Province of the
EASTERN CAPE
EDUCATION

CHIEF MARKER'S REPORT

SUBJECT:	GEOGRAPHY P1

1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

QUESTION 1

Aims and Objectives

General Introduction

The aims and objectives of this question are to assess the knowledge and understanding of the following processes: Climatology and Fluvial processes.

- How these processes originate.
- How these processes influence the environment.
- Comparing and contrasting different processes and their influences on different places, situations and the environment.
- How these processes interact with humans and the environment.

In question 1, out of a sample of 100 scripts taken, the average performance per learner found is 33.2%.

The following concepts, understanding and application are of great concern.

- Problem areas:

  1.1 Global Wind Circulation

  Generally learners do not understand the basic movement of primary air circulation. They do not understand global pressure cells and global wind belts. The questioning in 1.1 in general was of a lower order cognitive skill with the majority of the candidates guessing the answers.

  1.2 Drainage Basin and River System

  This question mainly tested the concept of a drainage basin. This question was answered in a disappointing manner. This is also a lower order question. Candidates mostly guessed the answers, implying that learners are not taught basic geographical concepts. Learners could not distinguish between:

- Watershed and interfluves
- Confluence and divergence
- Trellis and dendritic
- Catchment, source and river mouth.

1.3

1.3 Impact of Global Warming

In this question there was a mixture of lower order to higher order questions. Questions 1.3.2, 1.3.4 and 1.3.6 testing analysis, application, interpretation and outcomes, were poorly answered. All candidates that answered question 1.3.1 well, also did well in the question as a whole. This means that a basic understanding of a process generally leads to higher thinking.
Most candidates did not understand the origin, development and impact of Tropical cyclones on humans and the environment.

1.4 Impact of Global Warming

This question generally tested the basic knowledge and understanding of the process of Global Warming. Candidates did not know the basic gases that contribute to Global Warming. Candidates should have had very high marks in this question but this did not materialise.
The contextual reading of the cartoon was very problematic. The deeper meaning of the process portrayed in the cartoon could not be understood. This reflects the inability of learners to apply their higher order thinking skills as reflected in question 1.4.4, 1.4.5, which was very poorly answered.

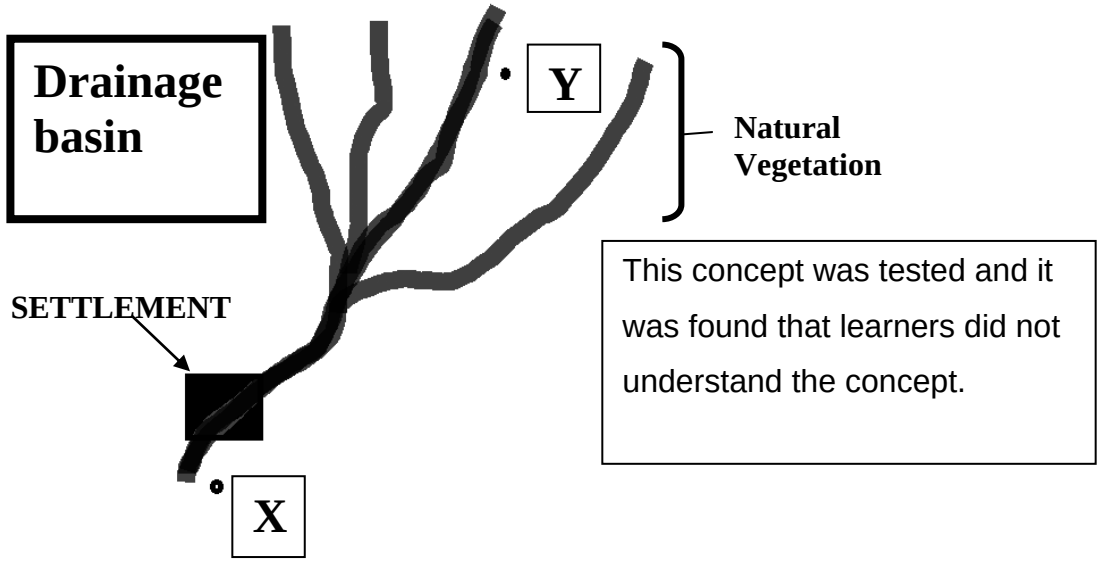
1.5 Mass Movement

Learners found it difficult to integrate a text with a sketch. Question 1.5.3 – 1.5.5 were especially poorly answered. These questions tested the impact, suggestions and precautionary measures to limit the impact of a process.

1.6 River systems and Flow Hydrograph

The understanding of concepts and the reading of graphs continues to be a problem. Concepts like river systems, impermeable, superimposed, flood peak and lag time could not be explained.

In questions 1.6.2 and 1.6.6 candidates had major problems in answering the question. The concepts of flood peak and lag time was very confusing to the learners. The learners did not understand question 1.6.6 at all.



This concept was tested and it was found that learners did not understand the concept.

QUESTION 2

This question had an average of 35.4% of a sample taken from a 100 scripts. The following concepts, understanding and application are of great concern.

Problem Areas

2.1. Global circulation (Tri-cellular arrangement

The same concerns as discussed in question 1.1 are also relevant here.

2.2.Drainage Basins

Again this was imagery and the learners could not apply the knowledge of drainage basins to this image.

The process of a river in erosion, especially the fluvial process of the upper course; middle course and lower course, should be clearly explained and understood. Learners must be able to clearly identify the characteristics of each course. This should be done with the help of topographic maps, images, cross profiles and longitude profiles. Learners should be able to clearly distinguish between stream patterns and stream channels.

2.4 Synoptic Weather Maps

Learners are expected to be able to read and understand weather maps at a grade 10 level already. Basic pressure systems e.g. Low and High pressure and their movement and weather characteristics are all part of the grade10 curriculum content. Learners should therefore not struggle to answer questions such as 2.3.1, 2.3.2, 2.3.3. Furthermore synoptic weather maps are shown daily in newspapers and on the television.

With the above mentioned in mind, this question was answered in a disappointing manner. Questions 2.3.6 and 2.3.7 as is in question 1 are application questions. Most of the learners could not cope with the higher order thinking. These questions refer to the influence of mid-latitude cyclones. Again it was found that this process could not be explained or understood.

Candidates who were frequently exposed to synoptic weather maps and with the reading and interpretation thereof found this question very easy.

2.4 Berg Winds

Local climates such as berg winds, valley climates, maritime influences and urban climates should be done properly. These climatological phenomena should be compared and contrasted and their influences on the area in which they exist should also be compared and contrasted.

Learners who did not understand this process (namely berg winds) did very poorly here, although those learners who were able to identify and name this process had good marks.

2.5. Karoo Landforms (Structural Landforms)
The basis of this section is the development of the massive igneous rocks. Landforms such as batholiths, lopoliths, laccoliths, sills and dykes etc. Originate due to solidification. Erosion exposes the landforms to the earth's surface and from there different landforms develop.
This question refers to a sill being exposed, and then eroded into the different features in figure 2.5.
Learners could not clearly understand this concept. The drawing of a cross-section from a topographical map can help to understand these features.

2.6 River Capture
Learners actually did well in this question. Most of the candidates could understand what river capture is, and could identify the different features. Question 2.6.5 was again found to be a challenge to most second language English speaking candidates.

Question 2.6.5 required the application of there understanding of this process.

QUESTION 3

The sample of a100 scripts taken, indicate that this question had a percentage of 36.9%. Comparatively candidates did slightly better in this question.

3.1 Settlement Patterns
Again learners who did not understand, opt to guess, but a large percentage did do well in this question. The average performance in this question is above 60%.

3.2 Economy of South Africa
Learners could not link the concepts with their definitions or statements.
This means that they do not understand the definitions. Definitions of concepts should be the point of departure, in the teaching and learning process.
In the NCS, Lo2 ASI (describe processes and associated spatial patterns in places and regions) should be the point of departure of all work in general. This eludes the understanding of terms and concepts.

3.3 Urban Expansion
Again the learners were required to define terms such as urban expansion and megalopolis, and it was found that a large percentage of candidates could not do this. The understanding of spatial patterns in a sketch/photo was found to be problematic. This brings us back to the application and interpretation of processes.

Because candidates do not understand the basic concepts, the other questions could not be answered properly. Learners wrote from the background of their own experiences and not necessarily from the knowledge gained throughout the year.

3.4 Rural-Urban Migration
The same discussion as in question 3.3 applies here.

3.5 Industrial Regions
The learners' responses to this question were found to be very disappointing. In this question no application was required only the demonstration of their knowledge. In all resources or text books, industrial regions are being dealt with comprehensively. Gauteng (PWV) is South Africa's heart of it's economy, learners did not know why this came about. They further do not understand the concept of centralization and its impact on humans and the environment.

3.6 Inter Basin Transference of Water
Contextual analysis formed the basis of this question. Again candidates could not read and understand what is being conveyed in the text. Therefore they could not integrate their prior knowledge to a spatial situation to explain or understand a process.
Most learners opt to write answers directly from the text, where the question actually asked to recall or apply prior knowledge.

QUESTION 4

The sample taken of 100 scripts indicate that learners had a percentage of 35.3%.
Problem Areas
In question 4.1 (Urban centres) and 4.2 (South Africa's economy) candidates experienced the same difficulties as discussed in question 3.3. This involves the testing of the learners' understanding of the concepts.
The rest of question 4 follows the same trend as approached in question 3. Concepts such as land use zone, compatibility, injustices, sustainability, globalisation, multi-national corporations, food security and insecurity, genetically modified foods are a challenge to candidates. If any abbreviation such as RDP could not be given, we feel that more should/can be done in the classroom.

7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS

Recommendations:

- 53 to 55% of our learners had a level 1 in geography paper 1, and only 3% achieved a level 7.
- The medium of instruction should be Afrikaans and English from grade 10 onwards, so that learners become acquainted with geographical language. They should not only encounter geographical vocabulary for the first time in the question paper.
- Educators should spend more time at the teaching of basic knowledge and understanding. Use the Learner's immediate environment and surroundings as a point of departure.
- The answering of paragraph questions should be practised. We recommend that in all small assessment tests at least one paragraph question should be included and the responses discussed. Listing should be at all costs be avoided here. Action verbs such as Explain, Evaluate, Substantiate etc. Should frequently be used in the teaching and learning situation.
- This was the easiest question paper since NSC was introduced and it was found that learners actually achieved the lowest marks thus far.