

**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

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## **NSC 2015 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>GEOGRAPHY</b>
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<b>PAPER</b>	<b>2</b>
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<b>DATE OF EXAMINATION:</b>	<b>29 /10 /15</b>	<b>DURATION:</b>	<b>1.5 HOURS</b>
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This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

**Section 1:** General overview of Learner performance in the question paper as a whole

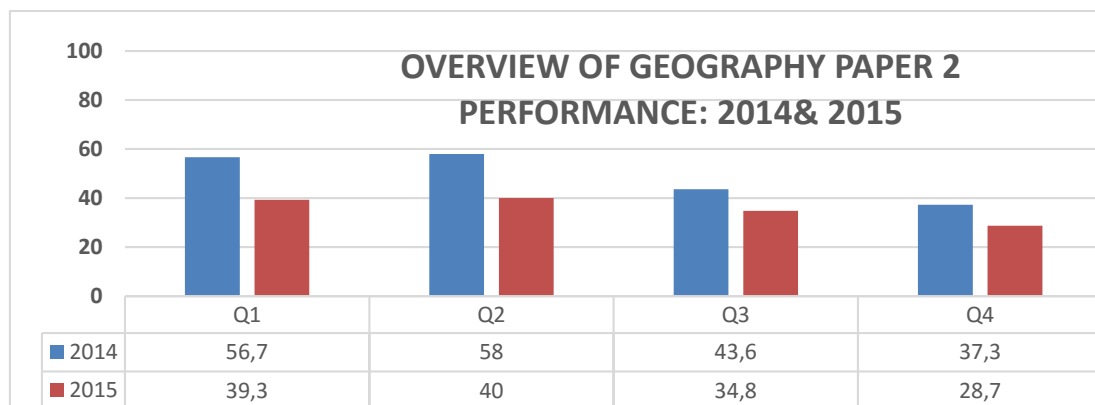
**Section 2:** Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

## REPORT FORMAT

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

The 2015 NSC geography question paper 2 in general, was set within the capabilities of the grade 12 geography candidates. However, the question paper was not answered as well as in 2014. Based on the RASCH analysis (100 sampled scripts), the general performance dropped from 48.7% (2014) to 35.9% (2015).



These above mentioned levels are clearly illustrated by the RASCH analysis, where the average % for a 100 scripts was 48.7%, as well as the initial marking of 20 scripts for the standardization of the marking guideline (Ave % - 461%).

Language remains a problem. Instructions were not clearly followed and as such candidates failed to correctly interpret and understand questions. Some of the candidates failed to use the information given (Information on Queenstown, sketches, graphs, topographic and orthophoto maps to support their responses),

Middle to higher order level response still poses a great challenge to the candidates, especially in the new CAPS syllabus.

Action/verbs such as comment/explain/describe/discuss/differentiate/evaluate, seem to confuse candidates. They could not express themselves clearly and did not know how to approach these questions. They lacked the examination techniques and high level language skills.

Question1: Candidates did not do well as in previous years. There is a drop by 17.4%. The reasons for the drop is that higher order and application questions dominated question 1 unlike in previous years.

Most learners did not score high marks, but there is an upward trend in the marks for Question 2. However, there are still many sections where the learner's performance was far below average.

Question 4: GIS is another section in which learners lost marks. The average mark of 5.6 out of 15(37.3%) was registered in this question.



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

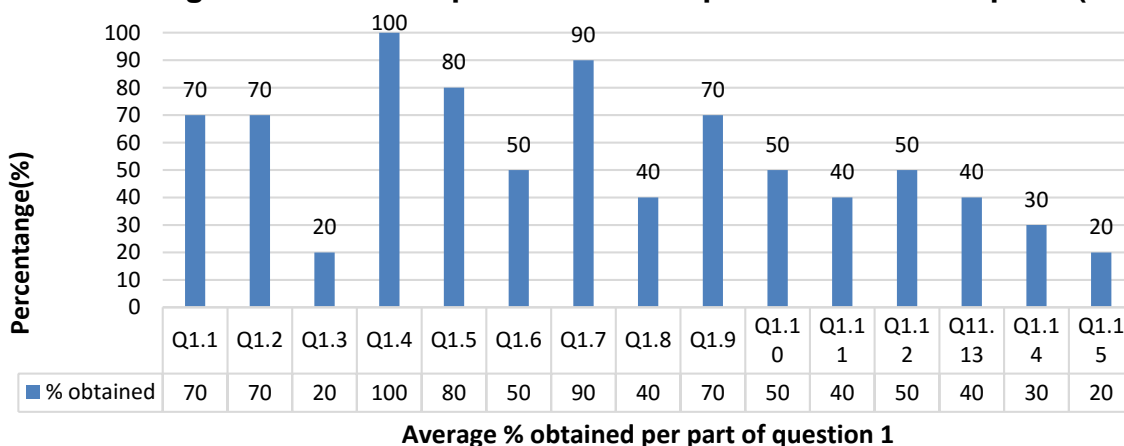
(It is expected that a comment will be provided for each question on a separate sheet).

### QUESTION 1

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

- Question 1 consists of 15 multiple choice questions focusing mainly on basic map reading skills.
- The graph below illustrates learner performance in the various sub-questions of question 1. The performance is based on the RASCH analysis of 100 scripts drawn from the 23 districts of the Eastern Cape Province.

**Figure 1: Overview performance in question 1 :Geo. Paper 2 (2015)**



- Learners did not perform as well as in the previous years.
- The average mark dropped significantly from 56.7 % ( 2014) to 39.3% (2015). A variance of 17.4% was recorded. This has been a down trend for the past four years.
- The worst performed question is 1.4(100%) and 1.5(20%).

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

- In the 2015 paper, there were a lot of questions that required high map reading and application skills. All questions needed the candidates to consult either the topographic map or the orthophoto map.
- It was interesting to note that question 1.7, in particular, caught a number of candidates by surprise. Most candidates are used to a contour interval of 5m on orthophoto maps instead of 10m and as such they opted for option A as the answer.
- It appears that all questions that candidates to apply their skills on the topographic maps posed a big challenge. Learners scored relatively low marks.

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

- Map work is skills based. The continuous use of topographic and orthophoto maps cannot be over emphasized.
- Learners should be given map work tasks constantly to develop and perfect map reading skills.

(d) Describe any other specific observations relating to responses of candidates

- This question is a multiple choice question where responses are pre-determined. However, it is important to note the learners rushed through the choices without giving a thought. Otherwise, a straight forward question.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- The integration between theory and map work, especially when dealing with climatology, geomorphology and settlement, must be done in the classroom.
- Regular map work workshops be organized for teachers at district levels. These should involve both Social science and Geography teachers. The objective of which is to develop map work skills at an early stage.
- Due to huge numbers of learner enrolment, the department of education in collaboration with other government departments, should make topographic



and orthophoto maps available to schools. The acquisition of these valuable teaching resources should not be confined to examination process.

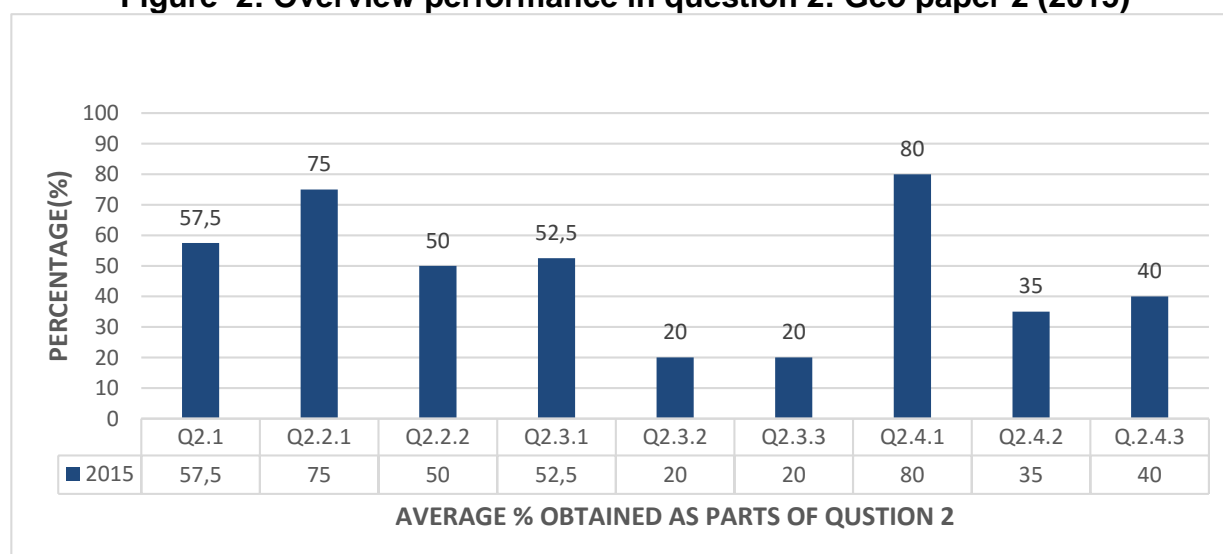
## QUESTION 2: MAP CALCULATIONS AND TECHNIQUES

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

- The question was not well performed compared to the previous year (2014).
- The overall average mark of 50.5% was obtained in this question.
- Learners performed poorly compared to the 2014 geography Paper 2 in this question (58%) was the average mark %. The drop in 8.5% was registered.

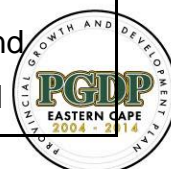
The graph below represents learner performance in various sub-questions of question 2. The average mark percentage is based on the 100 scripts (RASCH analysis) sampled from all the 23 districts of the Eastern Cape province.

**Figure 2: Overview performance in question 2: Geo paper 2 (2015)**



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

- Candidates were unable to measure accurately and apply the appropriate scale ( Q2.1 and Q2.3.1)
- Omitting and mixing units of measurements (Q2.1, 2.2.1 and 2.3.1). Most learners lost marks.
- Even in cases where the formula is provided, learners could substitute and follow the correct order. For instance, when determining area, they would



use the length and substitute with a smaller measurement and vice versa.

Gradient would be calculated as:  $HE/VI$  instead of  $VI/HE$ .

- Failure to distinguish between gradient and vertical exaggeration. They had all sorts concepts mixed up.
- Some candidates managed to get the correct answer and but were unable to unpack the implications thereof. Questions 2.2.2 and 2.3.2 are classic examples.
- Inability to identify landforms represented by contour lines or sketch and also tap on theoretical content knowledge (Q 2.4.3). Most candidates confused it with BUTTE, POINTED BUTTE and simply MOUNTAIN.

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

- Teachers must go back to basics. Teachers must order and buy metre rulers, protractors and chalk board dividers.
- Teachers must demonstrate to learners on how to come up with correct or accurate measurements using the above-mentioned instruments. Map work skills are acquire through observations and practice.
- Topographic and orthophoto maps should be part of stationary to be ordered by the school.

(d) Describe any other specific observations relating to responses of candidates

- Generally, candidates lack basic map interpretation skills analysis.
- They lack the ability to apply theoretical knowledge to practical scenarios. This culminated in the loss of valuable marks.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- There is need to transform map work into a more realistic and practical paper.
- Engage learners in field work (confined to local environment), tours and more practical tasks.
- Set practical tasks that lay emphasis on map work skills.
- When dealing with map calculations and techniques, teachers must go beyond getting the answer (numerical) but apply the answer to real life situation (Q 2.2.2, 2.2.3 and 2.3.3). Scenarios and role plays are some of the teaching methodologies one can employ.

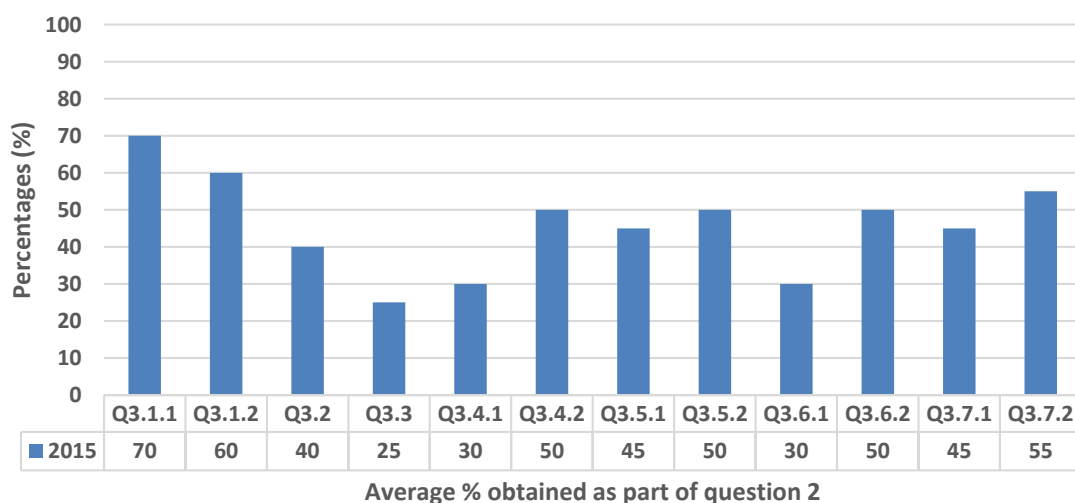


### QUESTION 3: APPLICATION AND INTERPRETATION

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

- The overall performance of learners in this question is consistent with that of the 2014.
- Based on the RASCH analysis, the performance of learners was 43.6% in 2014 and 43.2% in 2015 respectively.
- The candidates performed better in question 3.1.1 with the average mark % of 70 whilst question 3.3 posed a challenge to most candidates and as such they scored a mere 25%.
- The graph below is based on the sample of 100 scripts from the 23 districts across the province and illustrates the performance of learners in each and every sub- question in question 3.

Fig.3. Overview performance in question 3: Geo paper 2 2015

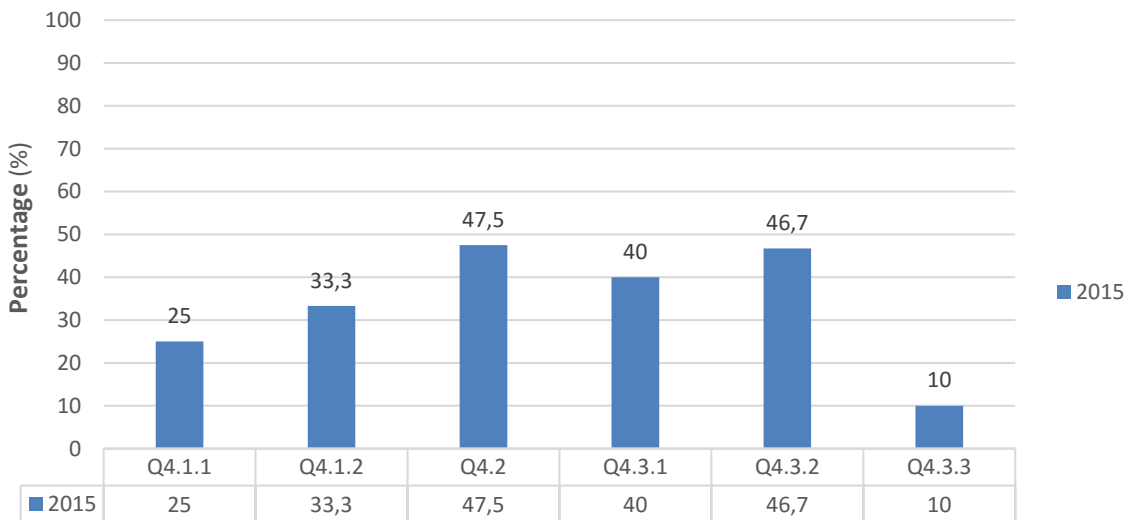


	<p><b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed in this question by learners and any misconceptions.</b></p>
	<ul style="list-style-type: none"> <li>• Learners lacked map interpretation skills even in simple straight forward questions (3.6 and 3.4.1) and lacked insight. Some of candidates could not “visually “see the ridge and associate it with sudden surface run-off.</li> <li>• Candidates were unable answer higher order questions. This can be attributed to lack of command of English language. Hence, confusing the “measures” with “measurements”; thus came up with completely wrong answers (Q3.1.2).</li> <li>• Many learners did not know the difference between “state” and “explain”. In questions that required them to explain (Q3.2 and 3.7.2), they listed or simply mentioned without expatiating.</li> <li>• They did not comprehend what is meant by ....”Have taken” (Q3.2.1) which actually implied past tense. Instead they referred to future strategies that could solve the water shortage problem in Queenstown.</li> <li>• Some candidates could not differentiate between physical and human factors. (Q3.7.1) and concepts like infrastructure (Q3.7.2) and land-use and street pattern (Q3.5.1 and 3.5.2). For some inexplicable reasons, some confused street patterns to drainage patterns.</li> <li>• More often than not, learners could not reconcile map work with theory. For example, Q3.4, candidates could recall the theoretical knowledge of meanders but they were unable to apply that knowledge to the sketch.</li> </ul>
C	<p>Describe any other specific observations relating to responses of candidates</p>
	<ul style="list-style-type: none"> <li>• Learners confused reservoirs with reserves. Hence responses like use of “JoJo” tanks were common (Q3.1.2)</li> <li>• Concepts are not linked to specific topics.eg street patterns (settlement) and stream patterns (Drainage systems).</li> <li>• Some candidates associated infrastructure with mining instead farming (Q3.7.2).</li> </ul>
D	<p>Provide suggestions for improvement in relation to Teaching and Learning</p>
	<ul style="list-style-type: none"> <li>• Thorough teaching is required. Cover the content that is prescribed</li> <li>• Teachers should develop their lessons by using concepts as a base.</li> </ul>



<ul style="list-style-type: none"> <li>• Drill learners on how to decode verbs and link to the responses required</li> <li>• Work through paragraph questions to expose learners to different styles or ways in which questions are set.</li> <li>• Do through revision before exams to help weaker learners with content and prepare stronger learners to get better marks.</li> <li>• Topographic and orthophoto maps to be used as a resource when dealing with any topic in the teaching of geography.</li> <li>• Telematics videos to be made available to schools at the beginning of the year.</li> </ul>
E Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>• Map work workshops to be organized for teachers by Subject advisors.</li> <li>• Teach map work concurrently with theory. This will enhance learners understanding that theory and practical papers are interlinked.</li> </ul>
<b>QUESTION 4: GEOGRAPHICAL INFORMATION SYSTEMS</b>
(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> <li>• The question was the most poorly performed question.</li> <li>• The overall percentage dropped from 37.3 % ( 2014) to 35.3% (2015). That is, the variance of 2%.</li> <li>• The worst performed question was Q4.3.2 and Q4.2 registered an average mark percentage of 47.5.</li> <li>• The graph below illustrates the performance of learners per sub-question in the 2015 geography paper.</li> </ul>

Fig.4 Overview performance in question 4: Geo p2 2015



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

- Most of the questions were pitched at higher level.(Q4.3.3)
- Concepts transcended beyond recall to but laid emphasis on application (Q4.1.1, Q4.1.2, .4.2, 4.3.3)
- Learners lacked the understanding of concepts (Q4.3.1 and Q4.3.3)
- Most had no clue of what was going on. The nature and quality of responses thereof, would suggest that learner were never taught. This would also point to the content knowledge of the teachers in GIS.
- Most learners had either answered all questions wrongly or completely left blank spaces.

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

- Lack GIS knowledge in general
- Lack of exposure to the topic (GIS)

(c) Describe any other specific observations relating to responses of candidates

- Learners confused data collection methods. They simply indicated “primary” and “secondary”
- Attribute data was defined as resolution



(d) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> <li>Teachers must be taken through an intense GIS workshops. Focus would on teaching and assessment in GIS for grades 10-12</li> <li>Teachers must enroll with higher institutions for GIS modules. The department needs to facilitate this through bursaries. A similar programme like Life Orientation</li> <li>Field work and field trips be made integral part of the teaching of map work</li> </ul>
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> <li>Content gap workshops be organized by subject advisors.</li> <li>Refer to question by question in report.</li> </ul>

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