

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

**SUBJECT:** GEOGRAPHY **PAPER:** 2

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

* 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)**

* Candidates performed better this year as compared to previous year in this paper.
* The question paper is different from the previous paper, although the content is the same , there is no over dependency of questions from the previous paper.

**SECTION 2**

**(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?** |

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| **(b) Reasons why the question was poorly answered. Specific examples, commonerrors  and misconceptionsare indicated.**  **(c) Suggestions for improvement in relation to teaching and learning.** |

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.

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.

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.

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.

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.

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.

SUGGESTIONS

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

* Candidates do not interpret multiple choice questions correctly; they only pick or choose answers, without clear understanding and reading the instructions carefully.
* Most of the candidates do not take time to read and understand the question, even when the answer is provided on the map they do not see it.

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

* Teachers should also make learners aware that, what they wrote in paper 1 must be applied in P2.
* More tasks on the map interpretation should be given to learners at least weekly.

**QUESTION 2**

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

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| **(b) Reasons why the question was poorly answered.Specific examples, commonerrors  and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to teaching and learning.** |

Q. 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 practise on the calculations can improve the performance.

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 measure to use to measure the true bearing.

SUGGESTIONS:

* Learners should be encouraged to use mathematical instruments, in class and even during the writing of examination.
* Teaching of true bearing should be using the protector in order to give learners practice on the skill of measuring.

Q.2.2.2.

* The question was not well answered.
* Candidates managed to calculate Magnetic declination and failed to determine True bearing in order to determine Magnetic bearing.
* They failed the question because they were unable to give the correct answer for true bearing in question 2.2.1.

SUGGESTIONS

* Teachers should teach learners more about follow up questions, and do all the calculations in class.
* More practise on the map techniques and calculations can improve the performance

Q.2.3.1.

* The question was not well performed as expected because the candidates were unable to differentiate between the lines of latitude and longitude from the map.

SUGGESTIONS

* Teachers should emphasize the lines of latitude and longitude on the diagram, without a map, grids should be used.

Q.2.3.2.

* The question was not well performed as expected because the candidates were unable to differentiate between the lines of latitude and longitude from the map.

SUGGESTIONS

* Teachers should emphasize the lines of latitude and longitude on the diagram, without a map, grids should be used.

Q.2.3.3.

* The question was fairly performed. Candidates were able to identify the big block on the grid. Those who failed did not know what to do, they were blank.

SUGGESTIONS

* Map orientation including map index should be revised in Gr 12.

Q.2.3.4.

* The question was fairly performed. Candidates were able to identify the small block on the grid. Those who failed did not know what to do, they did not attempt the question.

SUGGESTIONS

* Map index should be well taught in class.

Q.2.4.

* The question was fairly performed by many candidates. To others, cardinal points of a direction is 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.

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.

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

* 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.** |

* 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 3**

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

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| **(b) Reasons why the question was poorly answered.Specific examples, commonerrors  and misconceptions are indicated.**  **(c) Suggestions for improvement in relation to teaching and learning.** |

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.

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.

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 that learners should be encouraged to study the map before answering the questions.

Q.3.3.2.

* Candidates did not do well in answering the question. They failed to interpret the map.
* It is evident that candidates do not know the characteristics of commercial farming.

SUGGESTIONS

* Teachers should emphasize the difference between commercial farming and subsistence farming and their characteristics.

Q.3.4.1.

* The question was badly performed. Candidates failed to apply theory into this question.

SUGGESTIONS

* Theory teaching in the class should be applied to map work. LO3 should applied especially in `Fluvial processes`
* Topographical maps and orthophoto should be used in class at least once a week.

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`

Q.3.5.1.

* The question was well performed. Candidates know the drainage patterns.
* The question is also familiar to candidates from the previous papers hence the good.

Performance

* Candidates who failed it do not know how to apply knowledge to map work.

SUGGESTIONS

* Theory teaching in the class should be applied to map work. LO3 should applied especially in `Fluvial processes’ because that is where candidates fail questions.

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.

Q.3.5.3.

* The question was averagely performed. Candidates were unable to explain underlying rock structure in the development of drainage pattern.

SUGGESTIONS

* Teachers should teach learners the difference in sedimentary rock as related to drainage pattern formation. The tilted sedimentary rock causes the trellis pattern to develop and horizontal sedimentary causes dendritic pattern to develop.

Q.3.6.1.

* The question was exceptionally well performed, because the picture was clear and there was enough evidence like open field, and farm houses to support the question.

SUGGESTIONS

Q.3.6.2.

* The question was also well performed as a follow –up question to q.3.6.1.There was enough evidence provided in the picture provided.

SUGGESTIONS

Q.3.7.1.

* The question was well performed, because it was easy for candidates to identify the land use zone on the map. Those who failed it do not know the land use zones.

SUGGESTIONS

* Map work should be intergraded with theory in all the topics, and names of zones should be emphasized.

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.

Q.3.7.3.

* The question was answered very well, because it is a straight forward question and they were also guided by the question and the source provided.

SUGGESTIONS

* Candidates should apply their knowledge of theory to map work.

Q.3.8.

* The question was not marked in all the scripts.

SUGGESTIONS

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

* Poor interpretation of questions by learners is a problem.
* In areas where learners were found wanting they gave similar responses that were either right or wrong and failed to answer the follow up questions.

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

* 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 to the section, they only treat it during the beginning of year, and this is wrong.

**QUESTION 4**

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

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

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.

Q.4.1.2.

* The question was well performed.
* Candidates who failed it lacked knowledge of GIS.

SUGGESTIONS

* Teachers should teach learners all the concepts in GIS and their application.

Q.4.2.1.

* The question was badly performed, because of lack of knowledge.
* Candidates were not familiar with the way of questioning.

SUGGESTIONS

* Teachers must teach learners different ways of asking questions on the same topic.
* E.g. Learners should learn the definition or examples of spatial object not only names but also pictures.

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.4.2.3.

* 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.

Q.4.2.4.

* The question was badly answered, candidates confused pixels and resolution, e.g. they mentioned small/ large pixels, it shows lack of knowledge.

SUGGESTIONS

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

Q.4.2.5.

* 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.

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

Q.4.3.2.

* The worst performed question in the whole paper.

Candidates confused the use of data layering with that of GIS in general, they mentioned general uses of GIS.

SUGGESTIONS

* Concepts must be emphasized in class and their application in all the topics in Geography.

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

* 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.** |

* 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.

**SECTION 3**

**(a) GRAPH OF PROVINCIAL PERFORMANCE IN THE PAPER (summary per question)**

GENERAL COMMENTS

* Question 1 was well performed because is the low order question, candidates prefer such questions hence good performance.
* Question 2 was averagely performed as compared to the previous year. There is an improvement on map techniques and calculations. Learners are able to do calculations.
* Based on the analysis, Question 3 was also averagely performed as compared to the previous year. Candidates were able to apply knowledge of theory to map.
* The performance in Question 4 has dropped as compared to the previous year. The challenge is the concepts in GIS and their application in Geography topics. The topic must be given more time in class, and revision is important.

**(b) GRAPHS TO COMPARE DISTRICTS' PERFORMANCES PER QUESTION**

**(c) GRAPH TO COMPARE OVERALL PERFORMANCE PER DISTRICT**

**COMMENTS ON PERFORMANCE OF DISTRICTS**

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| [ Boj = Bojanala ; Dr KK = Dr Kenneth Kaunda; Dr RSM = Dr Ruth Segomotso Mompati ; NMM =Ngaka Modiri Molema | | | |
| QUEST | % IN PROV | TOPIC | DISTRICTS` PERFORMANCE |
| Q.1 | 58.2% | Multiple choice | All the districts performed well. |
| Q.2 | 40.2% | Calculations and applications | Boj and NMM performed more than the provincial average , i.e 3% more |
| Q.3 | 47.8% | Application and interpretation | Boj , and NNM performed more than the provincial average . ie. 2% more |
| Q.4 | 25.6% | GIS | All the districts did not do well in this question. |

**CONCLUSION:**

Based on the sampled scripts analysed these are the observations:

* All the districts have performed above 40% as compared previous year.
* The leading districts are Bojanala and NMM followed by DR KK and DR RSM
* GIS is still a challenge in all the districts, the performance are not good, more developmental workshop should be arranged for teachers.

**(d) DISTRIBUTION OF QUESTIONS IN TERMS OF COGNITIVE LEVELS (TABLE)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **QUESTIONS** | **MARKS** | **LEVEL** | **QUESTIONS** | **MARKS** | **LEVEL** | |
| 1.1. | 2 | 1 | 3.5.3 | 2 | 1 | |
| 1.2. | 2 | 1 | 3.6.1 | 2 | 1 | |
| 1.3. | 2 | 1 | 3.6.2 | 2 | 3 | |
| 1.4. | 2 | 1 | 3.7.1 | 2 | 1 | |
| 1.5. | 2 | 1 | 3.7.2 | 4 | 2 | |
| 1.6. | 2 | 1 | 3.7.3 | 2 | 1 | |
| 1.7. | 2 | 1 | 3.8. |  |  | |
| 1.8. | 2 | 1 | **TOTAL** | **36** |  | |
| 1.9. | 2 | 1 |  |  |  | |
| 1.10. | 2 | 1 | 4.1.1. | 2 | 1 | |
| **TOTAL** | **20** |  | 4.1.2. | 2 | 1 | |
| 2.1. | 5 | 3 | 4.2.1 | 2 | 1 | |
| 2.2.1 | 1 | 2 | 4.2.2 | 2 | 1 | |
| 2.2.2. | 6 | 3 | 4.2.3 | 2 | 1 | |
| 2.3.1 | 1 | 1 | 4.2.4 | 2 | 3 | |
| 2.3.2 | 1 | 1 | 4.2.5 | 2 | 1 | |
| 2.3.3 | 1 | 1 | 4.5.1 | 2 | 2 | |
| 2.3.4 | 1 | 1 | 4.5.2 | 4 | 1 | |
| 2.4 | 1 | 1 | **TOTAL** | **20** |  | |
| 2.5.1 | 2 | 3 |  |  |  | |
| 2.5.2 | 1 | 3 |  |  |  | |
| **TOTAL** | **20** |  |  |  |  | |
| 3.1. | 4 | 3 |  |  |  | |
| 3.2. | 4 | 3 |  |  |  | |
| 3.3.1. | 2 | 2 | **COGNITIVE LEV** | **MARKS** | **DEC 13** | **Req** |
| 3.3.2 | 2 | 2 | Knowledge | 55 | 55 | 30 |
| 3.4.1 | 4 | 1 | Comprehension | 11 | 11 | 40 |
| 3.4.2 | 2 | 3 | Application | 30 | 30 | 30 |
| 3.5.1 | 2 | 1 |  |  |  |  |
| 3.5.2 | 2 | 3 | **GRAND TOTAL** | **96** | **100** | **100** |

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| **(e) COVERAGE OF LEARNING OUTCOMES AND ASSESSMENT STANDARDS   (TABLE)** |

|  |  |  |  |
| --- | --- | --- | --- |
| QUESTIONS | TOPIC | LO | MARK |
| 1.1. | Map reference | 1, 4 | 2 |
| 1.2. | The height | 2,2 | 2 |
| 1.3. | Permanent | 2.2 , 3 .1 | 2 |
| 1.4. | Stream order | 2.1 -2, 3.1 | 2 |
| 1.5. | Slope | 2.1-2, 3.1-2 | 2 |
| 1.6. | Man made feature | 2.2 , 3.1 | 2 |
| 1.7 | Main road | 2.2 , 3.1 | 2 |
| 1.8. | Area | 3.1 | 2 |
| 1.9. | Furrows | 3.1 | 2 |
| 1.10. | Position of reservoir | 1.1-5, 2.2 | 2 |
|  |  |  |  |
| 2.1. | Area | 1.1-5 | 5 |
| 2.2.1 | True bearing | 1.1-5 | 1 |
| 2.2.2 | Magnetic bearing | 1.1-5, 2.2 | 6 |
| 2.3.1 | Latitude | 1.1-5 | 1 |
| 2.3.2 | Longitude | 1.1-5 | 1 |
| 2.3.3. | Big block | 1.1-5 | 1 |
| 2.3.4 | Small block 1 | 1.1-5 | 1 |
| 2.4. | South east | 3-1 | 1 |
| 2.5.1 | Length of rifle range | 1.1-5 ,2.2 | 2 |
| 2.5.2 | The height | 1.1-5, 2.2 | 1 |
|  |  |  |  |
| 3.1. | Evidence of rainfall | 2.2, 3.1-2 | 2 |
| 3.2. | Factors for farming | 2.2, 3.1-2 | 4 |
| 3.3.1 | Woodlands | 2.2 , 3.1-2 | 2 |
| 3.3.2 | Woodlands for commercial farming | 2.2, 3. 1-2 | 2 |
| 3.4.1 | Fluvial features | 2.1-2 , 3.1 | 4 |
| 3.4.2. | Reason | 2.2, 3. 1-2 | 2 |
| 3.5.1 | Drainage pattern | 2.2 , 3.1-2 | 2 |
| 3.5.2 | Reason | 2.2 , 3.1-2 | 2 |
| 3.5.3 | Rock type | 2.2 | 2 |
| 3.6.1. | Settlement type | 2.2, 3.1 | 2 |
| 3.6.2. | Reason | 2.2 , 3.1- 2 | 2 |
| 3.7.1. | Land use | 2.2 , 3.1 | 2 |
| 3.7.2 | Factors of land use | 2.2 , 3.1 - 2 | 4 |
| 3.7.3. | Problems | 2.1 , 3.1-2 | 2 |
| 3.8 | Situation of Mbubu |  | 4 |
|  |  |  |  |
| 4.1.1. | Line object | 2.2 , 3.1 | 2 |
| 4.1.2. | Point feature | 2.2 , 3.1 | 2 |
| 4.2.1 | Spatial object | 2.2 , 3.1 | 2 |
| 4.2.2. | Vector image | 2.2, 3.1 | 2 |
| 4.2.3. | Data integration | 2.1 | 2 |
| 4.2.4. | Clarity of the photo | 2.2 , 3.1 | 2 |
| 4.2.5. | Data analysis | 2.1 | 2 |
| 4.5.1. | Data layering | 2.2 | 2 |
| 4.5.2 | Uses of Data layering | 2.2, 3.1 | 4 |

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NAME DESIGNATION (Subject Analyst /Moderator or Chief Marker)

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SIGNATURE DATE