EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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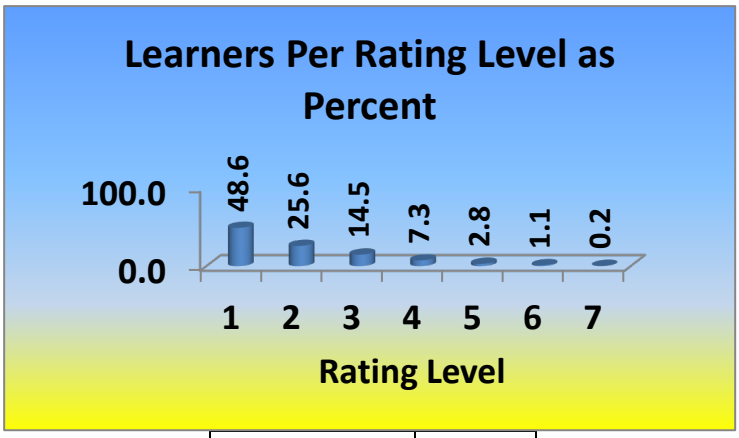
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2018 NSC CHIEF MARKER'S REPORT

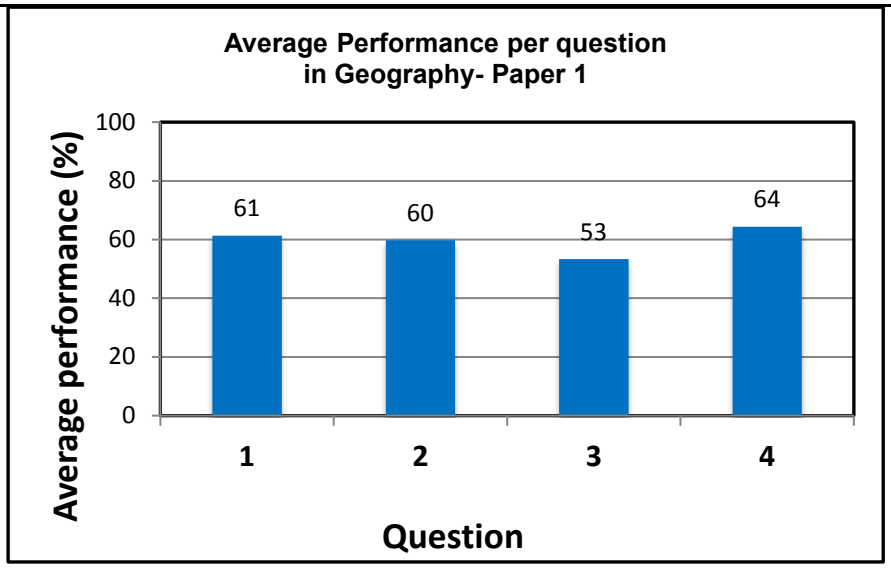
SUBJECT:	GEOGRAPHY
PAPER:	1
DURATION OF PAPER:	3 Hours
DATES OF MARKING:	30/11/2018 – 13/12/2018

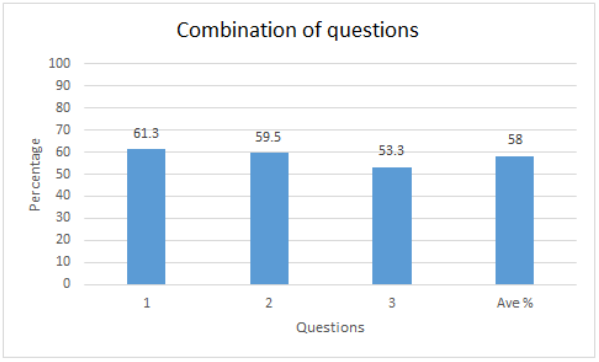
SECTION 1: (General overview of Learner Performance in the question paper as a whole)

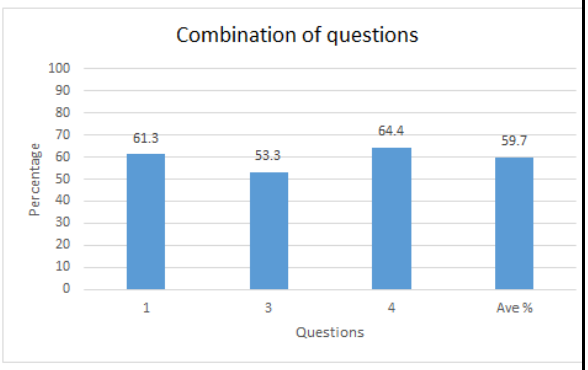
The Geography P1 question paper of 2018, was originally met by candidates, educators and subject advisors with great optimism. All role players agreed that this paper was a much better version of its 2017 counterpart, and that candidates should achieve higher marks. However, the data below paints a different and somewhat worrying picture.

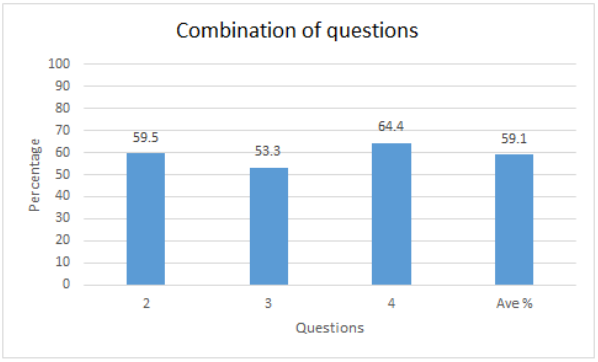


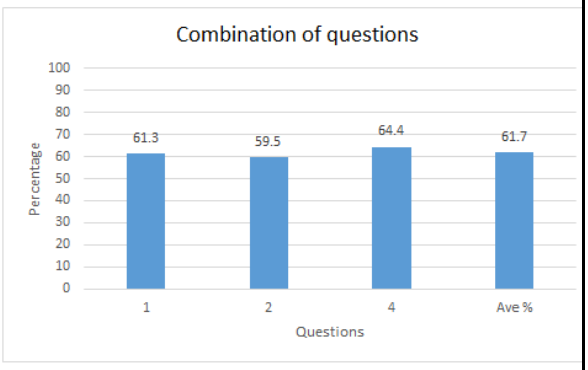
Total Wrote		28566
% Passed		51.4
Levels	Total	Percent
1	13871	48.6
2	7315	25.6
3	4138	14.5
4	2072	7.3
5	809	2.8
6	303	1.1
7	58	0.2
		100.0











22.1% of the candidates achieved an average higher than 40%, whereas approximately 77,9% scores marks below 40%. Again like the 2017 results, the most disappointing is the 48.6% level 1 marks. Only 58 out of approximately 32 000 candidates achieved level 7!
Questions 1, 2 and 3 was very popular and question 4 was the least answered.
The rasch data further indicates that in question 4 the candidates generally achieved higher marks and in question 3 the marks achieved was generally lower.

It was clear from the scripts marked that both the English second language and Afrikaans speaking candidates struggled/failed to understand the context of the questions.
Generally, the lower order and short objective questions was well answered, with above 70% achieved, but the middle to higher order questions was poorly answered.

This paper tested a range of geographical skills, like analysing graphs, calculations, case study analysis, diagram interpretations, etc. as set out in the CAPS document. Our candidates were found wanting, as they could not adequately apply these skills of

analysing sources properly.
The following general challenges and good practices were picked up and reported by markers, senior markers and deputy chief markers.

Good practices

- Answering of the short objective and lower order questions – High Average percentages achieved in all questions
- Identifying geographical concepts – Most candidates had an idea of the processes and concepts examined.
- Defining processes vastly improved from past experiences
- In general, the approach in answering paragraph questions improved – Very few candidates list their responses

Challenges

- There was a general lack of comprehension and proper reading from candidates
- Applying current issues, living experiences and practical knowledge to theory gained or taught
- Using information in Annexure e.g. 2.5.5, 3.4.4, 3.5.2, 3.3 and 3.4 – These questions could have been answered much better and all responses was supposed to obtained from the sources provided.
- There is a general lack of geographical vocabulary
- Candidates are unable to make visual memory pictures of concepts and processes e.g. Q 4.3 and 4,4
- Linking theoretical knowledge to practical outcomes e.g. Q1.6.5 and 2.4.4
- Although the approach of paragraph writing improved, providing the correct content and context remains a challenge
- Analysing and interpreting geographical concepts and processes remains the biggest challenge

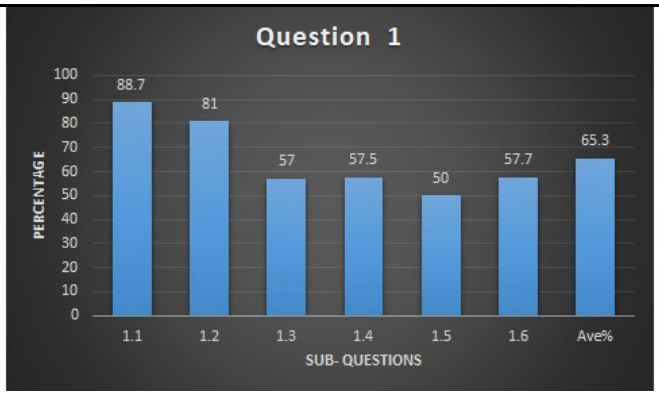
A more in-depth analysis of individual questions will now be presented, with the aid of the RASCH model. 100 scripts were used as a sample, with all the candidates achieving above 70 marks out of possible 225.

SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for <u>each question</u>).

QUESTION 1

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



60 – 70% of candidates attempted this question. They achieved an average of $\frac{40}{75}$ marks, which constitutes 53,3%.

Candidates scored relatively higher marks in this question than the other 3 questions. The short objective questions have an average of above 80%. From questions 1.3 to 1.6, the average percentage ranges from 50 to 57%.

A large percentage of candidates made careless misinterpretations regarding questions, which negatively influenced their marks.

Question 1.5, was answered the poorest with 50%

Questions 1.3.2 (42,5%), 1.3.4 (26,4%) and 1.5.4 (39,4%) had all percentages below 45%. These questions related to the deeper understanding of the processes in question. Generally, learners struggled to answer the middle to higher order questions comprehensively.

The structure of writing paragraphs improved this year, although the correct content and application is still lacking. The marking guideline advantaged the candidates in Q1.3.5, otherwise they didn't construct their responses very well.

Question 1.5.4 was poorly answered due to lack of knowledge application. Candidates became confused between the stages of development in question 1.3.4 and recorded low marks in this question.

Some responses from candidates indicates confusion between the processes and stages of mid-latitude cyclones and tropical cyclones, as 1.3.2 and 1.3.4 had responses related to tropical cyclones rather that mid-latitude cyclones.

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

Question 1.3 – Mid-Latitude cyclones

Candidates scored an average of 57%, with Q1.3.4 the lowest at 26%
Candidates could not express themselves very well and lacked the deeper understanding of the development of mid-latitude cyclones and the associated weather conditions during each stage.
Questions 1.3.2 to 1.3.4 could have been answered better if general characteristics of mid-latitude was understood. The fact that some learners confused the two cyclones (tropical and mid-latitude) didn't help the average percentages for these questions.
Question 1.3.5 had an average of 70%, due to the marking guideline which accommodated all responses related to weather conditions in the warm and cold sectors. Some candidates however misread 1.3.5 and gave solutions rather that weather conditions.

Questions 1.4 – Valley Climates

An average of 57.5% was achieved by candidates, with Q 1.4.2 the lowest at 49%.
Again middle to higher order questions (1.4.4 – 1.4.5) was poorly answered by candidates.
The candidates had a general understanding of valley winds but could not relate to the processes involved of katabatic winds. The deeper application of katabatic flow was problematic especially Q1.4.6. The link between theoretical knowledge and real-life application was generally not understood and hence the poor responses in Q1.4.6.

Question 1.5 – Drainage density

An average of 49,8 was achieved, with the lowest average percentage in Q1.5.4 of 39.4%.
Generally, the candidates know the concept of density. They however don't understand the factors that influences drainage density very well. It is clear that this concept was not well taught during the year.
Q1.5.4 was extremely poorly answered, where learners just answered generally without using the diagram as a guidance. Most candidates could not link human activities to influences on drainage density.

Question 1.6 – Cross-Profiles

An average of 57.7% was achieved, with Q1.6.5 the lowest average of 47.7%.
In Q1.6.2, the candidates could not properly respond to the elements of a changing profile – This seemed to a language issue (elements) rather that knowledge.
Q1.6.3 was rather easy, but the candidates didn't understand what fluvial processes is. It is a matter of understanding geographical vocabulary rather than the geographical content.
What happens during the middle order of a river (Q1.6.4) was very poorly answered. Here is a clear lack of understanding portrayed by candidates.
Q1.6.5 was pitched at a higher level. Generally, the average candidates could not answer this question. The candidates however used the diagram well and could score at least 2 marks. The 2 marks however was guessing rather than understanding.
It was clear during the marking that learners could identify the stages, but could not explain nor analyse what happens during each stage of the fluvial cycle.

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

- Application of theory must be emphasized
- Increase the amount of informal tests/tasks/exercises
- Homework must include the analysis of higher order questions
- The construction of posters to encourage EAC and geographical vocabulary as well improve visual ability
- Drilling the skills of examination/question approach e.g. contextualization/'brainstorming" of sources before answering
- The built-up of a geographical vocabulary, where a separate notebook is use to insert new geographical term/words.
- Having school incubator programs throughout the year
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- Set separate performance targets for learners to ignite competition amongst them.
- The use of a variety of teaching methods, visual, artistic, group work etc. to expose discussions, brainstorming etc. of content and issues. / Using old exam papers per topic to guide approach to methodology.

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

Educators:

- Should thoroughly teach the prescribed content accurately to ATP.
  - Planning per day, week, month and term should be clearly indicated along with the teaching methodologies.
- Separate revision programs for struggling and high performing learners.
- Peer assessments, especially in paragraph writing.
- The introduction of a separate notebook for especially concepts/words to increase geographical vocabulary.

Subject Advisors:

- Give demo lessons to show approach to methodology.
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- Award the top achievers per term (at district level) certificates or medals.
- Workshops on the importance of Data Analysis e.g.
  - How to conduct these analyses and;
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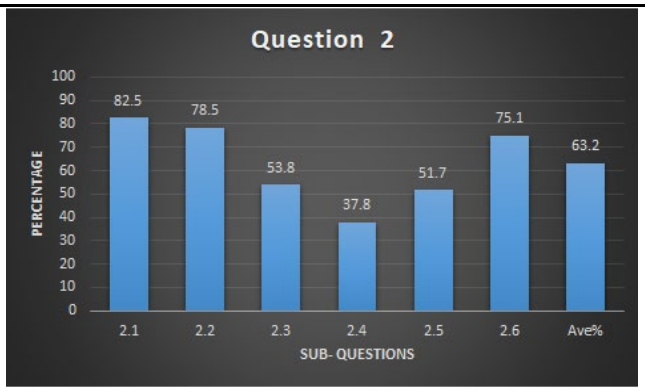
QUESTION 2

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



Approximately 75-80% of candidates chose this question. The average mark for this question was $\frac{37}{75}$, which relates to approximately 50%.

Question 2.3-2.6 ranges from 37.8% to 75%. Generally, learners where teaching was effective secured very high marks in these questions, however question 2.4 was not well answered.

Questions 2.3.2 (45,8%), 2.4.3 (43.4%), 2.4.4 (24,4%), 2.5.4 (37,6%), which were the middle to higher order questions, was also not well answered. The paragraph question 2.5.5 had an average of 61% and the learners who read the diagram well, spotted that all the responses could be taken as is from the diagram in the question.

Question 2.6 was really well answered with an average of 75,2% which translates to $\frac{11.3}{15}$.

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

Question 2.3 – Line Thunderstorms (Average of 53,8%):

Question 2.3.2 – Learners could not provide evidence from the sketch, hence map/diagram interpretation skills are lacking.

Question 2.3.3 – The question was generally not well answered. Learners could not relate the question to the general development of the line thunderstorms.

Question 2.4 – Pollution Dome (Average of 37,8%):

Learners struggled to understand the questions and somehow got confused between the pollution dome and the heat island.

Question 2.4.3 – Learners were confused as they didn't understand the question clearly. (Note: Contradiction in content as more activities occurred during the day but higher pollution fell at night – this was not well taught during the year.

Question 2.4.4 – This question was not well read by the learners, it seemed to be a language problem rather than a geographical application problem. Learners who were taught well during the year could easily answer this question whether there was language barrier or not.

Question 2.5 – River Rejuvenation (Average of 51,7%):

Question 2.5.1 (Average of 13.3%) and 2.5.4 (Average 37,4%) was not well answered. The concept of river rejuvenation was not well structured by learners as many candidates lost marks for not properly defining the concept.

The link between river grading and river rejuvenation was also not well understood and a vast magnitude of candidates didn't score marks in this question.

Question 2.6 – Deforestation and River management : This question was very well answered as illustrated above.

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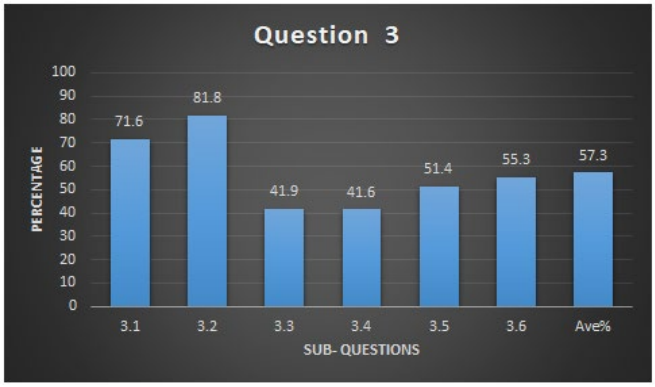

90-95% of candidates chose this question. Generally, the question was well answered by the candidates although the rasch scores shows that question 4 was better answered.

Learners could just not relate their responses to urbanisation and the rural-urban fringe (Q3.3 and Q3.4), this indicates a lack of proper understanding and probably methodology. All the averages of the short objective questions were above 70%, but 3.1.2 had an average of 18,9%. Generally, question 3.5 and 3.6 was poorly answered. This can be attributed to the lack of emphasis by educators during teachings.

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

Questions 3.3 and 3.4:

Besides the struggles with middle to higher area content, there was a general lack of understanding these two sub-questions. An average of 42% was achieved, with 50% of the candidates achieving less than 30%! If this specific work was taught the candidates definitely would have scored higher marks.

Questions 3.5 and 3.6:

These questions were centered around export vs local markets (Beef industry [3.5]; EL ID2 [3.6]). The content of these questions is clearly outlined in the CAPS document and Exam Guidelines (P12). It seemed that learners were lost and could not understand the questions nor respond adequately. These topics were not taught well during the year, although a lot of material was available and provided.

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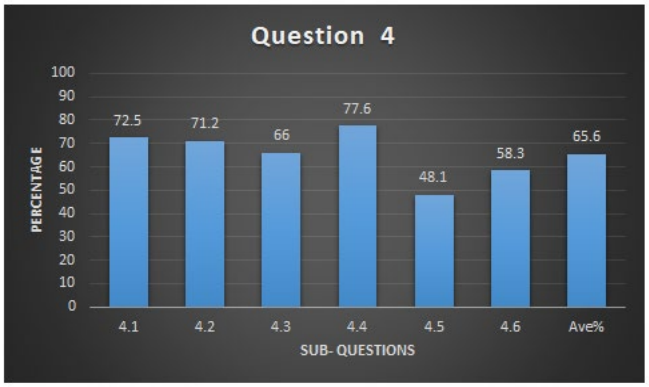

Although this question seemed the easiest and related much better to the real-life expectations of candidates, it was the least answered. Approximately 45-50% of candidates answered this question.

The short objective questions averaged above 70%, with 4.2.6 the lowest with an average of 25%. It seemed that calculations are a problem for the candidates and therefore it is suggested that the reading of graphs and statistics should be incorporated into teaching and learning.

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

Questions 4.3 and 4.4:

These questions were generally well answered, although the marks should have been higher as these questions related to current and contemporary issues which frequently appear in the media, in fact majority of our candidates are facing these issues.

Question 4.5:

The content of this question should've been emphasized during the teaching and learning process. The exam guidelines direct teaching to specific SDI's and industrial regions, clearly the content was not well taught during the year.

Question 4.6:

The issue of trade whether local or international is a concept which progressed from Grade 11 work. If candidates understood the concept, high marks were obtained. Again the conceptualisation of data into theoretical knowledge is lacking.

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