

# A THREE YEAR CURRICULUM RECOVERY GUIDELINE

## Mediation of the National Recovery ATP

### Geography Grade 10-12

Implementation date : January 2021



# Presentation Outline

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6. Key Recovery Strategies
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# Purpose

The Three Year Curriculum Recovery Guideline outlines the development of the three year recovery ATPs to manage learning loss over a period of three years **2021 Recovery ATPs as stipulated in Circular S11 of 2020.**



# Introduction



COVID 19 led to losses in teaching and learning time due to:

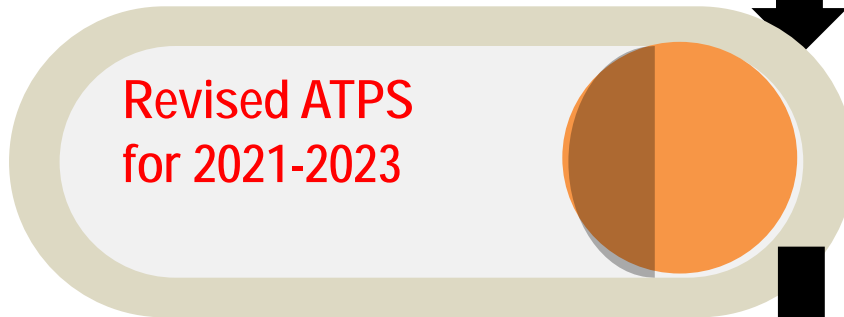
- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability** of teachers to **implement** the **revised 2020 ATPs** as envisioned.

To mediate the impact and support teachers in managing teaching, assessment and learning within the reduced **time**, the DBE in 2020 implemented:

- **Circular S3** that outlined and guided teachers to conduct context specific **subject trimming**, in consultation with subject advisors.
- **National Assessment Circular 02** and **Circular E 11** to guide school-based assessment in phases and subjects

# Vision 2024

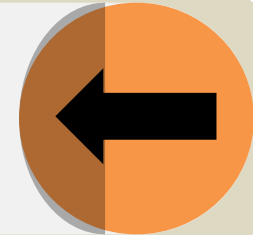


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy, and
- Develop Educator Mediation Programmes.

# Rationale for the Guideline

To outline the process to develop the **Three-year Recovery Plan** in managing the learning losses over a period of three years

RATIONALE FOR  
THIS GUIDELINE



LEARNING LOSSES



the purpose of this exercise  
are defined as:

Learning Outcomes (*content, skills & competencies, values & attitudes*) as stated in the revised ATPs not achieved during the 2020 school year.



# Principles

1

Use of the 2020 Curriculum Recovery Framework as the base document

2

Learning losses inform the Three Year Recovery Plans for School –based Assessment

3

Management of the learning losses and the School Based Recovery Plans

4

Create opportunities through adjusted ATPs to strengthen pre-knowledge, consolidation, revision, and deeper learning

5

Entrench Assessment for Learning as a Pedagogical Approach to address the learning losses





# Principles

6

The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.

7

Content topics removed in 2020 were not automatically returned in the 2021 Recovery ATPs.

8

Fundamental and core topics were retained in the Recovery ATPs

9

To guide and support effective teaching and learning





# Underpinning Assumptions



1

1

## ASSUMPTION 1

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

2

2

## ASSUMPTION 2

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

3

3

## ASSUMPTION 3

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;



# Underpinning Assumptions



4

4

## ASSUMPTION 4

All schools will develop & implement school-based support programmes for all grades/years with particular focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.

5

5

## ASSUMPTION 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

6

6

## ASSUMPTION 6

Schools have systems in place to manage the possibility of a second wave of the pandemic in Q1 and Q3 of the 2021



# The Development of the 2021 Recovery ATPs

The Recovery ATPs are aligned to the:

- 2021 School calendar
- Abridged S4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS policy for Geography.



# **Amendments to the Content Map for the Phase**

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed      * Reorganised      *No amendment		
<b>The atmosphere</b> <ul style="list-style-type: none"> <li>•Composition and structure of the atmosphere</li> <li>•Heating of the atmosphere</li> <li>•Moisture in the atmosphere</li> <li>•Reading and interpreting synoptic weather maps</li> </ul> Geographical skills and techniques <ul style="list-style-type: none"> <li>•Using atlases</li> <li>•Fieldwork and practical work</li> </ul>	<b>The atmosphere</b> <ul style="list-style-type: none"> <li>•The Earth's energy balance</li> <li>•Global air circulation</li> <li>•Africa's weather and climate</li> <li>•Drought and desertification</li> </ul> Geographical skills and techniques <ul style="list-style-type: none"> <li>•Aerial photographs and orthophoto maps</li> </ul>	<b>Climate and weather</b> <ul style="list-style-type: none"> <li>•Mid-latitude cyclones</li> <li>•Tropical cyclones</li> <li>•Subtropical anticyclones</li> <li>•Valley climates</li> <li>•Urban climates</li> </ul> Geographical skills and techniques <ul style="list-style-type: none"> <li>•Mapwork techniques</li> <li>•Atlas work</li> <li>•Geographical Information Systems (GIS)</li> </ul>

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed      * Reorganised      *No amendment		
Geomorphology	Geomorphology	Geomorphology
<ul style="list-style-type: none"> <li>•The structure of the Earth:</li> <li>•Plate tectonics</li> <li>•Folding and faulting</li> <li>•Earthquakes</li> <li>•Volcanoes</li> </ul> <p>Geographical skills and techniques</p> <ul style="list-style-type: none"> <li>•Using atlases</li> <li>•Mapwork skills</li> <li>•1:50 000 topographic maps</li> </ul>	<ul style="list-style-type: none"> <li>•Topography associated with horizontally layered rocks</li> <li>•Topography associated with inclined/tilted rock strata</li> <li>•Topography associated with massive igneous rocks</li> <li>•Slopes</li> <li>•Mass movements and human Responses</li> </ul> <p>Geographical skills and techniques</p> <ul style="list-style-type: none"> <li>•Map techniques</li> <li>•Fieldwork</li> </ul>	<ul style="list-style-type: none"> <li>•Drainage systems in South Africa</li> <li>•Fluvial processes</li> <li>•Catchment and river management</li> </ul> <p>Geographical skills and techniques</p> <ul style="list-style-type: none"> <li>•Mapwork techniques</li> <li>•Atlas work</li> <li>•Geographical Information Systems (GIS)</li> </ul>

# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed      * Reorganised      *No amendment		
Population	Development Geography	Settlement Geography
<ul style="list-style-type: none"> <li>•Population distribution and density</li> <li>•Population structure</li> <li>•Population growth</li> <li>•Population movements</li> <li>•HIV and AIDS</li> </ul>	<ul style="list-style-type: none"> <li>•The concept of development</li> <li>•Frameworks for development</li> <li>•Trade and development</li> <li>•Development issues and challenges</li> <li>•Role of development aid</li> </ul>	<p><b>Rural settlement</b></p> <ul style="list-style-type: none"> <li>•Study of settlements</li> <li>•Rural settlements</li> <li>•Rural settlement issues</li> </ul> <p><b>Urban settlement</b></p> <ul style="list-style-type: none"> <li>•Urban settlements</li> <li>•Urban hierarchies</li> <li>•Urban structure and patterns</li> <li>•Urban settlement issues</li> </ul>
Geographical skills and techniques <ul style="list-style-type: none"> <li>•Using atlases</li> </ul>	Geographical skills and techniques <ul style="list-style-type: none"> <li>•Mapwork skills</li> <li>•Using atlases</li> </ul>	Geographical skills and techniques <ul style="list-style-type: none"> <li>•Geographic Information Systems (GIS)</li> <li>•Mapwork techniques</li> </ul>



# Summary: Amendments to the Content Overview for the Phase

Grade 10	Grade 11	Grade 12
*Trimmed      * Reorganised      *No amendment		
<b>Water resources</b>	<b>Resources and sustainability</b>	<b>Economic Geography of SA</b>
<ul style="list-style-type: none"> <li>•Water in the world</li> <li>•The world's oceans</li> <li>•Water management in South Africa</li> <li>•Floods</li> </ul>	<ul style="list-style-type: none"> <li>•Using resources</li> <li>•Soil and soil erosion</li> <li>•Conventional energy sources and their impact on the environment</li> <li>•Non-conventional energy sources</li> <li>•Energy management in South Africa</li> </ul>	<ul style="list-style-type: none"> <li>•Structure of the economy</li> <li>•Agriculture</li> <li>•Mining</li> <li>•Secondary and tertiary sectors</li> <li>•Strategies for industrial development</li> <li>•Informal sector</li> </ul>
Geographical skills and techniques <ul style="list-style-type: none"> <li>•Using atlases</li> <li>•Geographic Information Systems (GIS)</li> </ul>	Geographical skills and techniques <ul style="list-style-type: none"> <li>•Geographic Information Systems (GIS)</li> </ul>	Geographical skills and techniques <ul style="list-style-type: none"> <li>•Map use and map skills</li> <li>•Mapwork techniques</li> <li>•Geographic Information Systems (GIS)</li> </ul>

# Summary: Content/Topics Amended (GR10)

Content/Topics	Term	Amendment
<b>The Atmosphere</b>	1	No amendments
<b>The Structure of the Earth [4 HOURS]</b> The rock cycle;	2	The content has been reduced by <b>removing</b> the rock cycle
<b>The Structure of the Earth [2 HOURS]</b> intrusive igneous activity and associated features: batholiths, laccoliths, monoliths, dykes, sills and pipes; and overview of landforms associated with igneous, sedimentary and metamorphic rocks.	2	The content on the Structure of the Earth has been reduced by <b>removing</b> intrusive igneous activity and overview of landforms



# Summary: Content/Topics Amended (GR10)

Content/Topics	Term	Amendment
<b>Plate Tectonics [4 HOURS]</b> <ul style="list-style-type: none"> <li>the mechanics of plate movements;</li> <li>processes and landforms associated with different kinds of plate boundaries; and</li> </ul>	2	The content of Plate Tectonics has been reduced by <b>removing</b> mechanisms of plate movements and processes and associated landforms.
<b>Folding and Faulting [ 4 HOURS]</b> <ul style="list-style-type: none"> <li>link to plate movement;</li> <li>landforms associated with folding;</li> <li>the process of faulting – link to plate movement;</li> </ul>	2	The content of Folding and Faulting has been <b>reduced by removing</b> links to plate movement, landforms and processes linked to plate movement



# Summary: Content/Topics Amended (GR10)

Content/Topics	Term	Amendment
<b>Earthquakes [4 HOURS]</b> <ul style="list-style-type: none"> <li>the relationship between earthquakes and tectonic forces;</li> </ul>	2	The content of Earthquakes has been <b>reduced by removing</b> relationship between earthquakes and tectonic forces;
<b>Using Atlases [ 2 hours]</b> <ul style="list-style-type: none"> <li>atlas index – locating physical and constructed features;</li> <li>four-digit grid reference (latitude and longitude, degrees and minutes) to identify and locate features on maps; and</li> <li>map projections: examples of equal area and true direction projections and critical evaluation</li> </ul>	2	The topic of Using Atlases has been completely been <b>removed.</b>

# Summary: Content/Topics Amended (GR10)

Content/Topics	Term	Amendment
<b>Population Growth [ 4 hours]</b> <i>(Using case studies from around the world is essential)</i> <ul style="list-style-type: none"><li>demographic transition model;</li></ul>	2	The content of Population Growth has been <b>reduced by removing</b> demographic transition model
<b>Geographical Information Systems (GIS)[ 2 hours]</b> <ul style="list-style-type: none"><li>satellite images that are related to population topics.</li></ul>	2	Content on GIS has been <b>reorganized</b> and will be taught in Term 3 as part of Map Skills



# Summary: Content/Topics Amended (GR10)

Content/Topics	Term	Amendment
<b>HIV and AIDS [ 4 hours]</b> <ul style="list-style-type: none"> <li>HIV infection rates in southern Africa;</li> <li>social and economic effects of HIV and AIDS, using specific examples from the southern African region; and</li> </ul> the impact of HIV and AIDS on population structure	2	The topic on HIV and AIDS has been <b>completely removed</b> because this content is covered in other learning areas/subjects
<b>GEOGRAPHICAL SKILLS AND TECHNIQUES(</b> applied to above topics) Geographical Information Systems ( GIS) <b>[2 hours]</b> <b>Atlas Skills [ 2 hours]</b> <ul style="list-style-type: none"> <li>map reading – comparing information from different maps;</li> </ul> interpreting graphs, population pyramids, photographs and models	3	Content on Skills and techniques has been <b>reorganized</b> and will be taught in Term 3 as part of Map Skills

# Summary: Content/Topics Amended (GR10)

Content/Topics	Term	Amendment
<p><b>Water in the World [ 2 hours]</b></p> <ul style="list-style-type: none"> <li>• different forms of water in the world: liquid, solid and gas;</li> <li>• occurrence of salt water and fresh water: oceans, rivers, lakes, ground water and atmosphere; and</li> <li>• the hydrological cycle.</li> </ul>	4	The topic on Water in the World has been <b>completely removed</b> because this content is covered in other learning areas/subjects
<p><b>The World's Oceans [2 hours]</b></p> <ul style="list-style-type: none"> <li>• oceans as sources of oxygen, food and energy;</li> <li>• ocean circulation – warm and cold currents; ocean currents and their importance for fishing, trade and tourism;</li> <li>• relationship between oceans and people: pollution, over fishing and desalination; and</li> <li>• strategies for managing the world's oceans</li> </ul>	4	The topic on The World's Oceans has been <b>completely removed</b> because this content is covered in other learning areas/subjects



# Summary: Content/Topics Amended (GR10)

Content/Topics	Term	Amendment
<b>Floods:</b> Flood Hydrographs: Basic understanding of reading and analysing flood hydrographs ( <b>Not for exam purposes</b> )	4	Amended to the level of Gr10 learners



# Summary: Content/Topics Amended (GR11)

Content/Topics	Term	Amendment
<b>Earth's Energy Balance</b> <ul style="list-style-type: none"> <li>Significance of Earth's axis and revolution around the sun</li> </ul>	1	Removed(covered in NS)
<b>Africa's weather and climate</b> <ul style="list-style-type: none"> <li>Africa's climatic region</li> </ul>	1	Removed (covered in lower grades-SS)
<b>El Nino and La Nina</b> <ul style="list-style-type: none"> <li>Teach and assess the basic knowledge: link the climatic features to weather conditions and the effects thereof.</li> </ul> <b>(The scientific process associated with El Nino &amp; La Nina NOT examinable)</b>	1	Amended (too abstract for learners)



# Summary: Content/Topics Amended (GR11)

Content/Topics	Term	Amendment
<b>Mass Movements and Human Responses (4 hrs)</b> Concept of mass movements; types; impact; strategies	2	Content removed as it has no congruence with the Geographical content and not progressing to the next grade
<b>Fieldwork (2 hrs)</b> Observation, collecting and recording data, and processing, collating and presenting fieldwork findings	2	Removed because skills were acquired in Grade 10



# Summary: Content/Topics Amended (GR11)

Content/Topics	Term	Amendment
<b>Framework for development (2 hrs)</b> Development models, free market models, such as Rostow's model with its limitations and criticisms, core and periphery models with their application at different scales	3	The content of Framework for development has been reduced by <b>removing</b> development models.
<b>Development Issues and Challenges (2 hrs)</b> <ul style="list-style-type: none"> <li>the role of women in development;</li> <li>the role of the state and business in development in SA</li> </ul>	3	The content of Development Issues and Challenges has been <b>reduced by removing</b> the role of women and the role of state and business to avoid repetition as it will be dealt in depth in Gr12 under informal sector



# Summary: Content/Topics Amended (GR11)

Content/Topics	Term	Amendment
<b>Using Resources (3hrs)</b> The relationship between resources and economic development; exploitation and depletion of resources; sustainability and sustainable use of resources.	4	The content of Using Resources is a repetition of knowledge acquired in gr 7 & 9 and has been completely <b>removed</b>
<b>Soil and Soil Erosion (1 hr)</b> <ul style="list-style-type: none"> <li>• how soils are formed;</li> <li>• soil as a resource</li> </ul>	4	The topic of Soil and Soil Erosion has been <b>reduced by removing</b>



# Summary: Content/Topics Amended (GR11)

Content/Topics	Term	Amendment
<b>Conventional energy sources (1 hr)</b>  nuclear energy case study of nuclear energy –	4	The content of Conventional energy sources been <b>reduced by removing</b> nuclear energy case study, it is irrelevant in the South African context
<b>Non-conventional energy sources (1 hr)</b>  Solar energy – examples from South Africa and the world;	4	Content on Non-conventional energy sources has been <b>reduced</b> by removing solar energy –examples from South Africa and the world

# Summary: Content/Topics Amended (GR11)

Content/Topics	Term	Amendment
<p><b>Energy Management in South Africa</b></p> <p>South Africa's changing energy needs; energy management, towards greener economies and sustainable life styles: responsibilities of governments, businesses and individuals</p>	4	<p>The topic on Energy management in South Africa has been <b>completely removed</b> because nature sustainability methods are more of general ideologies therefore making it easier for learners to grasp the content and In Grade 10 term 4, learners did water management.</p>





# **Amendments to the Annual Teaching Plan**

# Grade 10 Recovery ATPs 2021

The ATP also highlights how content has been reorganised in the grade

- 2021 Recovery ATP (ENG).



Microsoft Word  
Document

- 2021 Herstel JOP (AFR).



Microsoft Word  
Document



# Grade 11 Recovery ATPs 2021

The ATP also highlights how content has been reorganised in the grade

- 2021 Recovery ATP (ENG).



Microsoft Word  
Document

- 2021 Herstel JOP (AFR).



Microsoft Word  
Document



# Grade 12 Recovery ATPs 2021

The ATP also highlights how content has been reorganised in the grade

- 2021 Recovery ATP (ENG).



Microsoft Word  
Document

- 2021 Herstel JOP (AFR).



Microsoft Word  
Document



# **Amendments School Based Assessment (SBA)**

# Programme of Assessment: Grade 10

Grade 10					
Term	Assessment no	Type of Assessment	Raw Mark	Term Weighting	
1	1	Essay	100	25%	
	2	Controlled Test	60	75%	
2	3	Mapwork	60	25%	
	4	<b>Controlled Test</b>	<b>60</b>	<b>75%</b>	
3	5	Controlled Test	60	100%	
4	6	End-of-year examinations (Paper 1 and 2)			



# Summary: Final Examination Structure (Gr10)

PAPER 1	PAPER 2
<b>Marks: 150</b>	<b>Mark: 150</b>
<b>Time: 3 Hours</b>	<b>Time: 3 Hours</b>
<b>Question 1</b> <b>(The Atmosphere) 60 Marks</b> Short objective questions (15 marks) 3 questions of 15 marks each on The Atmosphere NB. ONE paragraph question of 8 marks in any of the three sub-questions	<b>Question 1</b> <b>(Population) 60 Marks</b> Short objective questions (15 marks) 3 questions of 15 marks each on Population Geography NB. ONE paragraph question of 8 marks in any of the three sub-questions
<b>Question 2</b> <b>(Geomorphology) 60 Marks</b> Short objective questions (15 marks) 3 questions of 15 marks each on Geomorphology NB. ONE paragraph question of 8 marks in any of the three sub-questions	<b>Question 2</b> <b>(Water resources) 60 Marks</b> Short objective questions (15 marks) 3 questions of 15 marks each on Water resources of South Africa NB. ONE paragraph question of 8 marks in any of the three sub-questions
<b>Question 3</b> <b>(Mapwork) 30 Marks</b> Map Skills and calculations (10 marks) Map interpretation (12 marks) GIS (8 marks)	<b>Question 3</b> <b>(Mapwork) 30 Marks</b> Map Skills and calculations (10marks) Map interpretation (12 marks) GIS (8 marks)





# Programme of Assessment: Grade 11

Grade 11					
Term	Assessment no	Type of Assessment	Raw Mark	Term Weighting	
1	1	Research	100	25%	
	2	Controlled Test	60	75%	
2	3	Mapwork	60	25%	
	4	<b>Controlled Test</b>	<b>60</b>	<b>75%</b>	
3	5	Controlled Test	60	100%	
4	6	End-of-year examinations (Paper 1 and 2)			

# Summary: Final Examination Structure (Gr11)

PAPER 1	PAPER 2
<b>Marks: 150</b>	<b>Mark: 150</b>
<b>Time: 3 Hours</b>	<b>Time: 3 Hours</b>
<b>Question 1</b> <b>(The Atmosphere) 60 Marks</b> <ul style="list-style-type: none"> <li>▪ Short objective questions (15 Marks)</li> <li>▪ 3 questions of 15 marks each on The Atmosphere</li> </ul> NB. ONE paragraph question of 8 marks in any of the three sub-questions	<b>Question 1</b> <b>(Development Geography) 60 Marks</b> <ul style="list-style-type: none"> <li>▪ Short objective questions (15 Marks)</li> <li>▪ 3 questions of 15 marks each on Development Geography</li> </ul> NB. ONE paragraph question of 8 marks in any of the three sub-questions
<b>Question 2</b> <b>(Geomorphology) 60 Marks</b> <ul style="list-style-type: none"> <li>• Short objective questions (15 Marks)</li> <li>• 3 questions of 15 marks each on Geomorphology</li> </ul> NB. ONE paragraph question of 8 marks in any of the three sub-questions	<b>Question 2</b> <b>(Resources and Sustainability) 60 Marks</b> <ul style="list-style-type: none"> <li>• Short objective questions (15 Marks)</li> <li>• 3 questions of 15 marks each on Resources and Sustainability of South Africa</li> </ul> NB. ONE paragraph question of 8 marks in any of the three sub-questions
<b>Question 3</b> <b>(Mapwork) 30 Marks</b> <ul style="list-style-type: none"> <li>• Map Skills and calculations (10 Marks)</li> <li>• Map interpretation (12 Marks)</li> <li>• GIS (8 Marks)</li> </ul>	<b>Question 3</b> <b>(Mapwork) 30 Marks</b> <ul style="list-style-type: none"> <li>• Map Skills and calculations (10 Marks)</li> <li>• Map interpretation (12 Marks)</li> <li>• GIS (8 Marks)</li> </ul>

# Programme of Assessment: Grade 12

Grade 12					
Term	Assessment no	Type of Assessment	Raw Mark	Term Weighting	
1	1	Research	100	25%	
	2	Controlled Test	60	75%	
2	3	Mapwork	60	100%	
3	4	Controlled Test	60	25%	
	5	Preparatory Exam	300	75%	
4	6	End-of-year examinations (Paper 1 and 2)			



# Gr12 Examination Structure (Sept and Nov)

<b>PAPER 1</b> Marks: 150 Time: 3hours	<b>PAPER 2</b> Marks: 150 Time: 3hours
<p><u><b>Question 1</b></u>  <b>(Climate and Weather) 60 Marks</b>  Short questions (15)  3 sub-questions of 15 marks each on Climate and Weather</p> <p><u><b>Question 2</b></u>  <b>(Geomorphology) 60 Marks</b>  Short questions (15)  3 sub-questions of 15 marks each on Geomorphology</p> <p><u><b>Question 3</b></u>  <b>(Mapwork) 30 Marks</b>  Map Skills and calculations (10 Marks)  Map interpretation (12 Marks)  GIS (8 Marks)</p>	<p><u><b>Question 1</b></u>  <b>(Rural and Urban Settlements) 60 Marks</b>  Short questions (15)  3 sub-questions of 15 marks each on Rural and Urban Settlements</p> <p><u><b>Question 2</b></u>  <b>(Economic Geography of South Africa) 60 Marks</b>  Short questions (15)  3 sub-questions of 15 marks each on Economic Geography of South Africa</p> <p><u><b>Question 3</b></u>  <b>(Mapwork) 30 Marks</b>  Map Skills and calculations (10 Marks)  Map interpretation (12 Marks)  GIS (8 Marks)</p>



# **5. Conclusion**

# Conclusion

- The June examination in Grades 10 & 11 will be replaced by a **Controlled Test**;
- In Grade 12, the June Examination is **cancelled**;
- NB. **Mark and time allocated** for June Test will be determined by National assessment at a later stage
- The **SBA weighting** for five tasks will be ratified through SA SAMS; and
- End of Year Examination: (300 marks)  
**Paper 1 = 150 marks (3hrs); &**  
**Paper 2 = 150 marks (3hrs)**

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