

**CHIEF MARKER'S / MODERATOR'S/ SUBJECT ANALYST’S** REPORT FOR PUBLISHING

**SUBJECT:** GEOGRAPHY **PAPER:** 1

**INTRODUCTORY COMMENTS (How the paper was received; Papers too long/short/   
 balance)**

**Paper 1**

* An analysis of the answer script done at the marking centre clearly shows that candidates were able to write all questions within the stipulated time. Almost all candidates answered three questions as expected. Some of the candidates even had the time to answer four questions instead of three. Some candidates did not understand the choice of questions clearly.

**Paper 2**

* The paper was well received by candidates and most of them were able to complete all the questions within the stipulated time, some even finished the paper before the stipulated time.
* The paper was balanced according to the stipulated time and marks allocated.
* The paper was balanced and all the cognitive levels were spread but not correct percentages as stipulated in SAG.
* From the scripts sampled there was not a single candidate, who did not attempt all the four questions, they were all answered.

**SECTION 1**

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

Paper 1

Paper 2

**SECTION 2**

**(Comments on candidates’ performance in the In the papers will be provided below. Comments will be provided for each question on a separate sheet).**

**(Comments on candidates’ performance in the five individual sub questions (a) – (e) will be provided below. Comments will be provided for each question on a separate sheet.)**

**QUESTION 1**

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

**PAPER 1**

PAPER 2

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| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**   1. **Suggestions for improvement in relation to Teaching and Learning.** |

PAPER 1

Q. 1.1.

* 1.1.1. and 1.1.3. Candidates performed poorly in these questions on the boundaries that winds converge at various latitudes in the Tri-Cellular arrangement.

SUGGESTIONS:

* Learners should be exposed to several diagrams on this topic. The use of source-based questions should be emphasised and even be used when learners write informal assessment so that they get used to the questioning system.

PAPER 2

Q. 1.1.

* The question was well performed, because the answer was given on the map/ source. Candidates have learnt to study the source before answering the questions.

SUGGESTIONS:

* Map work should be integrated in all the four topics throughout the year.
* Teachers should also make candidates aware that, what they write in paper 1 must be applied in P2.

PAPER 1

Q. 1.2

* The performance in this question was better, although I suspect that performance is owed to chance. Some of the answers might simply have been guessed by the candidates.

SUGGESTIONS:

* It is important for learners to think about the answers they are going to write rather than simply guessing the correct answer.
* Teachers should also focus on the relationship between pollution domes and heat island and how they are related.

**PAPER 2**

Q. 1.2.

* The question was fairly answered. Candidates were able to get the answer from the source provided.

SUGGESTIONS:

* Teachers should encourage candidates to study the sources carefully because answers are from the source provided.

**PAPER 1**

Q. 1.3

* The diagram indicates a *pollution dome* but the actual cause of the raise in temperature is not only associated with pollution and this caused the learners to be confused and they concentrated on pollution rather than the actual causes of the rise in temperature.
* The diagram is also too small and some of the features could not be clearly identified by candidates who are short sighted.
* The question is not clear for the level of the candidates. It should have been made more clear by rephrasing it to’ *difference from centre to farmland’*
* Both 1.3.2. and 1.3.4 asked almost the same thing and candidates had to evaluate reasons for the difference in temperature. This confused some of them because they did not realize that they could use the same answers in both the questions.

SUGGESTIONS:

* Definition of concepts should be prioritised to ensure that learners do know them before they can even explain and discuss how they are conceptualised.

**PAPER 2**

Q.1.3.

* The question was well answered. Candidates understand the kinds Rivers. Those who failed it, were unable to differentiate kinds of rivers on map.

SUGGESTIONS

Teachers should give candidates more examples of kinds of rivers. That should also be applied **on the topographical maps**

**PAPER 1**

Q. 1.4

* Generally, in this question the language used was at the level of the candidates. Questions were fair and straightforward.
* Despite the fact that seasons were not indicated on the paper candidates were able to use the content knowledge to determine the season.

SUGGESTIONS:

Diagrams on tropical cyclones should be drilled on a continuous basis and learners should be exposed to a variety of synoptic maps showing tropical cyclones

**PAPER 2**

Q. 1.4.

* The question was badly performed. Candidates are not well conversant with determining the stream order. They were unable to count the stream orders, they lacked knowledge.

SUGGESTIONS

* Teachers should teach learners how to count the stream orders, also apply the knowledge on the topographical map.

**PAPER 1**

Q. 1.5

* Candidates performed poorly in this question because they could not differentiate amongst the three river courses, particularly the different erosion processes in the upper and lower courses.
* Candidates lost marks because they included explanations form the middle course.

SUGGESTIONS:

* Teachers should ensure that learners are able to differentiate amongst longitudinal profile and cross profile of a river as some of the candidates seemed to confuse the two.

**PAPER 2**

Q.1.5.

* The question was badly performed. Reasons are that teachers do not emphasise contour lines in class, the focus is only on steep slopes and gentle slopes.
* Candidates did not study the whole slope 1-2 as it was asked in the paper, they only studied slope 1 and gave the incorrect answer.

SUGGESTIONS

* Teachers should teach candidates different types of slopes using contour lines.
* Candidates should also read the instructions on questions clearly and understand the question.

**PAPER 1**

Q. 1.6

* 1.6.3 The lowest marks in question 1 were scored in this sub-question. Candidates lacked the basic knowledge to interpret the question.
* 1.6.4. Candidates were too general in responding to this question. They could not give convincing answers concerning the sequence of how a ‘tor” is formed

SUGGESTIONS:

* Stream patterns should not only be identified but the learners should also know which strata cause the different stream patterns.

**PAPER 2**

Q.1.6.

* Candidates performed exceptionally well, many of them were able to identify the dam on the map because it was visible.

SUGGESTIONS

* More practise on the interpretation and application can improve the performance

Q.1.7.

* The question was well performed. It was easy for candidates to use the convectional signs to answer the question. Those who failed it did not use convectional signs as a guide.

SUGGESTIONS

* Teachers should emphasise the conventional signs, that candidates should study the key of the map before attempting to answer questions.

Q.1.8.

* Candidates performed exceptionally well, many of them were able to identify the feature on the map because it was visible.

SUGGESTIONS

* More practise on the interpretation and application can improve the performance.

Q.1.9.

* The question was well answered; the answer is visible on the map. It was easy for candidates to get the answer correct.

SUGGESTIONS

* More practise on the interpretation and application can improve the performance

Q.1.10

* The question was not well answered, because there are two reservoirs in the 1 block, candidates did not know which one to use.

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| **(d) Other specific observations relating to responses of learners.** |

* The learners performed not well in this question in relation to the questions in section B. The reason for this is the more general type of question in section B
* Some candidates did not attempt to answer questions on calculations because they were never taught.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc** |

* It is important for teachers to ensure that when dealing with formation of landforms they should also focus on the steps (sequence of activities) in the process of formation.
* To refine learners’ skills in map work, this section should be treated following the approach used in Mathematics where learners are given more exercises throughout the year.

QUESTION 2

**PAPER 1**

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

PAPER 2

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| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**   1. **Suggestions for improvement in relation to Teaching and Learning.** |

**PAPER 1**

2.1

* This question was well answered.

SUGGESTIONS:

* When teaching concepts of land and sea breezes teachers should ensure that the contrast between the two is clear for the learners in terms of when do they occur and the direction of air movement. (high to low pressure)

**PAPER 2**

. 2.1.

* The question was averagely performed by candidates. There is an improvement in the map techniques and calculations questions

SUGGESTIONS:

* Teachers should emphasise the formula, not only by giving it to learners, they should explain the meaning of the formula to learners.
* Learners should be encouraged to use calculators in order to get correct answers.
* More practises on the calculations can improve the performance.

**PAPER 1**

Q. 2.2

* 2.2.3 Was the worst performed sub-question in the whole of question 2. The learners could not interpret this question because they did not understand what, *in relation to,* means.

SUGGESTIONS:

* Care must be taken not to use terms that the second and third language learners are not able to comprehend.
* It is vital that the three different strata (massive, horizontal and inclined) are treated as a collective to ensure that they can be easily distinguished one form the other

**PAPER 2**

Q. 2.2.1.

* The question was poorly answered. Candidates did not do well because they did not use protectors to measure the reservoirs.
* There were two reservoirs in one block; and candidates were confused on which one to use to measure the true bearing.

**PAPER 1**

Q. 2.3

* 2.3.2 The synoptic map was not suitable for the type of questions asked. This was not a berg wind scenario at all.
* The question was unfair as only a portion of cell D is shown on the map and candidates could not make assumptions about what they can’t see. The centre of that cell is not visible on the map. The question is ambiguous because there are no isobars to direct candidates to answers that correlate with the memo that says between 1028 and 1032.
* Some learners saw this as a question on what type of pressure cell was indicated.

SUGGESTIONS:

Questions where a conclusion from the diagram is required must be set in such a way that there is no confusion

**PAPER 1**

Q. 2.4

* Learners did not perform well in this question as they could not interpret the cartoon.

**PAPER 2**

Q.2.4.

* The question was fairly performed by many candidates. To others, cardinal points of a direction are still a challenge; they do not know the cardinal points on the map in order to get direction correct.

SUGGESTIONS

* The key of the map should include the four main cardinal points to assist candidates in the direction.
* Teachers at schools should emphasize the cardinal points in the teaching of map skills.

**PAPER 1**

Q. 2.5

* 2.5.1. Candidates struggled with defining the concept ‘flow hydrograph’ although they could answer other questions related to it.

SUGGESTIONS

1. Teachers must concentrate on concepts and make sure that these concepts are assimilated by the learners. They must be taught how to define these concepts.

**PAPER 2**

Q.2.5.1.

* The question was not well answered, because candidates were not trained on the use of line scale. Most of them got it wrong.

SUGGESTIONS

* Teachers should teach learners different types scales and how to use them in measuring.

Q.2.5.2.

* The question was poorly answered. Candidates failed because they did not use the contour lines to determine the answer. They did not know what to do, so majority left it unanswered.

SUGGESTIONS

* Teachers should teach learners the contour lines and the related landforms on the map.

P Q. 2.6

* The way the diagram was drawn was very confusing for the candidates. They could not clearly see the changes that have taken place on the diagram.
* 2.3.6. The marking memo to this question was unfair as it excluded the environmental impacts on high temperature. The fact that the memo indicated only negative impacts could have played a role in excluding other answers.

SUGGESTIONS:

* Processes that results from the mass movement should be clearly explained to learners. The consequences should also be emphasised.

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| **(d) Other specific observations relating to responses of learners.** |

* Generally candidates tend not to read the whole question before answering the questions.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc** |

* It is important for teachers to encourage learners to read through the questions before attempting them. It is also important to firstly identify the main words e.g. doing words/verbs that will guide the learners what the question expected. They might even underline them before answering the questions. They must constantly refer back to those words during the process of answering the question.
* LO 3 - Application should be done in the classroom
* Map work should be intergraded with theory in all the topics.
* Teachers spent little time on the interpretation map work as learners are not fully exposed on the section, they only treat it during the beginning of year, and this is wrong.

QUESTION 3

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

PAPER 1

PAPER 2

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| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**   1. **Suggestions for improvement in relation to Teaching and Learning.** |

**PAPER 1**

Q. 3.1.

* Generally candidates performed well in this particular sub question of question three.
* The free hand drawing of the rural settlement was confusing for the candidates as key features were placed too close to one another to be distinguished. The house and the hill were very close to the nucleated settlement.

SUGGESTIONS:

* It is important to ensure that when using free hand drawings they must be clear so that learners can interpret them correctly. It means using larger, visible and clearly outlined diagrams

**PAPER 2**

Q.3.1.

* The question was not well answered as expected, because candidates failed to give evidence provided in the map. They should have studied the map carefully.

SUGGESTIONS

* Candidates should study the convectional signs from the map, in order to determine the answers, e.g. perennial and non-perennial waters are in the map etc.

SUGGESTIONS

* Map work teaching should be integrated in all the topics in Geography.

**PAPER 1**

Q. 3.2.

* Candidates performed well in this question. The highest scores in Question 3 were achieved in this sub-question.
* The diagram was clear and visible with all the necessary information, including the key to guide candidates.

SUGGESTIONS:

* Straightforward question

**PAPER 2**

Q.3.2.

* The question was well answered by candidates, because they used their theory knowledge to apply it in map work questions. Those who failed it did not integrate theory with map work.

SUGGESTIONS

* Map work teaching should be integrated in all the topics in Geography.

**PAPER 1**

Q. 3.3.

* 3.3.1. It is not a very clear question as candidates struggled with clearly identifying what movement the examiner was trying to indicate. There are no clear arrows to indicate the direction in which the movement occurred.
* 3.3.3. The memo does not make provision for possible positive answers to the question. It leaves this to the imagination of the markers which in essence should have been indicated that they should also accept the positives results from the movement of people from rural to urban areas.
* 3.3.5. Again the memo focuses only on the negative impacts. Simply indicating that markers should ‘accept positive impacts’ is not really enough to ensure that they are able to detect correct answers form learners’ responses

**PAPER 2**

Q.3.3.1

* The question was well answered, because the answers were visible in the map. Those who failed the question did not look for answers in the map.

SUGGESTIONS

It is important

PAPER 1

Q. 3.4. Candidates performed well in this question except in question 3.4.3 where they had to use their own previously acquired knowledge to explain the attitude of a certain sector of society.

SUGGESTIONS:

* Learners should be exposed to different cognitive level questioning when writing informal tasks. Higher order questions should always be included when they are given practise questions

**PAPER 2**

Q. 3.4.2.

* The question was performed. Candidates were able to use their theory knowledge to apply it in this question. Those who failed the question did not know the fluvial features and their importance.

SUGGESTIONS

* Theory teaching in the class should be applied to map work. LO3 should applied especially in `Fluvial processes`

**PAPER 1**

Q. 3.5.

* 3.5.1 Candidates did extremely well in this sub-question.
* 3.5.2 The scope in this question was too expansive. Learners that are not exposed to the daily papers and the general media would not be able to interpret the graphs and link it to the economy.
* 3.5.3 was the worst performed sub-question in the whole of question 3. This question is more part of Business Economics than Geography. The concept here is outside the context of the subject.

**PAPER 2**

Q.3.5.2.

* The question was averagely performed. Candidates were able to describe the pattern of the drainage pattern.
* Candidates who failed it do not know the characteristics of drainage patterns.

SUGGESTIONS

* The characteristics of drainage patterns should be emphasized in class, not only the shapes.

**PAPER 1**

Q. 3.6.

* 3.6.1. Candidates performed poorly in this sub question on Industrial Development Zones.

SUGGESTIONS:

* The concepts of IDZ and SDIs should be clearly explained to learners in order to remember them. The difference between the two concepts should also be clearly articulated. Teachers should also give examples of each of the two industrial growth points.

Q.3.7.2.

* The question was not well performed as expected. Candidates do not know the factors that influence the location of land use zones. It shows that candidates learnt only the names of different land use zones not factors.

SUGGESTIONS

* Candidates should apply their knowledge of theory to map work.
* Teachers should emphasize factors that influence land use zones not only the names.

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| **(d) Other specific observations relating to responses of learners.** |

* Overall learners performed better in Question 3 than in the questions in section A. The main concern with the question on Economic Geography which was more inclined to Economics than the basics in the subject.

QUESTION 4

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

**PAPER 1**

**PAPER 2**

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| **(b) Reasons why the question was poorly answered. Specific examples, common   errors and misconceptions are indicated.**   1. **Suggestions for improvement in relation to Teaching and Learning.** |

**PAPER 1**

Q. 4.1.

* The questions on urban concepts were poorly answered. Like in other questions, too little emphasis is placed on their understanding of the concepts. Learners are not familiar with the differences between different urban concepts.

**PAPER 2**

Q.4.1.1.

* The question was averagely performed.
* Candidates who failed it, were unable to apply knowledge of GIS to map work

SUGGESTIONS

More examples of line objects should be given to learners in class

**PAPER 1**

Q. 4.2.

* 4.2.3 is the worst performed sub-question in the whole of question 4. Candidates could not understand the concepts of trade in general.

SUGGESTIONS:

* More emphasis should be placed on concepts of trade.

**PAPER 2**

Q.4.2.2.

* The question was averagely performed, because it was straight forward. Candidates guessed the correct answer.

SUGGESTIONS

* Teachers should not only teach the concepts of Raster and Vector , but also the examples .

Q. 4.3.

* Candidates clearly struggled with the interpretation of the cartoon as they could not link it to the content taught. The concepts of ‘balance of payments’, balance of trade and ‘deficit/profits trade balance’ are clearly explained in the subjects of Business Economics and Economics. The examination guidelines is also not clear on this as they are discussed under transport and trade

SUGGESTIONS:

* It would be important for teachers to use more than one textbook so that information on Economic Geography is collated to ensure that learners are exposed to a variety of information on these concepts.

**PAPER 2**

Q.4.3.1.

* The question was badly performed. Candidates do not know the concepts in GIS and their applications.

SUGGESTIONS

* Teachers should teach candidates concepts in GIS and their application related to the topics in all the sections in Geography

**PAPER 1**

Q. 4.4.

* Candidates performed extremely well in this question as the questions were correctly phrased and covered a topic that is clearly articulated in the examination guidelines.
* Candidates struggled with answering this question as it was specific for the rural settlement pattern in Africa. This was confusing to candidates as they are only used to these factors in relation to society in general.

SUGGESTIONS:

* Basic mathematical skills, especially calculations should be emphasised to ensure that learners do not struggle when working with figures.

**PAPER 1**

Q. 4.5.

* This is an unfair question. The topic formal sector is not part of the content that grade 12 learners have to study and it is also not in the subject assessment guidelines. The content is totally irrelevant for the grade. It is not even included in the examination guidelines provided by national.

SUGGESTIONS:

* Teachers should go an extra line and expose learners to information that is beyond the actual content of the subject. This could be done by bringing newspaper articles/cuttings that are related to the subject for enrichment purposes.

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| **(d) Other specific observations relating to responses of learners.** |

* Despite the fact that some of the content was outside the SAG candidates did attempt to answer the questions and some of them did get correct answers
* If candidates do not know the answer they leave blank spaces, which is wrong. They should attempt to answer the question.
* Learners cannot explain the use of different concepts in relation to real life, which is application.
* It is evident that GIS is still a challenge to many learners.

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| **(e) Any other comments useful to teachers, subject advisors, teacher development, etc** |

* It would be ideal for learners to be exposed to some of the possible verbs that they might

come across in the examination. The teacher should compile a list of all the possible verbs that learners may encounter and place it in the classroom so that they familiarize themselves with them.

Learners should be encouraged to attempt all questions including those that are not relevant to the content.

* Continuous workshops should be conducted to empower teachers on GIS.
* Sharing of best practices should be encouraged in schools and during PSF`s.
* Learners should be encouraged to read news papers and to listen to media, to broaden their knowledge.
* Teachers should teach learners concepts in GIS and application of such concepts in all the topics in Geography.

More revision is needed throughout the year on GIS, it should not be taught in the first term only

MR M S PITSE / MS O B MATSHABA

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NAME DESIGNATION (Subject AnalystS)

11 DECEMBER 2013

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