



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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

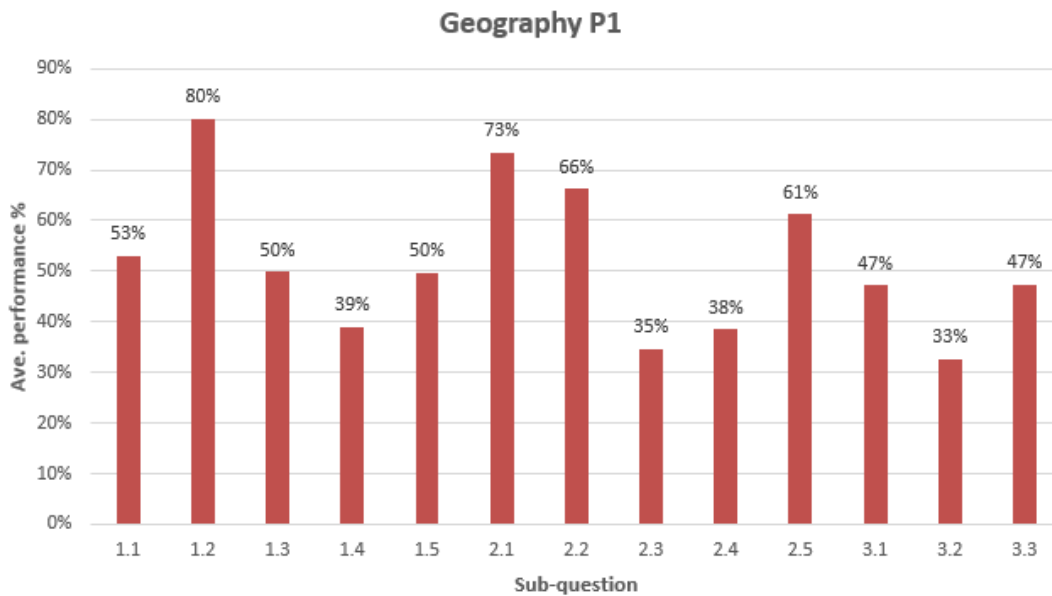
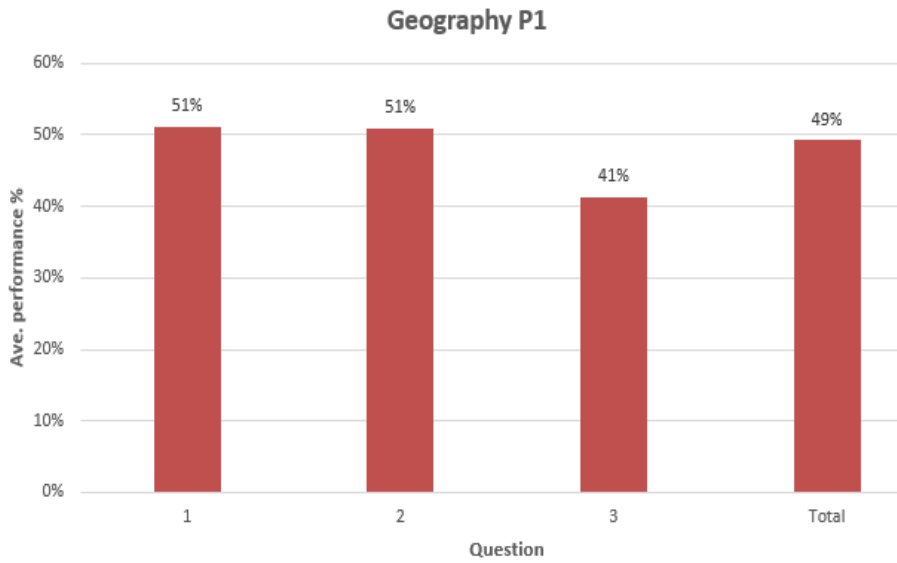
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2024 NSC CHIEF MARKER'S REPORT

SUBJECT	GEOGRAPHY		
QUESTION PAPER	1		
DURATION OF QUESTION PAPER	3 Hours		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	ZITHINI MAVY NDAWONDE		
NAME OF THE CHIEF MARKER	PATISWA JENNIFER MPAHLWA		
DATES OF MARKING	28 NOVEMBER – 13 DECEMBER 2024		
HEAD OF EXAMINATION:	MR E M MABONA		

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

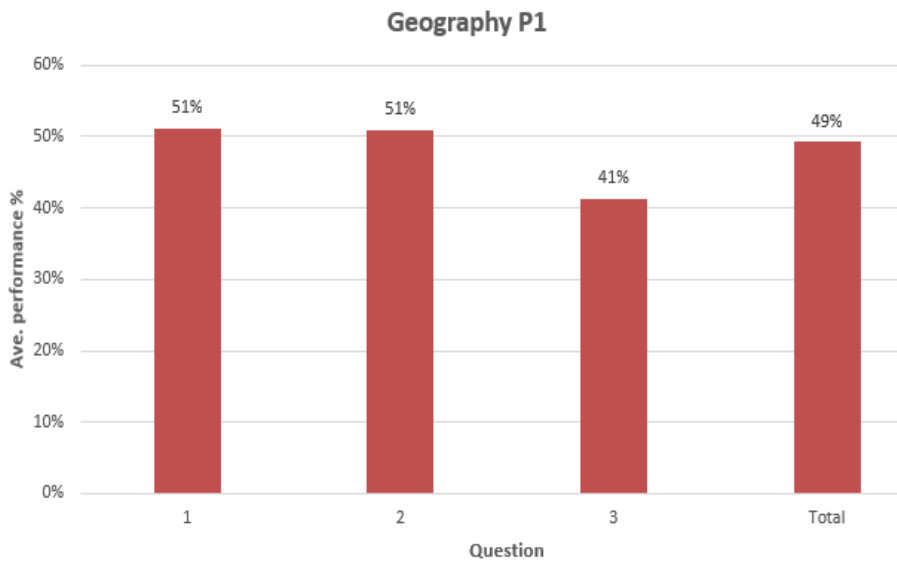
- Question paper for Geography paper 1 was generally set within competence of grade 12 learners. The general performance of 2024 Geography learners in Geography paper 1 was expected to be better than the performance in the previous academic years. This is because 2024 academic year was more stable than the previous few years. There were no unplanned school closures instead, several intervention programs for both learners and teachers were implemented.
- Below is the graph reflecting the overview performance for Geography Paper 1 in 2024.

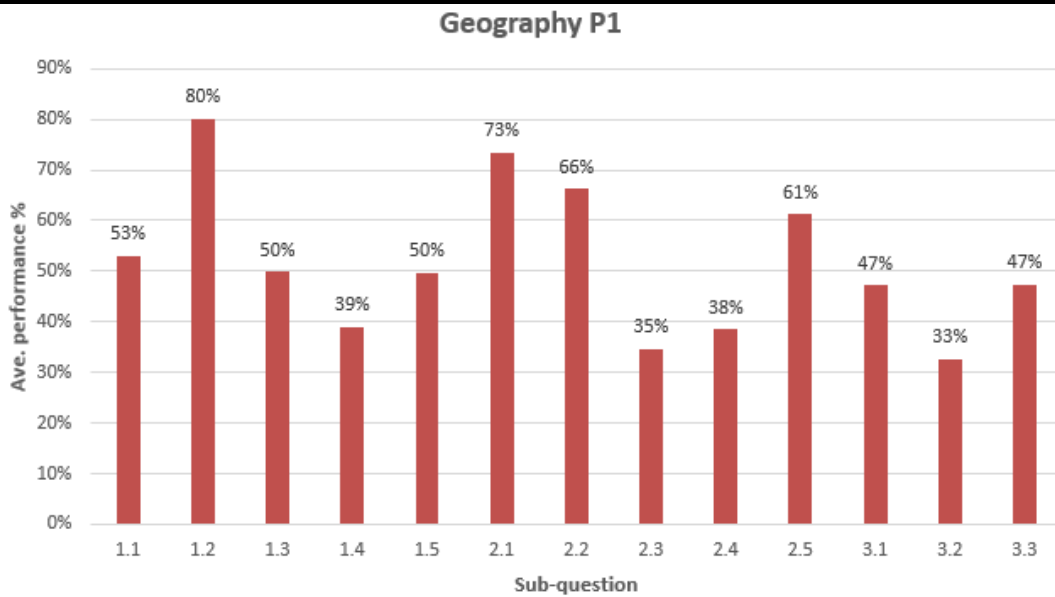


- The above graph represents sub question analysis for Geography paper 1 NSC -2024.
- The overall percentage obtained in 2024 is 49%, compared to 51% in 2023, 45% in 2022 and 42, 2% in 2021.
- It is crucial to indicate that, scores that are mentioned in this report are based on RASCH analysis of 100 scripts selected randomly from the 12 districts in the Eastern Cape Province.
- To identify weaknesses and misconceptions that reveal candidate's marks, 100 sampled scripts were selected to cover 20% low, 60% medium and 20% high.
- Included in this report are the findings that, markers, senior markers and deputy chief markers came up with during marking process.

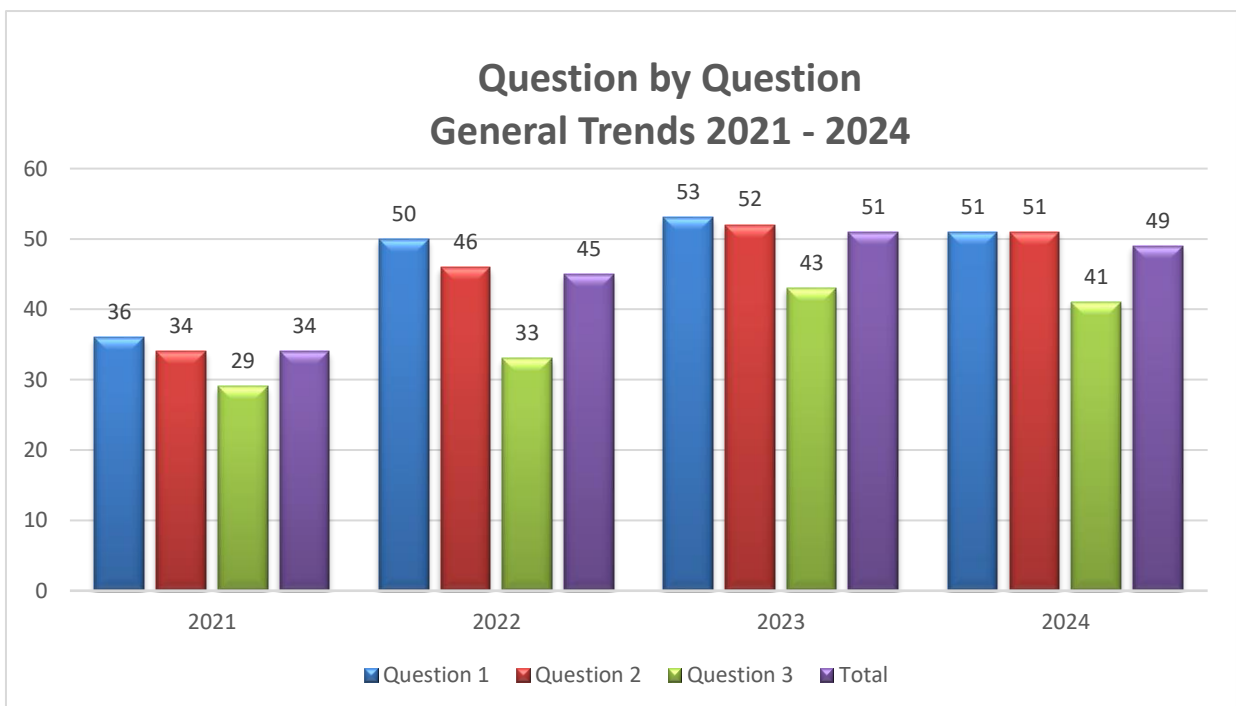
- The graph below illustrates how candidates performed per question in Geography Paper 1 in 2021, 2022, 2023 and 2024.

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- Below is the graph reflecting the overview performance for Geography Paper 1 in 2024.





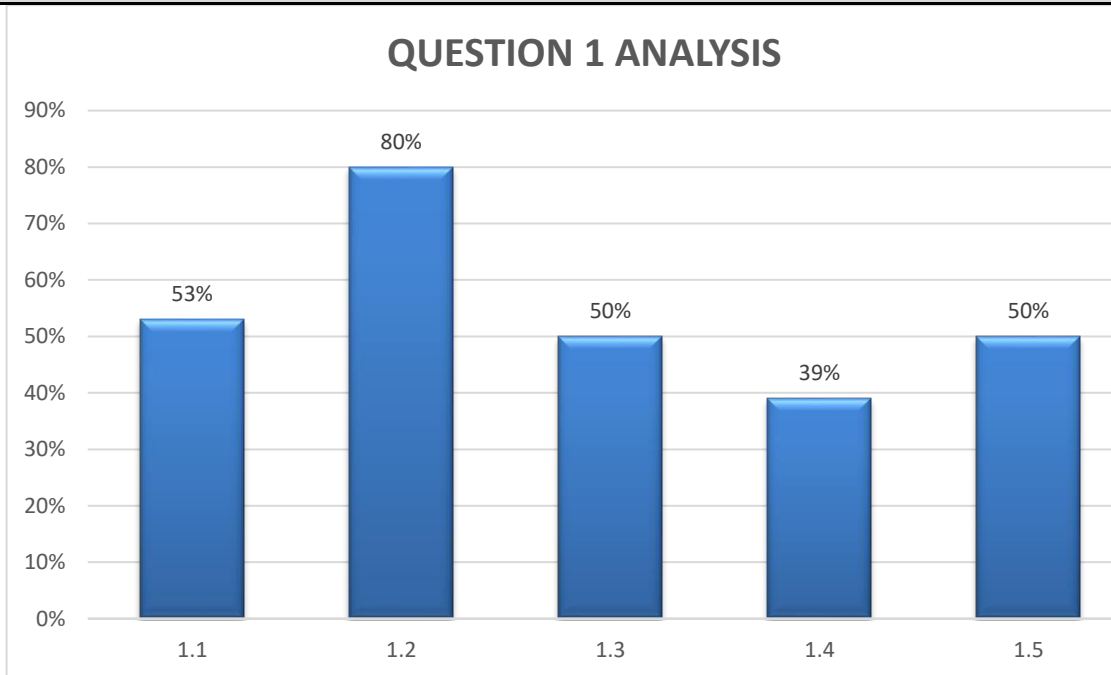
- The above graph represents sub question analysis for Geography paper 1 NSC -2024.
- The overall percentage obtained in 2024 was 49%, compared to 51% in 2023, 45% in 2022 and 34, 2% in 2021.
- It is crucial to indicate that, scores that are mentioned in this report are based on RASCH analysis of 100 scripts selected randomly from the 12 districts in the Eastern Cape Province.



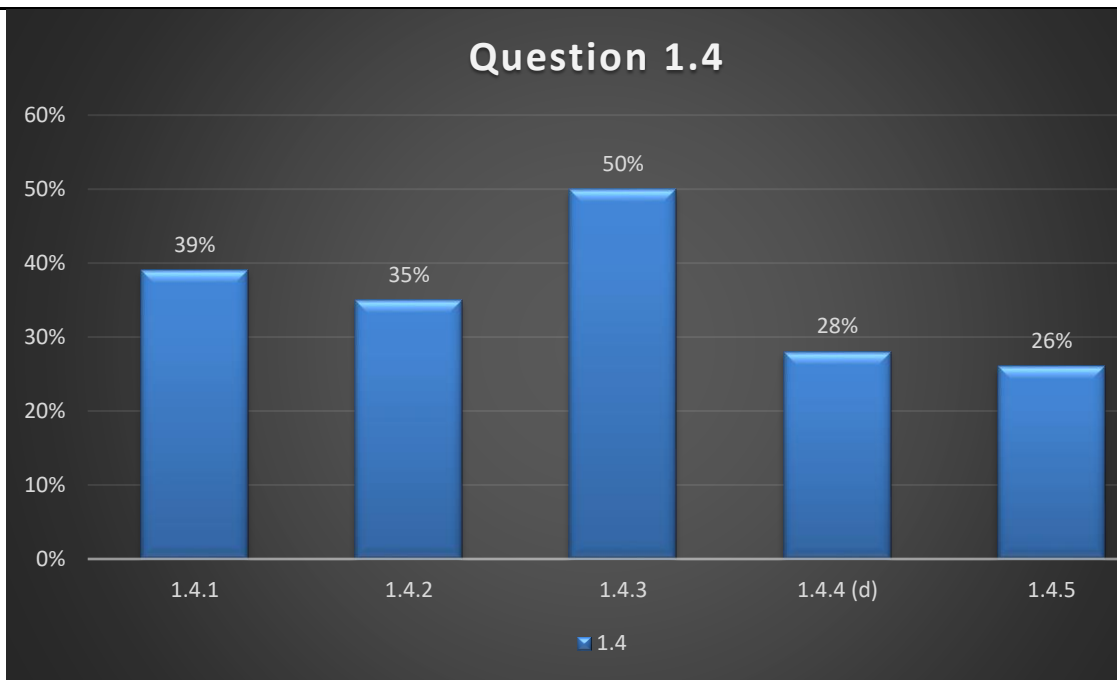
The trend shows an increase in terms of improvement in performance

QUESTION 1

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



- Question 1 was achieved at an average percent of 51%. Evidence of teaching and learning was reflected in sub-tropical anticyclones, valley climates, mid-latitude cyclones and line thunderstorm as questions were well answered.



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- **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**
- Question 1.4 was poorly performed with an average percent of 39. In question 1.4.2, most candidates were unable to provide two possible answers.
- It is expected that, candidates should be able to draw diagrams. Drawing is a skill to be acquired by candidates, in question 1.4.4(d)
- However, candidates were unable to draw distinct features of a cross-section of a tropical cyclone
- There was no misconception on the question, instead, answers set apart level 7s from average candidates

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

- Educators must put more emphasis of diagram activities.
 - Candidates must be exposed to the various strategies where short- questions are examined.
- Glossary list of concepts per topic must be prepared in various lessons.

(c) Describe any other specific observations relating to responses of learners and comments

that are useful to teachers, subject advisors, teacher development etc.

Teachers must work hand in glove with educators teaching Mathematical Literacy, Life Sciences, and Agric Science to enhance the understanding and interpretation of graphs and diagrams in the subject. Learners are trained to respond to questions based on the action verbs in the Question Paper.

Prepare and teach according to current Curriculum Policies (CAPS and Examination Guidelines)

Research on topics like mid-latitude cyclones, tropical cyclones etc. can be enriched with the use of Internet and Power- point presentations. The use of supplementary material available is also highly recommended.

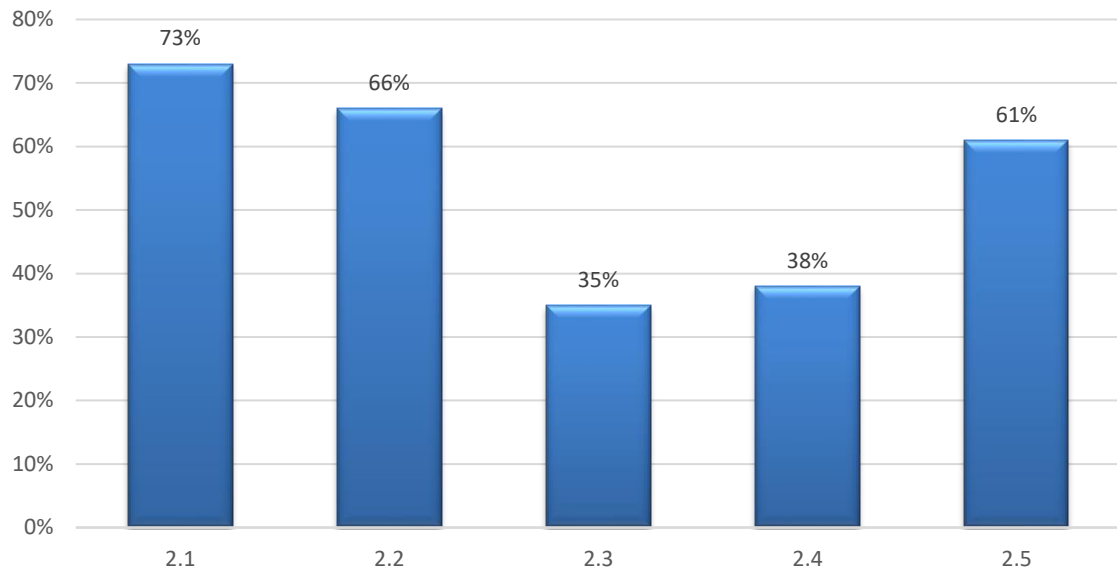
Workshops need to be facilitated by the Teacher Development Section in capacitating all educators on infographics.

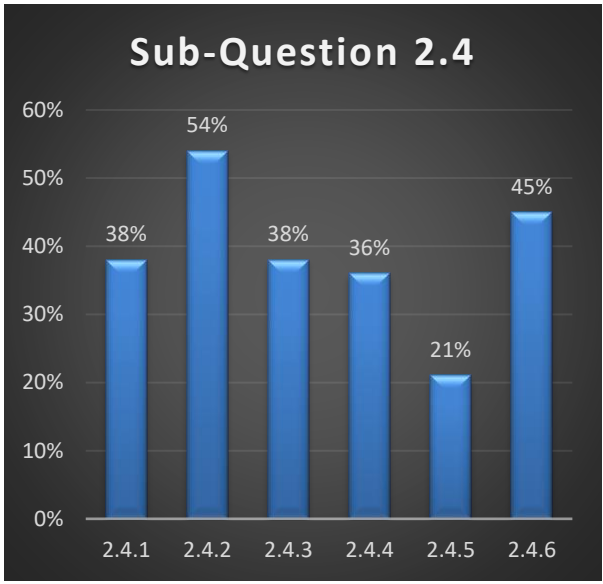
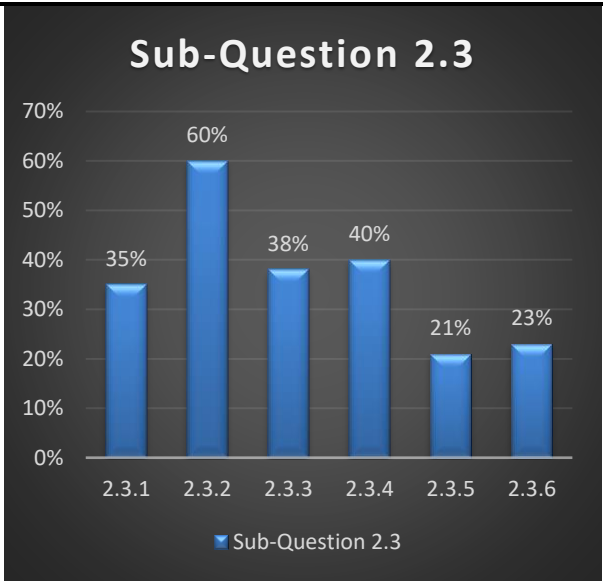
QUESTION 2 (Summary)

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

- This question was based on Geomorphology.
- The average percentage performed was 51%.
- The graph below depicts general performance in question 2 respectively.
- Well answered question were question 2.1 at 73%, 2.2 at 66% and 2.5 at 61%.
- The good performance reflects that candidates were able to apply learnt concepts.
- In question 2.5 on catchment and river management, candidates achieved 61%. This was probably because the candidates were also able to relate the information from the extract to the questions asked.

QUESTION 2 ANALYSIS





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

- Candidates limited knowledge on drainage patterns is shown in question 2.3.5. They failed to relate trellis drainage pattern to rock structure.
- Most candidates focused on rock type instead of rock structure.
They also confused uniform resistant rock with varying resistant rock.

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

- Educators and subject advisors are advised to take note of these recurring mistakes.
- Content workshop focusing on identification of drainage patterns, underlying rock

structure, development and characteristics should be conducted.

- Drainage patterns can be easily understood when integrated with map skills.

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

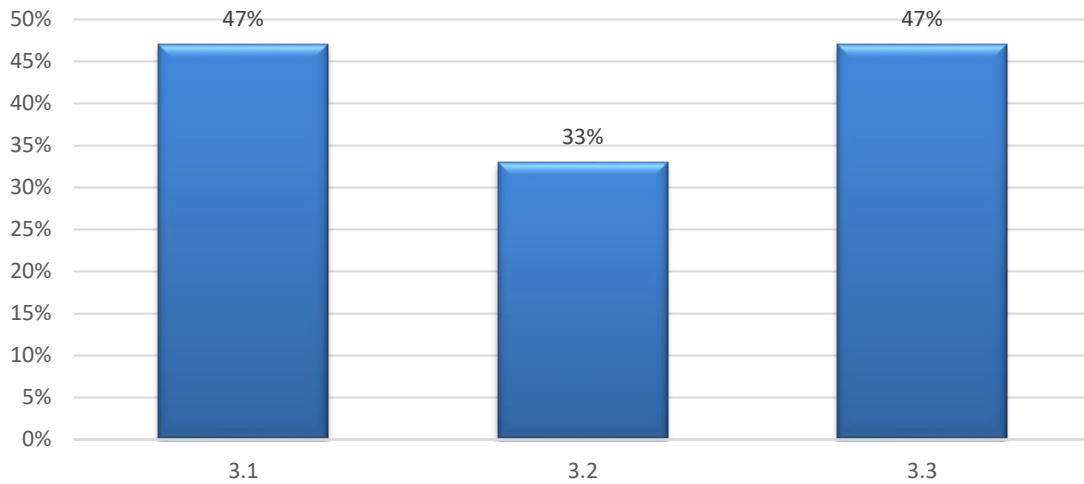
- Question 2.3 and 2.4. were poorly answered with 34% and 38% average respectively.
- Teachers should consult the Exam Guideline and ATP to see the concepts relevant in that particular year because learners are referring to radial centrifugal instead of radial.
- In question 2.3.4 learners didn't have knowledge of the characteristics of dendritic and trellis patten.
- In question 2.4.1 learners confused the concept of river rejuvenation with river capture. Question 2.4.3 required what happens after river rejuvenation.
- Learners could not perform because they lacked the understanding of basic concepts of fluvial process.
- Learners did not understand how terraces are formed.
- Subject advisors need to do content gap workshops focussing on landforms formed after river rejuvenation.

QUESTION 3

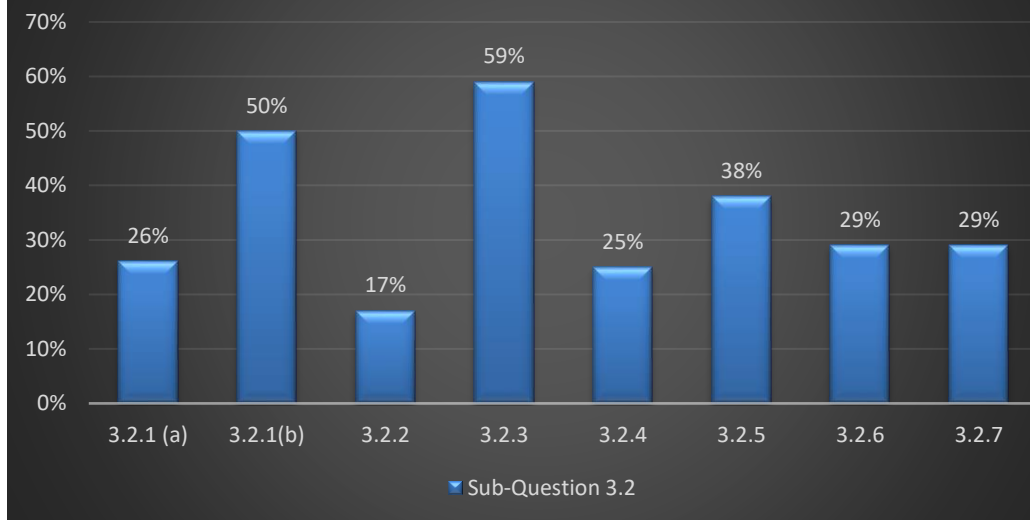
(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?

- This question focuses on map skills and calculations and constitute of an average percent of 41 and that shows a slight improvement compared to 2023 NCS.
- Question 3.1 has been performed at average, though in question 3.1.1 candidates showed no knowledge of how to give the best answer. It seems as if educators are no longer focusing on map margin information. Basic information for map skills and calculation must be ongoing for learner to be kept abreast with basic information.

QUESTION 3 ANALYSIS



Sub-Question 3.2



In questions 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6 and 3.2.7 learners did not perform well as indicated in the graph above.

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

- In 3.2.2, candidates failed to interpret the concept of aspect using map skills.
- Teachers should integrate map interpretation when teaching theory.
- In question 3.2.4, candidates did not understand the question as they repeated what the question.
- Identification of landforms in an orthophoto map was a challenge. Teachers must integrate theory with map work.

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

- Educators and subject advisors are advised to take note of these recurring mistakes.
- Content workshop focusing on identification of drainage patterns, underlying rock structure, development and characteristics should be conducted.
- Drainage patterns can be easily understood when integrated with map skills.

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

- Learners need to be able to integrate mapwork with theory part of Geography.
 - Educators need to make sure that map interpretation is done in every lesson in the classroom.
 - Mapwork should not only be taught when a mapwork task is to be administered.
 - Fieldwork excursions need to be undertaken by educators and with learners to enrich the practicality of the subject.
 - Mapwork workshops should be facilitated for all educators in each term.
 - As map skills and calculations are being spread across in the annual teaching plan, subject advisors must ensure that they monitor the implementation thereof.
- We cannot over emphasize content workshops on map skills and calculations either in the form of 9 on 1.