



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

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## **2018 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT:</b>	<b>GEOGRAPHY</b>
<b>PAPER:</b>	<b>TWO</b>
<b>DURATION OF PAPER:</b>	<b>1 HOUR                      30 MINUTES</b>
<b>DATES OF MARKING:</b>	<b>1 – 12 DECEMBER 2018</b>

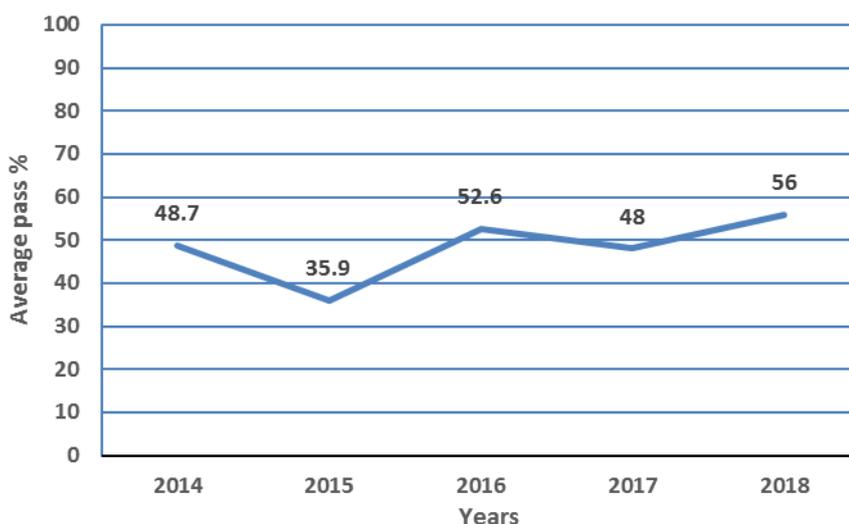
### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

- The 2018 NSC geography question paper 2 in general, was set within the capabilities of the grade 12 geography candidates. It is pleasing mention that the general learner performance improved from 48% (2017) to 56% (2018).
- The graphs below show (Figures 1.1.1 and 1.1.2) the general learner performance in Geography paper 2 has been for the past five (5) years.
- 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 cover low (20%), medium (40%) and high (20%). The individual scripts were then 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.
- The report also incorporated findings that markers, senior markers and deputy chief markers came across during the marking process.
- It is strongly believed that the outputs of this report will be used by all stake holders in the Eastern Cape Province to come up with targeted interventions to improve and strengthen the Geography as a subject and in particular Geography paper 2.

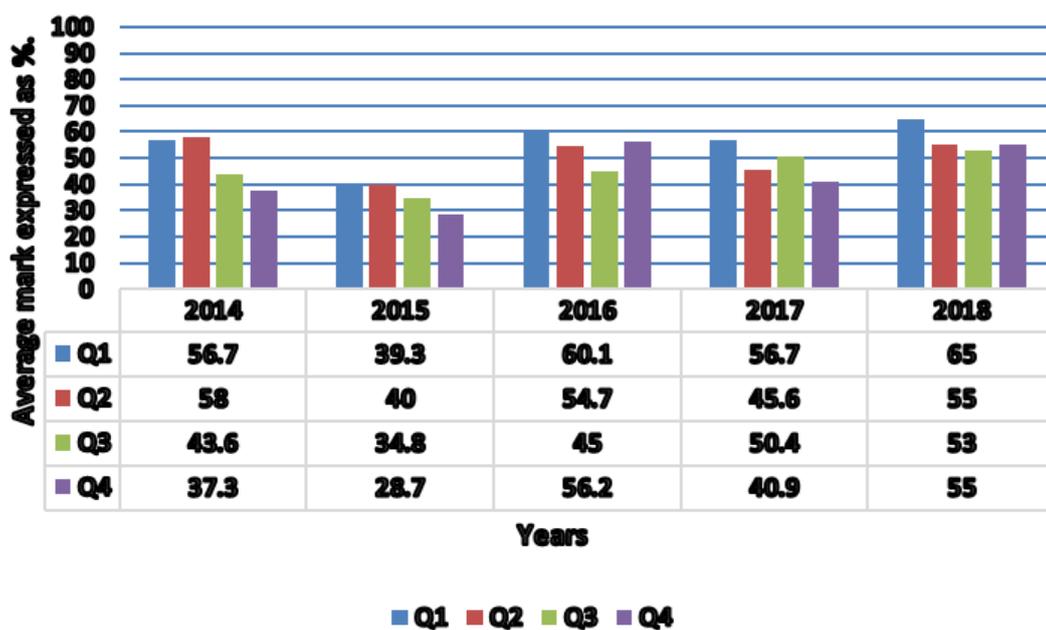
The Overview performance trends in Geography paper 2 for the past 5 years. The trend graph below illustrates how the general performance in Geography paper has been for the past five years.



Fig. 1.1.1 Overview performance in Geo. P2 (2014-2018)



- The graph below indicates how learners have been performing in each of the sub-questions of geography paper 2 from 2014- 2018 .
- The graph further illustrates improvements gained in each of the sub-questions in 2018 compared to the previous 4 years.



The following challenges are still noticeable in the marking processes:

- That language proficiency remains a big problem. This affected the ability of candidates to read instructions, interpret questions and resource materials and consequently provide appropriate responses to the questions. This may explain why learners struggle with question 3.
- Further, candidates were unable to distinguish and understand the subject terminology.
- Action/verbs such as like explain and suggest seem to confuse learners.
- Evidence also suggests that candidates lacked the understanding of specific subject concepts.
- There is a great improvement in question 2 this year (55%) compared to 2017 (45, 6%). There was a vast improvement in the calculations however, learners are unable to measure accurately, use appropriate scale, and cannot

substitute the formulae. Mixing and omitting units of measurements contribute to learners losing marks.

- Most learners lack basic map and photo interpretation skills and as such they score very low marks in question 3.
- It is worth noting that performance in question 4 improved this year from 40, 9% (2017) to 55% (2018). However, a sizeable number are still struggling with this question, especially applying GIS concepts.

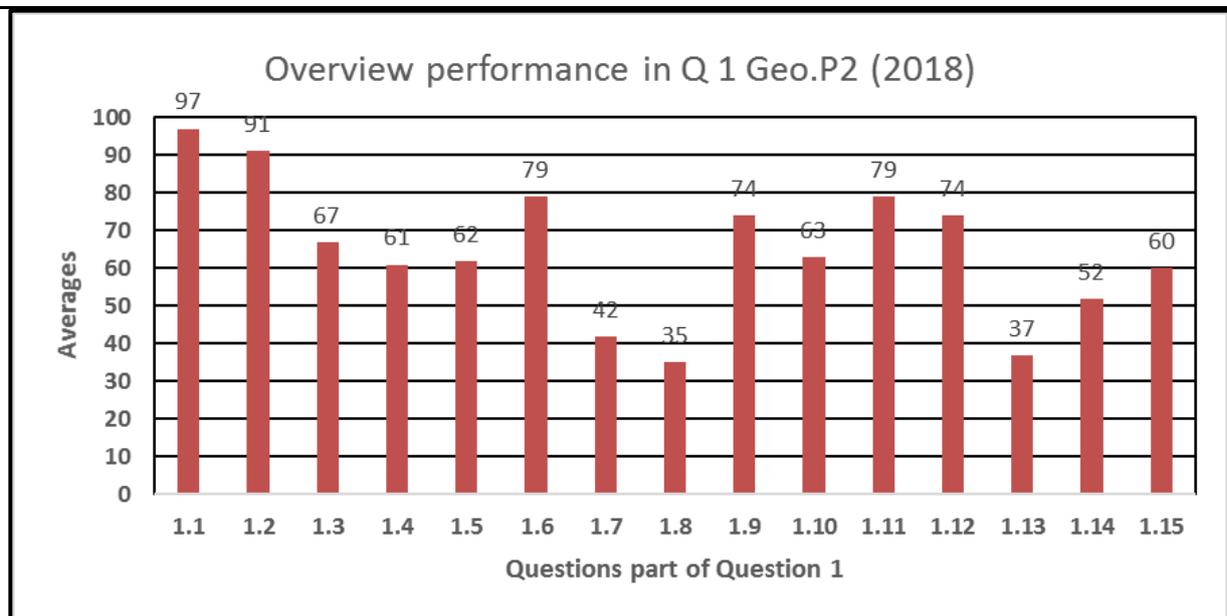
## SECTION 2: Comment on candidates' performance in individual questions

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

### 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?

- Question 1 consists of 15 multiple-choice questions drawn across the entire FET Geography curriculum. However, the focus is on map reading skills.
- The graph below shows how learners performed in the various sub-questions of Question 1. The depicted performance is based on the RASCH analysis of 100 scripts drawn randomly from the 12 Education districts of the Eastern Cape Province.



- Learners performed favourably better than in the previous four years.
- The average mark improved from 56.7% (2017) to 65% (2018). In other words, the 2018 cohort improved by 8.3% in this question.
- Even though there is a remarkable improvement in question 1 as a whole, there are sub-questions in which learners performed below 50%. The questions were:
  - 1.7 (identification of human-made features on the orthophoto map) (42%)
  - 1.8 (slope type- using the orthophoto map) (35%)
  - 1.13 (identification of landform associated with horizontal strata) (37%)

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

The learners performed poorly in the above-mentioned questions (Q1.7) because the label 'veterinary clinic' was visible on the orthophoto map. They failed to consult both maps in front of them and use the symbol "W" which represents the store.

Question 1.8. Slopes are taught in grades 9-11. Failure to interpret contour lines and associated landforms cost them a mark. This is a clear indication of possible content gap with the learners and the inability for teachers to consolidate work done in the lower grades. Refer to page 40 of the CAPS policy document for details.

- Question 1.13: Once more, this is linked to grade 11 content that deals with landforms associated with horizontal strata. The most important question is whether learners can identify such landforms on a topographic map.

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

- The continuous use of topographic and orthophoto maps cannot be over emphasized. These resources are always available after every Provincial and National Geography examinations. Teachers must use them as teaching aids and not only for examination purposes. "If you cannot spoil it, you may not know how to fix it". Old maps should be used for classwork, group work and homework. Practice, practice is key!

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

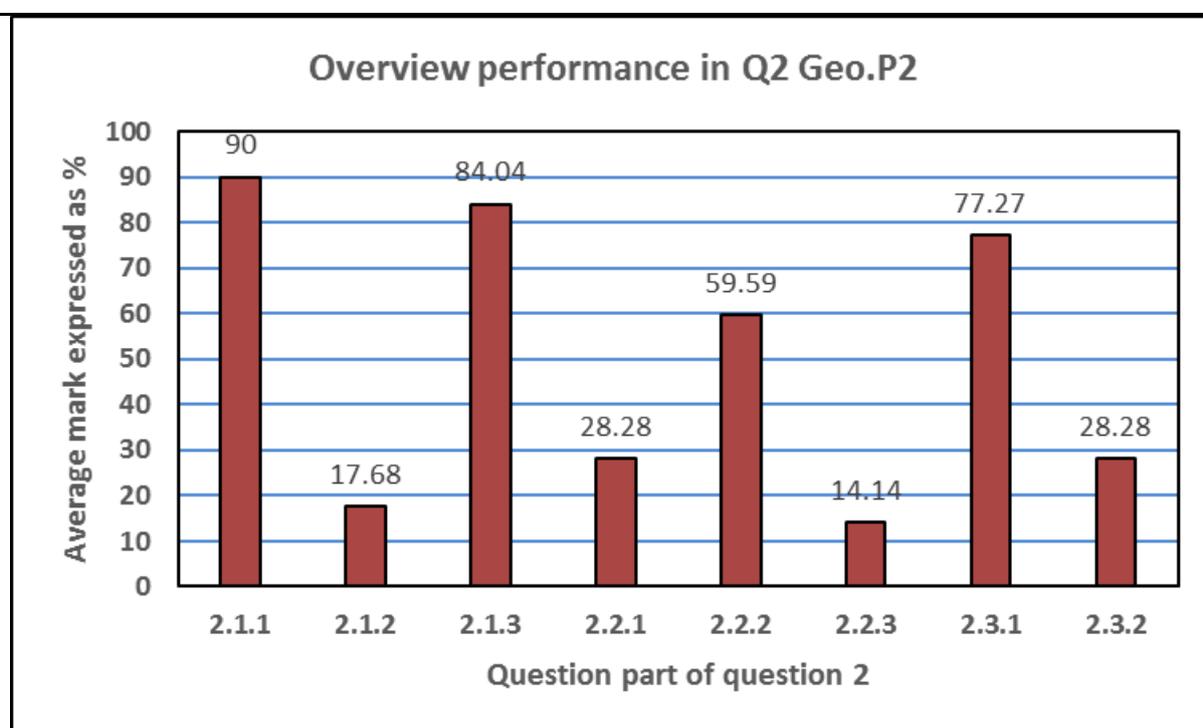
- This is a multiple-choice question in which learner responses are pre-determined. However, it is important to note that some learners rushed through the alternative answers without giving a thought. Otherwise, a straight forward question
- Regular mapwork workshops should be organized for Social Science and grade 10 Geography teachers. The main objective is to develop map skills at an early stage.  
Subject advisors to develop Mapwork work sheets that lay emphasis on general Geographical skills and techniques.
- Provincial planners to organize and develop common lesson plans focusing on problematic areas in mapwork. These will assist especially new teachers on how to teach mapwork.

## 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?

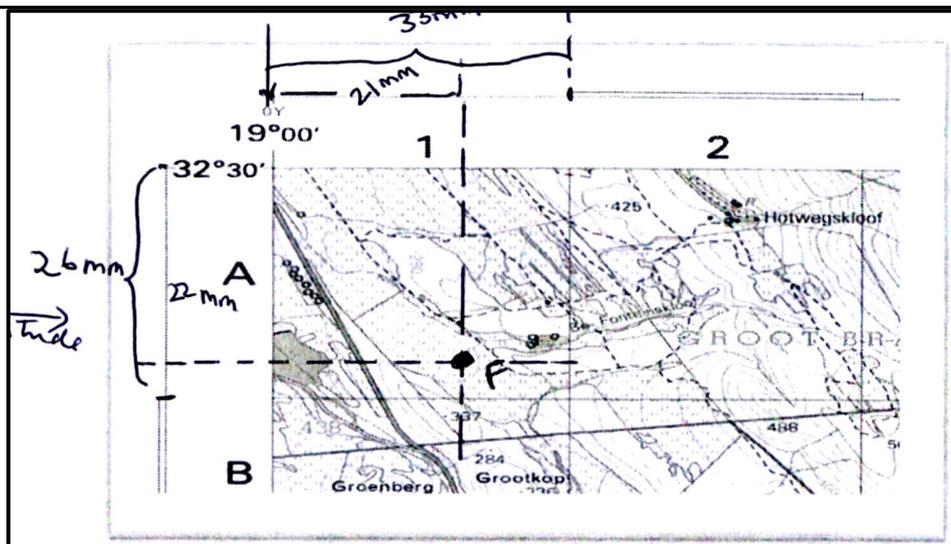
- Compared to the previous year (2017) this question was relatively better.
- The overall average mark percentage improved from 45.6% (2017) to 55% (2018). There is an improvement of 9.4% for the 2018 Geography Paper 2.
- It should be noted that question 2 still poses a challenge. Most learners performed poorly in questions 2.1.2, 2.2.1, 2.2.3 and 2.2.3. In all questions learners got far below 50%.

The graph below illustrates how learners performed in each of the sub-questions of question 2. The average mark percentage is based on the 100 scripts sampled across the 12 educational districts of the Eastern Cape province.



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

- Generally, this question requires candidates to have basic mathematical skills.  
In Q 2.1.2 (17.68%).
- Learners were unable to determine the seconds accurately. Most of them fell outside the 1" leeway (Latitude and Longitude) and as such lost 2 marks.
- Learners need to be taught how to measure and calculate seconds accurately. The following method could be help to both learners and teachers:



To accurately determine the location of settlement F, follow the steps below:

1. Locate the point **F** (block A1) on the topographic map.
2. Draw in the latitude and longitude lines to intersect at point F.
3. The degrees (<sup>0</sup>) and minutes (<sup>'</sup>) for latitude and longitude can now be read off.
  - Latitude: 32<sup>0</sup> 30'      longitude: 19<sup>0</sup> 00'
4. To determine the seconds (<sup>"</sup>) of the grid reference:
  - Measure the full length of the minute of the latitude.
  - NOTE that length of minute block for latitude and longitude are not the same. In other words, measure both.
  - Measure the portion of the minute block where the line of latitude or longitude cuts it.
  - Then calculate the seconds (<sup>"</sup>) of the block.

For example

  - Latitude seconds:  $(\frac{22}{26} \times \frac{60}{1}) = 50.76(51")$
  - Longitude seconds:  $(\frac{21}{33} \times \frac{60}{1}) = 38"$

The final grid reference for settlement **F** is **32<sup>0</sup> 30' 51" S 19<sup>0</sup> 00' 38" E**.

In Q 2.2.1 (28.28%). This sub-question was poorly answered.

- It appears that candidates were not extensively taught in the use of orthophoto maps. This could also be an indicator of gaps that Geography teachers have in terms of photo interpretation skills.
- It is advisable to constantly use topographic and orthophoto maps during map work lessons.

Q2.2.3. (14.14%). This was the worst performed sub-question.

- Once again, language played a huge factor here. Learners did not understand the instructional verb "describe" but instead gave reasons why the route was curved.

- Other learners confused “hiking trail” with the act of hiking /getting a lift.
- Most candidates ended up describing the slope as being steep/gentle etc. instead of describing the route.
- Teachers need to use verbs that are frequently used in examinations when designing informal and formal tasks. This gives learners the opportunity to practice.

Q2.3.2 (28.28%). Many candidates performed poorly in this question.

- They did not understand the question due to language barrier.
- They were able to link the vertical exaggeration to their respective cross-sections but did not understand the value of using vertical exaggeration.
- Teachers should cover all mapwork concepts in grade 10 and 11 already and consolidation of such concepts in grade 12.
- Expose learners to past exam papers so that they are used to the way examiners ask questions. This will sharpen their reasoning and critical thinking skills.

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

- This question requires learners to possess basic mathematical skills
- Regular extra work will certainly improve mathematical and interpretation skills.  
Have at least a period per week dedicated for mapwork.

Topographic maps must be used regularly in class.

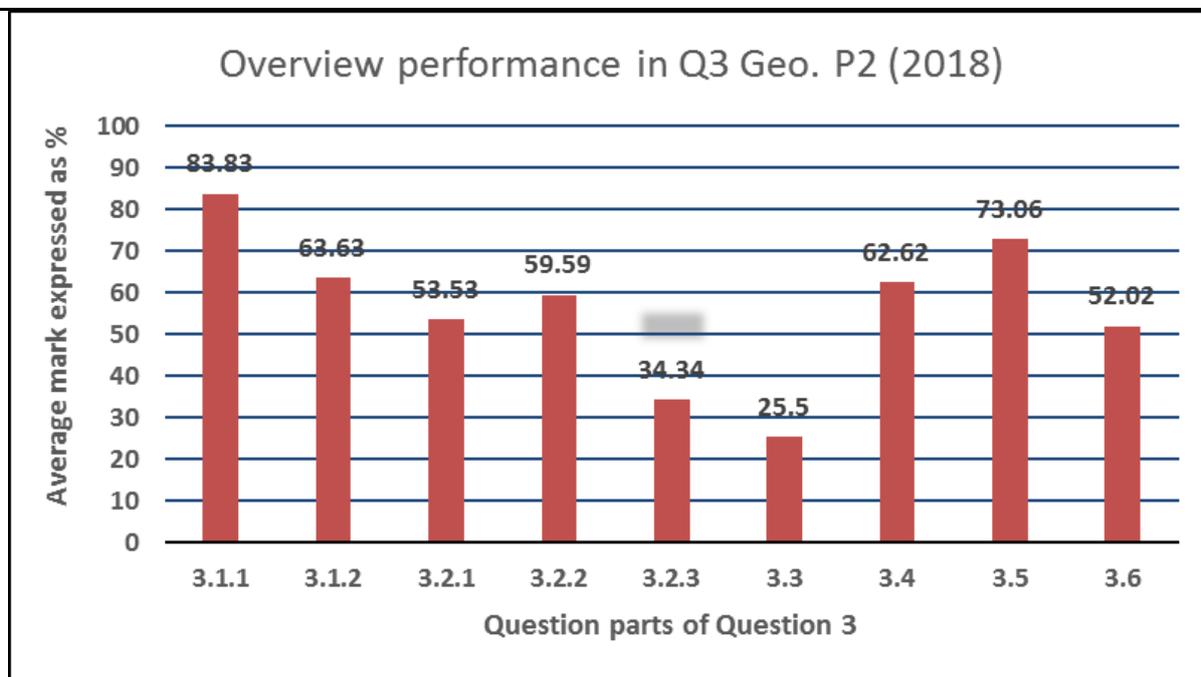
d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Most candidates’ basic mathematical skills are lacking.
- They hardly consult topographic and orthophoto maps when responding to questions
- Some learners worked out Vertical Exaggeration instead of Gradient. This is an indication that they were never taught or were taught in the last minutes.

### QUESTION 3: APPLICATION AND INTERPRETATION [25]

- The overall performance in this question improved marginally from 50.4 % (2017) to 53% in 2018 Geography paper 2. An upward movement of 2.6% was recorded.

The graph below illustrates the performance of learners in each and every sub-question in question 3.



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

- Even though there was a slight improvement in learner performance in this question, learners still had challenges in most the sub-questions.
- For instance, in Q3.2.3 (34.34%). Many candidates performed poorly in this sub-question. They could not reconcile mapwork with theory. They did not understand how aspect influences human activities. Their theoretical knowledge about fluvial processes and resultant landforms is very scanty and largely, none existence (Q3.3 25.5%).
- They lacked orthophoto interpretation skills. In almost all the questions based on the orthophoto map challenged learners? They were unable to identify features viz Questions 3.2.1, 3.2.2, 3.2.3, 3.4 and 3.5.
- Learners were unable to respond to higher order questions. This can be attributed to lack of command of the English language and the gist of the question or interpreting questions wrongly.

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

- Thorough teaching is required. Cover all prescribed content, especially geomorphology (last part of term and Urban settlement). These sub-topics come towards the end of first and second terms respectively. Often teachers rush through them before writing March and June Tests.
- Use topographic and orthophoto maps when dealing with theory (paper 1 content).
- Intensive revision is required before any controlled tests and examinations.
- Schools to effectively utilize Telematics videos and presentations.

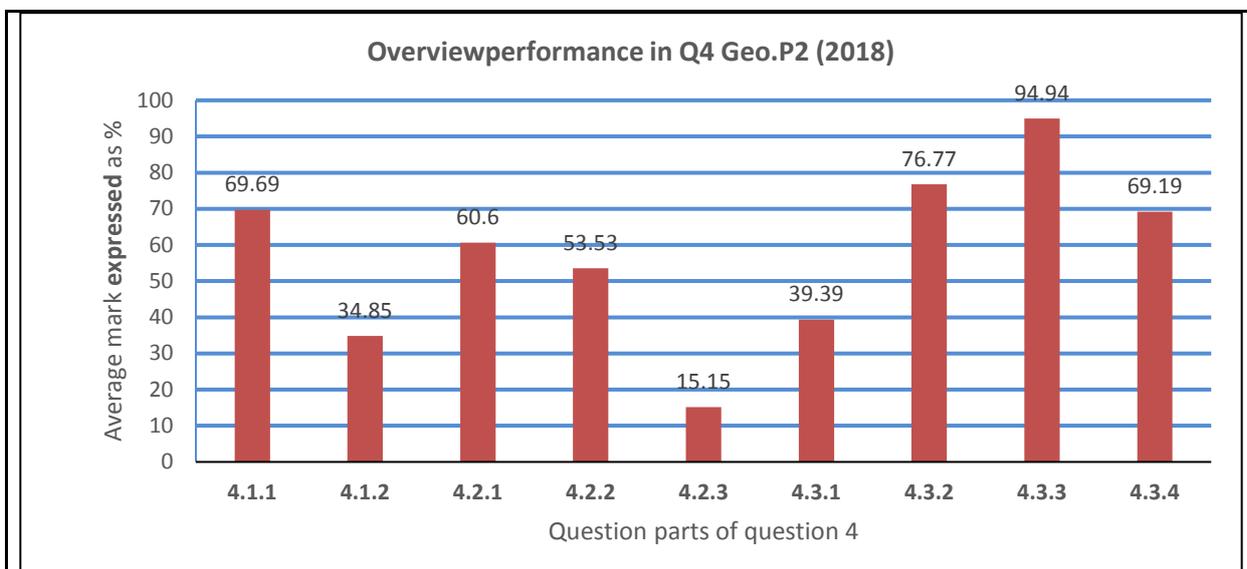
d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development

- Learners meddled up concepts. For instance, confusion between Katabatic and Anabatic wind, berg wind and mountain wind/breeze, divergence and convergence (Q3.1.2)
- The geographical context of social Justice and social injustice (Q3.6). Further, they associated a quarry to mine dump. Some linked quarry gang activities taking place in quarries.
- It is recommended that teachers should go beyond giving learners a glossary of concepts but use them as building blocks for their lessons.

Teach map work concurrently with theory. This will make learners realized that theory and practical papers are interlinked.

#### **QUESTION 4: GEOGRAPHICAL INFORMATON SYSTEMS. [15]**

- The overall performance in this question improved from 40.9% (2017) to 55% (2018).
- The worst performed were sub-questions were Q4.1.2, 4.2.3 and 4.3.1.
- The graph below shows the performance of learners in per sub-question in the 2018 Geography paper 2.



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

- Learners' performance in the question was relatively better than the previous year. There is an upward movement by 14.1%. Considering the teething problems that Geography teachers and learners alike have been encountering over the years there has been a remarkable improvement. The upward movement could be attributed to numerous learner interventions initiated in the 2018 academic year.
- In spite of this upward movement in learner performance, there are questions in which learners struggled tremendously.
- Learners have mastered GIS concepts but lack the ability to apply these concepts to deal with real life situations. Questions 4.1.2 (relevance of vector using vector data) and Q4.2.2 (application of scale to a geographical problem) are classic examples.

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

- Most learners did not understand the word "relevance" and therefore failed to respond to questions 4.1.2 and 4.2.2 appropriately.
- In questions 4.1.2, most learners came up with the definition of vector data instead of providing reasons for using it on the topographic map.
- Most learners did not understand question 4.2.2. common responses were linked to the types of scales viz, small- and large-scale maps and not using scale as a tool to solve a geographical query/ problem.
- Otherwise, most learners had lacked basic knowledge/content concerning GIS.

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

- Provincial planners and subject advisors need to produce./develop grade 10-12 booklets on GIS concepts, as well as application of these concepts in real life situation. Viz definitions, uses, advantages and disadvantages. Further, work sheets with activities need to be included. These could be done based on the Annual Teaching Plans for grade 10-12.
- Conduct GIS workshops-based content per term per grade. Pre and post tests should be part and parcel of these GIS workshops. The purpose is to establish the knowledge base of teachers so that targeted intervention could be crafted.
- The Department of education solicit for GIS software vendors to develop packages that are responsive to CAPS and classroom needs.
- The National department of Education to institute a commission to understand why Geography teachers struggle so teach GIS in their respective schools.

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

- Learners displayed lack of deep understanding of GIS and its application as a whole.
- Content gap workshops and regular class activities are key.