EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
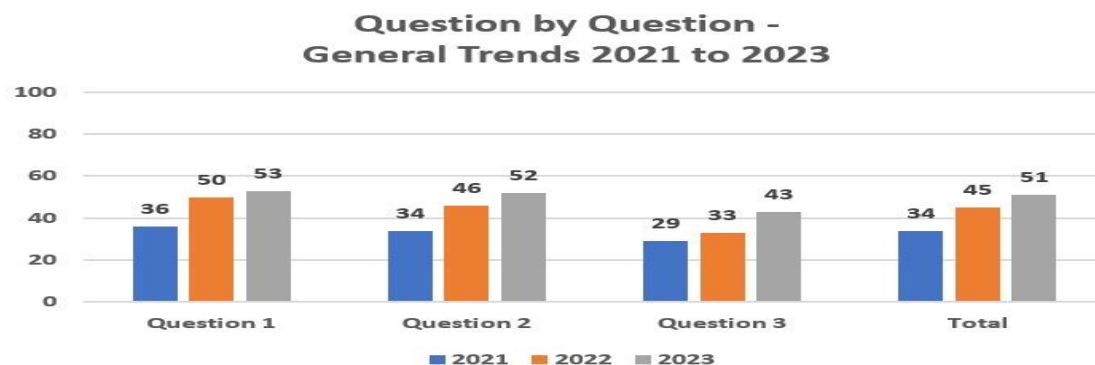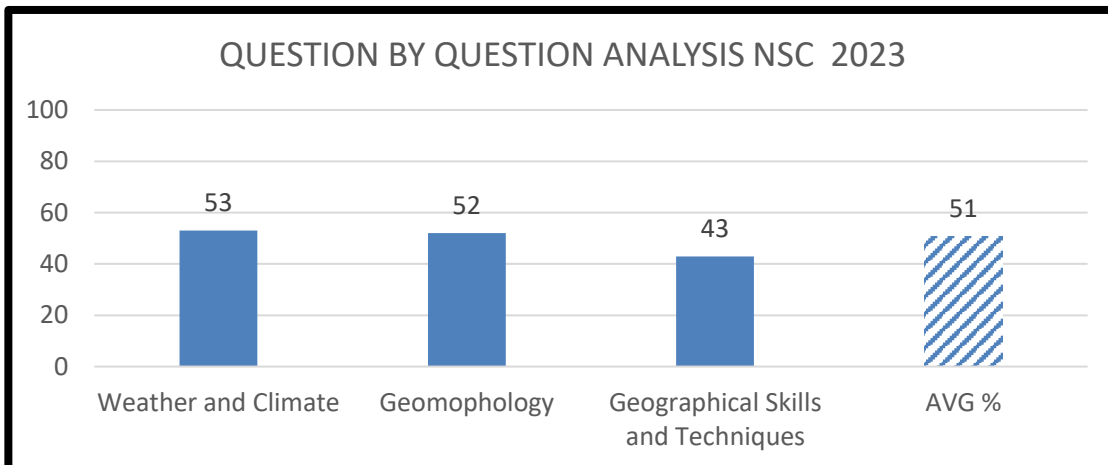**Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600**
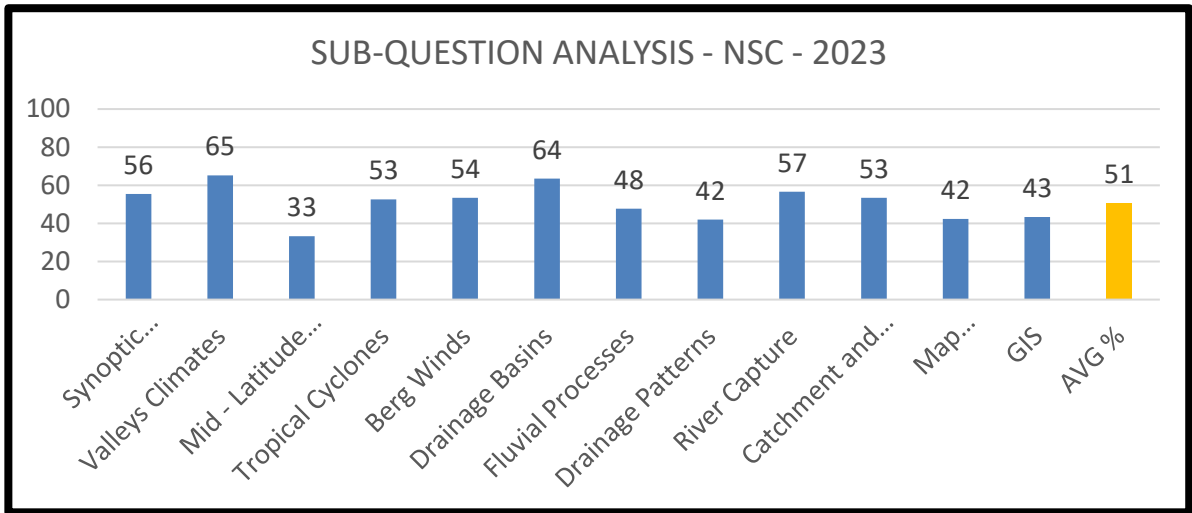**REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za**

2023 NSC CHIEF MARKER'S REPORT

SUBJECT	Geography		
QUESTION PAPER	1	2	3
DURATION OF QUESTION PAPER	3hrs		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	07 December 2023 to 18 December 2023		

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

SUB-QUESTION ANALYSIS - NSC - 2023

Category	Value
Synoptic...	56
Valleys Climates	65
Mid - Latitude...	33
Tropical Cyclones	53
Berg Winds	54
Drainage Basins	64
Fluvial Processes	48
Drainage Patterns	42
River Capture	57
Catchment and...	53
Map...	42
GIS	43
AVG %	51

The graphs above indicate the overall performance from the 100 sampled scripts showing an average performance of 51%. The topic specific performance is as shown in the graphs. There has been a slight improvement as compared to the 2022 cohort with an average performance of 45% in all sections of the syllabus.

The improvement was however met with problems in reading and interpretation of graphs.

- Map skills and techniques posed problems to many learners especially when they could not substitute properly.
- Some learners ended up giving definitions of concepts in GIS and advantages of remote sensing as they struggled to apply it to respond to 3.3.2 and 3.3.5.
- Properly taught topics included question 1.1, 1.3, and 2.1. most highfliers excelled and got almost everything correct.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
(a)   General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
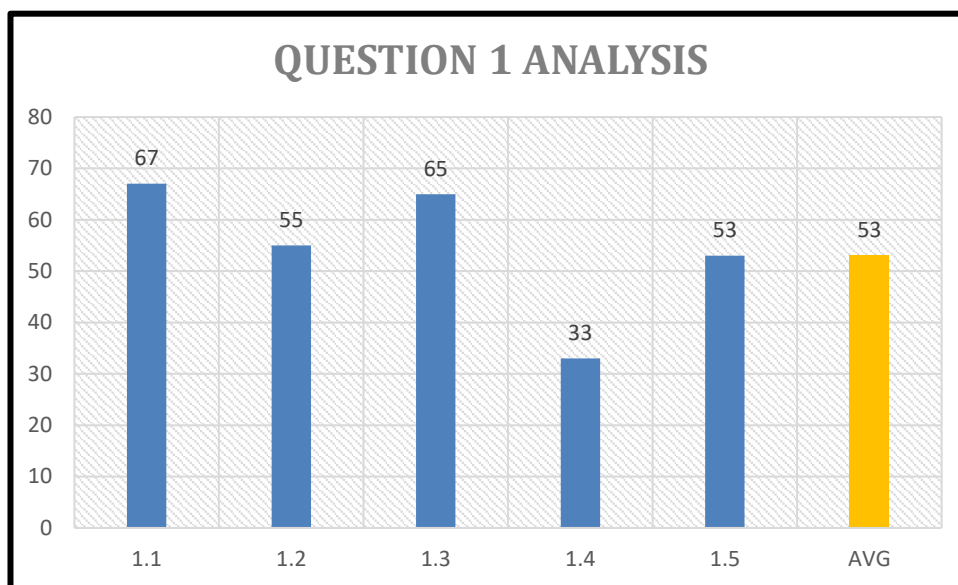
The question was moderately answered as depicted by an average of 53%.

- Areas of excellence included 1.1, 1.3 and 1.2 was moderately answered.

  The reason for this impressive performance was the learner's ability to apply learnt concepts in discussing the questions at hand. Maximum marks were mostly obtained in discussion questions.

- Challenges were encountered in responding to question 1.4 specifically 1.4.5, 1.4.6 and 1.4.7.

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

Possible reasons for failure are related to but not limited to the following:

In 1.4.5, candidates struggled to explain why the descending or rising air could cause clear or overcast skies respectively.

In question 1.4.6 the challenge was in explaining why strong winds developed in the left-hand quadrant. Very few candidates could express themselves correctly. There is evidence of lack of revision prior to the examination on this aspect.

In 1.4.7 the drawing of the diagram took learners by surprise as evident by their failure to produce diagrams bearing the required information. Most candidates got a mark for the symbol, for the pressure or no mark at all. Emphasis needs to be put on this aspect. The symbol that was drawn by most candidates was for the Northern Hemisphere. Only few candidates showed knowledge of the isobar spacing on the dangerous semi-circle.

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

- Most learners are not very much alert when it comes to responding to different action words. They overlook the importance of such phrases like explain how and explain why and thus they lose marks since the tend to list their responses.

QUESTION 2

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

QUESTION 2 ANALYSIS
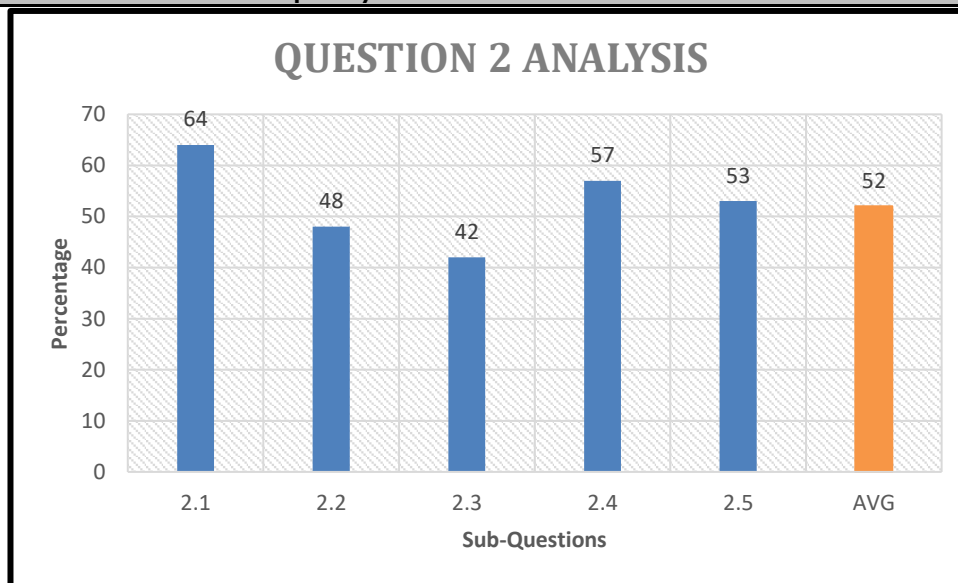
This question was moderately performed as the sample gives a 52% pass.

Well tackled questions include 2.1, 2.4 and 2,5. The acceptable performance can be attributed to:

In question 2.1 focussed on understanding of concepts which were on knowledge level or application. Content on drainage basin and catchment areas were effectively taught. Around 64% of the learners got the answers correct.

In question 2.4 - Learners displayed that their educators had revised well as they successfully identified the features of river capture and articulate well on the effects of the process on the misfit stream.

In question 2.5 Drainage basin management was well responded to. This was probably due to the fact that some of the answers could be extracted from the article.

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

In question 2.3.2 and 2.3.3 learners' limited knowledge on drainage pattern is shown by their failure to relate the rectangular drainage pattern to rock type and structure. A lot of guesswork was evident by some learners mentioning any rock type.

In question 2.3.6 learners seem not to know what a water-table is. They confuse it with groundwater.

In question 2.3.7 most learners lost marks as they failed to discuss the factors that caused a high drainage density. Instead they discussed factors that cause a low drainage density. They could hardly bring in the idea of infiltration and run-off.
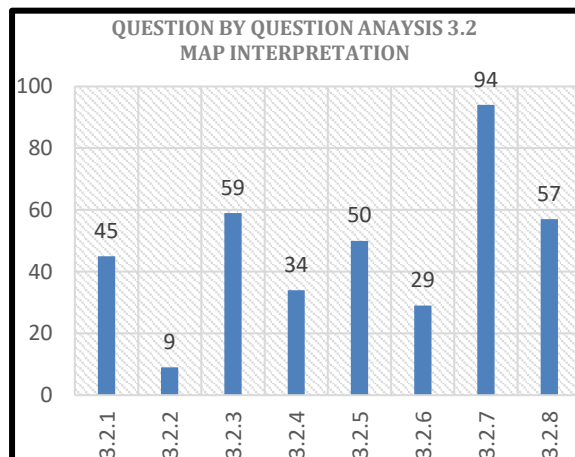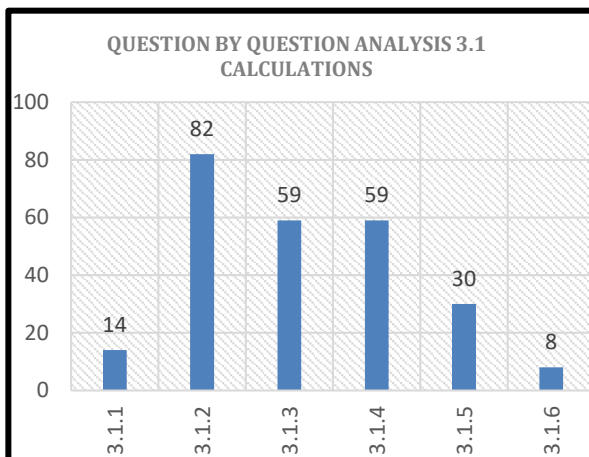
This causes learners to treat them as independent concepts without focusing on their interrelatedness. This made them lose both points. There could be a lack of practice in answering typical examination papers. Educators focus mostly on short objective questions which puts blinkers on most learners barring them from thinking outside the box.
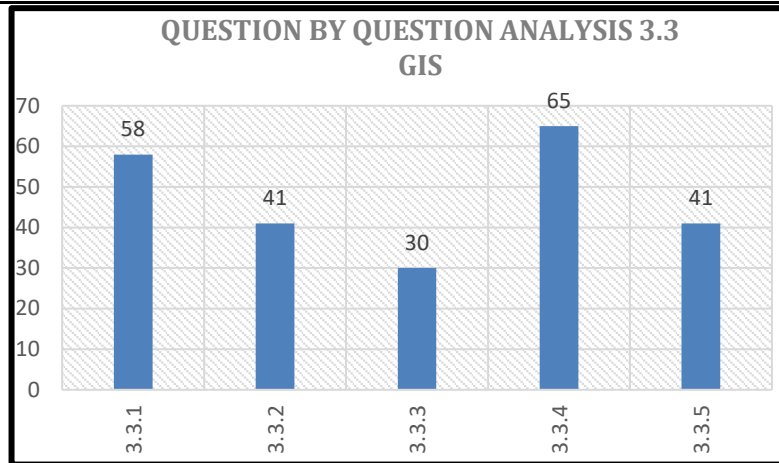
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Most learners are not very much alert when it comes to responding to different action words. They overlook the importance of such phrases like explain how and explain why and thus they lose marks since the tend to list their responses.

QUESTION 3

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

QUESTION BY QUESTION ANALYSIS 3.1 CALCULATIONS

Question	Value
3.1.1	14
3.1.2	82
3.1.3	59
3.1.4	59
3.1.5	30
3.1.6	8

QUESTION BY QUESTION ANAYSIS 3.2 MAP INTERPRETATION

Question	Value
3.2.1	45
3.2.2	9
3.2.3	59
3.2.4	34
3.2.5	50
3.2.6	29
3.2.7	94
3.2.8	57

QUESTION BY QUESTION ANALYSIS 3.3
GIS

This question was poorly performed as the sample gives a 43% average pass.

- Well tackled questions include 3.1.2, 3.1.3, 3,1,4, 3.2.3, 3.2.7, 3.2.8, 3.3.1, 3.3.4,
  - 3.1.2 and 3.1,3, - Learners have a good mastery of using the map margin information.
  - 3.1.4 – Most learners calculated area easily especially now that the map distance for length and breadth were given. They converted that to ground distance without complications.
  - 3.2.3 – applying valley climate to identify the letter was easy which indicates that in-depth revision was done on the aspect before the examinations.
  - 3.2.7 and 3.2.8 - learners were given room to guess since the question had an error regarding the slope where H was to be found. This opened the memo and promoted passing.
  - 3.3.1 – learners understood the different ways of storing data in GIS.
  - 3.3.4 – Learners could correctly identify an orthophoto map as a representation of raster data.

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

Possible reasons for failure are related to but not limited to the following:

Lack of preparation for map skills especially considering that the marks for all sub-sections in map work have been reduced.

Some learners have a negative attitude towards calculations since they are afraid of Mathematics.

Questions that challenged learners the most were 3.1.1, 3.1.6, 3.2.2, 3.2.4, 3.2.6, 3.3.2, 3.3.3, and 3.3.5.

In question 3.1.1 Grid referencing is a challenge to learners for they could hardly identify the feature in question.

Question 3.1.6, learners had problems in getting the VI as well as knowing how to correctly substitute the VI and HE.

In question 3.2.3, Choosing the two responses to match into a correct response was difficult for most learners.

In question 3.2.4 After identifying the crop to be found in the valley, learners struggled to give the climatological reason – an indication that application of valley climate is a challenge to learners. This also applied to 3.2.6 where learners found it difficult to give a reason for choosing orthophoto map.

Question 3.3.2 and 3.3.5 Application of concepts in GIS is a serious challenge to learners. In question 3.3.3, Learners had not prepared for the definition of raster data.

(c) Provide suggestions for improvement in relation to Teaching and Learning for the whole question paper (Question 1 , 2 and 3)

- Educators and subject advisors are advised to take note of common mistakes and hummer on them so that learners realise how easy it is to score high marks in map work. This could involve some sessions on map work quiz held at cluster levels as a way of promoting completion.
- Content gap workshops can be held to upskill the educators on concepts likely to be overlooked in mapwork.
- The use of graphs and especially infographics and all content has become very important as learners rush into answering the questions, learners should be taught to first analyse all sources/information thereafter clarify their understanding about the topic being tested in a question.
- Deeper understanding of processes should be emphasized as learners struggled with relating content to real-life situations.
- The "Old" method of "talk and chalk" should be integrated with new technology like video presentations, power point presentations and to make sure learners observe drawings, as this skill is totally neglected, and learners lost marks in Question 1.4.7
- A lot of resources are available, so educators should plan how to utilize them properly thought the year.
- All content and topics as prescribed in the Examination guidelines must be adequately covered during the academic year. If topics haven't been examined in the past few years, it doesn't mean it will not be examined.
- Teaching must be innovative and creative as the rigid and structured manner of teaching is clearly disadvantaging our learners. An integrated approach is advised.
- Techers should bear in mind that, whatever process is taught, learners should understand the practical and real-life application, either positive or negative. That is Out comes Based Education is all about.
- Frequent revision and testing of Physical Geography is important because, Climate and Weather are completed in Term 1 then learners struggle to recall basic content.

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

- Use of geographical language is a problem.

  Most learners are commonly challenged by question that ask how a certain concept develop as well as how certain GIS processes help solve Geographical problems. Geographical concepts must be discussed in depth, using various teaching methods to accommodate different cognitive levels and learning levels of the system. These concepts provide the basis for the 'language of geography of Geography' This will improve the candidates grasp of concepts and how to apply them.

- Geography educators need to expose candidates to contemporary extracts, to practice the art of comprehending and synthesizing from the extracts.

- Fieldwork for all grades must be compulsory, hence candidates will have primary information regarding land environmental issues and solutions or strategies to deal with those issues.

- There is a definite need to integrate both physical and geographical features. Providing evidence for observations and findings must re- emphasized. The 'WHY' question when analyzing sources in order to clarify sources and processes.

- We cannot over emphasise the need of content workshops to gain common understanding of processes and the way it should be taught.

- Content gap workshops by Subject Advisors should be frequently held in order to capacitate educators.

- Use of old question papers is imperative

- There is a definite gap between teaching methodology and assessment tasks, tests, and exams seemed to raise the bar higher and higher, whereas teaching methodology is stagnating.

- Subject Advisors must try to standardize the SBA tasks ensure that all tasks are CAPS compliant and with the correct cognitive levels.

- Lesson plans should be clearly outlined to make sure that, all work/content are covered throughout the year.