited above, learners either left blank spaces or got extremely low marks. * Mapwork is not given enough time and not taught in an integrated manner with theory. * This could be the clear indication that learners were not taught. This could be attributed to the reduced mapwork marks in Geography paper 2.i.e from 75marks to 30 minutes. |
| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| * Mapwork must be given enough time and taught in an integrated manner with theory. * Use of the previous question papers in vital in practising mapwork skills. * Glossary of concepts in GIS must compiled and be taught. * All concepts must link to real life situations, practical aspects. Yes there is no GIS software available at the moment but use of paper GIS can be used as a substitute. |