Province of the
EASTERN CAPE
EDUCATION

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2024 NSC CHIEF MARKER'S REPORT

SUBJECT	Geography		
QUESTION PAPER	2		
DURATION OF QUESTION PAPER	3 hours		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	Albert Chanda		
NAME OF THE CHIEF MARKER	Elizabeth Pickering		
DATES OF MARKING	29 NOVEMBER – 13 DECEMBER 2024		
HEAD OF EXAMINATION:	MR E MABONA		

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

- The general performance in 2024 in Geography Paper 2 improved from 54% (2023) to 58% (2024).

- The improvement of 8% was recorded.in the 2024 academic year.

- This could be attributed to the improvements in all three questions (Q2 and Q3) registered 63% and 42% compared to 53% and 12% 2023) respectively.

- It also appears that learners are able to answer questions with verbs like suggest (Q1.3.5-89.8%)

- However, learners still struggled with paragraph writing questions in which they were required to explain and motivate the answers. i.e. Explain why and Explain how questions.

- The graphs below illustrate the average performance in geography paper 2 in the past three (3) in the Eastern Cape.

- The data used to generate this report was drawn using the RASCH analysis.(100 scripts).

- The scripts were selected to cover low 40-(0-49%), medium 40(50-79%) and 20 (80%+)

- The randomly sampled scripts were then scrutinised to provide an in-depth understanding of the range of different responses, mainly focusing on the weaknesses and misconceptions of learners

regarding areas in the subject.

Further, the report also included findings that markers, senior markers and deputy chief markers came across during the marking process.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 1.1 and 1.2. These questions were well answered.   • These questions focused on a range of concepts from rural and urban Geography   • The average percentage for these sub-questions were 81% (Q1.1) and 50% (Q1.2) respectively.   • Learners appeared to have mastered the concepts on rural settlement (Q1.1) and struggled with concepts based on urban settlement.   • However, Q1.2.2 might have confused the candidates by using the word smallest instead of few numbers of settlements.   • Some candidates construed smallest to imply the physical size, hence went for option C.   • The average score of the sampled 100 scripts in Q1.2.2 (Rasch) is 27%.   • Question1.3 Learners struggled to read and interpret the graph   • They could not link unemployment and poverty levels in the rural areas. (Q1.3.3). The question was generally restated.   • Question 1.3.4: The social impact of movement of young adults was well understood. Learners tended to provide generic answers without considering the context of the question.   • Despite the nature of question 1.3.2 and 1.3.3 the answers were considered independently and not linked. Candidates were not penalised if they got 1.3.2 incorrect but 1.3.3 correct.   • Generally, this question was poorly answered.   • The average mark % was 41, the lowest scored in the theoretical section.   Question 1.4   • The definition of *urban profile* was not particularly well answered but the part-marking nature of memorandum (concession) did help.   • The learners displayed lack of content of different land-use zones   • Some of the learners gave characteristics of land use-zones instead of functions.   • The presence of a cow in the rural- urban fringe made them focus on purely commercial farming activities (Q1.4.5) (misconception). There was confusion between commercial activities and commercial farming.   • Candidates were unable to distinguish between social and economic reasons for commercial activities.

Question 1.5
- The question registered the average score of 55%
- The question focused on informal settlement.
- Candidates confuse informal settlements and informal sector.
- 1.5.1 There is an absence of an accepted definition of *informal settlements.* Candidates tended to use real-life knowledge / experience to answer this question for example referring to "squatter camps"
- 1.5.3 Failure of the Government to give RDP houses and corruption were answers that were relatively frequently presented and not catered for in the marking guideline.
- 1.5.3 Explain any two economic reasons for the increase in informal settlements. The focus of answers was not exclusively economic (as the question required).
- Question 1.5.4 - Candidates were disadvantaged by qualifiers not being marked as it was not part of the statement / fact in the same sentence.
- Some candidates only answered with qualifiers and no marks were allocated for only presenting a qualifier.
- Weaker learners copied 'lifted' straight from the case study.
- Many candidates focused on jobs being created in the informal settlement which would then have positive ramifications for the social impact for people. (This was not accepted)

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

- There must be an emphasis on action words during teaching so that learners will be able to differentiate between questions that require qualification or factors.
- Teachers must train learners on how to respond to explain why and explain how questions.
- A variety of resources should be integrated into the classroom environment.
- Candidates should be taught the difference between land-use zones and land use.
- Emphasis should be placed on the difference between social and economic factors. In Geography there is no reference to "socio-economic".
- Candidates should focus on the mark allocation of questions and provide substantial answers that can warrant the maximum mark allocation.
- When asked to provide a factor "from the extract" or to quote "from the case study", the answer needs to be specifically from the source.
- Paragraph-style questions need to be focused on. These are the maximum-mark questions and where the candidates can benefit from the marks.

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

- Candidates should be familiar with the style of Geography questions as the same format is used from Grade 10. Focus should be placed on the higher-order questions (explain how / explain why) and candidates should be taught how to address these types of questions.

- Part marking is not part of the assessment protocol in Grade 10, 11 and 12 (school- based assessments including the June and preliminary examinations). This concession is exclusively for the NSC exams.
- Candidates are encouraged to elaborate on their answers and to try their best to convey their answer. In doing so they can present examples – these examples are increasingly accommodated for in the marking guideline.
- Learning the theory is very important but the candidates need to be able to apply the theory into real-life scenarios. Each question in Geography is presented with a case-study / graph / map / newspaper article / cartoon / photograph / picture. As a result, candidates have to be skilled with the ability to take the theory and tailor it to source that is presented. This requires lateral thinking and integration of information. Geography cannot be learnt in rote-like fashion (except for definitions).

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 the economic geography of South Africa.
- The average mark percentage for questions 63% was recorded.

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

Question 2.1 (multiple choice)

- 2.1.2 In the multiple choice there were four photographs which were labelled P, Q, R and S. Then each letter was allocated as A, B, C and D. The photos should have been labelled A-D to avoid confusion.
- Candidates struggle to distinguish between small-scale and large-scale farming.

Question 2.2

- Questions regarding the rotating topics (Saldanha Bay IDZ); South-western Cape core industrial and the specific SDI (West Coast SDI) formed the basis of Question 2.2
- Candidates did not baseline knowledge regarding these rotating topics for example the main industry associated with the West coast SDI.
- Physical factors neeed to be differentiated from economic and social factors.

Question 2.3

- 2.3.2 Candidates are expected to give the general trend as indicated on the map from 2016 to 2023 and not specify the years when there were increases / decreases.
- Interpreting the graph appeared to be challenging from some candidates.

- 2.3.5 The key focus of the question was on the "future supply of power in South Africa". Leaners were supposed to make the connection between less high-quality coal and the associated

implications for thermal power plants and the countries electrical output. Instead learners looked at the implication businesses / the economy.

- 2.3.6 This was a higher-order that required an explanation and a qualifier. Candidates benefited from the part-marking when only an explanation was presented. Candidates are enouraged to engage in this style of question with answers that have sufficient substance to be awarded the maximum marks. For example – 'creation of jobs' needs to elaborated upon by stating WHY the creation of jobs benefits the economy.

Question 2.4

- 2.4.2 This question required a quote to presented directly from the text that confirmed the statement that 31% of SA's labour forces is found in the Gauteng PWV core industrial area. Candidates struggled to make the connection between the text and the question.
- 2.4.3 The candidates were guided to refer to the sketch but majortiy of the candidates presented answers that were generic in nature. The source was not sufficiently utilised.
- 2.4.5 One disadvantage of "high value-added production" – candidates needed to stipulate that people (particularly low-skilled / unskilled labourers) would lose their jobs. Writing "unemployment" was too broad and consequently not accepted.
- 2.4.5 The measures that the muncipality can put in place to assist traders. While this is a relatively straight-forward question, many candidates did not specifiy that "local government / municipalites" could implement strategies. Unfortunately many candiates wrote "government can…" and as a result they were not awarded the marks. Candidates had to be able to discern between the different levels of government in order to be awarded the marks.

(c) Provide suggestions for improvement in relation to Teaching and Learning.
Because this section involves rotating topics, teachers have to do extra research and compile comprehensive notes and information on specific subjects. It is not sufficing to use the textbook information exclusively. Teachers should empower themselves and stay up-to-date with current happenings in these fields. Newspaper articles and features on specific websites will provide a comprehensive understanding of contemporary challenges and pertinent information.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Candidates need to be exposed to more real-life scenario style questions. Candidates need to be familiar with graphs, cartoons, case studies and infographics. It is expected that candidates have a basic understanding of geographical phenomenon at different levels – from the local level to the global level. Being able to read a graph and map form part of basic geographical principals. Focus should be placed on applying the theoretical knowledge to current economic and geological problems.

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 Geographical skills and Techniques. It constitutes 20% of the entire Geography paper 2.
- The general performance of 42% was rather disappointing.
- The average performance in individual sub-questions differed considerably. Q3.1- Map skills and calculations (48%),Q3.2- Map interpretation (48%) and GIS(25%) respectively.

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

- Generally, in Question 3, mapwork, learners displayed lack of mathematical skills and ability to understand and use GIS concepts in real context.
- Besides for the multiple choice or the select the correct answer between brackets, there were not a lot of candidates that performed well.
- The main calculation (question 3.1.5) was made simpler as the distance between the two points was already presented in the question so candidates did not have to measure the distance. Some learners measured the distance themselves and even though they were a mm out (which would have been accepted in the range) they lost marks.
- Question 3.2.4 (b) – there was significant misinterpretation of the questions. Candidates focused on WHY large-scale farming takes place as opposed to the physical / site / situation factors that promote the agriculture.
- Question 3.2.4 (c) – candidates did not consult the specified blocks on the map and therefore provided generic answers.
- In question 3.3. candidates had to redraw the block and indicate the TWO features. If the candidates didn't draw the block or they drew two separate blocks they were not awarded the mark.
- The geographical information system skill was lacking (Q3.3.3 (a)) and learners could not demonstrate it in this question and most of them lost marks.
- In all the questions cited above, learners either left blank spaces or got extremely low marks.
- The concept of data integration and the process of data layering had not been fully understood. (Q3.3.4 and Q3.3.5). In these questions, marks were very low i.e 17% and 11% respectively.
- Question 3.3.5 many learners identified the method of data integration as "layering" as opposed to "data layering". They were not awarded the mark.

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

- Mapwork must be given enough time and taught in an integrated manner with theory. Mapwork should not be views as an isolated section of Geography but rather integrated in every chapter.
- Increased emphasis should be placed on the integration of mapwork and theory so that learners are better equipped to answer Question 3.2 (map interpretation).
- Use of previous question papers is vital in practising mapwork skills.
- A glossary of GIS concepts must be compiled and taught.
- All concepts must link to real-life situations, practical aspects. Yes, there is no GIS software available now, but use of paper GIS can be used as a substitute.

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

QUESTION 4 NA

(a) General comment on the performance of candidates in the specific question. Was the

question well answered or poorly answered?
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
QUESTION 5 <mark>NA</mark>
(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
(c) Provide suggestions for improvement in relation to Teaching and Learning
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.