

2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

INSTRUCTIONS FOR COMPLETION

1. The report on marking is a comprehensive report that will serve the following three objectives:
 - a) Provide an evaluation of the question paper and marking guideline.
 - b) Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
2. This report must be completed by the **CHIEF MARKER in conjunction with the senior markers.**
3. The report must be completed in detail and single word responses will not be accepted.
4. Where additional space may be required, use a separate page which must be appended to this report.
5. The final report must be approved and signed by the Head of Examinations in the province.
6. The report must be submitted to the responsible WCED official at the marking centre.

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| SUBJECT | GEOGRAPHY PAPER 2 | |
| PAPER | 2 | |
| GRADE | 12 | DURATION OF PAPER : 1½ HOURS |
| PROVINCE | WESTERN CAPE | |
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PART ONE: EVALUATION OF QUESTION PAPER AND MARKING GUIDELINE

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| 2. COMMENTS ON SPECIFIC QUESTIONS. (SEE PART TWO QUESTION 1 AND 2 OF THIS DOCUMENT) |
| Question 1: Multiple choice questions were well structured and covered a number skills |
| Question 2: Prescribed calculations and map work techniques were asked. The marking guideline was in line for the calculations. Candidates could receive marks for each step of the calculation |
| Question 3: A variety of map analysis questions covered the syllabus well and was in accordance with the SAG document. The memorandum allowed for sufficient options in answers and did not disadvantage the candidates. |
| Question 4: The GIS questions were well structured and challenged the candidates to implement the GIS theory in real situations. |

PART TWO: ANALYSIS OF CANDIDATES ' RESPONSE TEMPLATE (for completing part 3)

PUBLICATION

EXAMINERS REPORT- DECEMBER PAPER 2010

GEOGRAPHY PAPER 2 : MAPWORK

GENERAL

Mapwork is fundamental to Geography and needs to be taught in all grades so that by the time students write the final matriculation examination they are fully familiar with the skills and interpretation techniques required to master this paper. It is apparent that most of the candidates who wrote this paper were not taught the necessary skills to do justice to the questions asked.

Teachers must emphasize the theory of Paper 1 and the practical aspect of Paper 2. Concepts and terminology must be drilled. Generally speaking, candidates were not in command of the Geographical concepts and terminology. The foundation for mapwork skills must be laid in Grades 8 and 9.

Teachers must include multiple-choice questions in CASS activities and examinations throughout the year, as well as in Grades 8 – 11. Teachers must follow National Examinations guidelines if they set internal papers.

Skills tested: Use of the legend (conventional signs) to identify physical features, location of the orthophoto and the topographical map, gradient, area, magnetic bearing, magnetic declination, cross-section and use of contours to determine height

It is vital that these skills be continually practised throughout the year using topographical maps and orthophotos to prepare the candidates thoroughly.

Interpretation skills tested:

Candidates need to be able to relate to and interpret the topography of the mapped area and how the physical layout influences the location of land-use zones, infrastructure and developments in the area. The GIS component of the question paper has become more practical, therefore more than just terminology needs to be taught.

Candidates who do not speak the language of examining really struggled with the interpretive questions and many scored very few marks in some of the sections, especially Questions 3 and 4.

SPECIFIC COMMENTS ON THE QUESTIONS:

QUESTION 1- MCQ

These questions were generally well answered. Candidates need to 'tick in the box'. Encourage candidates to make an educated guess at answers they don't know and not to leave any answers out. Some candidates were confused by the co-ordinates in Question 1.8.

QUESTION 2- CALCULATIONS

- 2.1 Very poorly answered by some centres. It is recommended that teachers teach all the skills as early as Grade 10. Teachers are reminded that candidates must know all their formulas and include these in their answers, as 1 mark is allocated for the formula. Only 1 mark is awarded for the answer, whilst marks are allocated for each step of the calculation. Should the candidate give only the answer, he or she will be given only 1 mark.
- 2.2 Candidates lost marks because they did not use the correct scale (1: 10 000) when calculating gradient on the orthophoto map.
- 2.3 Candidates could not differentiate between process and man-made features owing to a lack of knowledge of geographical concepts.
- 2.4 Poorly answered. Many of the candidates who lost marks in this question did not understand what a free-hand cross-section was. The skill of drawing a cross-section can be taught as early as Grade 9. There is always a possibility that a formal cross-section can be examined.
- 2.5 Concepts associated with a landform were unfamiliar to most candidates. They must remember that a river is not a landform.
- 2.6 A bonus mark was awarded to all candidates because the words "above sea-level" was omitted after the word "height".
- 2.7 Marks were lost because of inaccurate measurements given.

This section requires the following equipment, which must be brought into the exam by the candidate: **CALCULATOR, PENCIL, RULER, PROTRACTOR, STRING, ERASER.**

QUESTION 3: MAP ANALYSIS

- 3.1.1 Candidates answers were not detailed enough to describe a wet region. Map evidence for a wet region cannot be described merely as "river", "dam", "cultivated land". The use of the adjective "many" or the plural form is much more descriptive of a wet region.
- 3.1.2 A knowledge of tertiary circulation was needed to answer this question Teachers must always integrate the content of Paper 1e with the skills required in Paper 2.
- 3.1.3 and 3.1.4
Content and characteristics were unfamiliar to many candidates. Candidates exhibited poor application of knowledge of land-use zones to topographical and orthophoto maps.
- 3.1.5 Remember that 'rows of trees' can be used for the following: wind breaks, to combat soil erosion, as an avenue of trees along a road, for beautification. Teachers must take note of the conventional sign for a 'rows of trees'.
- 3.1.6 The basic knowledge of contours pattern interpretation for a gradual slope was lacking among a large number of candidates. Therefore it was impossible for them to explain why the stream was flowing slowly. Teachers must emphasize the relationship between contour patterns and stream velocity.
- 3.1.7 Candidates focused on the recreational feature and not on the recreational activity. For example, holiday resort, hiking trails and the sea are not recreational activities.
- 3.1.8 Poorly answered. Candidates were unfamiliar with the terms 'strategies' and 'sustainable development'. Teachers should be reminded that the content in previous grades can be applied in the map work question paper. Candidates must also be helped to supply management strategies or solutions to issues that can be derived from the map.
- 3.1.9 Not well answered. Candidates must know the advantages and disadvantages of irrigation methods.
- 3.1.10 Well answered.
- 3.1.11 Not well answered, because of the repetitive question 2.5.
- 3.1.12 Poorly answered owing to a serious lack of knowledge of street patterns. Candidates must be able to use geographical terms in their description. For example, traffic flow cannot be described as 'good' or 'bad'.
- 3.1.13 Poorly answered. Candidates need to study both maps in order to answer questions. Therefore the orientation of the maps is important.

QUESTION 4 - GIS

Introduction:

There was a vast improvement in the answering of GIS-related questions. Teachers are to take note of the questions regarding the application of GIS questions to the topographical and orthophoto maps.

- 4.1 It is important that polygon (area), line and point features be taught using topographical maps. Candidates need not use the specific block (C2) to identify these features.
- 4.2.1 and 4.2.2
Candidates were unfamiliar with the term "attribute data" and were therefore unable to answer this question.

- 4.3 Candidates could not integrate the basic needs of a farming community with the data required in this question. GIS concepts must also be integrated with the content of the Geography syllabus.
- 4.4 Candidates who had sufficient knowledge of thematic layers on maps answered this question very well.
- 4.5 Candidates must be able to apply the use of GIS in any given situation. In this question, candidates did not do well because they were unable to apply GIS by means of location, sphere of influence, statistics, etc. of the Hip Hop Joint Company. In these questions, candidates are expected to think 'outside of the box' and to give more detailed answers.

RECOMMENDATIONS TO TEACHERS:

- If the answer is incorrect, the learner must draw a line through the incorrect answer - candidates tend to write over it, and it then becomes illegible.
- Teach candidates to take time to familiarize themselves with the map and photo.
- Stress the importance of reading and understanding questions before attempting to answer, e.g. meaning of state, list, describe, explain
- Candidates must write their answers in full sentences rather than give one-word answers, as the terminology is often incorrect.
- Reinforce use of correct terminology.
- Include units in answers, e.g. cm, km, mm. Marks are deducted if they are not included.
- In the case of the calculation of gradient, the answer must be expressed as a ratio or fraction, not a whole number.
- Learn the formulas and techniques of calculations. Always state the formula.
- Distinguish terminology. Definitions must be fully explained rather than just providing a single word.
- Candidates must look at the mark allocation for guidance, and at the number of lines allocated to the answer.
- By the end of Grade 11, all mapwork skills must be acquired because of time constraints in Grade 12.
- When asked to provide proof for an answer, the candidate must always provide evidence from the map or photograph, if the question warrants it.
- We recommend that a glossary of "instruction words" (describe, account for, analyse, etc) be included in the internal papers.
- Let candidates do as many previous papers as they can and discuss the results with them.