education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

SUBJECT ASSESSMENT GUIDELINES

GEOGRAPHY

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PREFACE TO SUBJECT ASSESSMENT GUIDELINES

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.

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1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

2.2 Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

2.2.1 Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

2.2.2 Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11

SUBJECTS		TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language		4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4	4*	4	4*	16
	FAL	4	4*	4	4*	16
Life Orientation		1	1*	1	2*	5
Mathematics or Maths Literacy		2	2*	2	2*	8
Subject choice 1**		2	2*	2	1*	7
Subject choice 2**		2	2*	2	1*	7
Subject choice 3		2	2*	2	1*	7

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12

SUBJECTS		TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language		5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*		14
	FAL	5	5*	4*		14
Life Orientation		1	2*	2*		5
Mathematics or Maths Literacy		3	2*	2*		7
Subject choice 1**		2	2*	(2*) 3*		(6[#]) 7
Subject choice 2**		2	2*	(2*) 3*		(6[#]) 7
Subject choice 3		2	2*	(2*) 3*		(6[#]) 7

Note:

* One of these tasks in Term 2 and/or Term 3 must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.

[#] The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 –79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

3. ASSESSMENT OF GEOGRAPHY IN GRADES 10 - 12

3.1 Introduction

Assessment in the Geography in Grades 10 to 12 forms an integral part of the teaching and learning process. Assessment informs learners about their progress in terms of achieving specific Learning Outcomes and informs teachers about the effectiveness of their teaching methodology for different components of Geography. Assessment also provides guidance to support further learning.

Assessment is the process of identifying, gathering and interpreting information about learner achievement of the 12 Critical Outcomes and of the 3 Geography Learning Outcomes.

Geographical learning is an integrated process of all three Learning Outcomes. In developing assessment tasks, teachers should address all three Learning Outcomes. These assessment tasks then measure the learners' applied competence.

Learning Outcome 1 deals with geographical techniques. For each grade the related Assessment Standards indicates the level at which learners should demonstrate their practical competence in the subject. The grade-specific Assessment Standards indicate the methods and techniques learners are expected to use to investigate any geographical phenomenon, process or issue. These enquiry skills include map skills and techniques.

Maps represent a specific organisation of geographical data and information. Reading, analysing and synthesising information on maps helps learners to construct knowledge about the geographical aspects it illustrates. To help learners think critically, they should be encouraged to ask geographical questions about the world around them not only in general but also in terms of what is discussed in class. To answer those questions, they need to find relevant information from a variety of primary, secondary and tertiary sources.

A thorough analysis depends largely on the ability of the learner to organise information correctly in different formats, for example tables, graphs and maps. When learners are able to report their findings and insights in different formats, for example written or oral presentations, they have clearly gained knowledge and understanding by using their enquiry and mapping skills and techniques.

In addition to knowing and understanding the basic concepts underpinning Geographical Information Systems (GIS), learners should be able to demonstrate enquiry skills to identify and select different data sets, organise them in different ways if necessary and analyse them to make informed deductions in terms of the geographical phenomenon or situation that is being studied.

The focus is to support learners not only to execute these skills and techniques but also to use them to construct knowledge and understanding (Learning Outcome 2) with the aim of applying the skills and knowledge to known and unfamiliar situations (Learning Outcome 3).

Learning Outcome 2 and its Assessment Standards involve developing geographical knowledge and critical understanding of physical and human processes and the associated patterns in an integrated way over space and time. This geographical knowledge constitutes the foundational competence expected from the learner. Geographical concepts like spatial distribution, change and continuity, human-environment interactions, similarities and differences, location, sustainability, etc. underpin the knowledge and understanding expected in terms of the geographical themes indicated for the different grades.

The Assessment Standards require that learners are guided beyond only knowing and understanding processes and patterns to being able to identify the issues and challenges arising from the different interactions and eventually to consider different ways of solving or managing them. Attention should be given to progression in terms of Assessment Standards from Grade 10 to 12. This is sometimes indicated by the operative words used, for example 'describe' in Grade 10 to 'explain' in Grade 11 to 'account for' in Grade 12. At other times the scale on or context in which certain knowledge is developed indicates a type of continuity and progression, for example 'global' in Grade 10 to 'continental' in Grade 11 to 'local' in Grade 12.

In Learning Outcome 3 learners are expected to apply their acquired skills and knowledge in known and unfamiliar situations and recommend solutions or management strategies to geographical issues, phenomena or situations. In relation to geographical issues, phenomena or issues, learners are expected to consider the values and attitudes held by individuals and groups as well as indigenous knowledge systems that may be relevant.

3.2 Daily assessment in Grades 10, 11 and 12

Daily assessment is used by teachers to decide about teaching and to determine how learners are progressing towards achieving the Learning Outcomes. As such the results of informal daily assessment do not count towards the Programme of Assessment mark. The main purpose of daily assessment is to evaluate the performance of individuals and the class on a certain part of the Geography curriculum. Therefore, the assessment tools used should tell the teacher the strengths and weaknesses of individual learners and the class so that she or he can determine who needs more help and what kind of help is required.

Assessment in Grades 10 and 11

The Programme of Assessment for Geography in Grades 10 and 11 comprises seven tasks which are internally assessed (school-based assessment). Of the seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for Geography, while the end-of-year examination is the seventh task and makes up the remaining 75%.

3.2.1 Programme of Assessment in Grades 10 and 11

Of the six tasks undertaken during the year, two tasks are tests, one is a mid-year examination and the remaining three tasks should make use of different forms of assessment such as *research project (or assignment or fieldwork), a *practical task (based on map skills and analysis) and a *model (or case study or creative response or data handling or contextual analysis).

Assessment tasks must provide learners with the opportunity to demonstrate their competence in geography. Although not expected within each task, collectively the assessment tasks should also enable the teacher to differentiate between various levels of performance and learner competence. The suggested assessment tasks for a Programme of Assessment and weighting thereof are provided in Table 3.1.

Table 3.1: Suggested assessment tasks and weighting for Grade 10 and 11

Assessment Task	**Marks**	**Date**
1.*Practical task Grade 10 (50) reduced to… *Presentation Grade 11 (50) reduced to…	20	February
2. Test Grade 10 & 11 (50) reduced to…	10	March
3. *Research Grade 10 & 11 (50) reduced to…	20	May
4. Examination Grade 10 (200) reduced to… Examination Grade 11 (300) reduced to…	20	Midyear
5. *Model Grade 10 (50) reduced to… *Practical tasks Grade 11 (50) reduced to…	20	August
6. Test Grade 10 & 11 (50) reduced to…	10	September
Total for tasks undertaken during the year	**100** (25%)	
7. Final Exam Grade 10 (300) Final Exam Grade 11 (400)	**300** (75%)	November
Grand Total	**400** (100%)	

NOTE: Tasks 3 and 5 should be given in the first term. Learners will be guided and monitored through the year and tasks must be submitted on the indicated dates.

Table 3.2: An example of the Grade 10 topics and assessment tasks to be completed in a year

TERM 1	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**
	Geographical skills and Geographical techniques (to be done throughout the year)		Atmosphere: weather and climate			**Practical task**	The changing structure of earth			**Test**
TERM 2	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**
	People and places: population							**Research**	**Examination**	
TERM 3	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**
	People and places: Population					**Model**		Revision	**Test**	
TERM 4	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**
	People and their organisations				Revision and preparation		**Examination**			

Table 3.3: An example of the Grade 11 topics and assessment tasks to be completed in a year

TERM 1	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**
	Geographical skills and techniques (to be done throughout the year)				**Presentation**	Significance of water masses				**Test**
TERM 2	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**
	Ecosystems			Development and sustainability			**Research**	**Examinations**		
TERM 3	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**
	Development and sustainability (continuation)				People and their needs			**Practical task**	**Test**	
TERM 4	**Wk 1**	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**
	People and their needs (continuation)			Revision			**Examination**			

3.3.2 Examinations in Grades 10 and 11

Every question paper must include questions that test **different cognitive levels.** The table below provides a suggestion of the weighting of cognitive levels in examination papers.

LEVEL	COGNITIVE SKILLS	WEIGHTING GRADE 10	WEIGHTING GRADE 11
LOWER ORDER	Knowledge (simple recall and reading-off type)	40%	30%
MIDDLE ORDER	Comprehension and understanding	40%	50%
HIGHER ORDER	Application	20%	20%
	Analysis		
	Synthesis		
	Evaluation		

As it is most likely that teachers will not have finished the curriculum when the midyear examinations begin, it is recommended that the following format be used.

Suggested outline for the Grade 10 and 11 midyear examination papers:

	PAPER 1: THEORY	PAPER 2: GEOGRAPHICAL SKILLS AND TECHNIQUES
Time	2 hours	1½ hours
Marks	Grade 10: 140 Grade 11: 200	Grade 10: 60 Grade 11: 100
Learning Outcomes	Cover all Learning Outcomes with emphasis on Learning Outcomes 2 and 3	Cover all the Learning outcomes with emphasis on Learning Outcome 1

Suggested details of Paper 1 for the Grade 10 and 11 midyear examination:

GRADE 10	Marks	GRADE 11	Marks
Answer all the questions- **Question 1:** Atmosphere: weather & climate (50%) Structure and changing landforms of the Earth (50%) ▪ Short objective type of questions for 10 marks (both atmosphere and structure and landforms) ▪ Atmosphere: weather and climate for 30 marks ▪ Structure and changing landforms of the Earth for 30 marks **Question 2:** Atmosphere: weather & climate (50%) Structure and changing landforms of the Earth (50%) ▪ Short objective type of questions for 10 marks (both atmosphere and structure and landforms) ▪ Atmosphere: weather and climate for 30 marks ▪ Structure and changing landforms of the Earth for 30 marks	70 per question Total: 140	Answer all the questions- **Question 1:** The significance of water masses (50%) Ecosystems: biotic and abiotic (50%) ▪ Short objective type of questions for 20 marks (both the significance of water masses and ecosystems) ▪ The significance of water masses for 40 marks ▪ Ecosystems: biotic and abiotic for 40 marks **Question 2:** The significance of water masses (50%) Ecosystems: biotic and abiotic (50%) ▪ Short objective type of questions for 20 marks (both the significance of water masses and ecosystems) ▪ The significance of water masses for 40 marks ▪ Ecosystems: biotic and abiotic for 40 marks	100 per question Total: 200

Suggested details of Paper 2 for the Grade 10 and 11 midyear examination:

	% OF TOTAL MARKS		MARKS	
	GRADE 10	**GRADE 11**	**GRADE 10**	**GRADE 11**
Basic map work skills	40	20	25	20
Application of theory	60	80	35	80
TOTAL	**100**	**100**	**60**	**100**

Suggested outline for the Grade 10 and 11 end-of-year examination papers:

	PAPER 1: THEORY	PAPER 2: GEOGRAPHICAL SKILLS AND TECHNIQUES
Time	Grade 10: 2 hours Grade 11: 3 hours	Grade 10: 1.5 hours Grade 11: 1.5 hours
Marks	Grade 10: 225 Grade 11: 300	Grade 10: 75 Grade 11: 100
Learning Outcomes	Cover all Learning Outcomes with emphasis on Learning Outcomes 2 and 3	Cover all the Learning Outcomes with emphasis on Learning Outcome 1

Suggested details of Paper 1 for the Grade 10 and 11 end-of year examination:

SECTION	GRADE 10	Marks	GRADE 11	Marks
	Learners must answer <u>three</u> questions, namely one from each section and the third from Section A or B.	**3 X 75**	**Learners must answer <u>three</u> questions, namely one from each section and the third from Section A or B.**	**3 X 100**
A	Choose ONE question from Section A- **Question 1:** Atmosphere: weather & climate (50%) Structure and changing landforms of the Earth (50%) ▪ Short objective type of questions for 15 marks (both atmosphere and structure and landforms) ▪ Atmosphere: weather and climate for 30 marks ▪ Structure and changing landforms of the Earth for 30 marks **Question 2:** Atmosphere: weather & climate (50%) Structure and changing landforms of the Earth (50%) ▪ Short objective type of questions for 15 marks (both atmosphere & structure and landforms) ▪ Atmosphere: weather & climate for 30 marks ▪ Structure and changing landforms of the Earth for 30 marks	75 per question	Choose ONE question from Section A- **Question 1:** The significance of water masses (50%) Ecosystems: biotic and abiotic (50%) ▪ Short objective type of questions for 20 marks (both the significance of water masses and ecosystems) ▪ The significance of water masses for 40 marks ▪ Ecosystems: biotic and abiotic for 40 marks **Question 2:** The significance of water masses (50%) Ecosystems: biotic and abiotic (50%) ▪ Short objective type of questions for 20 marks (both the significance of water masses and ecosystems) ▪ The significance of water masses for 40 marks ▪ Ecosystems: biotic and abiotic for 40 marks	100 per question

B	Choose ONE question from Section B- **Question 3:** People and places: population (50%) People and places: organisations (50%) ▪ Short objective type of questions for 15 marks (both population and organisations) ▪ People and places: population for 30 marks ▪ People and places: organisations for 30 marks **Question 4:** People and places: population (50%) People and places: organisations (50%) ▪ Short objective type of questions for 15 marks (both population and organisations) ▪ People and places: population for 30 marks ▪ People and places: organisations for 30 marks	75 per question	Choose ONE question from Section B- **Question 3:** Development and sustainability (50%) People and their needs (50%) ▪ Short objective type of questions for 20 marks (both development and sustainability and people and their needs) ▪ Development and sustainability for 40 marks ▪ People and their needs for 40 marks **Question 4:** Development and sustainability (50%) People and their needs (50%) ▪ Short objective type of questions for 20 marks (both development and sustainability and people and their needs) ▪ Development and sustainability for 40 marks ▪ People and their needs for 40 marks	100 per question

Suggested details of Paper 2 for the Grade 10 and 11 end-of year examination:

	% OF TOTAL MARKS		MARKS	
	GRADE 10	**GRADE 11**	**GRADE 10**	**GRADE 11**
Basic map work skills	40	20	30	20
Application of theory	60	80	45	80
TOTAL	**100**	**100**	**75**	**100**

3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Geography and external assessment which makes up the remaining 75%. The Programme of Assessment for Geography consists of seven tasks which are internally assessed. The external examination is externally set and moderated. The suggested assessment tasks for Geography are provided in Table 3.4.

3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Geography in Grade 12 consists of seven tasks which are internally assessed. Of the seven tasks, two are examinations and two are tests. The remaining three tasks could include a *practical task (map skills and analysis), research project (see Section 3.3.1 for more choices of tasks).

Table 3.4: Suggested assessment tasks and weighting for Grade 12

Assessment Task		**Marks**	**Date**
1.*Practical task	(50) reduced to…	20	February
2. Test	(50) reduced to…	10	March
3. Research	(50) reduced to…	20	May
4. Mid-year Exam	(300) reduced to…	10	Midyear
5. Test	(50) reduced to…	10	July
6. Project	(50) reduced to…	20	August
7. Trial Exam	(400) reduced to…	10	September
Total for tasks undertaken during the year		**100**	**25%**

In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

Table 3.5: An example of the Grade 12 topics and assessment tasks to be completed in a year

	Wk 1	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**
TERM 1	Geographical skills and techniques (to be done throughout the year)	Climate and weather				Fluvial processes and landforms				**Test**
	Wk 1	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**
TERM 2	People and places: rural and urban settlements						**Research**	**Examinations**		
	Wk 1	**Wk 2**	**Wk 3**	**Wk 4**	**Wk 5**	**Wk 6**	**Wk 7**	**Wk 8**	**Wk 9**	**Wk 10**
TERM 3	People and their needs: South Africa			**Practical Task**	People and their needs: South Africa (Cont)		**Test**	Revision **Moderation**		

Every question paper must include questions that test the **different cognitive levels.** The table below provides a suggestion of the weighting of cognitive levels in examination papers.

LEVEL	COGNITIVE SKILLS	WEIGHTING GRADE 12
LOWER ORDER	Knowledge (simple recall and reading-off type)	30%
MIDDLE ORDER	Comprehension and understanding	40%
HIGHER ORDER	Application	30%
	Analysis	
	Synthesis	
	Evaluation	

Suggested outline for the Grade 12 midyear and trial examination papers:

	PAPER 1: THEORY	PAPER 2: GEOGRAPHICAL SKILLS AND TECHNIQUES
Time	Midyear: 2 hours Trial: 3 hours	1½ hours
Marks	Midyear: 200 Trial: 300	Midyear and trial: 100
Learning Outcomes	Cover all Learning Outcomes with emphasis on Learning Outcomes 2 and 3	Cover all the Learning Outcomes with emphasis on Learning Outcome 1

Suggested details of Paper 1 for the Grade 12 midyear examination:

SECTION	GRADE 12	Marks
	Learners must answer all <u>three</u> questions, namely two in Section A and one in Section B.	**200**
A	**Question 1:** Climate and weather (50%) Fluvial processes (50%) ▪ Short objective type of questions for 10 marks (both climate and weather and fluvial processes) ▪ Climate and weather for 30 marks ▪ Fluvial processes for 30 marks	70
	Question 2: Climate and weather (50%) Fluvial processes (50%) ▪ Short objective type of questions for 10 marks (both climate and weather and fluvial processes) ▪ Climate and weather for 30 marks ▪ Fluvial processes for 30 marks	70
B	**Question 3:** People and places: ▪ Rural settlement (40%) ▪ Urban settlement (60%)	60

Suggested details of Paper 1 for the Grade 12 trial examination:

SECTION	GRADE 12	Marks
	Learners must answer <u>three</u> questions, namely one from each section and the third from Section A or B.	**3 X 100**
A	Choose ONE question from Section A- **Question 1:** Climate and weather (50%) Fluvial processes (50%) ▪ Short objective type of questions for 20 marks (both climate and weather and fluvial processes) ▪ Climate and weather for 40 marks ▪ Fluvial processes for 40 marks **Question 2:** Climate and weather (50%) Fluvial processes (50%) ▪ Short objective type of questions for 20 marks (both climate and weather and fluvial processes) ▪ Climate and weather for 40 marks ▪ Fluvial processes for 40 marks	100 per question
B	Choose ONE question from Section B- **Question 3:** People and places: rural and urban settlement (50%) People and their needs (50%) ▪ Short objective type of questions for 20 marks (both people and places & People and their needs) ▪ People and places: rural and urban settlement for 40 marks ▪ People and their needs for 40 marks **Question 4:** People and places: rural and urban settlement (50%) People and their needs (50%) ▪ Short objective type of questions for 20 marks (both people and places & People and their needs) ▪ People and places: rural and urban settlement for 40 marks ▪ People and their needs for 40 marks	100 per question

Suggested details of Paper 2 for the Grade 12 midyear and trial examination:

	% OF TOTAL MARKS	MARKS GRADE 12
Basic map work skills	20	20
Application of theory	80	80
TOTAL	100	100

3.4.2 External assessment in Grade 12

Grade 12 learners are expected to write two papers in the final end-of-year examination. The outline and details for the end-of-year examination are identical to those provided for the trial examinations in Section 3.4.1.

3.5 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary Achievement: 30-39%) in Geography.

Table 3.6 illustrates the skills, knowledge, values and attitudes that a learner should develop at the end of Grades 10, 11 and 12.

Table 3.6: Skills, knowledge, values and attitudes in Geography

	COMPETENCE	CONTEXT
GRADE 10	A learner who has achieved the required competencies for this grade uses a range of basic geographical skills and techniques at a basic level to gather, organise and interpret data and information. These competencies develop basic operational knowledge and understanding of physical and human processes and the associated spatial patterns. The learner also appreciates the interactions between humans, and between humans and the environment on a local and global scale. The learner applies the acquired skills and knowledge to select known solutions or strategies to manage local and global problems and challenges whilst acknowledging the impact of values, attitudes and indigenous knowledge systems on the actions of those involved. In this grade, the learner reports findings and expresses an opinion in oral and written form.	**Focus**: Global **Scales**: World, Africa and local **Geographical theme**: A. Geographical skills and techniques B. Atmosphere: weather and climate C. The structure and changing landforms of the earth D. People and places: population E. People and their organisations
GRADE 11	A learner who has achieved the required competencies for this grade, plans and structures enquiries using a range of geographical skills and techniques at a more advanced level to gather, classify and analyse data and information. These competencies enhance developing knowledge and understanding of physical and human processes and the associated spatial patterns. The learner also examines the interactions between humans and between humans and the environment at a local and continental scale. The learner applies the acquired skills and knowledge to select appropriate procedures within given parameters to propose solutions or strategies to manage local and continental problems and challenges whilst acknowledging the impact of values, attitudes and indigenous knowledge systems on the actions of those involved. In this grade, the learner reports findings in written, oral and illustrative form.	**Focus**: Continental **Scales**: Africa, world, and local **Geographical theme**: A. Geographical skills and techniques B. The significance of water masses C. Ecosystems (biotic and abiotic components) D. Development and sustainability E. People and their needs *(resource use and management; energy use and management)*
GRADE 12	A learner who has achieved the required competencies for this grade uses a range of geographical skills and techniques to gather, organise, analyse and synthesise data and information. These competencies develop a fundamental knowledge and understanding of physical and human processes and the associated spatial patterns. The learner also explores the interactions between humans and between humans and the environment at a local and national scale. The learner applies the acquired skills and knowledge to propose solutions or strategies to manage local and national problems and challenges and adapts known, common solutions for different problems and contexts whilst acknowledging the impact of values, attitudes and indigenous knowledge systems on the actions of those involved. In this grade, the learner substantiates findings in written, oral and illustrative form.	**Focus**: Local **Scales**: South Africa, Africa and the world **Geographical theme**: A. Geographical skills and techniques B. Climate and weather C. Fluvial processes and landforms D. People and places: rural and urban settlements E. People and their needs *(economic activities and water as a critical resource in South Africa)*

3.6 Moderation

Moderation of assessment tasks will take place at schools in Grades 10, 11 and 12. In addition, moderation of assessment in Grade 12 will also take place at the cluster, district or region level as well as at provincial and national levels.

The annual Programme of Assessment should be submitted to the head of department or subject head and School Management Team before the start of the academic year for moderation purposes. Each task that will be used should be submitted to the head of department or subject head for moderation before the learners are given the assignment. The teacher portfolio and evidence of learner performance should be moderated at least once per semester by the head of department, subject head, or his or her delegate.

See Appendix 2 for an example of a moderation tool.

APPENDIX 1: CONTENT FRAMEWORK FOR GEOGRAPHY

Learning Outcome 1:	The learner is able to demonstrate a range of skills and techniques.
Learning Outcome 2:	The learner is able to demonstrate knowledge and understanding of processes and spatial patterns dealing with interactions between humans, and between humans and the environment in space and time.
Learning Outcome 3:	The learner is able to apply geographical skills and knowledge to environmental issues and challenges, recognise values and attitudes, and demonstrate the ability to recommend solutions and strategies.

GRADE 10	GRADE 11	GRADE 12
A. Geographical skills and techniques **Using atlases** • To familiarise and empower learners with: types of maps, index entry, page / map number, map title, map scale, map signs and symbols, colours, direction, co-ordinates, latitudes, longitudes, degrees, minutes, grid reference, **Map use and map skills:** includes reading and analysis of maps, orthophoto maps, aerial photographs and graphic data; executing different techniques. • Types of photographs (horizontal/vertical/oblique); • Advantages and disadvantages of different types of photographs; • Size, shape, tone, texture, shadow and patterns of photographs; • Concept of contour lines, contour interval and altitude; • Types of scales; • Direction and bearing (true/magnetic); • Map position/ grid reference; • Distance, area, gradient, vertical exaggeration; • Magnetic declination; • Drawing cross-sections; finding heights and	**A. Geographical skills and techniques** **Using atlases:** • To familiarise and empower learners with: types of maps, index entry, page / map number, map title, map scale, map signs and symbols, colours, direction, co-ordinates, latitudes, longitudes, degrees, minutes, grid reference, **Map use and map skills:** includes more advanced reading, analysis and interpretation of 1:50 000 maps, orthophoto maps, aerial photographs and graphic data; executing different techniques. • Types of photographs (horizontal/vertical/oblique); • Advantages and disadvantages of different types of photographs; • Size, shape, tone, texture, shadow and patterns of photographs; • Concept of contour lines, contour interval and altitude; • Types of scales; • Direction and bearing(true/magnetic); • Map position/ grid reference; • Distance, area, gradient, vertical exaggeration; • Magnetic declination;	**A. Geographical skills and techniques** **Using atlases:** • To familiarise and empower learners with: types of maps, index entry, page / map number, map title, map scale, map signs and symbols, colours, direction, co-ordinates, latitudes, longitudes, degrees, minutes, grid reference **Map use and map skills**: includes more advanced reading, analysis and interpretation of 1:50 000 maps, orthophoto maps, aerial photographs and graphic data; executing different techniques. • Types of photographs (horizontal/vertical/oblique); • Advantages and disadvantages of different types of photographs; • Size, shape, tone, texture, shadow and patterns of photographs; • Concept of contour lines, contour interval and altitude; • Types of scales; • Direction and bearing(true/magnetic); • Map position/ grid reference; • Distance, area, gradient, vertical exaggeration; • Magnetic declination;

determining intervisibility; • Interpreting the physical features e.g. relief, landforms, drainage, climate, vegetation, etc; • Interpreting cultural features e.g. settlements, land use and transport routes. **Map projections: Lambert** • Properties of map projection: scale, size, shape, distance, direction and area; • Nature of parallel lines of latitude and Meridian lines of longitudes; • key words such as Rhumbline, Conformal and Orthomorphic. **Fieldwork** • Identify issues in the local area; • Formulate questions for an investigation; • Acquire information from a variety of sources; • Organise information graphically, pictorially and diagrammatically; • Analyse information from a variety of sources; • Report findings in oral and/or written form. **Geographical Information System (GIS):** • General concepts such as resolution (spectral and spatial), software, hardware, systems, information systems, GIS, remote sensing, generalisation and abstraction; • Geographical concepts such as entity, attribute, spatial objects e.g., lines, area /polygon, (points, nodes; scales (small vs. large); • GIS entity layers like roads, populations, contours, rainfall, soils etc.	• Drawing cross-sections; finding heights and determining intervisibility; • Interpreting the physical features e.g. relief, drainage, climate, vegetation, etc; • Interpreting cultural features e.g. settlements, land use and transport routes. **Map projections: Mercator** • Properties of map projection: scale, size, shape, distance, direction and area; • Nature of parallel lines of latitude and Meridian lines of longitudes; **Fieldwork** • Plan and structure a project or enquiry process; • Acquire a variety of information from relevant primary and secondary sources; • Classify the acquired information according to different categories; • Analyse information obtained from a variety of sources; • Report findings in written, oral and/or illustrative form. **Geographical Information System (GIS):** Functional elements of GIS including: • Data acquisition: o concepts data acquisition, primary and secondary data sources, o digitising/ scanning, o Global Positioning System, o remote sensing, o advantages and disadvantages of using secondary data.	• Drawing cross-sections; finding heights and determining intervisibility; • Interpreting the physical features e.g. relief, drainage, climate, vegetation, etc; • Interpreting cultural features e.g. settlements, land use and transport routes. **Map projections: Gauss Conformal, Universal Transverse Mercator** • Properties of map projection: scale, size, shape, distance, direction and area; • Nature of parallel lines of latitude and Meridian lines of longitudes; **Fieldwork** • Plan a geographical research project of limited extent in a familiar context; • Integrate information from a variety of sources; • Compare and contrast information from a variety of sources; • Analyse the acquired information in order to answer the initial question; • Substantiate findings in written, oral or illustrative form. **Geographical Information System (GIS):** Functional elements of GIS • Data management; o concepts: data, data management, database. o distinguish between spatial and attribute data. o data standardization, data sharing and security • Data manipulation and analysis, o concept data manipulation o data integration o querying

B. The atmosphere: weather and climate **The atmosphere** • Concepts: weather, climate, insolation, radiation, temperature, pressure; • Composition (different gases) and structure (different layers) of the atmosphere; • Heating (both horizontal and vertical); • Elements (including measuring, recording, influencing factors) of weather and climate; • Moisture (evaporation, condensation, types of clouds, and precipitation, types of rain) • Macro weather systems over Africa: o -primary circulation • Meso weather systems over Africa: o -secondary circulation • Impact of weather system on vegetation (pests, diseases, drought, air and soil temperatures) and human activities (socio-cultural and economic); • Impact of humans on the atmosphere and weather: global warming, ozone depletion and consequences, acid rain, greenhouse effect etc; • Deserts: the concept desertification, formation, distribution, arid processes and resultant landforms;	• Remote sensing as a digital data source o application and significance of remote sensing, o advantages and disadvantages of remote sensing. • Pre-processing: o concept pre-processing, o advantages and disadvantages of different files o Data processing. o concept data processing, querying and buffering. **B. The significance of water masses** **The hydrological cycle** • Concepts precipitation, infiltration, interception, throughflow, baseflow, percolation, groundwater, surface run-off, evaporation, transpiration. **Water masses of Africa** • Identify oceans, major lakes, major rivers and swamps in Africa. • Permanent ice (types of glaciers and glacial landforms in Africa and around the world). **Climate change** • Effects of El Nino and La Nina in Africa **Hazards: floods and droughts** • Concepts flood, drought, desertification • Types of droughts and causes • Causes of flooding • Impact and human response to these hazards. **Oceans** • Relationship between atmospheric and oceanic circulation (winds, ocean currents, Coriolis force); • Ocean as major source of moisture and oxygen for the atmosphere; • Climate control (in relation to temperature and rainfall);	o statistical analysis • spatial analysis; o overlaying o buffering • Product generation; o visual displays o text and graphic o digital • Application; o government and private sector **B. Climate and weather** **Changes in energy balance** • The four pressure belts: o equatorial low pressure o subtropical high pressure o subpolar low pressure • The relationship between temperature, air pressure and wind. • Pressure gradient and Geostrophic flow. **Global air circulation and resultant weather patterns** • Primary circulation: o tricellular arrangement • Secondary circulation: o tropical easterlies o westerlies o polar easterlies o the ITCZ o monsoons • Tertiary circulation: o land and sea breeze o mountain and valley breezes o fohn winds o berg winds

	• Oceans as a source of protein food (subsistence fishing and commercial fishing); • Oceans as a source of energy supply (tidal and wave energy, oils and natural gas); • Oceans and world trade; • Impact of humans on oceans and sustainable living o pollution (dumping of waste), and o over-exploitation (commercial and subsistence fishing, mining and the impact of tourism); • Possible solutions • sustainability (policies regarding pollution and over-exploitation). **Coastal environments** • Natural causes of waves and tides (including types of waves and parts of a wave); • Erosion process: o hydraulic action, o abrasion, o attrition o corrosion • Land forms caused by erosion o wave-cut notch, o wave-cut platform o sea arch o sea stacks • Land forms caused by deposition o coastal dunes o wave built terraces o sandbank o spits • Types of coastlines (submerged and emergence) • Hazards and environmental management of hydrological systems (floods and coastal resource management)	**Mid-latitude cyclones** • Concepts: cyclone, cyclogenesis, cyclone families. • Developmental stages of a midlatitude cyclone • Associated weather patterns o cold front conditions o warm front conditions o occluded front conditions (cold and warm front occlusion) • Their impact on human activities in South Africa. • Synoptic maps and satellite images o identification and interpretation of different o weather symbols and images. **Subtropical anticyclones and the resultant weather over South Africa** • Factors determining the weather of South Africa o the plateau o the ocean o the latitudinal position of the subcontinent • Anticyclonic circulation o South Indian High o Kalahari High o South Atlantic High • Travelling disturbances o moisture front and line thunderstorms o coastal low pressures o South African berg winds **Tropical cyclones** • Spatial distribution of tropical cyclones. • General characteristics. • Developmental stages. • Their impact on human activities in South Africa and the world. • Possible pre-cautionary and management strategies. • Synoptic maps and satellite images o identification and interpretation of different weather symbols and satellite images.

C. The Structure and changing landforms of the earth. **Geomorphological time perspective** • Geological time line and geological eras quartenary, canozoic, mesozoic, paleozoic and precambrian. • Continental drift (Pangea/Laurasia/Gondwanaland); • The structure of the Earth **Internal forces** • Plate tectonics (convergent, divergent and transform plate boundaries); • Features associated with convergent boundaries and divergent boundaries;	**C. Ecosystems: biotic and abiotic components** **Ecosystem concepts** • biosphere, ecosystem, biome, food webs and chains. **Ecological processes** • Energy flow o solar radiation, producers, primary consumers secondary consumers, tertiary consumers and decomposers. o concepts: biotic, abiotic, autotrophic, heterotrophic, herbivores, carnivores, omnivores, trophic level. • Nutrient cycling o carbon cycle	**Climate at local scale** • Valley climates o slope aspect, anabatic and katabatic winds, o inversions, frost pockets and radiation fog. o influence on human activities (settlement and farming) **Human made climates(city/urban climates)** • Concepts: micro climate, pollution dome, heat island. • Reasons for differences between rural and urban climates. • The development of urban heat island • Effects of pollution domes and contribution towards global warming. **Climate hazards and human response – risk and vulnerability** • Concept climate hazard. • Examples of climate hazards: droughts, Floods, storm surges, lightning, hail, fog, tornadoes, etc • Human response. **C. Fluvial processes** • Concepts: drainage, drainage basin, watershed, river system, tributary, interfluve, mouth, confluence and water table. • Sources of water supply o surface run off o groundwater • Types of rivers o permanent o periodic o episodic o exotic • Factors influencing run-off and infiltration o precipitation o soil moisture

- Types of folding such as (open/closed/ asymmetrical/overfold) and associated landforms (anticline/syncline/anticlinal valley/synclinal ridge);
- Types of faulting and resultant landforms;
- earthquakes and volcanism, mountain building;
- response of humans to these hazards and opportunities.
- Earth quakes: formation and distribution, their effects (e.g. tsunamis/floods) and impact on human lives
- Volcanism: types of volcanoes, explosive eruptions and nonexplosive eruptions, volcano distribution, volcanoes at plate boundaries, volcano hazards.

External forces

- Concept weathering, types of weathering and significance of resultant landforms;
- Concept erosion, agents, causes and significance of resultant land forms;
- Influence of weathering and erosion on human activities;
- The impact (positive and negative) of humans on weathering and erosion processes (e.g. tourism, fertile soils, soil depletion, flooding)

Rock types

- Formation of Igneous, Metamorphic and Sedimentary rocks, their characteristics, uses and associated landforms.

  - oxygen cycle
  - hydrogen cycle
  - nitrogen cycle
  - sulphur cycle
  - phosphorus cycle
- Self-regulation
  - state of dynamic equilibrium and self sustaining.

Soil processes

- Concepts: humus, soil texture, structure, colour, pH index, horizon, leaching, eluviation and illuviation.
- Soil profile
  - different soil layers and characteristics
- Soil forming factors
  - parent material, time (age of soil), climate, topography (relief) and biological activity.
  - distinguish between active and passive factors.

Human impact on ecosystems and the consequences

- Human impact: population growth (urbanisation & industrialisation), overcropping, overgrazing, fertilizers, insecticides, pesticides, herbicides, pollution.
- Consequences: erosion, desertification, salination or calcification, deforestation, destruction of food chains.

Vegetation regions in Africa

- Distribution (desert, tropical rainforest, Mediterranean, temperate and tropical grassland)
- Comparing different biomes
- Human impact on different biomes

Environmental relationships.

- Influence of climate, soil, topography, veld fires on biomes.

  - vegetation
  - slope
  - porosity
  - permiability
- Characteristics of drainage basins
  - stream order.
  - drainage density and factors influencing drainage density.
  - drainage patterns.
- Laminar and turbulent flow.
- Discharge of a river
  - concepts: discharge volume, hydrograph,
  - lagtime, floodpeak
  - types of hydrographs and factors influencing the shape of a hydrograph.
- River capture/stream piracy
  - concepts of abstraction and river capture.
  - features associated with river capture.
- River profiles
  - concepts of cross/transverse profile and longitudinal profile.
  - concepts of base level of erosion, permanent base level of erosion and temporary base level of erosion.
  - distinguish between graded and ungraded stream.
  - the relationship between longitudinal and cross profiles of the upper, middle and lower courses of a stream.
  - river rejuvenation and resultant features (knickpoint, terraces, valley within valley and incised/entrenched meander)
- Superimposed and antecedent rivers
  - development of superimposed and antecedent rivers.
- Drainage basins: characteristics, drainage patterns,

		importance and impact of humans; • Catchment and river management o the importance and impact of humans on drainage basins o the importance of managing these catchment areas. **Topography associated with horizontal layers** • Concept horizontal strata. • Characteristics and processes associated with the development of the following: o hilly landscapes. o basaltic plateaus. o canyon landscapes. o Karoo landscapes (mesa, bute, conical hill) • State how these landscapes can be utilised by humans **Topography associated with inclined rock strata** • Concept inclined strata. • Characteristics and processes associated with the development of: a scarp slope, a dip slope, a cuesta, homoclinal ridge, hogsback, cuesta basin, cuesta dome **Topography associated massive igneous rocks** • Concept massive igneous rocks • Identify batholiths, laccoliths, lopoliths, dykes and sills. • Characteristics and processes associated with the development of granite domes and tors. **Slopes** • Slope elements: crest, cliff/scarp/free face, tallus/scree/debri slope, pediment. • Characteristics of the four slope elements and significance for human activity. **Mass movements and human responses** • Concept of mass movement. • Soil creep, solifluction, earthflow, mudflow, land

D. People and places: Population **Population distribution, processes and patterns** • Population movements: o causes of population movements. o types of population movements. o rural and urban migration. o rural depopulation with its consequences and solutions. • Population growth, distribution and density: o factors influencing population growth, distribution and density. o important population concepts. o survey of world population growth. o population growth-problems and solutions. • Population explosion: o factors influencing the growth of world population since the Industrial Revolution o problems involving population growth. o possible solutions. • Population control and policies: o family planning programmes. o conservation of resources and preservation of the environment (sustainable development). • Population characteristics: -birth and death rates. o growth rate of a population. o age-sex structure. o occupational structure. • Population pyramids: o symmetrical/triangular. o bell-shaped. o asymmetrical.	**D. Development and sustainability** • Concepts development and sustainability at global and national scale. • Millennium Goals for developing countries. • Economic indicators of development o GNP, GDP, structure of the economy, employment data, trade data. o Human Development Index (HDI) • Social indicators of development o demographic indicators, level of urbanisation, education levels, water, electricity and health services. • Indicators of sustainability -social, economic and environmental indicators. • Models and theories of development over time o Rostow's model o Friedman's model o dependency theory o world system theory o world polity theory o globalisation theory • Rural and urban development: o Identify various development projects in terms of successes and failures. • The unevenness of development globally (North/South divide) o concepts developed, developing, less developed and underdeveloped countries. o reasons for North/South divide. • Contrasting developed and developing countries in terms of indicators. • Role of agriculture, industry, aid and globalisation in development using case studies.	slides and rock falls. • Human responses **D. People and places: rural and urban settlement** **Processes and spatial patterns involved in rural and urban settlements** • Concepts: settlement, site, situation, rural depopulation, • Classification of settlements according to: o size and complexity (farmstead, hamlet, village, town, city, metropolitan, conurbation, megalopolis) o pattern (dispersed or nucleated) o function o rural or urban(central place, trade and transport cities, break of bulk points, specialised cities, junction and gateways/gap towns) • Site and situation o factors influencing site of rural/urban settlements. o factors affecting situation of rural/ urban settlements. • Hierarchy o central place theory of Christaller. o range, threshold population, spatial competition, sphere of influence. o urbanisation, urban growth, urban expansion, level of urbanisation, rate of urbanisation. o high order and low order centres. o high order and low order functions. o -real urban hierarchies by R.J.Davies • Structures and patterns of settlements o urban profile o street patterns o shapes of villages/cities

Human-environment interactions • Population issues and dilemmas including poverty, racism, conflicts, employment, inequalities, HIV/AIDS and refugees, gender issues (legislation and organisations)	• Gender issues related to development o concept gender, gender equity and equality, Gender-related Development Index (GDI). o access to education o health o economic opportunities and participation o access to land o political empowerment/ rights • Changing patterns of agriculture, industry, transport, trade and settlement. • Strategies by people, organisations and nations to address development problems. RDP programmes etc • Application of development strategies in local context.	• Land use zones and characteristics o models explaining different land use zones (Burgess', Hoyt's, Harris and Ullman's) o factors influencing land use (accessibility, land value, specialised requirements, compatibility) o centrifugal and centripetal forces **Key human-environment interactions in rural settlements** • Settlement issue: o concept rural depopulation o causes, consequences and possible solutions to rural depopulation, o governance of rural settlements (local authorities, Agenda 21). **Key human-environment interactions in urban settlements** • Settlement issues: inner city problems, renewal, urban blight, congestion, pollution and land use conflict, standard of living, political influences; • Post-modern urban settlements (changing urban centres), governance of urban settlements (local authorities, Agenda 21). **Key sustainability-related strategies** • Rural: sustainable strategies to manage dwindling rural settlements, land reform and land redistribution, impact of HIV and AIDS and wars (refugees and displaced people) on rural settlement patterns. • Urban: new towns, inner city renewal, self-help cities, urban planning, sustainable strategies to manage expanding centres, informal settlements.

E. People and their organisations	E. People and their needs	E. People and their needs
Civic organisations • Local pressure groups, non-governmental organisation e.g. TAC, SANCO, PAGAD, POWA and any NGOS found in the local area. • The role of these organisations in promoting democratic processes, social justice, economic sustainability and peace **National organisations** • Political Organisations e.g. ANC, PAC, UDM, IFP, DA, ID, NNP, ACDP, FF, UCDP, Azapo, MF, etc. • Trade unions e.g. COSATU and its alliances. • The role of these organisations in promoting democratic processes, social justice, economic sustainability and peace. **Continental organisations** NEPAD (The New Partnership for Africa's Development), AU (The African Union), SADC (Southern African Development Community), etc. • The role of these organisations in promoting democratic processes, social justice, economic sustainability and peace. **Global organisations** • United Nations, Food and Agriculture Organisation (FAO), United Nations Children's Fund (UNICEF), World Health Organisation (WHO), World Trade Organisation, Multinationals, Oxfam, etc. • Their role in promoting democratic processes, social justice, economic sustainability and peace.	• **Resource use and management:** o types of resources: renewable(plants, animals, soil and water) and non-renewable resources (minerals and fossil fuels); o distribution and utilisation of renewable and non-renewable natural resources; o concepts of resource exploitation, resource depletion, resource preservation, resource conservation; o extraction of raw materials, the conflicts and opportunities that are created; o land use conflict in national parks; o the impact of values and attitudes of people affected. • **Energy use and management:** o increasing demand for energy (coal, oil and gas, nuclear power); o relative and changing importance of fossil fuels, nuclear power and alternative energy sources (hydro-electric power, wind, solar energy, biomass, tide and wave power, geothermal energy); o the environmental costs of energy provision; o causes of energy production related to pollution; o causes and consequences of acid rain; o environmental effects of resources and energy consumption on world temperatures (global warming); o sustainable energy principles/approaches and the importance of international co-operation (earth summit meetings and protocols).	**Economic activities:** • Primary, secondary, tertiary and quaternary economic activities: o define concepts above o their contribution to the GDP • Factors influencing economic activities: o economic, physical, political, social factors. • Perceptions of decision-makers on the location of industries and other economic activities: o factors favouring and hindering industrial development in various provinces. o industrial development zones and spatial development initiatives. • Impact of humans on the location of economic activities; • Response of people to environmental and socio-economic injustices linked to economic activities: o environmental and socio-economic injustices. o impact of programmes such as RDP, GEAR, SDIs, BEE • Impact of the change of location of economic activities on people: • Importance and challenges of the informal sector in different contexts: o concepts formal and informal sector. o role of informal sector in the economy • Influence of globalisation on economies and change: o concept globalisation. o effects of globalisation on the economy. • Agriculture as an economic activity: special emphasis on southern Africa, food security, risks and vulnerability: o farming systems and the role of agriculture

		o securing food supplies in the southern subcontinent. o risks faced by agricultural sector • Transport and trade. o concepts trade, foreign trade, trade balance, balance of payment, imports, exports. o South Africa's trade with Africa and the world. o different transport networks that play a role in Trade (rail, road, air, ports, pipelines). **Water as a critical resource in South Africa** • Availability of water: o important water sources in South Africa o major rivers and dams in South Africa. • Distribution and supply of water to South African citizens: o role of local authorities in supplying water services. o water transfer schemes such as Lesotho Highlands, Tugela-Vaal, Orange River and Boland scheme • Sustainable use and management of water: o water conservation and management

APPENDIX 2: EXAMPLE OF A MODERATION TOOL

A moderation tool for school moderation of internal assessment by the subject head or head of the department:

NAME OF SCHOOL			SUBJECT	GRADE(S)		
				10	11	12
1	**EVIDENCE OF LEARNER PERFORMANCE**					
Components completed and available	**YES**	**NO**		**YES**	**NO**	
▪ All formal tasks have been assessed and allocated marks			▪ All formal tasks are clearly indicated			
2	**COMPONENTS OF Continued Assessment**	**NUMBER**	**REMARKS**			
▪ Informal tests (with memoranda)						
▪ Tutorials						
▪ Project, assignment and practical sessions						
▪ Homework (with framework)						
▪ Formal tests (with memoranda)						
▪ Practical tests						
▪ Common examination and memo						
▪ Examinations and memoranda						
▪ Practical examination						
3	**STANDARD OF ASSESSMENT TASKS**	**YES**	**NO**	**REMARKS**		
Clear instructions						
Format – spread of questions						
Mark allocation or requirements						
Standard acceptable						
4	**MARKING**	**YES**	**NO**	**REMARKS**		
▪ According to realistic criteria						
▪ Marking key issues						
▪ Controlled according to memo						
▪ Marks corresponding with mark sheets						
▪ Marks correctly calculated						
▪ Marks correctly converted to continuous assessment form						
5	**PROGRESSION REPORT**	**YES**	**NO**	**REMARKS**		
Curriculum completed as required up to date						

Remarks:

_____

Signed by Teacher: _____ Date: _____

Signed by Head of Department or Principal: _____ Date: _____