

Annexure A

SUBJECT	GEOGRAPHY		
QUESTION PAPER	1	2X	3
DURATION OF QUESTION PAPER	3 HOURS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	MR ALBERT CHANDA		
NAME OF THE CHIEF MARKER	MRS PICKERY ELIZABETH		
DATES OF MARKING	04- 18 DECEMBER 2023		
HEAD OF EXAMINATION:	MR LOLWANA ZUKO		

1. STANDARD OF THE QUESTION PAPER

Was the paper of an appropriate standard for Grade 12? Substantiate using the following headings:

(a) Compliance to CAPS and Examination Guidelines

- The structure of question paper, as well as the content coverage (topics), mark allocation, mark distribution and examining style adhered to and are in line with the Curriculum and Assessment Policy Statement (CAPS), Revised Chapter 4 of CAPS and 2021 Geography. Examination Guidelines.
- The layout of the exam was engaging, and the images / graphs / extracts / infographics / sources were clear and user-friendly. There was a balance of sources and long extracts / write-up, (that can potentially be to the disadvantage of learners who are writing the exam in their second language) were avoided.
- Unfamiliar/ not commonly used geographical concepts such as “commuters” (Q1.5) were explained in the glossary.

(b) Cognitive skills assessed.

Was there an appropriate distribution of questions in terms of low, middle, and higher order cognitive skills? (If not, please attach a weighting grid to show the distribution of the cognitive skills assessed.). Were choice-questions assessing similar cognitive skills?

- The cognitive level rating of the exam follows that prescribed in the Examination Guidelines and the CAPS document. i.e. Low order: 25%; Middle order: 50% and High Order: 25%.
- The overall cognitive level distribution in Geography paper 2 for 2023 was as follows:

	Lower order	Middle order	Higher order
Expected	25	50	25
Actual	27.5 %	49.0%	23.5%

- There was a fair balance of question types and sufficient questions were set that required analytical and thinking skills.
- Questions where verbs like explain why, why, and how questions could be cited as classic examples that required learners to use their insight and analytical thinking and to some extent these posed a greater challenge to learners.
- However, these questions were set within the 25% of higher order cognitive demand.

(c) Difficulty level of question paper

In general, do you think the paper was difficult, fair or easy? Please provide examples with reasons. Were choice questions of equal level of difficulty?

- The paper was fair and pitched at the level of grade 12 learners.
- However, there were challenging questions, Q1.4.4; Q1.5.4; Q2.3.5; and Q2.5.4.
- Learners tended to struggle in questions that required the application of high-level thinking skills. Simply put, the explain, how and explain why questions posed a huge challenge to most of the learners.
- Nevertheless, the above-mentioned questions were set within 25% cognitive level demand for higher order questions.

(d) Coverage of prescribed Content and Skills

Does the paper cover the Content and Skills as prescribed in the CAPS? If your answer is no, indicate which Content and Skills were not adequately covered.

- All major topics were examined in 2023.
- The rotational topics for 2023 were adequately examined. These included, Maize (Agriculture), platinum (Mining), secondary and tertiary sectors (PE-Uitenhage) and IDZ(Coega).
- All in all, the 2023 Geography paper 2 could be deemed as a valid instrument used to measure the expected competencies of grade 12 Geography learners for 2023 academic year.

2. FAIRNESS OF QUESTIONS

Were there any questions that were unfair? List them and substantiate why each one was unfair. Please include the total marks per question.

Challenging paper but manageable for learners who were taught in the 2023 school year.

- Were there any printing errors?

No printing errors were picked up in the entire question paper.

- Errors on the question papers?

- The paper was error free.
- All sources were clear and acknowledged. Extracts had no spelling errors and unfamiliar geographical terms were simplified in the glossary.

- Unclear pictures?

- Sketches drawn by examiners were noticeably clear.
- However, picture A Q1.4 and the sketch B, confused the learners. The poor performance in this question could be attributed to the nature of the sources used.
- The picture A was not in any way used in the questions. It was unnecessary destructor.

- Items outside the Curriculum?

- All items covered were within the prescribed curriculum for grade 12 Geography.

3. 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 used was appropriate to the subject and for the level of grade 12 doing English HL and English FAL language learners.
- However, learners struggled with questions where economic and environmental injustices (Q1.5.4) and Q3.2.2 b) were used. These concepts/ phrases are not new and are in the examination guidelines.
- Further, words like commuters and diversification were simplified in the glossary of words.
- There was no bias detected that could compromise the integrity of the examinations

4. USE OF APPROPRIATE TEXTS / CONTEXT AND STIMULUS MATERIAL

- Were the texts/contexts used appropriately? Substantiate.

- The use of text was appropriate throughout the question paper.
- There was degree of consistence in terms of alphanumeric referencing system (Q3). Bold letters were used in questions that required learners to locate a feature on the topographic and orthophoto maps.
- The font size and line spacing were also consistent throughout the question paper.
- Combining the orthophoto and topographic maps makes it easier to work with this resource.

- Were the visual texts clear? Substantiate.

This is not applicable in this paper.

- Were the visual texts and their contexts accessible to all learners? Substantiate.

This is not applicable in this paper.

- Was there any prejudice with regard to race, religion, or gender found in the question paper(s)?

There was no prejudice detected in relation to race, religion, or gender detected in geography paper 2 that could compromise the integrity of the examinations.

5. LENGTH OF QUESTION PAPER

Were candidates able to complete the examination within the allocated time?

- There was enough time for the candidates to make a thorough study of the question paper to complete without being under time stress.
- Candidates had time to check answers.
- There was ample time for Learners to attempt all the questions and as such few gaps were noticed during the marking processes.
- This could be used as an indicator of effective utilisation of the time available in this examination paper.

6. MARKING GUIDELINE

Is the mark allocation for all questions appropriate? If no provide examples.

Does the marking guideline cater for all alternative responses?

If no, please list all correct responses which were not included in the memo. (Indicate the question number and response.)

- The mark allocation for all questions was consistent with the degree of difficulty as articulated in the cognitive level demand and the examination guidelines of the paper. That is, all extractive questions were allocated 1 mark and those that needed learners to motivate were allocated 2 marks.
- Further, questions that required learners to use their insight, alternative responses were provided and any example appropriate to a particular question was accepted. This made the guideline very flexible.
- Further, part marking was introduced to accommodate learners who could raise a valid point without a qualifier. This innovative and positive marking was applied to Q1.4.1, Q1.4.4, Q1.5.4 and Q3.3.3 in the entire question paper.

7. OVERALL IMPRESSION OF THE PAPER IN TERMS OF LEARNER PERFORMANCE (BASED ON THE MARKING PROCESS AS INFORMED BY THE INTERNAL MODERATION AND THE MARKED SCRIPTS).

- Indicate how the candidates may have been advantaged / disadvantaged considering the challenges of the 2023 academic year.

- The 2023 cohort of learners entered the high school in 2019, the year in which the country and the schooling system was disrupted by COVID-19.
- Throughout their schooling career, their ATPs were trimmed and retrimmed. They were only exposed to fundamentals.
- It is expected that they would not perform as good as the previous cohort of learners.
- However, the 2023 academic year was stable in terms of the number of school days that grade 12 learners attended. There were no school closures and rotational timetables.
- Further, there were a variety of interventions that schools, districts, and the head offices put in place to have more teaching(contact) time.
- The interventions included but not limited to extra (Saturday and afternoon) classes.
- In some underperforming schools and districts, JEEN consortium conducted Saturday and vacation classes i.e. Autumn, winter, and spring schools.
- These interventions also included the distribution of extra resource materials i.e., Mind Gap, previous question papers, electronic topical notes, Power Point Presentations (Telematics) and radio lessons.
- In addition, mid-year and trial examinations were written, exposing the 2023 Geography learners to a variety of assessment styles.
- Learners and teachers are now familiar with the structure and expected content to be examined in Geography paper 2.
- It would be reasonable to conclude that the conditions experienced in the 2023 academic year were conducive for teaching and learning and as such the 2023 cohort of learners are expected to perform better.
- It is also important to note that the number of Geography learners who wrote in 2023 dropped from 43 556 to 42 895 i.e., decreased by 661 learners. The decrease in the number of learners put less pressure on the material and human resources.

- Based on the reasons provided above, give a prediction of the learner performance. (How will the candidates results compare to the 2022 examination results in this paper?)

<ul style="list-style-type: none"> Based on the challenges cited above, it is not surprising, therefore, to note that the 2023 cohort of learners have not performed better than the 2022 group. The overall performance decreased from 54% (2022) to 50% (2023) In other words, a drop of 4% was recorded.
<ul style="list-style-type: none"> Was there any evidence that candidates were not fully prepared for the examination as compared to previous years? Please provide examples or motivation for your response.
<ul style="list-style-type: none"> To the contrary, there was limited evidence that was found to indicate that learners were not prepared for the end of year examinations. However, it appears that the mapwork section is either not given enough time or it is neglected. In Question 3, mapwork, learners displayed lack of mathematical skills and ability to understand and use GIS concepts in real context. Learners either left blank spaces or got extremely low marks.
<ul style="list-style-type: none"> Based on the candidates' performance, describe any challenges that may have resulted in such a performance.
<ul style="list-style-type: none"> No major challenge was identified that led to the drop (4%) in the level of performance compared to the previous academic year.

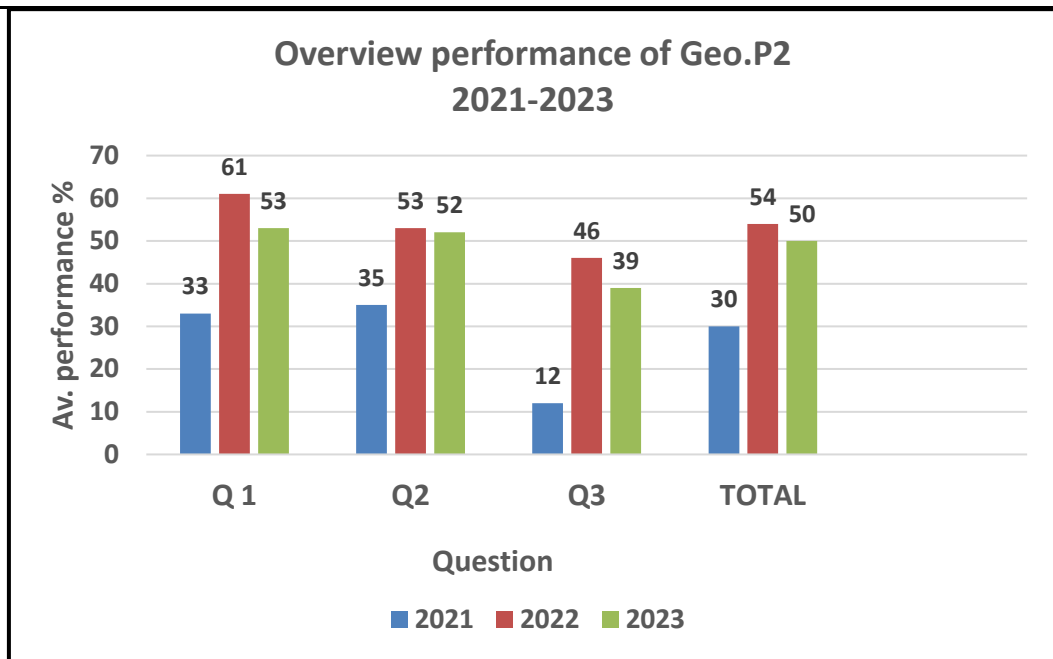
<p>8. RECOMMENDATION (PROVIDE DETAILED MOTIVATION)</p> <p>Based on the nature of the question paper and the marking guidelines and learner performance within individual questions and across the entire question paper, the following recommendation is put forward for consideration. That raw marks be accepted.</p> <p>Reasons:</p> <ol style="list-style-type: none"> The questions were set on the prescribed content for a grade 12 learners. The language used was accommodative of FAL learners. No faulty questions were identified. The marking guideline was flexible enough and catered for a variety of responses. There was also provision to accept examples. Part marking was introduced to cater for learners who answered part of the question but failed to qualify or motivate. In this way, learners got half of the allocated marks instead of scoring a zero. 	
a. Raw Marks Accepted	X
b. Upward Adjustment	

c. Downward Adjustment	
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REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

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

- The general performance of 2023 learners in Geography paper 2 dropped from 54% (2022) to 50% (2023). In other words, the drop of 4% was recorded.
- The drop in the average performance could be attributed to several factors which may include but not limited to:
 - General performance in paragraph questions (1.5.4 and 2.5.4) was disappointing.
 - Data response type of questions, which required learners to have a detailed discussion by linking factors to the source was also poorly answered.
 - In most instances, learners were not sure whether facts should be explained separately or linked and whether one-word answer or longer phrase was required as the response. The following questions could be cited as classic examples (Q1.3.4, Q 1.4.4 and Q1.5.4).
 - Further, learners were unable to demonstrate an understanding of command/action words such as explain why (Q1.5.4), how (Q1.5.3) and why (Q2.3.3). In these questions learners performed poorly.
- The bar graphs below illustrate the general performance of geography paper 2 learners for the past three (3) years.
- The scores used in the generation of the average pass percentage and drawing the bar graph 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 then scrutinised to provide an in-depth understanding of the range of different responses, mainly focusing on the 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.

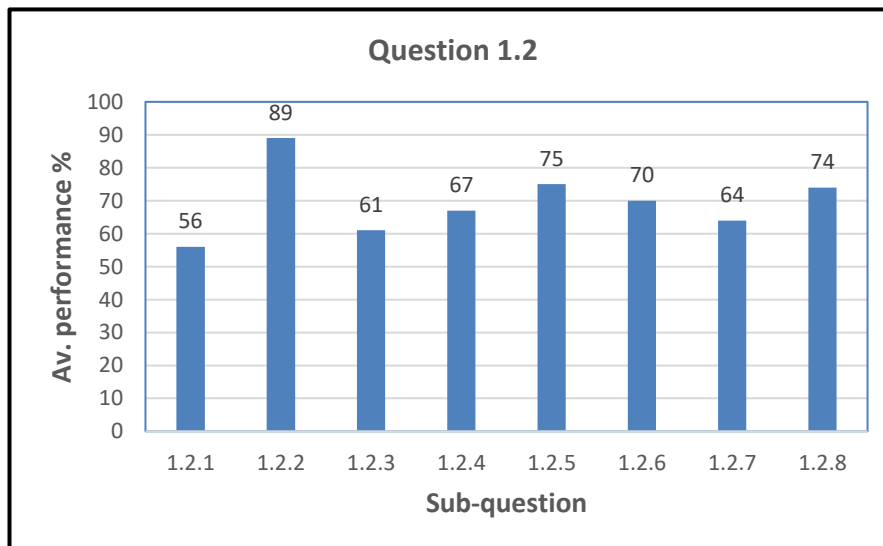
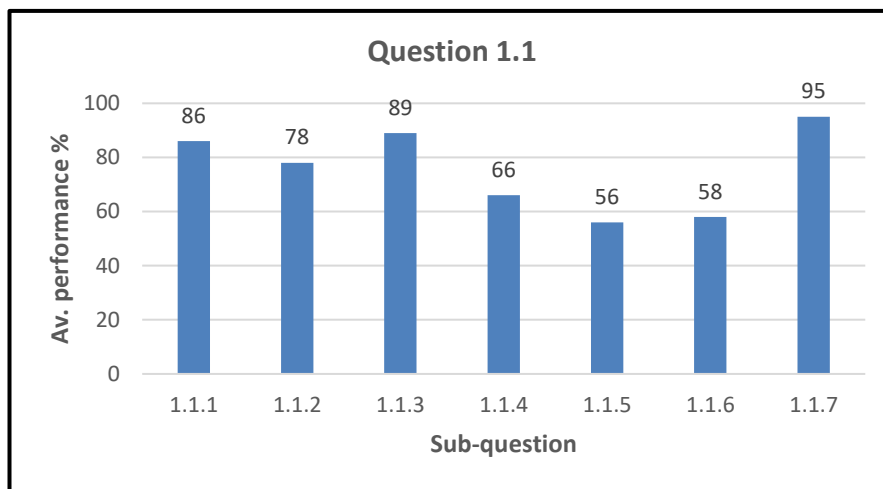


- The graphs above show that the average performance in all three (3) questions for the past three years has been fluctuating i.e. 30% (2021), 54% (2022) and 50% (2023). The 2023 group of learners dropped by 4% compared to the 2022 group.
- Question 1 (rural and urban settlement) registered 53% (8%) less than the 2022 cohort of learners.
- Question 2 (Economic Geography of South Africa), the average % dropped by 1%.
- The drop of 7% in 2023 (46%-39%) was recorded in question 3. This question is focused on Geographical skills and techniques and constitutes 20% of the entire Geography paper 2.

**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?
Question 1.1 and 1.2. These questions were well answered. <ul style="list-style-type: none"> • These questions focused on a range of concepts from rural and urban Geography.

- The average percentage for these sub-questions were 75% (Q1.1) and 70% (Q1.2) respectively.
- The highest % obtained 95% (Q1.1.7) and the lowest was 56% (Q1.1.5 and Q1.3.4).
- It is expected that learners should master the concepts as they form the basis of every topic/lesson.
- However, some learners failed to respond to some questions especially Q1.1.5 (land reform) and 1.2.1 (central place town).
- The graphs below show how learners performed in questions 1.1 and 1.2 respectively.



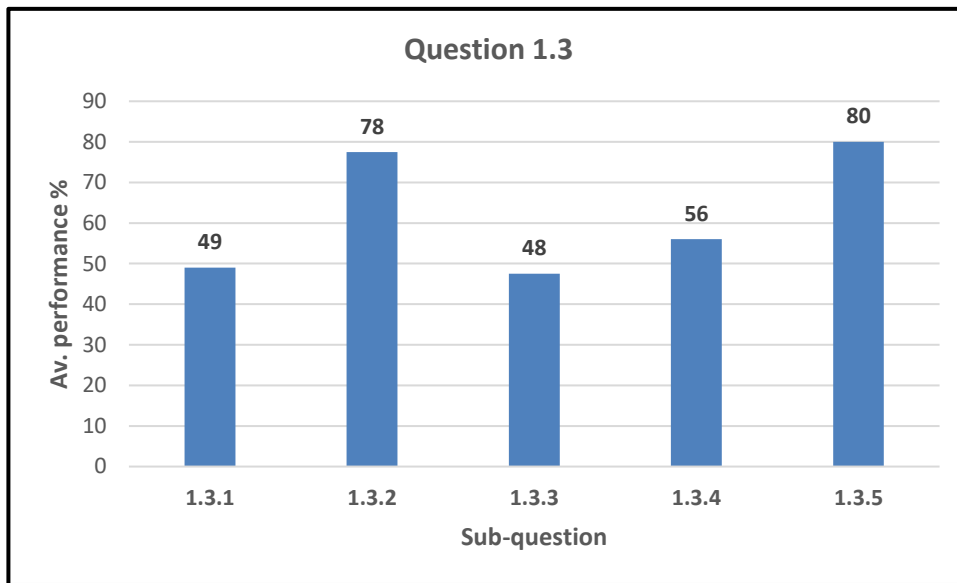
(a) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Although Q1.1 and Q1.2 were fairly answered, the general performance could have been better if learners were exposed to a variety of concepts.
- Teachers should make a glossary of concepts per topic and use these concepts to prepare their respective lessons.
- Concepts must be examined in different forms. i.e. by defining/explaining and matching the columns.

Question 1.3

- The average % for question 1.3 was 63% in 2023.
- The question was based on rural-urban migration.

- The graph below shows how learners performed in this sub-question 1.3.



- It is clear from the graph that learners did not perform well in this sub-question, especially in Q1.3.1 and Q1.3.3.

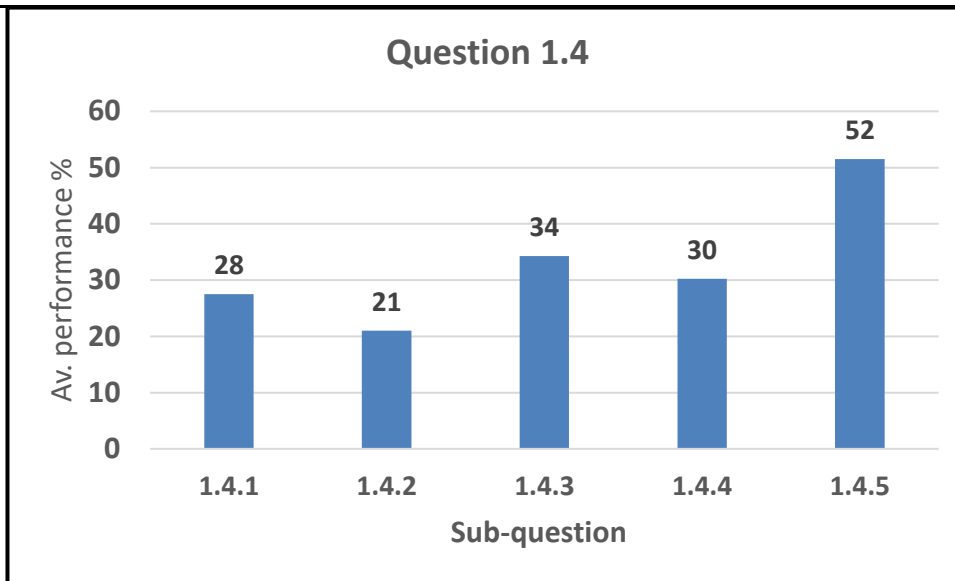
Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Learners could not read the graph (trend) and link to the question (Q1.3.1).
- Most of them lifted responses from the extract even when the questions did not require them to do so (Q1.3.2) and as such lost valuable marks.
- They provided generic answers like poverty and unemployment without considering the context of the question (Q1.3.4).
- The learners are not clear about the difference between infrastructure and basic services. They tend to use these concepts/ phrases interchangeably. This should be emphasised in the classroom with examples.

Question 1.4

- Generally, learners performed poorly in Q1.4 sub-question. The average pass % was 36%. The sub-question was based on commercial decentralisation.

- The bar graph below shows how learners performed in sub-question of Q1.4

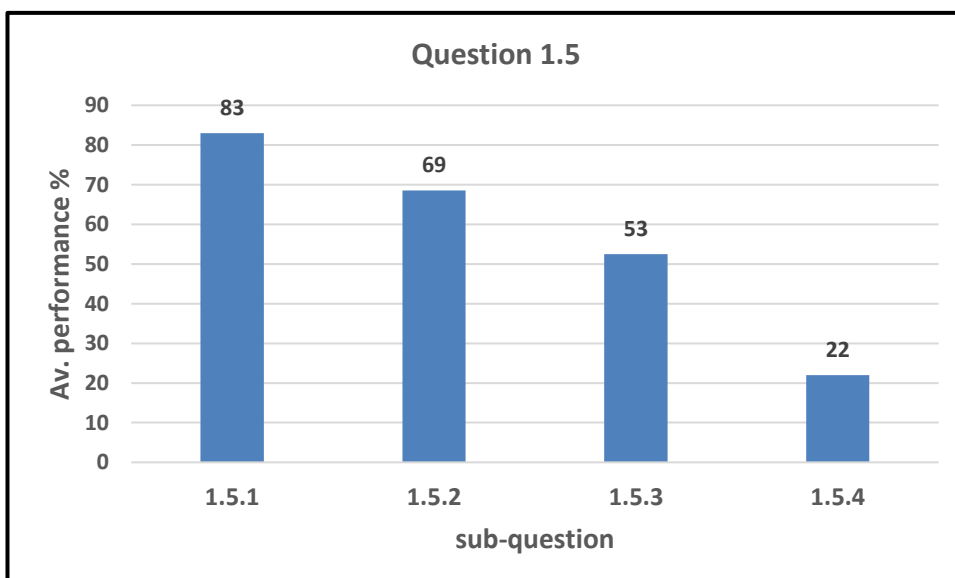


Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- The concept of commercial decentralisation was confusing to most learners (Q1.4.1).
- Most of the learners could not define the concept **COMMERCIAL DECENTRALISATION**.
- They could not distinguish between decentralisation of industries and commercial decentralization. Some learners referred to the movement of people or simply movement. In other words, they failed to specify the movement.
- Once again, learners only lifted word by word from the extract without linking to the question (Q1.4.3)
- They failed to deal with the explain why questions (Q1.4.4). They scored low marks in these questions (30%).

- Question 1.5 was also poorly answered. The question focused on the public transport system. The average pass % was 40.

- The graph below illustrates the general performance in this sub-question.



Why were the questions poorly answered? Also provide specific examples, indicate

common errors committed by learners in this question, and any misconceptions.

- It is the last topic in the URBAN SETTLEMENTS, and it is highly possible that teachers did not teach it.
- Learners did not understand the question. they shifted focus and from public transport to drivers of public transport (Q1.5.4).
- The concept of economic injustice with reference to public transport confused the learners. They wrote about advantages or positives of using public transport as possible solutions to traffic congestion. It appears that the concept of economic injustice of public transport to commuters was not covered in the classroom (Q1.5.4).

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

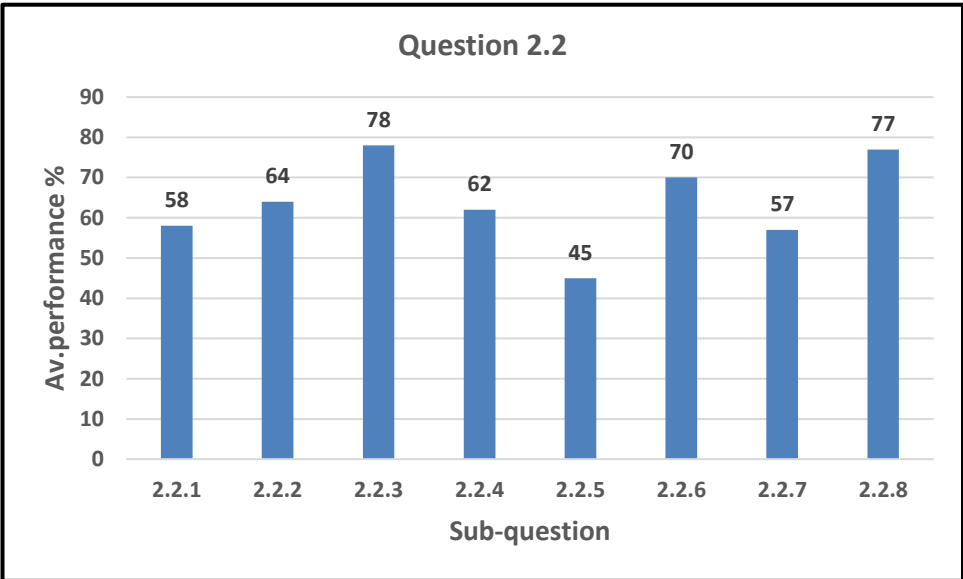
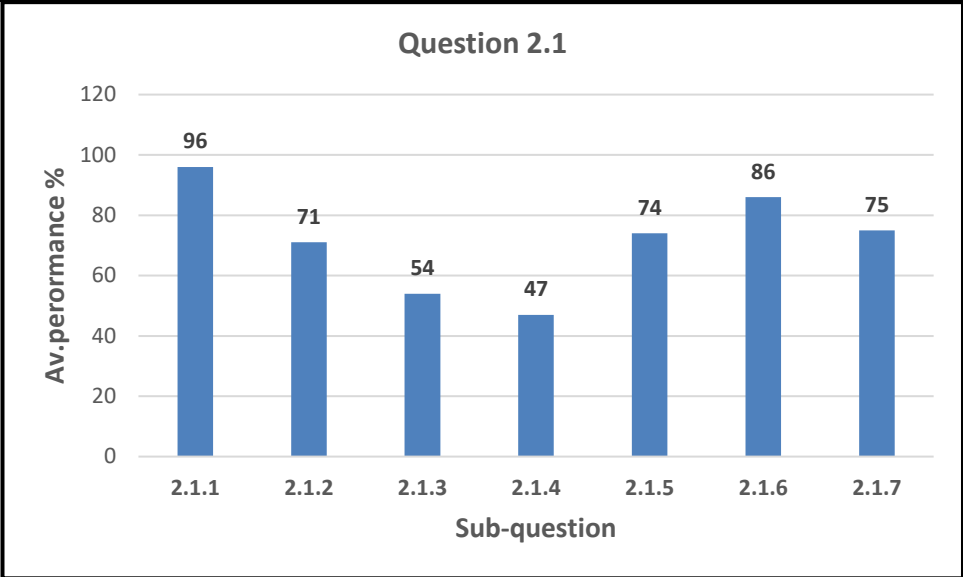
- All concepts must be taught as they appear in the examination Guidelines. Follow the order/sequence.
- Evaluate/ test concepts using different formats as appeared in the 2021 Geography Paper 2 NSC Examinations Guidelines and CAPS revised chapter 4. This type of format is here to stay.
- Thorough teaching 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.

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

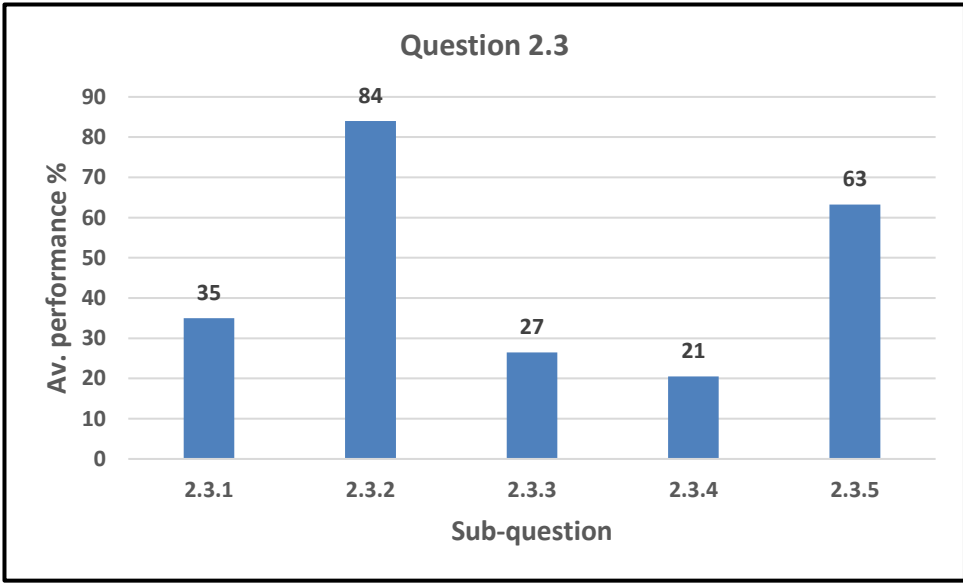
- Thorough teaching of urban settlement is needed. It is unfortunate that this sub-topic comes towards the end of the second term.
- Workshops be organised to focus on topics that are done towards the end of the term.
- A minimum of informal tasks per week (3) be adhered to

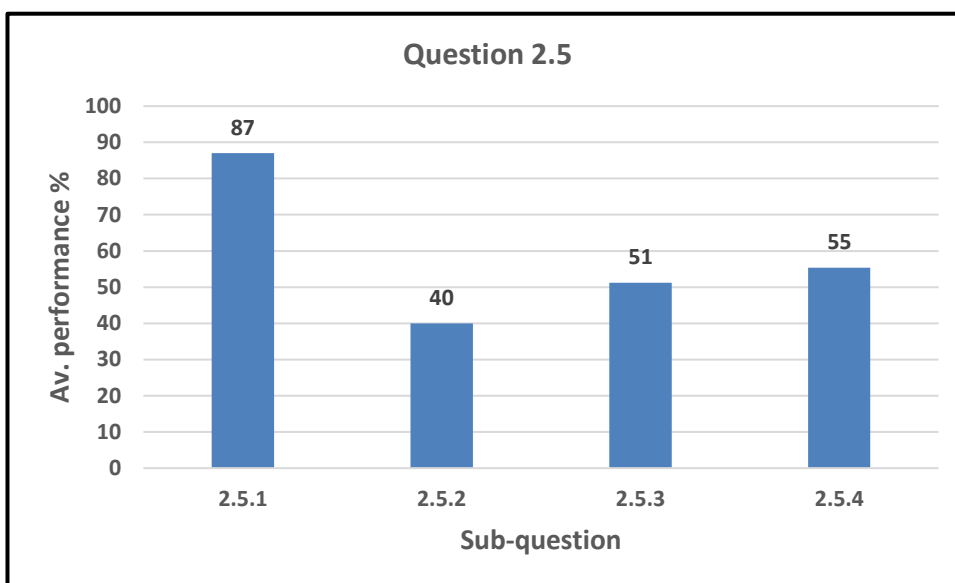
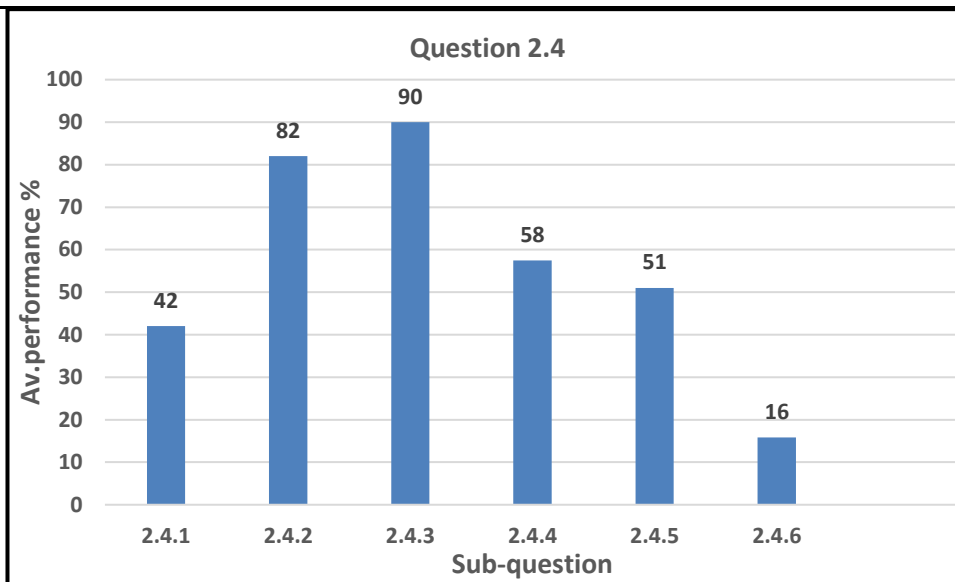
Question 2

- This question was based on Economic Geography of South Africa.
- The average mark performance was 72 %. (Q2.1) and 64% (Q2.2) were based on concepts. In these questions learners did relatively well.
- The graphs below depict the general performance in each of the sub-questions 2.1 and 2.2 respectively.



- However, the performance in questions 2.3, 2.4 and 2.5 was disappointing. This is shown in the graphs below.





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

- In all the prescribed content for 2023(Geography Exam Guideline for 2021), learners performed poorly (Q2.3 Maize farming in South Africa). The average % pass was 43%.
- Candidates referred to climatic conditions favorable / that promote maize production (Q2.3.4) instead of referring to how the climatic conditions reduce maize production.
- Most candidates referred to soil erosion and soil fertility as factors causing reduction in maize production.
- Lack of understanding between social and economic factors cost learners a lot of marks (Q2.3.5). Learners did not understand the word “Economic” importance, their responses were general, they did not consider the “economic” part of the question. Most learners gave responses on foreign exchange instead of foreign currency.
- In Question 2,4 (PE-Uitenhage and Coega IDZ), learners scored low marks. The

average mark of 43% was recorded.

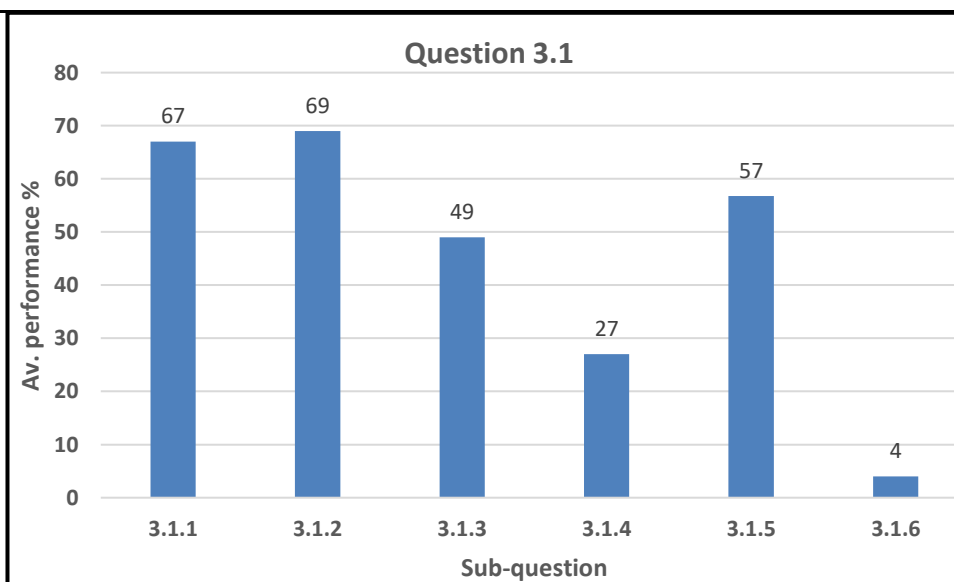
- Learners did not understand the concept of transport infrastructure. Most common answers were sea transport/ship as transport infrastructure. (Q2.4.2)
- The importance of deep harbor to promote international trade is a farfetched concept. To them, the existence of a harbour and not a deep-sea harbour was sufficient.
- In Question 2.5, the average performance was 54%. This section (informal sector) is easy to follow.
- In Q2.5.3, learners could not distinguish between tax and VAT.
- They confuse informal sector with informal settlement. Responses such as provision of RDP houses were common.

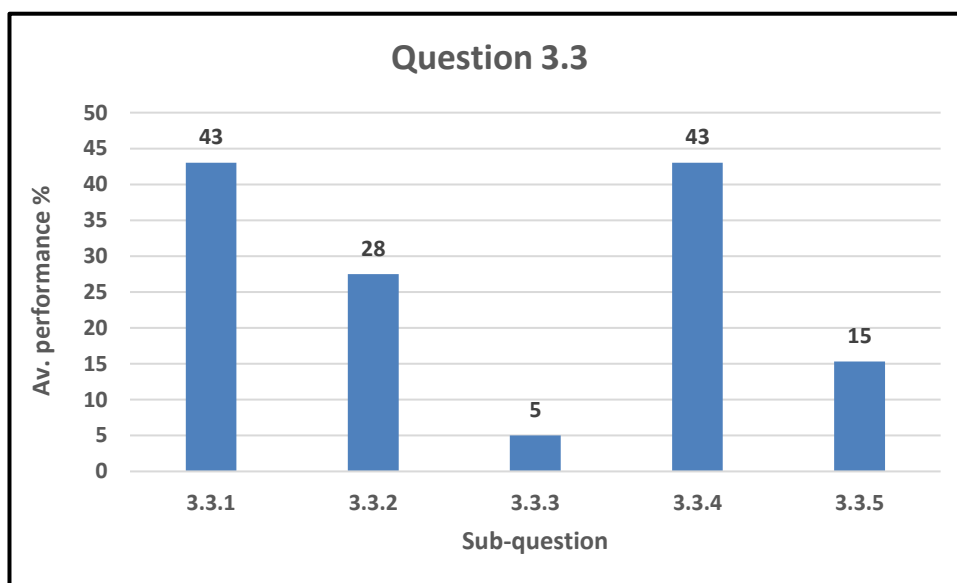
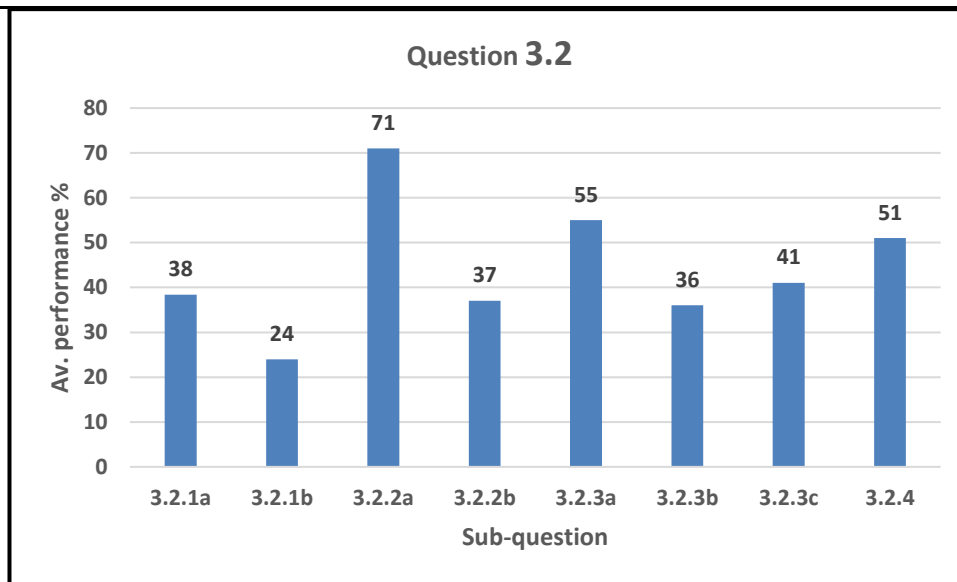
Provide suggestions for improvement in relation to Teaching and Learning

- Ample time to spend on rotational topics.
- Give supplementary notes and learners should carry out desktop research on these topics.
- Share exam guidelines with learners so that they are aware of the topics that are prescribed in that academic year.

QUESTION 3

- This question focuses on Geographical skills and Techniques. It constitutes 20% of the entire Geography paper 2.
- The general performance was very disappointing. The average of 39% was recorded. The average performances in individual sub-questions differed considerably. i.e. Q3.1-Map skills and calculations (49%), Q3.2- Map interpretation (46%) and Q3.3- GIS (37%) respectively.
- The graphs below show how learners performed in individual sub-questions.






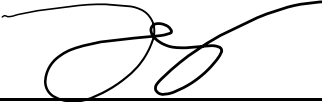
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions

- 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.
- The concept of scale is lacking. The common response was zoomed out or zoomed without indicating by how much. Some learners simply said the orthophoto map was larger than the topographical map (Q3.1.4). The average performance was 27%.
- The reason for calculating magnetic declination is not known to most teachers. Learners scored a mere 4%.
- GIS section was the worst performed. It was shocking that the concept of data layer proved to be the most difficult one. Only 5% of the 100 sampled scripts responded.

Provide suggestions for improvement in relation to Teaching and Learning

- Mapwork must be given enough time and taught in an integrated manner with theory. For example, Q3.2.3 a-types of industries, Q3.2.4- land-use zones and Q3.3.5- street patterns.
- Use of previous question papers is vital in practising mapwork skills.
- A glossary of GIS concepts must be compiled and taught.
- All concepts must link to real life situations, practical aspects. Yes, there is no GIS software available now, but use of paper GIS can be used as a substitute.

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