



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2025 NSC CHIEF MARKER'S REPORT

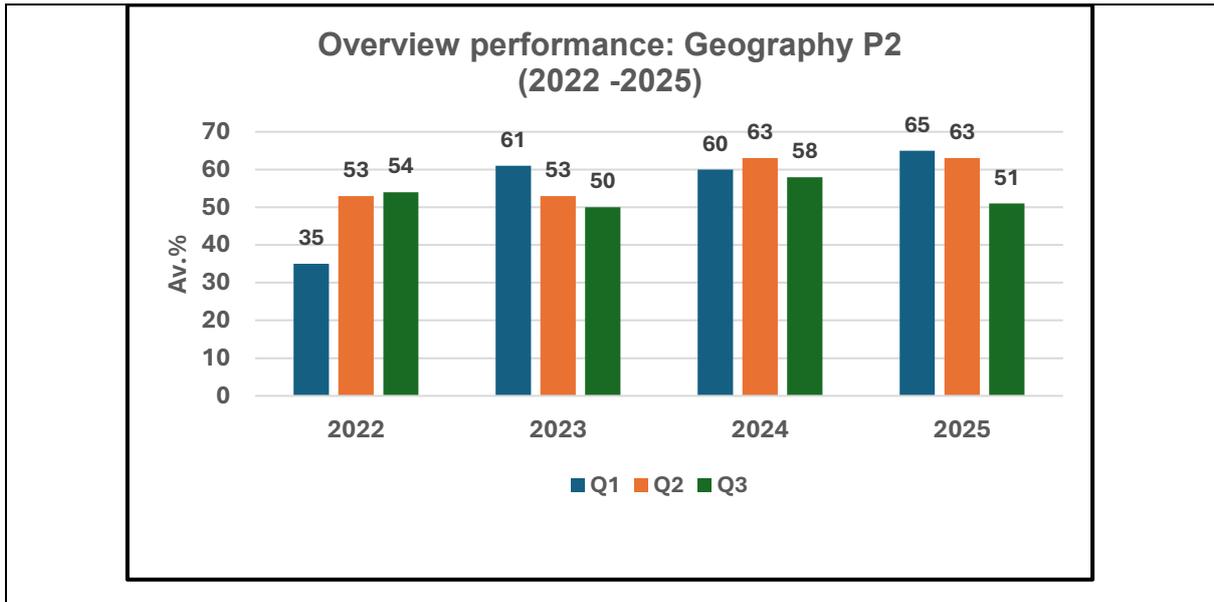
SUBJECT	Geography		
QUESTION PAPER	2		
DURATION OF QUESTION PAPER	3 hours		
PROVINCE	Eastern Cape		
NAME OF THE INTERNAL MODERATOR	Albert Chanda		
NAME OF THE CHIEF MARKER	Elizabeth Pickering		
DATES OF MARKING	28 NOVEMBER TO 12 DECEMBER 2025		
HEAD OF EXAMINATION:	Mr EM MABONA		

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

Overall, there has been an improvement in candidates' approach to the "new style" of Paper 2 (which integrates the theory and mapwork) and focuses exclusively on Settlement and Economic Geography and the application of these topics into SECTION B. Based on the RASCH ANALYSIS with a sample of 100 random scripts, there appears to be an improvement over time (see GRAPH attached). This can be attributed to candidates being more familiar with the style of questioning.

Special mention must be made to the fact that more candidates are presenting answers (paragraph-style questions) in a paragraph as opposed to individual points. There has also been a noticeable improvement in the approach of candidates to the 'explain how / explain why' questions with more candidates presenting a qualifier.

This exam paper had a fair distribution of cognitive levels as well as an appropriate variety of easy versus difficult questions. The language of the question paper was generally straight-forward and accessible. There was sufficient emphasis was placed on the rotating topics. The marking guideline was fair and accommodated a variety of answers as well as examples.



SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1 (SECTION A)

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

QUESTION 1 (Better answered than QUESTION 2)

1.3.2 Question is focused on the trend - the candidate is expected to be able to discern the trend over time as opposed to simply stating the percentage of the rural population over time.

1.3.3 Insufficient focus was placed on the social impacts on the rural community as a direct result of rural depopulation. Some answers were too vague, simply stating that the 'rural settlements will suffer'. While this question did not require a qualifier, the answer had to bear reference on the actual social impact of rural depopulation.

1.3.4 Concept of land restitution. Specific emphasis should be placed on the fact that the land was taken away from the 'rightful / initial' owners. Consequently, the land restitution means that the land is returned / given back. Candidates were not awarded marks if they referred to land given to 'previously disadvantaged'. The marking guideline accommodated responses that alluded to either the land or the money given back to the 'rightful owners'.

1.3.5 The question pertaining to the option (model) of land restitution was not particularly well approached. The unfamiliar reference to (model) caused confusion with learners. While it was only a one-mark question and reference needed to be made to the extract, candidates didn't fully comprehend the expectations of this question.

1.3.6 Strategies suggested to alleviate the process of rural depopulation tended to be generic in nature (not specifically accounting for the focus on land restitution / farming). Candidates did not necessarily align their answers with the focus of the strategies being implemented AFTER land restitution. There was a lot of direct lifting from the extract which

didn't talk to the question as the extract referred to the successes that had already been achieved. The question required suggestions to be posed for future application and not strategies that had already been implemented.

1.4.1 The concept of 'land-use zone'. In order to obtain the maximum two marks for this question, the definition needed to be on the different economic function / dominant economic function / land use that has been allocated for a particular purpose in the urban environment. There was NO part-marking applied to this question. Additionally, candidates tended to give examples of land-use zones and unless they were adding to the definition, examples were not marked correctly.

1.4.2 The question required candidates to NAME the urban land-use zone. Letters (referring to land-use zones) in the diagram were not marked correctly. There were a number of correct options that were marked correctly. The industrial zone was not marked correct.

1.4.3(a) Evidence had to be made to the photographs and/or the urban land-use zone (cross-section). Candidates could not use generic characteristics (i.e. swimming pools) of high-income residential areas. The evidence had to be drawn from the stimuli.

1.4.4 This question was generally very poorly answered. Candidates did not refer to the economic reasons. There was a lot of reference to pollution (from land-use A) but it was not linked to an economic concern. If pollution was mentioned as an issue, it needed to be explained how the pollution caused an economic implication.

1.4.5 While the question referred to B2 being far from heavy industrial region, candidates were credited if they focused on the heavy industrial region being far from the high-income residential area. Candidates struggled to discern between the demands of QUESTION 1.4.4 and 1.4.5.

1.5.1 Evidence had to be directly taken from the photograph and not the general characteristics of urban blight / decay. The marking guideline accommodated a wide variety of answers.

1.5.2 Focus of the question was on social causes. Candidates tended to answer this question using general causes or the characteristics of urban blight. There are some answers that can fall under both social and economic (for example 'unemployment' and 'poverty') but for other answers the key was 'social'. Candidates need to be able to differentiate between the owners / landlords who do not take a lot of interest in the upkeep of the buildings and the inhabitants / renters / illegal occupiers. There was significant reference to the concept of "invasion and succession" but the link between invasion and succession and urban blight / decay was not always evident.

1.5.3 This question required the candidate to suggest reasons why the municipality (local government) has not attended to the issue of urban blight. Candidates needed to consider the municipality's apathetic approach and/or their inability to deal with the issue. This question was pitched differently to the conventional way and it tested candidates' understanding of the urban issue.

1.5.4 Positive impacts of urban renewal on the economy of Wynburg needed to be explored. While the answers were somewhat generic in nature they had to allude to the positive aspects and on the economy (the community as a whole). The reduction of crime was not considered an acceptable response. Reference to schools / general education was not accepted – instead focus was on the skills transfer in the working environment that would result because of the increase in businesses / investment. Focus needed to be localized and not referring to increased tax / increased contribution to the GDP.

QUESTION 2 (SECTION A)

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

QUESTION 2 (Generally the marks were lower than Question ONE as there were more higher-order questions in this QUESTION).

2.3.1 The concept of food insecurity was not very well answered. Reference needed to be made to the access and enough nutritious food. 'Affordability' of food and/or 'sufficient / enough' food were not considered correct answers. Part-marking assisted learners in this question as they could attain at least one mark if reference was made to not having 'nutritious' food. There was also confusion between 'food security' and 'food insecurity'.

2.3.3 Evidence needed to be extracted from the photograph that was labelled 'large-scale' farming.

2.3.4 Identification of economic challenges needed to be ascertained. Quoting from the graph was sufficient. Candidates didn't have to change the words or interpret the challenges. All three options from the graph were considered correct.

2.3.5 This was a higher-order question. It required an explanation and a qualifier. The question was NOT linked to 2.3.4 (a candidate could have got QUESTION 2.3.4 incorrect but still be awarded marks for 2.3.5). The economic challenges that small-scale farmers face needed to be linked with the consequent lower production of food. Part-marking was applied so learners were able to benefit from answers that were not fully qualified. The maximum number of marks could not be awarded if candidates only referred to ONE challenge. There needed to be reference to at least TWO of the three challenges.

2.4.1 Candidates referred to Durban (city) and not Kwa-Zulu Natal (province). Candidates also presented answers pertaining to the SDI (Maputo / Mozambique). This was a clear indication that there was confusion regarding the topics.

2.4.4 The (close) proximity of the automotive plants in the Dube trade port to the airport and harbor was given as being close. The candidate needed to make the connection of how this close proximity favoured the industries.

2.4.5 This 'explain how' question required the candidates to state how the variety manufacturing industries would have a positive impact on the province's economy. Candidates should discern between the country's GDP and the provincial (Gross Geographic Product). The answer needed to be specific regarding the positive impact on the province. While part-marking was applied, the marking guideline didn't accommodate "employment creation / jobs" as an answer but rather as qualifier that couldn't stand alone. Candidates should approach these types of questions with caution making sure that their answer talks to the question as opposed to reference to general effects.

2.5.1 The concept of informal trading needed to highlight that the businesses are not registered and they do not pay income tax. Candidates should caution against using 'tax' as an umbrella term (as there are various forms of tax and informal traders do pay VAT, for example). Part marking was applied which assisted the learners who only made reference to either the lack of "registration" or "not paying income tax". Confusion between the informal sector and the informal settlement. Here candidates needed to make reference to

the perishable nature of goods which get easily ruined by being exposed to the elements / insufficient access to storage.

2.5.3 Challenges needed to focus on the type of goods (as seen in the photograph) and not the general challenges that informal traders face.

2.5.4 Specific reference to the increase in informal traders over the holiday season needed to be the focus. This question varied from the general phrasing of "account for the significant number of informal traders".

2.5.5 The focus was on the municipality's advantage of issuing permits to informal traders. Candidates needed to be able to discern how the local (government) municipality would benefit and not on how the government (national or any other level) would benefit.

2.5.6 This question was not about the general strategies that could be applied to assist the informal sector. The focus needed to be on the municipality's role (with the money collected from the permits) in assisting the traders. Candidates should caution against saying "give capital" / "make funding available". The role of the municipality is about helping the informal trader to access money from other organisations (i.e. NGOS / banks).

QUESTION 3 (GEOGRAPHICAL SKILLS AND TECHNIQUES)

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

QUESTION 3

(Question 3.1.2) Candidates did not always present the steps of their working out. Units of measurement were omitted.

(Question 3.1.3) Focus of the question is the size of the scale. Learners wrote about the size of the maps as opposed to the size of the scale. Tendency for candidates to refer to the orthophoto map being "zoomed in". This response was not credited.

(Question 3.1.4) Steps of the calculation was not always presented. The total annual change needed to be specified as 55' (if the symbol was omitted the mark was not awarded). Biggest issue was the final answer not being presented as "west of true north". Candidates who wrote "west" or "WOTN" were not credited.

(Question 3.1.5) This question was very poorly answered. Candidates made reference to the accuracy of finding direction whereas the marking guideline needed reference to be made to the "determining the correct position of the true north".

(Question 3.2.2) An explain-how question that required an explanation and a qualifier. The generic answer of "being late" was not accepted. Reference to the characteristic of the street pattern and the subsequent challenge thereof needed to be mentioned. Part-marking was included which assisted the candidates.

(Question 3.2.7) Candidates didn't focus on the 'physical/natural' factor pertinent to this map. Many generic 'physical / natural' factors were presented but they were not applicable to the map.

(Question 3.3.1) The definition was not very well answered. Candidates tended to write "layering of data" which does not qualify as a definition

(Question 3.3.2) Very poorly answered Question. Water / Perennial water / hydrology were not accepted. The only data later that was awarded correctly was 'drainage'.

QUESTION 3 (SECTION B)

Provide suggestions for improvement in relation to Teaching and Learning.

Teachers need to make sure that they are familiar with the expectations of the CAPS document. Furthermore, they must make sure that every topic / subtopic (as stated in the Examination Guidelines) is covered. The ATPs should also be followed to make sure that all the relevant content is covered.

Teachers need to encourage application of theory as opposed to rote learning of generic ideas that candidates tend to "plug into" questions. Geographical concepts need to be prioritised and taught in the official medium of instruction (either English or Afrikaans).

QUESTION 4

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

Teachers need to assist candidates on decoding the question. Finding out exactly what the question is requiring from the candidate (for example, quote / suggest / explain etc).

Candidates should be encouraged to answer all the questions and not leave questions open. They should also present answers in chronological order. When questions are not answered in order it creates unnecessary challenges for markers and the verification process.

Focus should be put on candidates writing enough for paragraph-style questions and avoid presenting bulleted points.

Candidates should ensure that they are following the instruction of the question (for example: provide evidence from the photography or identify challenges from the table).

(Question 1.3.2) When candidates write 34,66% – 31.18%, the mark is not awarded as the '-' sign is interpreted a minus symbol as opposed to a 'to'. If statistics are presented the figures should be presented with a 'to' for example 34.66% **to** 31.18%.

It is important that candidates do not give generic / theoretical answers but rather use the stimuli at hand. (Question 1.3.4)

Candidates should focus on learning the full definition of a concept. There is not always part-marking applied to concepts. Consequently, candidates either get awarded '0' or '2'.

Teachers should use additional notes to bulk up on contemporary issues. Generally, the textbooks do not cover land reform thoroughly and the IDZ / SEZ / SDI need additional input from teachers. Focus should be prioritised on the rotating topics each year.

Emphasis needed to be placed on the difference between a land-use zone and a land use (Question 1.4.1). These are different concepts and are not interchangeable.

"Estates" is not a synonym for high-income residential housing (Question 1.4.3(a)).

(Question 1.4.4) This question required specific reference to economic (fiscal / money) issues that connected to the location on the outskirts of the urban area.

'Subsistence' and 'commercial' farming are not topics that fall in the realm of the Geography Grade 12 curriculum / examination guidelines (Question 2.3.5). While candidates should have a basic understanding of what these terms allude to, teachers should prioritise characteristics of small and large-scale farming.

In mapwork - there must be emphasise placed on showing all the working out (steps of calculation) and including the units. For magnetic declination, it is essential that the answer is presented as "west of true north".

The theory needs to be taught in conjunction with mapwork and not be treated as two separate entities.