



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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

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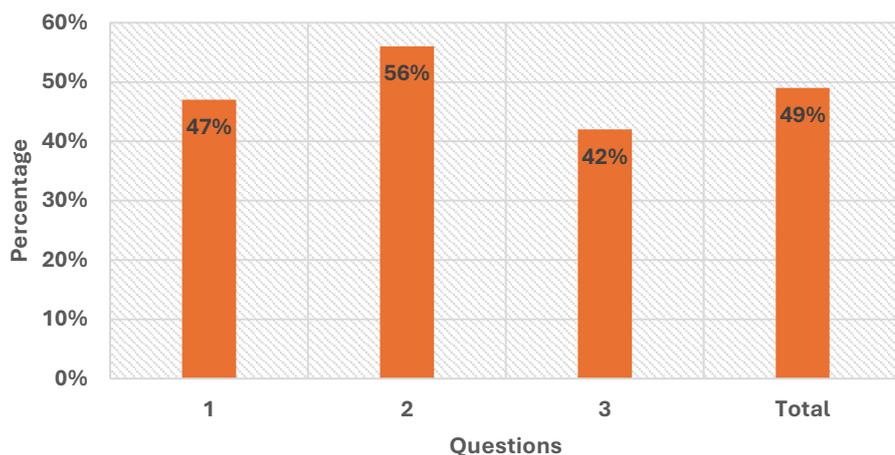
**2025 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	Geography		
<b>QUESTION PAPER</b>	1		
<b>DURATION OF QUESTION PAPER</b>	3 hours		
<b>PROVINCE</b>	Eastern Cape		
<b>NAME OF THE INTERNAL MODERATOR</b>	Zithini Ndawonde		
<b>NAME OF THE CHIEF MARKER</b>	Patiswa Mpahlwa		
<b>DATES OF MARKING</b>	28 NOVEMBER TO 12 DECEMBER 2025		
<b>HEAD OF EXAMINATION:</b>	Mr EM MABONA		

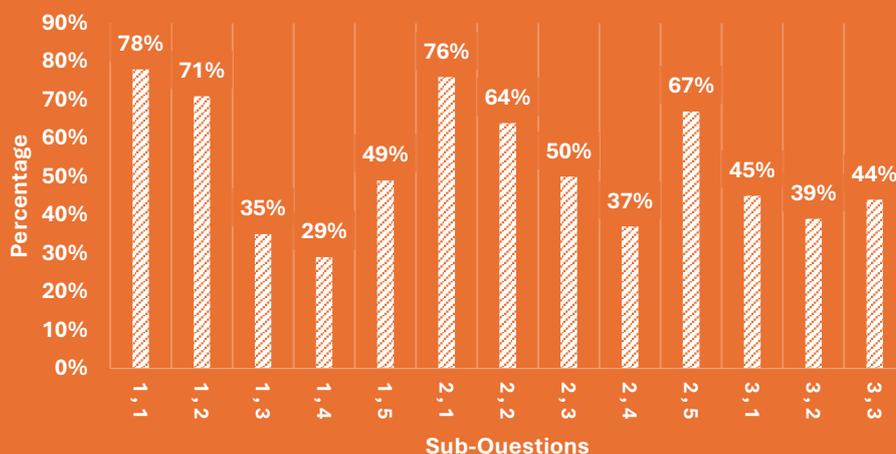
**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

- Question paper for Geography paper 1 was generally set within the competence of grade 12 learners. The general performance of 2025 Geography candidates in Geography paper 1 was expected to be better than the performance in the previous academic years due to the fact that, 2025 academic year was stable than the previous few years. There were no unplanned school closures instead, several mediation programs for both learners and teachers were executed.
- Below is the graph reflecting the overview performance for Geography Paper 1 in 2025.

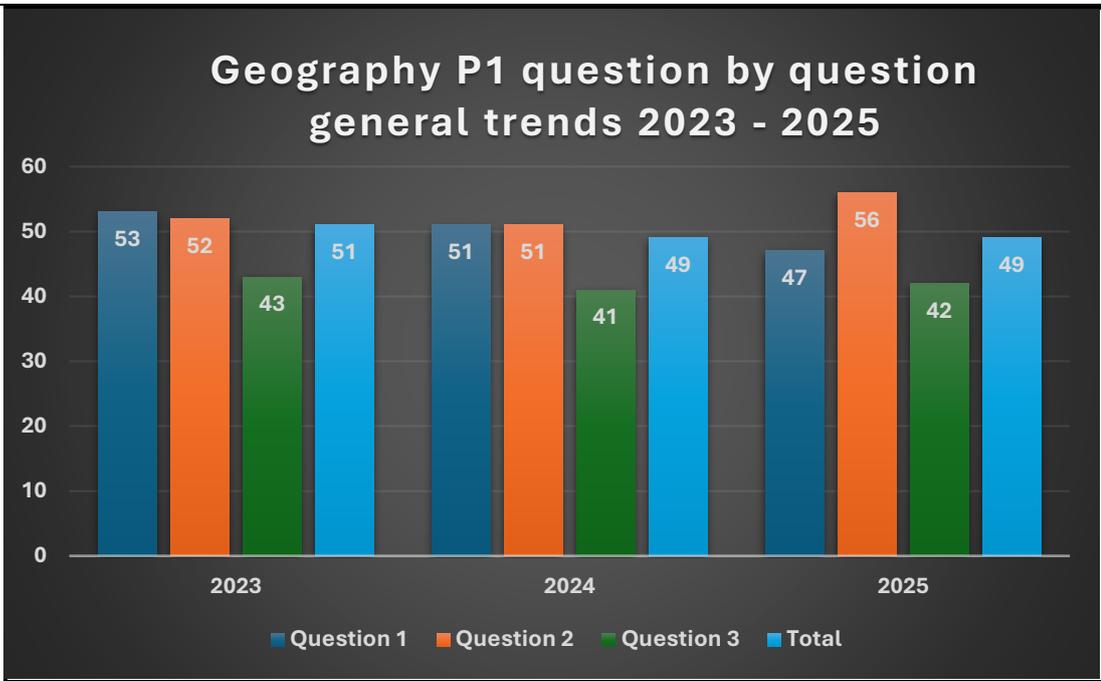
## GEOGRAPHY PAPER 1 ANALYSIS



## SUB-QUESTIONS ANALYSIS



- The above graph represents sub question analysis for Geography paper 1 NSC -2025.
- The overall percentage obtained in 2025 is 49%, compared to 49% in 2024, 51% in 2023.
- It is key to indicate that, scores that are brought up 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, deputy chief markers, chief marker and internal moderator came up with during marking process.
- The graph below illustrates how candidates performed per question in Geography Paper 1 in 2023, 2024 and 2025.



**The trend shows an increase in terms of improvement in performance**

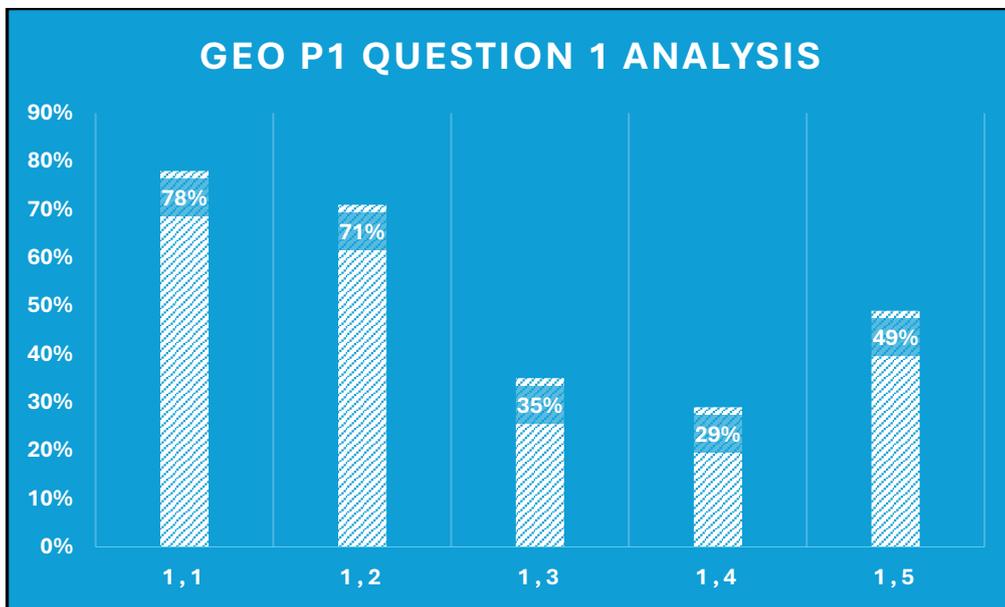
**SECTION 2: Comment on candidates' performance in individual questions**

**QUESTION 1**

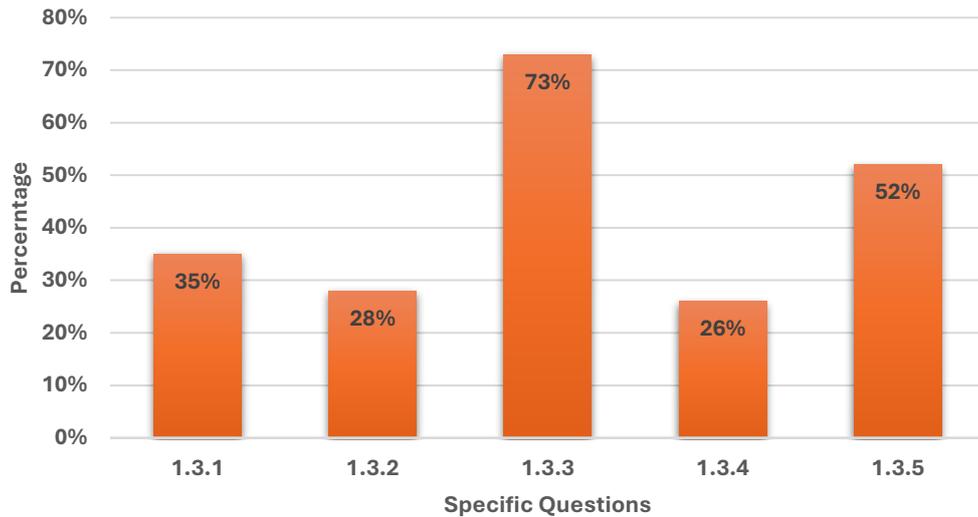
**General comment on the performance of learners in the specific question.**

Question 1 was performed at an average of 49% compared to 51% from 2024. Though there is a drop of 2% compared to 2024, the evidence of teaching and learning was reflected in synoptic weather map interpretation, valley climates, and berg winds as questions were well answered.

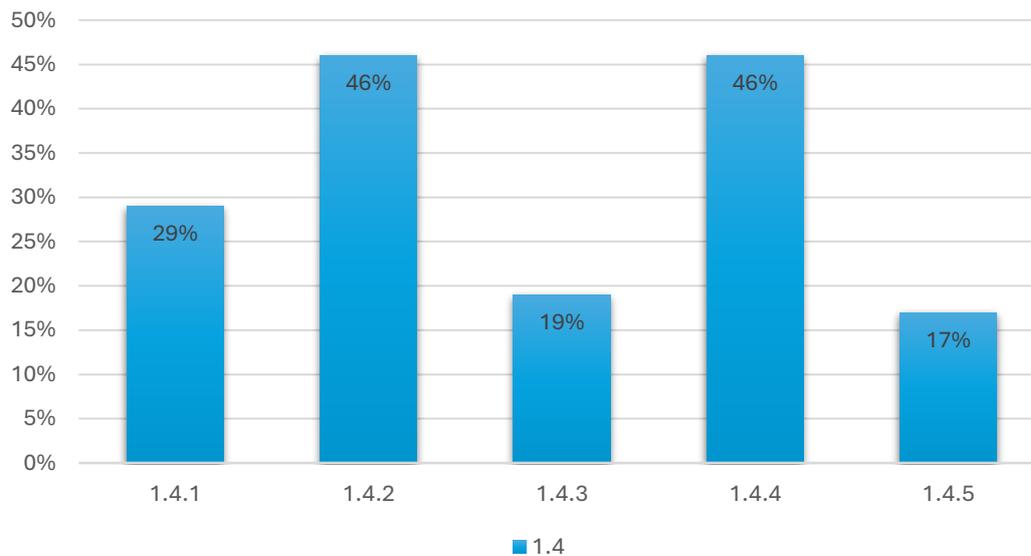
The narrated statement is demonstrated on the graph below



### GEO P1 QUESTION 1.3



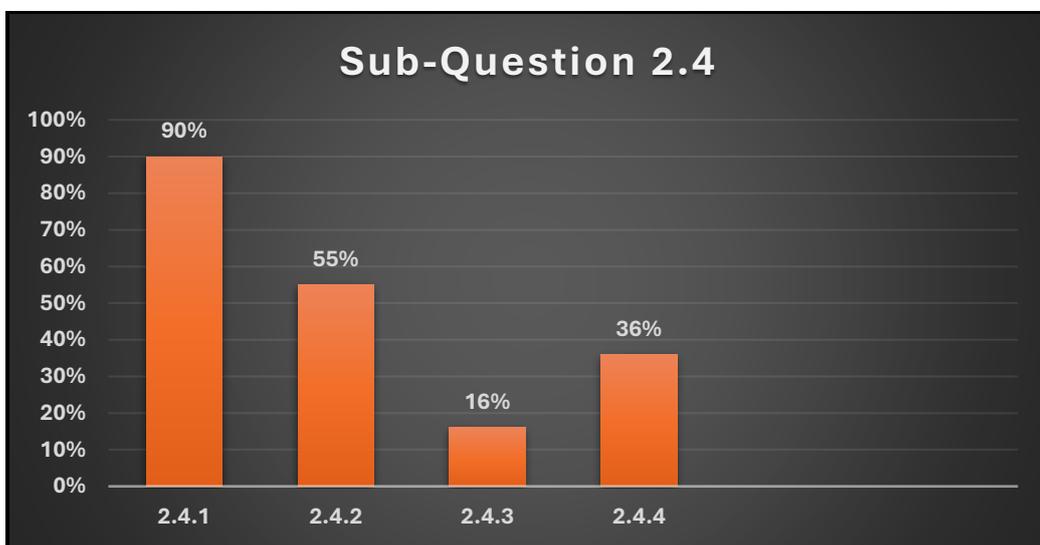
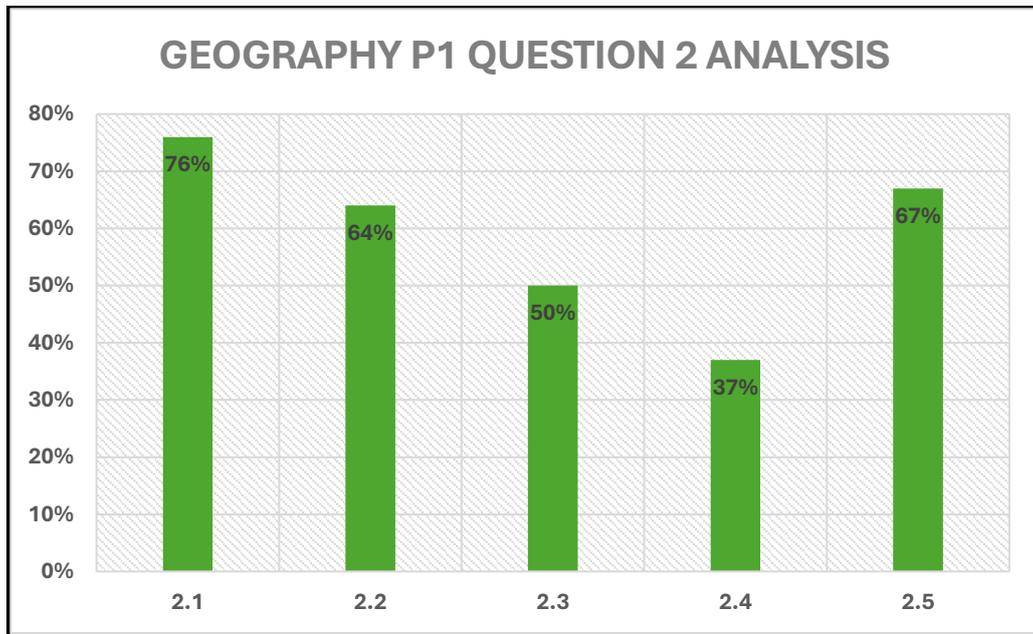
### Geo P1 Question 1.4



#### Was the question well answered or poorly answered?

- Question 1.3 was poorly performed with an average of 35%. In question 1.3.1, candidates confused polar front with moisture front.
- In 1.3.4 and 1.3.6 candidates confused the mature stage with occlusion stage and also explained the formation of an occluded stage instead of explaining how the difference in temperatures of the air masses formed a cold front occlusion.

## QUESTION 2



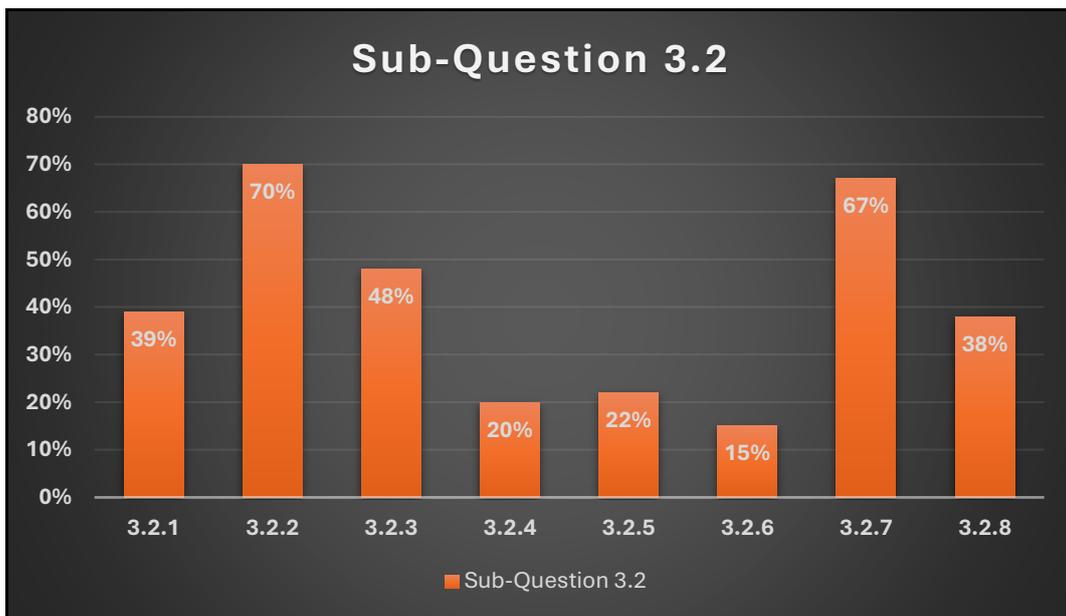
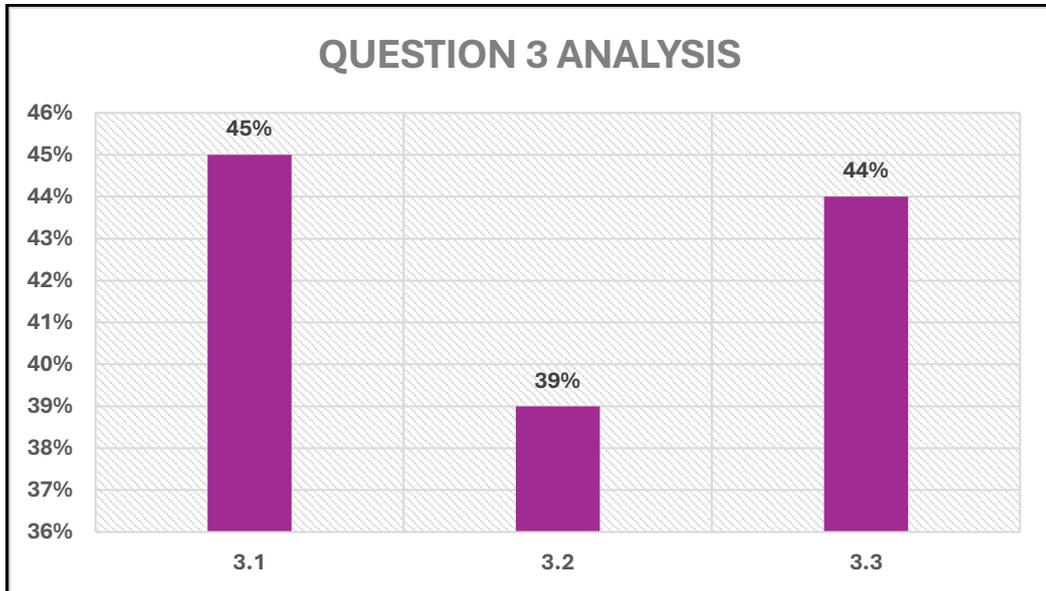
### Why was the question poorly answered?

Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- In 2.4.3 candidates displayed lack of content and clarity on incised meanders as they failed to understand how river rejuvenation form incised meander.

- In 2.4.4 candidates were unable to fully explain how the processes involved in the formation of an oxbow lake.

### QUESTION 3



#### Why was the question poorly answered

- In 3.2.4 the phrasing of the question seemed to have confused the candidates as they linked during the night with katabatic winds.
- Map interpretation challenged most candidates, instead of applying their knowledge in identifying different concepts.
- In 3.2.6 used the pronoun (it) instead of naming the landform and its effect on drainage basins.

#### **QUESTION 4**

**Provide suggestions for improvement in relation to Teaching and Learning.**

- Fieldwork excursions need to be undertaken by educators and with learners to enrich the practicality of the subject.
- Candidates need to be able to integrate map work with theory part of Geography.
- Educators need to make sure that map interpretation is done in every lesson in the classroom.
- Map work should not only be taught when a map work task is to be administered.
- Fieldwork excursions need to be undertaken by educators and with learners to enrich the practicality of the subject.
- Map work 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 + 1.
- Fluvial landforms should be linked to different courses where they develop, and emphasis should be placed on dominant processes in each course.
- Educators must emphasise the processes involved on all the stages of cyclones, related concepts and also the reasons for that particular process.