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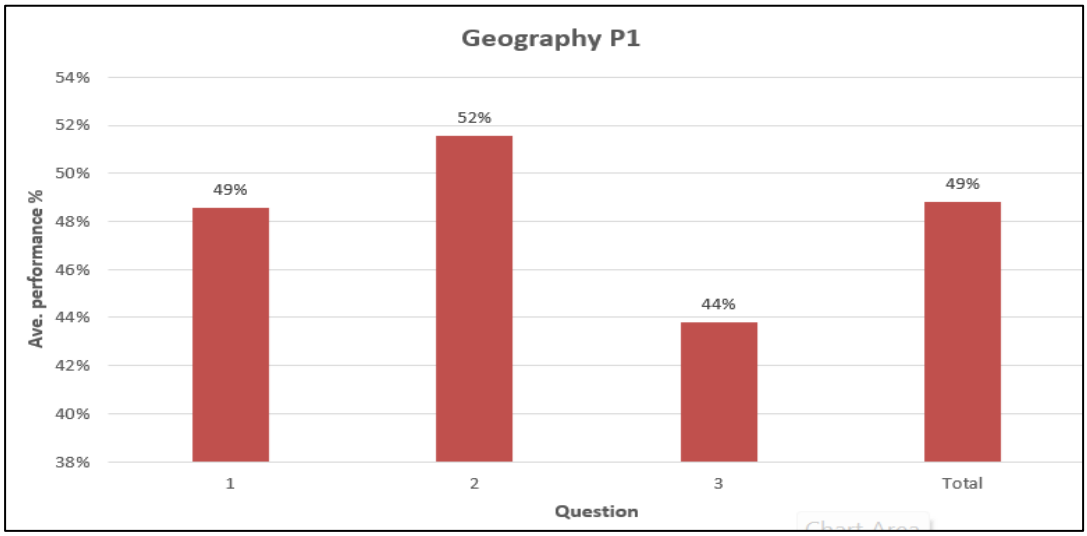
QUALITATIVE ANALYSIS OF LEARNER RESPONSES
AND
EVALUATION OF THE QUESTION PAPERS (PER PAPER)
NATIONAL SENIOR CERTIFICATE 2025
WESTERN CAPE EDUCATION DEPARTMENT

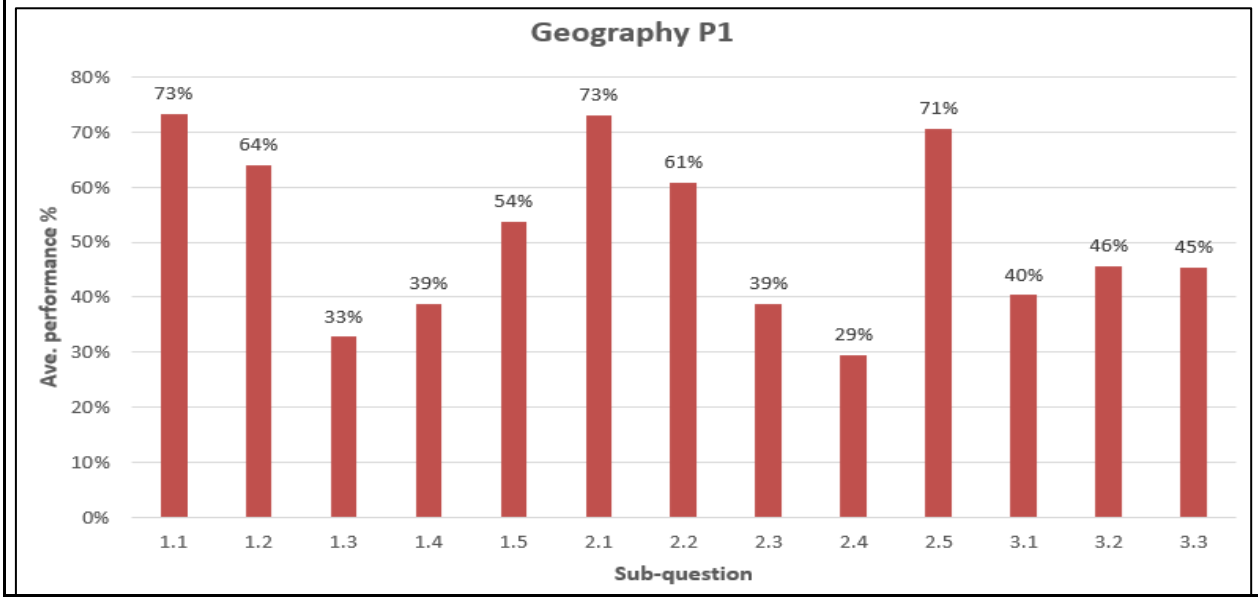
SUBJECT	**GEOGRAPHY**		
QUESTION PAPER	**1**	**2**	**3**
DURATION OF PAPER	**3 HOURS**		
INTERNAL MODERATOR	**MR C BANTAM**		
CHIEF MARKER	**MRS S PAULSEN**		
DATES OF MARKING	**FROM: 29 NOVEMBER 2025**	**TO: 10 DECEMBER 2025**	
HEAD OF EXAMINATION	**MS LM BREDENKAMP**		

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

SECTION 1: ***(GENERAL OVERVIEW OF LEARNER PERFORMANCE IN THE QUESTION PAPER AS A WHOLE)***

Overall learner performance in Geography Paper 1 was below expectation, with an average of 48.8%. Section A (Climate & Weather and Geomorphology) performed slightly better (~50%) than Section B (Geographical Skills & Techniques), which averaged 43.8%. Learners showed strength in recall-based questions but struggled with higher-order skills such as interpretation and application. Misconceptions were common in climatology (fronts, tropical cyclones) and geomorphology (river profiles, rejuvenation). Paragraph-style responses lacked structure and key concepts.





High-Performing Sub-questions

Learners performed strongest in:

1.1 (73%)

1.2 (64%)

2.1 (73%)

2.2 (61%)

2.5 (71%)

These scores indicate that learners were confident with the content or skills required in these items – likely straightforward recall or familiar topics.

Low-Performing Sub-questions

Several items had notably low performance, indicating areas of difficulty:

1.3 (33%)

1.4 (39%)

2.3 (39%)

2.4 (29%)

These extremely low scores suggest that learners did not understand the content, found the questions too complex, or lacked the required skills.

Moderately low performance includes:

1.5 (54%)

3.1 (40%)

3.2 (46%)

3.3 (45%)

SECTION 2: *COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS*

(It is expected that a comment will be provided for each question)

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
General Performance: Moderate success in short factual questions (1.1 & 1.2), but very poor in 1.3 & 1.4 (average 32.8% and 38.9%). Paragraph question (1.5.4) also weak. Very weak performance in structured paragraph writing. Few learners provided coherent arguments.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Many dark photographs. Both questions had difficult high and middle order questions. Marking guideline very technical. Learners know processes but marking guideline request specific answers. Misinterpretation of synoptic charts and weather systems; confusion between cold front occlusion and tropical cyclone processes; inability to link pressure gradients to weather conditions; paragraph responses lacked structure and key

concepts. Learners struggled to interpret climatic data and link it to geographical processes.

In particular

1.3.2 Concept of wave formation problematic.
1.3.4 Explain how weather conditions developed in photo C and D. Learners cannot state the factor and expand or qualify, in most cases only writes the factor. They also only wrote what they saw in the photos.
1.3.5 Cross section of cold front. Learners draw wrong x-section, miss labels, BUT memo did not provide for cold and warm air, and many wrote this.
1.3.6 Explain how the air masses formed a cold front occlusion. A very technical aspect of Mid-latitude cyclones. Many struggled to explain the process of its formation. Learners needed to use specific words in the memo to score marks. Correct explanations were given but marks could not be awarded because the memo did not allow for it.

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

Use annotated diagrams and case studies for tropical cyclones and fronts; emphasize command words (e.g., explain vs. describe); practice structured paragraph writing with mark allocation guidance. Incorporate more exercises on interpreting climate graphs and linking theory to real-world examples. Use visual aids. Teach different topics in climate with diagrams. Teach the processes and reasons for it. Expose learners to geographical languages and how questions are phrased in question papers. Teachers must teach the processes and different stages of a topic. Make learners used to fact and qualifier answers from grade 10.

Language used - 2nd and 3rd language learners. Language needs to cater to second and third language learners. Educators need training on how to set up part marking questions.

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

Learners rely heavily on rote learning rather than understanding patterns and relationships in climatology; limited ability to apply concepts to unfamiliar scenarios. Writing skills need urgent attention; learners fail to meet cognitive demands of higher-order questions. Learners struggle with high order questions that requires them to explain why and explain how and although part marking assisted them in getting some marks, most misses the opportunity to score the full marks.

Learners should get a mental image of the process, let learners draw it and then write the process in words. Emphasise the high order question of "explain how" and "explain why". Learners must know what a factor and qualifier is. They must also know that if part marking is applied, the mark will be for the factor and not the qualifier.

QUESTION 2

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

Mixed results: good in 2.1 & 2.5 (basic concepts), but very poor in 2.3 & 2.4 (average 38.8% and 29.4%). Very weak performance in structured paragraph writing. Average score was below 35%. Few learners provided coherent arguments.

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

Misunderstanding of graded river profiles and rejuvenation; incorrect classification of base levels; weakness in explaining processes (e.g., ox-bow lake formation). Lack of paragraph structure and poor integration of key concepts. Learners listed points without linking them logically.

In particular

2.3.4 The classification of temporary base levels as either natural or human made posed as a challenge – showing that this was not understood by learners (lack of emphasis in classrooms).
2.3.5 Definition of the sea as the permanent base level – learners could not define this – reasons similar as for 2.3.4.
2.4.4 and 2.4.5 tested very technical and on point concepts/processes in geomorphology. Learners could not reason/ explain the processes for landform formation sequentially, i.e. incised meanders and oxbow lake formation. A 8-mark question on the formation of ox bow lakes was too much. It should have been 2x2. The memo did not provide enough options for learners to score. The mark allocation was too much for the information which is available to educators and learners.

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

Incorporate fieldwork and visual aids for fluvial processes; reinforce terminology and process-based explanations through flow diagrams. Teach paragraph planning techniques and emphasize linking phrases. Provide exemplars and practice sessions. Practice drawings of x-sections and long profiles with correct labels. Teach processes in sequence and systematically e.g. occlusions, ox bow lakes
Language used - 2nd and 3rd language learners. Language needs to cater to second and third language learners. Educators need training on how to set up part marking questions.

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

Learners struggle with spatial reasoning and linking theory to real-world examples. Learners are not adequately prepared for analytical tasks; teaching strategies should focus on developing reasoning skills. Writing skills need urgent attention; learners fail to meet cognitive demands of higher-order questions.

QUESTION 3

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

Mapwork marks are better than previous years. Learners are forgetting to add the final unit to their answers. However, some centres still performed poorly.

Lowest scoring section (average 43.8%). Poor in calculations (3.1.3) and interpretation of aerial photographs. Learners struggled with evaluation and synthesis.

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

Incorrect application of formula for gradient; misreading map symbols and contour patterns; weakness in identifying evidence for concepts like watershed and wind direction. Inability to apply knowledge to unfamiliar scenarios. Responses lacked depth and critical thinking.

In particular
3.1.2 Many learners did not get this correct – it can be ascribed to the fact that the options for the correct coordinates were placed close to each other. Coordinates should focus on point features and not area features. Learners had to find the coordinate and then identify the landform making the question more challenging. Too many other natural features with which learners could get confused. Most learners picked option B as their option as a river was also near the coordinates and is also a natural feature.
3.2.4 Was a confusing where wind direction was asked relating to the row of trees, but 'at night' led the learners to answer the type of wind instead if the direction of the wind.
3.2.6 Many learners merely wrote the definition of a watershed and could not provide evidence from the topographic map to prove that a watershed is shown

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

Regular map work drills and integration of GIS tools; teach step-by-step calculation methods with worked examples.

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

Learners lack confidence in technical skills; need more practice with past papers and real maps.