



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**  
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## **2019 NSC CHIEF MARKER'S REPORT**

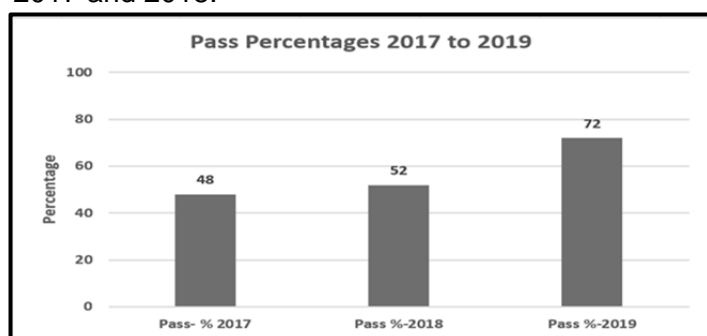
<b>SUBJECT:</b>	<b>Geography</b>
<b>PAPER:</b>	<b>ONE</b>
<b>DURATION OF PAPER:</b>	<b>3 Hours</b>
<b>DATES OF MARKING:</b>	<b>01/12/2019 – 14/12/2019</b>

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

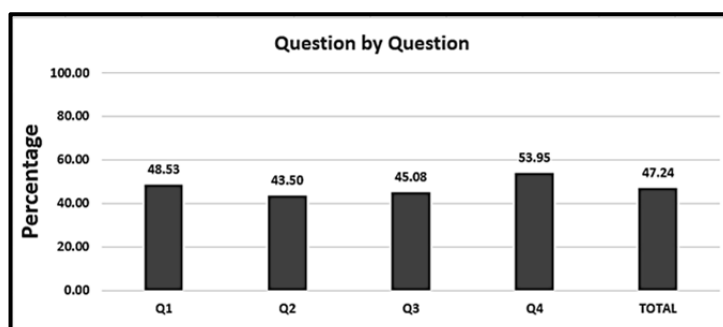
The 2019 cohort showed more understanding of the questions and obtained a better Pass % than all the other years.

At 25 000 out of 32 113 candidate's marks captured, the following was observed through the Rasch model and Level distribution:

- 72,4 Pass % obtained, with 0.7 level 7. This is a large improvement compared to 2017 and 2018.

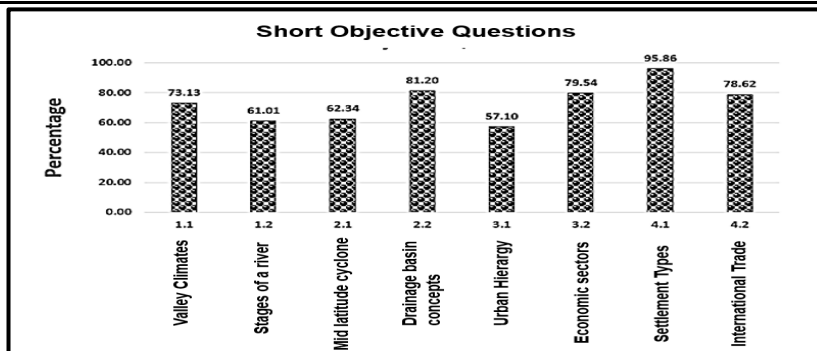


- The Average % for the 2019 question paper stands at 47.24, with question 2 the weakest answered at 43,5%

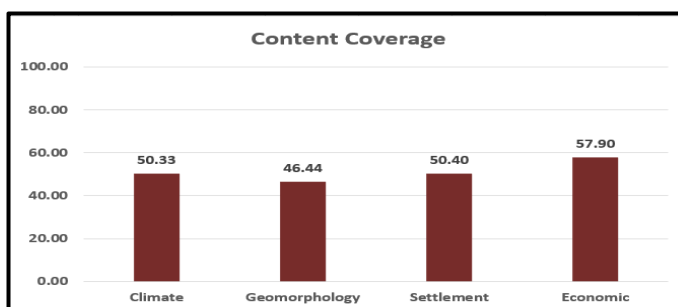


- In the short objective questions, the candidates scored relatively high marks, with only question 3.1 (urban hierarchy) where an average of below 60% was obtained.

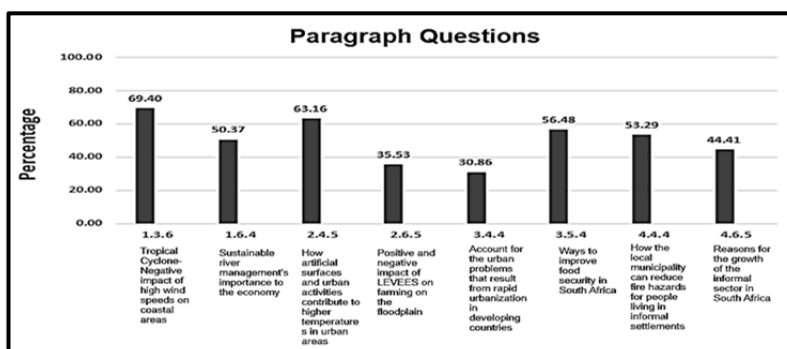




- In Economic Geography (57,9) the candidates scored the highest marks, with Settlements at 50,4%. Clearly in Section B the candidates obtained higher marks than in Section A (Physical Geography).



- There is a great improvement in the answering of Paragraph Questions, where higher percentages had been obtained. However, in depth understanding of Geographical processes remain a challenge. Topical content/issues like informal Settlements and Food Security was very well answered as the graph below indicate.



- The issue on Land Reform (Question 3.3) was very disappointingly answered and showed that our candidates cannot integrate and analyse current issued with theoretical knowledge gained. The candidates only scored an average of 28% in this question.

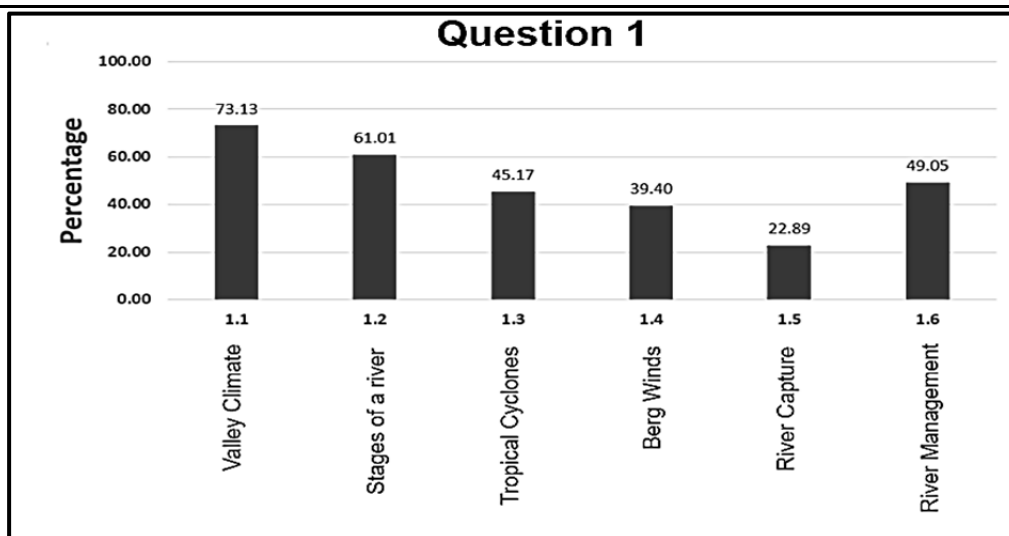
## SECTION 2:

### 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 learners in the specific question. Was the question well answered or poorly answered?



As indicated above (section 1) the candidates obtained an overall average % of 48.5 for Question 1.

The lower order, short objective questions of 1.1 and 1.2 was fairly well answered with 73.1% (question 1.1) and 61.0% (question 1.3) respectively. There was a considerable drop in correct responses from question 1.3 to 1.6, mainly due to cognitive demand that increased. Middle to higher order thinking remains a challenge, where analysis of information was required.

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

#### **QUESTION 1.1 – Valley Climates**

The candidates could not clearly distinguish between the **thermal belt** and the formation of **radiation fog**, hence the relatively lower percentages of Question 1.1.1 (47, 8%) and Question 1.1.4 (61.0%), in relation to the rest of the questions in this sub-question.

#### **QUESTION 1.2 – Stages of a River**

Questions 1.2.1, 1.2.4 and 1.2.5 was especially poorly answered due to the candidate's inability to understand what the shape of a cross profile is (Q1.2.1). The learners struggled with the understanding of stage development of landforms and it clearly evident in question 1.2.4 (Ave % - 35.8), where a volume of water was linked to development stages. Question 1.2.5 required candidates to understand what **rapids** are, and they responded poorly (Ave %- 44.8). These three questions lowered the overall percentages of Question 1.2.

#### **QUESTION 1.3 – Case study on Tropical Cyclones**

This question was surprisingly poorly answered. Although candidates was extensively exposed to revision programs as well as Common tasks and common examinations, the higher order questions and understanding of tropical cyclones could not be properly answered. Questions 1.3.4 and 1.3.5 was extremely poorly answered, with average percentages of 1.49 and 5.97 respectively!!!

These questions (1.3.4 and 1.3.5) focused on the understanding of the development tropical cyclones and candidates failed dismally to provide the correct or appropriate responses. It

seems that stages of development were not emphasized on during teaching and learning. However, the impact of tropical cyclones (Question 1.3.4) was well answered. An Ave% of 69.4 was achieved in this question.

#### **QUESTION 1.4 – Berg winds**

Once again the impact of berg winds (Q 1.4.4) was very well answered; however the understanding of the origin and development of berg winds was poorly answered. In question 1.4.3 (a), (b) and (c), which required candidates to know and understand the development of berg winds, scores of below 30% was achieved according to the rasch scores. Question 1.4.3(c) where understanding of pressure gradient was the main focus, candidates was totally confused in their responses.

#### **QUESTION 1.5 – River Capture**

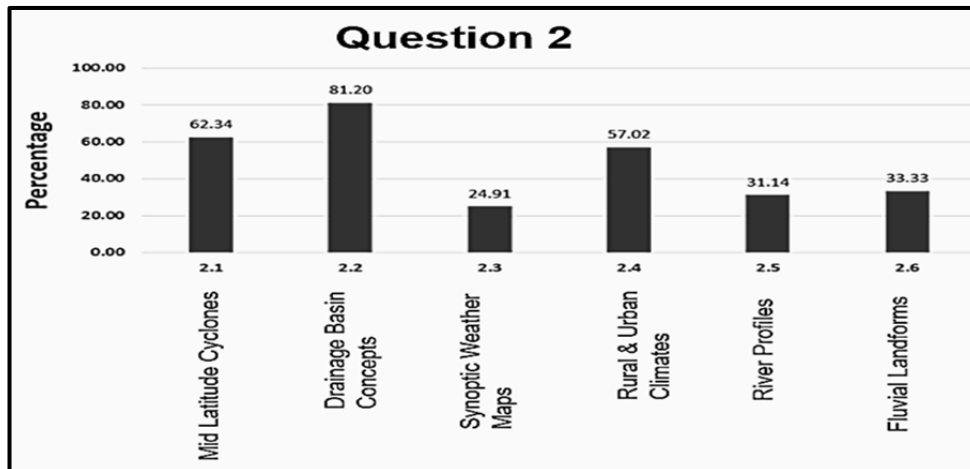
In the lower order questions of 1.5.1 and 1.5.4 high average percentages was recorded, but in the middle to higher order questions of 1.5.5 and 1.5.6, the marks was generally low. Although candidates know what river capture is, they could not relate to its impact on real-life situations nor explain the process fully. (Q 1.5.5 (b))

#### **QUESTION 1.6 – River Management**

Candidates responded very favourable to the questions on river management. This indicated that candidates react well when issues that they are encountering daily is examined on. The Ave% of 49 in this question is fairly good. However question 1.6.3 confused some candidates and exposed their reading with understanding and interpretation ability.

## QUESTION 2

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



According to the Rasch model, Question 2 had an average of 43,5%. This was the lowest recorded average percentage for the four questions. The short objective questions with an average of 61,1 % (2.1) and 90,7 % in (2.2) were well answered. The interpretation of the synoptic weather station in 2.3 posed a huge challenge to learners. Question 2.4 was well answered. This included the application and analytical questions of 2.4.4 and 2.4.5. Learners struggled with the Geomorphology section of the work in 2.5 (river profiles) and 2.6 (fluvial landforms). This impacted negatively on average mark of these sub sections.

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

The short objective question on mid-latitude cyclones was well answered with an average of above 50 %. The only concern was in 2.1.2. Learners could not identify 'nimbostratus clouds' that were associated with warm fronts. This suggests that learners were subjected to an overemphasis of cold fronts in class.

Question 2.2 was easy for learners and the average percentage of 81,2% alludes to this. The interpretation of the synoptic chart in 2.3 was a cause for concern. Learners attained an average percentage of 24,9 % for this question. Questions 2.3.4 and 2.3.5 which required learners to interpret weather processes on the chart was poorly answered. Learners are exposed to synoptic weather map interpretation from grade 10. Learners could not identify the 'thermal/heat low' in 2.3.4 (a). This impacted on their answer to 2.3.4 (b) which required learners to explain the impact of the heat/thermal low on rainfall in South Africa. The higher order question of 2.3.5 (b), where learners had to account for air temperature and wind direction was extremely poorly answered. Learners were required to integrate pressure systems with the weather on the weather station. This high order question was problematic to all learners as the average percentage of 1.3 % indicates.

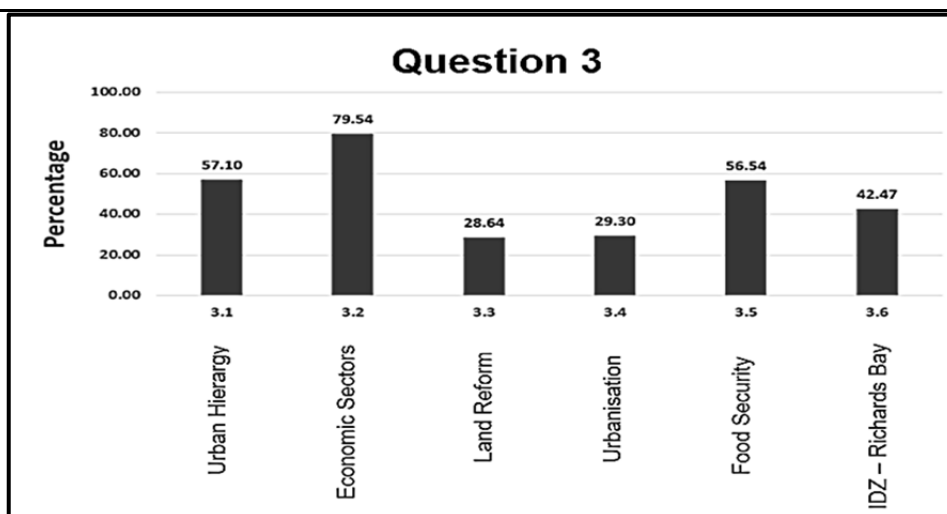
Question 2.4 on rural/urban climates was fairly well answered. Only 2.4.3 with an average of 6.6 % troubled learners. The middle to higher order questions of 2.4.4 and 2.4.5 had good average percentages of 59.2 and 63.1 respectively.

Only the concept of longitudinal profile in 2.5.1 was well answered. Learners did not understand factors that affected the grade of the profile. This resulted in candidates achieving low marks

Question 2.6 on fluvial landforms/features in the lower course of the river highlighted the fact this was covered well by educators. Learners struggled to identify and explain the formation of meanders/cut off slopes and levees. An average of below 40 % was obtained for this question. Learners must understand these fluvial features/ landforms and their impact on the environment as is prescribed by the CAPS document and the examination guidelines.

### QUESTION 3

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



A Rasch average percentage of 45,8 for this question is indicative of the fact that our learners did not fare well in this question. The topics covered in this question on 'land reform', 'urban expansion', 'food security' and 'industrial development' are worldly topics that our learners contend with in their daily lives. Learners scored well in 3.2 (short objective question) on economic sectors. An average percentage of 79,5 suggests that learners scored well in this lower order question.

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

Our learners cannot relate content knowledge to their reality. They struggle with concepts such as 'land reform'(24,6%), 'urbanization' and urban expansion'(29,1) and 'food security'(43,2). These concepts are precise in the sense that they required 'trigger' words to be marked correctly. Our learners struggled to fully understand these concepts and thus their application of these concepts to the middle and higher order questions was poor.

'Land reform' as a rural settlement issue was poorly answered. Learners do not fully grasp the pillars of land reform and neither do they understand the impact of land reform. 'Expropriation' as an action of land reform was poorly understood. Learners

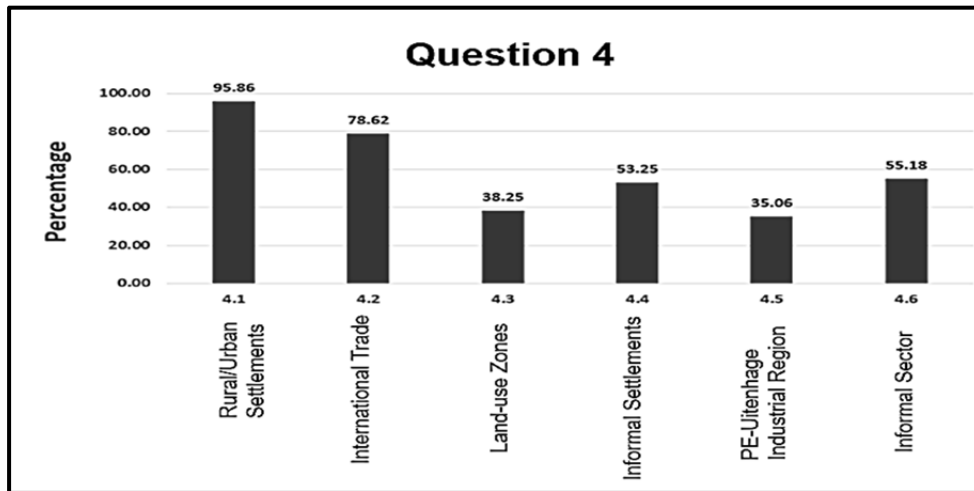
were given the definition of the concept in the case study but could not apply it to question 3.3.4. Learners struggle with distinguishing between the core urban concepts of 'urbanisation', 'urban growth' and 'urban expansion'. A (15,4%) average mark in question 3.4.3 highlights learners struggle to assimilate concepts into the broader content. A poor understanding of the gist of the question in 3.4.4 (30,8%) caused learners to lose marks in the paragraph question. They named the problems instead of explaining how the problem was caused.

The question on 'food security' had an average of 56,5%. The words 'access' and 'nutritious' led to many learners losing marks for the concept. This question had a cartoon as a basis of understanding 'food security'. Some learners struggled to understand the irony expressed in the cartoon.

Learners coped with the lower order questions on Richards Bay but answered question 3.6.3 (32,10%) and question 3.6.5 (26,5%) poorly as they were pitched at a higher level.

#### QUESTION 4

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



The Rasch model points to an average of 55,95 % for this question. This was the highest average mark of the four questions answered. This suggests that the question was well answered. A possible reason for this question achieving the highest average was due to the content covered in the question. Learners achieved the highest average (95,8% ) of all the short objective questions in the question paper in 4.1. Question 4.1 was pitched at a low cognitive level and required learners to match descriptions of 'rural' and 'urban' settlements.

Question 4.2 achieved an average percentage of 78%. Learners had to match economic concepts. Learners answered this question well.

An average percentage of 38,2 % suggests that learners struggled with this question on urban profile and urban land use zones. Question 4.3.3 on 'land use zone compatibility' had a low average percentage of 28,6 %.

The question (4.4) on informal settlements achieved a moderate average percentage of 53,2 %. This was surprising in view of the fact that is a common and easy topic to understand.

The 35 % average in question 4.5 in the 'Port Elizabeth – Uitenhage industrial region' was disappointing in view of the fact that the region is located in our province.

Learners answered question 4.6 on the 'informal sector' adequately and achieved an average of 55,8 %.

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

This question may have achieved the highest average mark in the question paper but it still shows up learners inability to fully grasp middle and higher order questions. Whilst the conceptual knowledge of our learners has improved, their application of it is poor. Question 4. 3 was poorly answered (38.2%) as learners could identify land use zones but not fully comprehend how these land use zones interacted/impacted on one another. Question 4.3.3 required learners to explain why high income and heavy industries were not compatible. Learners could not understand how the two different characteristics of the land use zones made them incompatible. Application of theoretical knowledge was poor. Only 36.8 % of our learners could properly define an "informal settlement". Learners were able to apply life experiences to answer the two middle order questions 3.4.5 and 3.4.6. The cognitive demand of the entire 4.4 was not high and learners could achieve average marks in this sub – section.



The average percentage of questions in 4.5 decreases as the cognitive demand of the questions increase:

4.5.1 – 98,6%

4.5.2 – 51,3 %

4.5.3 – 25,6 %

4.5.4 – 40,1 %

4.5.5 - 33,5 %

4.5.6 – 18,7%

This clearly illustrates why our learners do not achieve good marks. They cannot take theoretical knowledge and apply it. The higher the level of difficulty, the more our learners struggle to comprehend.

An average of 55,9 % for question 4.6.5 showed that learners could score marks on the 'informal sector'. It is disappointing to note that some learners still confuse 'informal settlements and the informal sector'. Our learners also struggle to interpret cartoons and their relevance to topics in the CAPS curriculum.

## **THE FOLLOWING HEADINGS (C), (D) and (E) ARE APPLICABLE TO QUESTIONS 1 TO 4**

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

The following suggestions was forwarded by all markers:

- Geography educators should be life-long learners of the subject and must upgrade their methodology and knowledge on a frequent basis. The learners is in the middle of the 4IR momentum and we must stay in contact with them to be able to be more effective in class. Visual representation of the syllabus has become essential to reach the modern learner.
- Although the MIND THE GAP revision booklet is a very valuable resource, it must be noted that some concepts and definitions should be revisited and corrected. Marking guidelines provide good assistance to amend some of the outdated definitions and concepts
- The CAPS document remains the core resource for teaching and learning, and therefore all approved textbooks should be studied in conjunction with CAPS.
- Well thought out excursions, with clear outcomes and worksheets must be undergone at least once a year. In this regard, your immediate surroundings should be first visited, studied and related to the syllabus.
- Map work as a rule must be part of your weekly planning, so that the practicality of the content can be emphasized. This will improve the analytical ability of the learners.
- Incubator programs for high achievers should form part of your intervention programs.
- A well worked out differentiated approach is essential to the success of your learners
- Peer teaching, where good learners form part of the revision program can be introduced in schools. It is a fact that fellow learners relate sometimes better to one another and this will also help the high performers to improve their marks and levels.
- Geographical vocabulary must be broaden in class. It is a must that every new section/lesson/content be introduced with the core concepts. These concepts must be explained and NOT just wrote down. The learner will eventually have a geographical dictionary with explanation that can help them in application and interpretation
- Visual presentation of processes of processes/features is essential in geography, especially to understand and conceptualise the content. Here we recommend the use of Powerpoints/Youtube videos/QR coded notes, etc. to encourage 4IR momentum. However, these aids do not replace the actual teaching of content. BASIC KNOWLEDGE IS STILL THE RESPONSIBILITY OF THE EDUCATOR
- Assessment is part of teaching and learning and should not be seen as an event once a week, where learners is 'bombarded' with a lot of questions from past papers. Learners must have daily activities or questions to assess the success of the lessons. Usually school intervention programs are developing around these assessments. This will also inform educators about their differentiated approach. We are not suggesting that Past

question papers is not important and valuable, in fact past question papers should guide the methodology approach for each section/content

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

- Learners have very poor conceptual understanding.
- Their reading with interpretation is very weak especially in case studies and texts.
- Deeper understanding of the content is poor; hence the poor responses in medium to difficult middle to higher order questions. This hampers their analytical ability.
- Action verbs in questions remain a problem, and these words should form part of the daily lessons in order for learners to become familiar with it.
- Application of content to real-life situations remain a big challenge.
- Some content starts as early as Grade 10 that learners are struggling with in Grade 12. Content like synoptic weather maps, Moisture in the atmosphere especially cloud and precipitation formation. This must be emphasized and grounded in these early years of FET.

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

This section has already been dealt with in Question (c) above.