



**education**

Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

# **NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)**

## **LEARNING PROGRAMME GUIDELINES**

### **GEOGRAPHY**

**JANUARY 2008**

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# SECTION 1

## INTRODUCTION

### 1.1 INTRODUCING THE NATIONAL CURRICULUM STATEMENT

#### 1.1.1 BACKGROUND

In 1995 the South African government began the process of developing a new curriculum for the school system. There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21st Century required learners to be exposed to different and higher level skills and knowledge than those required by the existing South African curricula. Second, South Africa had changed. The curricula for schools therefore required revision to reflect new values and principles, especially those of the Constitution of South Africa.

The first version of the new curriculum for the General Education Band, known as Curriculum 2005, was introduced into the Foundation Phase in 1997. While there was much to commend the curriculum, the concerns of teachers led to a review of the Curriculum in 1999. The review of Curriculum 2005 provides the basis for the development of the National Curriculum Statement for General Education and Training (Grades R-9) and the National Curriculum Statement for Grades 10-12.

#### 1.1.2 THE NATIONAL CURRICULUM STATEMENT

The National Curriculum Statement consists of 29 subjects. Subject specialists developed the Subject Statements which make up the National Curriculum Statement. The draft versions of the Subject Statements were published for comment in 2001 and then re-worked to take account of the comments received. In 2002 twenty-four subject statements and an overview document were declared policy through Government Gazette. In 2004 five subjects were added to the National Curriculum Statement. The National Curriculum Statement now consists of the Subject Statements for the following subjects:

- Languages – 11 official languages (each counted as three subjects to cater for the three levels Home Language, First Additional Language and Second Additional Language); 13 non-official languages
- Mathematics; Mathematical Literacy; Physical Sciences; Life Sciences; Computer Applications Technology; Information Technology
- Accounting; Business Studies; Economics
- Geography; History; Life Orientation; Religion Studies
- Consumer Studies; Hospitality Studies; Tourism
- Dramatic Arts; Dance Studies; Design; Music; Visual Arts
- Agricultural Sciences, Agricultural Management Practices, Agricultural Technology

- Civil Technology; Mechanical Technology; Electrical Technology; Engineering Graphics and Design

### **1.1.3 NATIONAL SENIOR CERTIFICATE**

The *National Senior Certificate: A Qualification on Level 4 of the National Qualifications Framework (NQF)* provides the requirements for promotion at the end of Grades 10 and 11 and the awarding of the National Senior Certificate at the end of Grade 12. This document replaces two of the original National Curriculum Statement documents: the *Overview* and the *Qualifications and Assessment Policy Framework*.

### **1.1.4 SUBJECT ASSESSMENT GUIDELINES**

The Subject Assessment Guidelines set out the internal or school-based assessment requirements for each subject and the external assessment requirements. In addition, the *National Protocol for Recording and Reporting (Grades R-12)* (an addendum to the policy, *The National Senior Certificate*) has been developed to standardise the recording and reporting procedures for Grades R to 12. This protocol came into effect on 1 January 2007.

## **1.2 INTRODUCING THE LEARNING PROGRAMME GUIDELINES**

### **1.2.1 PURPOSE AND CONTENT OF THE LEARNING PROGRAMME GUIDELINES**

The Learning Programme Guidelines aim to assist teachers and schools in their planning for the introduction of the National Curriculum Statement. The Learning Programme Guidelines should be read in conjunction with the National Senior Certificate policy and the National Curriculum Statement Subject Statements.

Section 2 of the Learning Programme Guidelines suggests how teaching the particular subject may be informed by the principles which underpin the National Curriculum Statement.

Section 3 suggests how schools and teachers might plan for the introduction of the National Curriculum Statement. The Department of Education encourages careful planning to ensure that the high skills, high knowledge goals of the National Curriculum Statement are attained.

The Learning Programme Guidelines do not include sections on assessment. The assessment requirements for each subject are provided in the Subject Assessment Guidelines which come into effect on 1 January 2008.

### **1.2.2 WHAT IS A LEARNING PROGRAMME**

#### **INTRODUCTION**

A Learning Programme assists teachers to plan for sequenced learning, teaching and assessment in Grades 10 to 12 so that all Learning Outcomes in a subject are achieved in a progressive manner. The following three phases of planning are recommended:

- Phase 1 – develop a *Subject Framework* for grades 10 to 12
- Phase 2 – develop a *Work Schedule* for each grade
- Phase 3 – develop *Lesson Plans*

It is recommended that the teachers of a subject at a school or cluster of schools first put together a broad subject outline (Subject Framework) for the three grades to arrive at an understanding of the content of the subject and the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, teachers of the subject teaching the same grade need to work together to develop a year long Work Schedule. The Work Schedule should indicate the sequence in which the content and context will be presented for the subject in that particular grade (see Section 3.3.2). Finally, individual teachers should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities that reflect the Learning Outcomes and Assessment Standards set out in the Subject Statements (see Section 3.3.3). Learning Programmes should accommodate diversity in schools and classrooms but reflect the core content of the national curriculum.

An outline of the process involved in the design of a Learning Programme is provided on page 6 in Figure 1.

## **DESIGNING A LEARNING PROGRAMME**

A detailed description of the process involved in the design of a Learning Programme is provided in Sections 3.3.1 – 3.3.3 of the Learning Programme Guidelines. The first stage, the development of a Subject Framework does not require a written document but teachers are strongly advised to spend time with subject experts in developing a deep understanding of the skills, knowledge and values set out in the Subject Statements. The quality and rigour of this engagement will determine the quality of teaching and learning in the classroom.

Once the Subject Framework has been completed, teachers should develop Work Schedules and Lesson Plans. Examples of Work Schedules and Lesson Plans are provided in the Learning Programme Guidelines. Teachers are encouraged to critically engage with these formats and develop their own.

### **Developing a Subject Framework (Grades 10-12)**

Planning for the teaching of subjects in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the steps recommended should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, requisitioning, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades for each subject
- A three-year assessment plan for the subject
- The list of LTSM required for the subject

## **Designing Work Schedules**

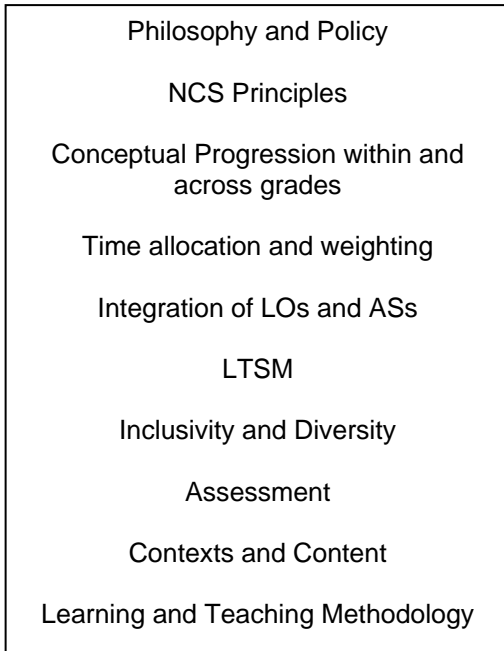
This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 36-40 weeks of the school year.

## **Designing Lesson Plans**

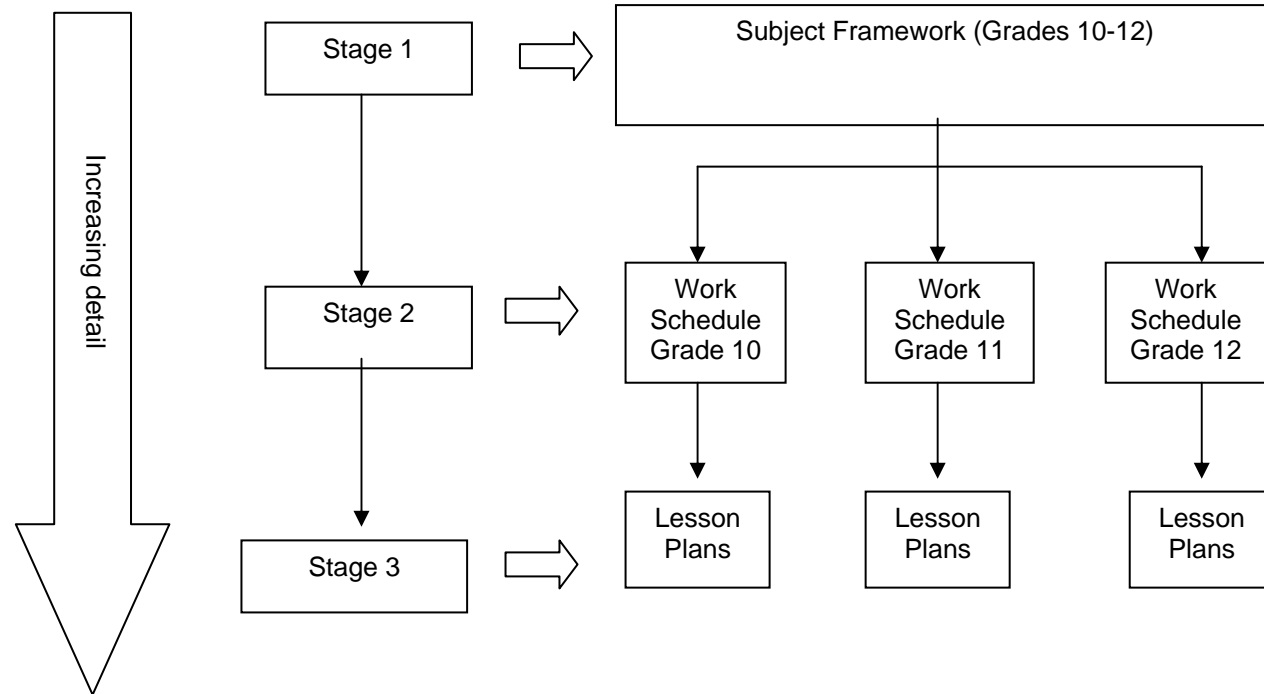
Each grade-specific Work Schedule must be divided into units of deliverable learning experiences, that is, Lesson Plans. Lesson Plans are not equivalent to periods in the school timetable. Each Lesson Plan should contain a coherent series of teaching, learning and assessment activities. A Lesson Plan adds to the level of detail for each issue addressed in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing a subject.

**FIGURE 1: RELATIONSHIP BETWEEN THE 3 STAGES OF PLANNING WHEN DEVELOPING A LEARNING PROGRAMME**

**ISSUES TO BE CONSIDERED**



**STAGES**



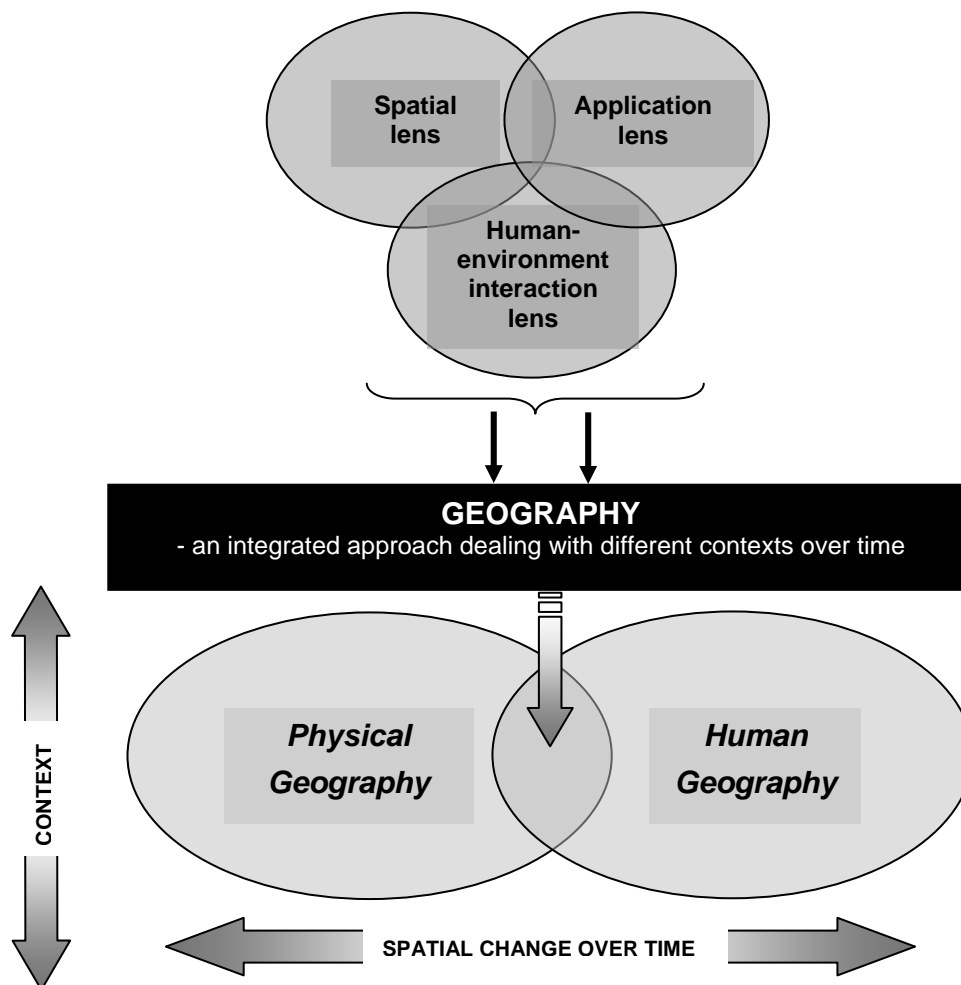
## SECTION 2

### INTRODUCING GEOGRAPHY

#### 2.1 WHAT IS GEOGRAPHY?

Geography is ‘...a science that studies physical and human processes and spatial patterns on Earth in an integrated way over space and time. It examines the spatial distribution of people and their activities, physical and human-made features, ecosystems and interactions between humans, and between humans and the environment in a dynamic context.’ At the heart of Geography is the analysis of space and the synthesis of different disciplines. This is why Geography is often referred to as a ‘science of synthesis’.

Figure 2.1 summarises the scope of Geography and how it is dealt with in different content areas. The scope can be seen as the ‘lenses of a camera’ through which Geography is viewed. These ‘lenses’ emanate from the Learning Outcomes that frame our view of Geography in a changing and challenging physical and human context. It stands to reason that if the context is changing, then Geography has to remain dynamic too. If it fails to do so, then society loses an important means of interpreting reality.



**Figure 2.1:** The lenses from which Geography is viewed in a dynamic context over time



## 2.2 WHAT IS THE PURPOSE OF GEOGRAPHY?

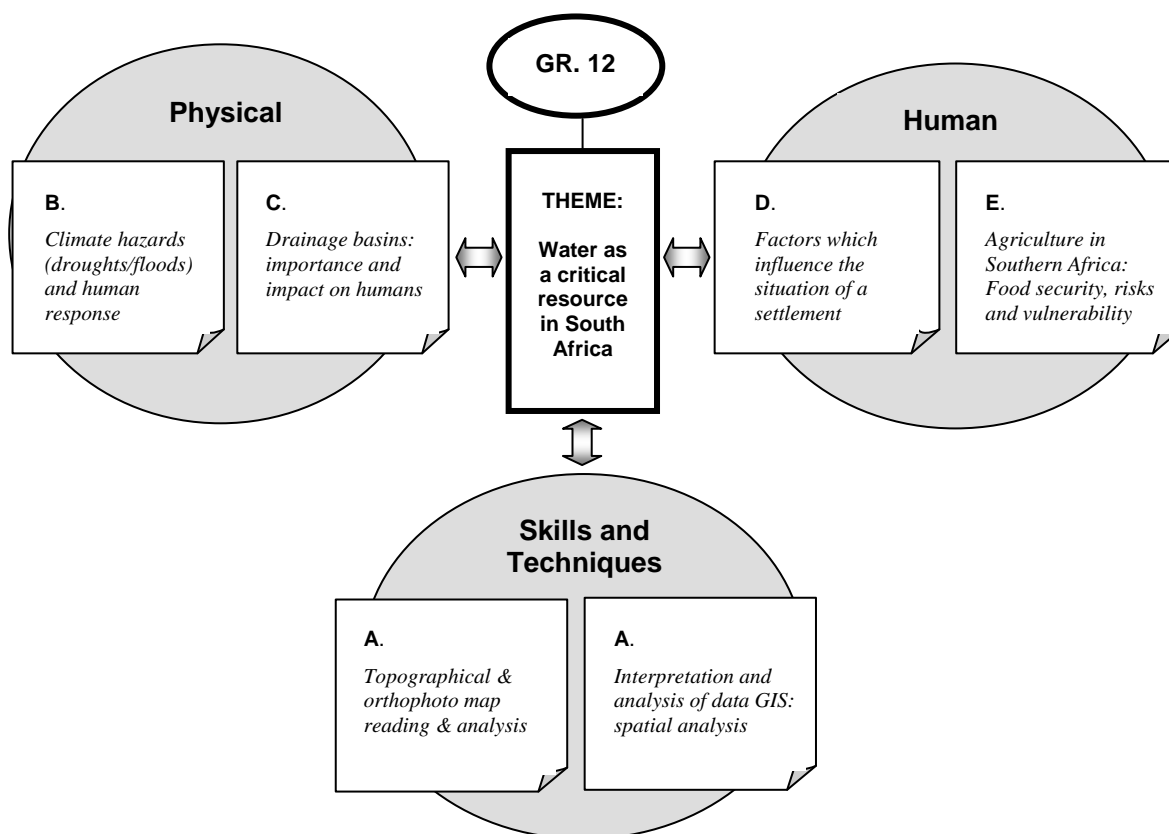
The introduction of the NCS marks an important shift in teaching and learning approaches to Geography. The challenge for the geographer is to make sense of a complex world that is being influenced by many different forces, such as local-global connections, environmental deterioration, movement of people, financial capital, and social and political conflict, to name but a few.

To understand these complex connections and influences, we need to know:

- *what* processes and associated patterns exist?
- *where* do they exist?
- *why* certain processes and associated spatial patterns exist?
- *what* influences these processes and associated spatial patterns?
- *how* these processes and associated spatial patterns are likely to change?

In this way, learners are guided and supported to contribute to social and ecological transformation of patterns and processes.

Figure 2.2 shows how the human and physical worlds of the geographer are integrated through the use and application of geographical skills and techniques in an approach that deepens our understanding of a complex existence. Yet, the subject broadens the scope of spatial analysis by adopting an inclusive, multi-disciplinary approach.



**Figure 2.2:** The integration of knowledge and understanding in Geography

## **2.3 WHAT IS THE RELATIONSHIP BETWEEN GEOGRAPHY AND THE NATIONAL CURRICULUM STATEMENT PRINCIPLES?**

The Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The National Curriculum Statement Grades 10-12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum. The Geography curriculum supports the application of the nine NCS principles as follows:

### **2.3.1 Social Transformation**

The imperative to transform South African society through various transformation mechanisms stems from the need to address the legacy of apartheid. Social transformation therefore, is aimed at ensuring that the imbalances and discriminations of the past are addressed, and that equal opportunities are provided for all sections of our population. Geography, and in particular Learning Outcome 1, contributes to social transformation by exploring patterns found in spatial contexts over time.

### **2.3.2 Outcomes-Based Education**

The Geography Subject Statement indicates the Learning Outcomes to be achieved in the subject by the end of Grade 12. Through the Learning Outcomes and Assessment Standards for the subject, Geography teaching and learning aims at intellectual accomplishment with acquisition of a broad range of skills, gains in knowledge and understanding, as well as the ability to apply these competencies to promote sustainable living.

### **2.3.3 High levels of knowledge and skills for all**

The *National Curriculum Statement Grades 10-12 (General)* aims to develop high level knowledge and skills for learners. It sets high expectations of what South African learners can achieve.

The Geography Subject Statement specifies the minimum standards of knowledge and skills to be achieved in each grade.

The Geography curriculum focuses on the development of enquiry skills, conceptual knowledge and understanding, which will:

- enable learners to engage critically with past and present geographical realities and the issues involved; and
- enable learners to contribute to a sustainable future.

The importance of Geography in the South African education curriculum is that as a discipline of knowledge, it:

- puts a special emphasis on graphical skills (ability to read and interpret maps, graphs and charts, photographs, statistics and computer-based data, etc.).
- contributes to the construction of understanding of socio-environmental and socio-economic challenges through spatial analysis.
- helps, together with other subjects, to reinforce communication skills which are becoming increasingly important in the evolving world economy.
- is well placed to investigate the nature of environmental and sustainability problems and to suggest management strategies or solutions, recognising that in all value-laden decisions there will probably be alternatives.
- contributes to a spatial understanding and participation in the current information technology revolution through Geographical Information Systems (GIS) and remote sensing.

### 2.3.4 Integration and applied competence

Integration within Geography is achieved through the inter-relationship between the Learning Outcomes, Assessment Standards and the content. It is therefore important to note that no single Learning Outcome can be addressed on its own. In Geography, three distinct competencies, namely *practical* (geographical skills and techniques), *foundational* (knowledge and understanding) and *reflexive* (application to address challenges and issues) are integrated for achieving *applied competence*.

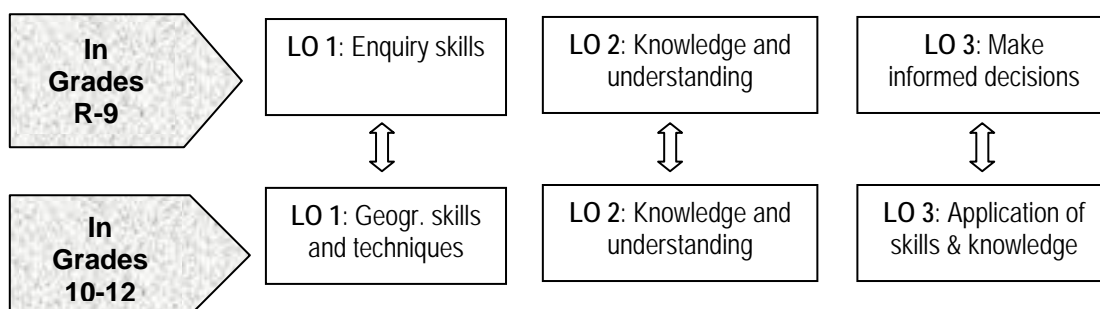
The teaching of Geography should reflect the integration of knowledge and understanding of Physical and Human Geography (refer to Figures 2.1 and 2.2). There are also many links between Geography and other subjects, which should be explored when subject planning is done.

### 2.3.5 Progression

The NCS defines increasing levels of complexity and depth in learning as learners progress from grade to grade. Geography allows for this kind of progression in terms of cognitive development, mastery of geographical skills and an expanding view of how South Africa connects to global and continental contexts.

### 2.3.6 Articulation and Portability

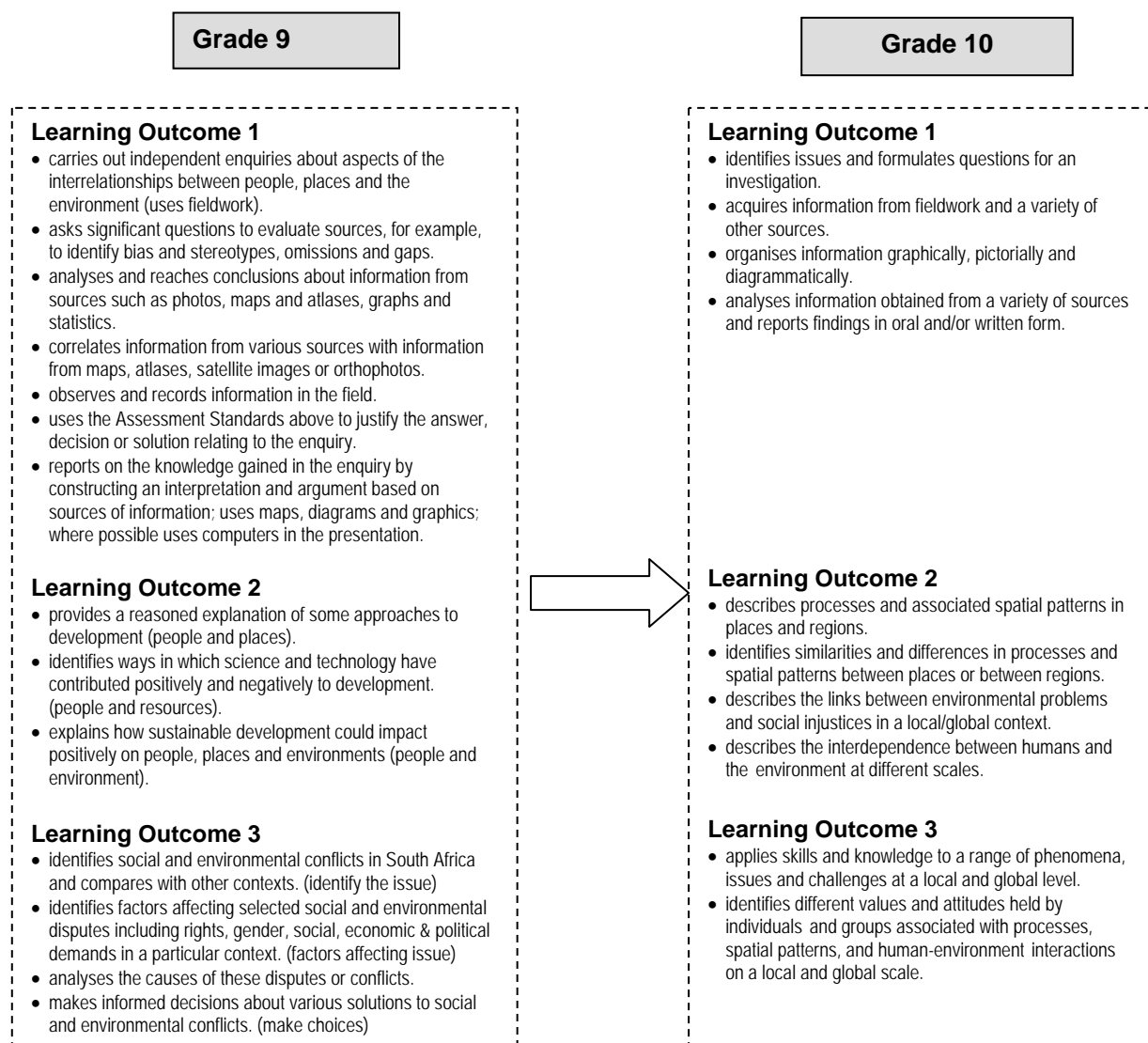
The Further Education and Training Band promotes access from the General Education and Training Band to the Higher Education and Training Band. The Learning Outcomes and Assessment Standards of Geography in Grades 10-12 link closely with those in the Social Sciences learning area in the General Education and Training Band. The following illustrates the links between Geography in the NCS Grades 10-12 and NCS Grades R-9:



Geography in Grades 10-12 aims to strengthen what was achieved in Grades R-9 through:

- The enquiry process;
- Geographical knowledge;
- Fieldwork skills;
- Mapwork;
- Computer literacy; and
- Development of attitudes and values that support environmental awareness and responsible actions.

The progression from ASs in Grade 9 to those in Grade 10 for Geography is as follows:



In Geography the Learning Outcomes, Assessment Standards and content framework allow mobility and portability across and within Grades 10-12. The Learning Outcomes and Assessment Standards in the Geography Subject Statement reflect the SAQA level descriptors for National Qualifications Framework (NQF) levels 2, 3 and 4.

### **2.3.7 Human rights, inclusivity, and environmental and social justice**

Each of the above issues should be addressed as stated in the Geography Subject Statement. The various geographical contexts that will be dealt with throughout Grades 10-12 will give opportunities for learners to explore these issues. Learners should be guided to apply their acquired skills and knowledge of related attitudes and values, in order to develop appropriate management and problem-solving strategies.

The Geography Subject Statement suggests that the Geography teacher:

- is interested in and concerned about events and movements in the local, national and global community;
- actively seeks to keep informed while also maintaining a critical stance towards sources of information;
- takes a principled stand, and supports others who do so, against injustices and inequalities relating to race, gender, class, physical or mental attributes;
- informs him/herself about environmental issues as they impact upon his/her community and on communities and ecological systems globally; and
- values democratic processes as the best means of bringing about positive change and engages in some form of social action to support her/his beliefs.

As a teacher, she/he will:

- model democratic values of fairness, justice and equal respect;
- use a range of teaching styles which foster both individual development and group co-operation and enable learners to make the best use of their differing learning styles;
- encourage her/his learners to adopt a reflecting and questioning position in relation to geographic knowledge;
- teach the prescribed curriculum well with an emphasis on infusing issues dealing with human rights, relationships, self-esteem and respect for diversity; and
- be a critical and reflexive teacher, that is, maintain a balance between a resolute framework of basic values and a position of critical reflection on any set of given norms – social, economic, political, cultural, pedagogic, etc.

### **2.3.8 Valuing indigenous knowledge systems**

In the 1960s the theory of multiple intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. Up until then, the Western World had only valued logical, mathematical, and specific linguistic abilities, and rated people as “intelligent” only if they were adept in these ways. Now people recognize the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live.

Indigenous Knowledge Systems (IKS) in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The NCS Grades 10-12 (General) has infused IKS into the Subject Statements to acknowledge the richness of the history and heritage of this country and its constitution.

Through the Learning Outcomes and Assessment Standards for the subject, Geography teaching and learning aims at intellectual accomplishment with acquisition of a broad range of skills, gains in knowledge and understanding, as well as, the ability to apply these competencies to promote sustainable living.

### **2.3.9 Credibility, quality and efficiency**

The subject Geography will ensure that learners are equipped to meet internationally acceptable standards and that there will be comparability in the qualifications gained at various learning sites and institutions. The assessment standards are comparable in quality, breadth and depth to those of other countries. Quality is to be assured through national and provincial moderation, among other mechanisms.

The proposed content for Geography aims at ensuring relevance to the local, national, continental and global levels. The Geography Subject Statement is also in line with current international standards and developments.

## **2.4 PROFILE OF A GEOGRAPHY LEARNER**

### **2.4.1 Profile of the learner exiting Grade 9**

Learners exiting Grade 9 will all have taken Social Sciences and will be able to display basic spatial and social literacy skills by:

- asking simple questions;
- seeking explanations;
- describing observations; and
- identifying significant places and resources.

In addition, these learners will be able to:

- identify and use simple geographical terms to describe geographical features and concepts;
- express their ideas and observations through drawings and simple stories, thereby becoming aware of issues in the local environment; and
- identify significant places and geographical features using appropriate maps, photographs and vocabulary.

### **2.4.2 Profile of the Geography learner exiting Grade 12**

Learners who have taken Geography as a subject for their National Senior Certificate should:

- have a holistic view of the environment and its physical, biological, social, economic and political components in time and space;
- understand and interpret patterns and processes underlying landscapes at various scales;
- have the skill to acquire (gather), organise, analyse and synthesise data and information in order to understand, manage and solve geographical problems;
- design and conduct interviews and questionnaires, classify and summarise the resultant data and analyse and make deductions from the results;
- have knowledge of key geographical and social theories and concepts and be able to apply such understanding to practical problems in the real world;
- understand the concept of sampling and be able to apply descriptive and analytical statistics to geographical data;
- be able to understand and use maps and diagrams and conduct critical enquiries pertaining to geographical phenomena and concepts, use various literacy, numeracy and computer related skills;
- take measurements from maps and remote sensing products, develop basic cartographical representations and use Geographical Information Systems (GIS) to represent and analyse spatially referenced data;

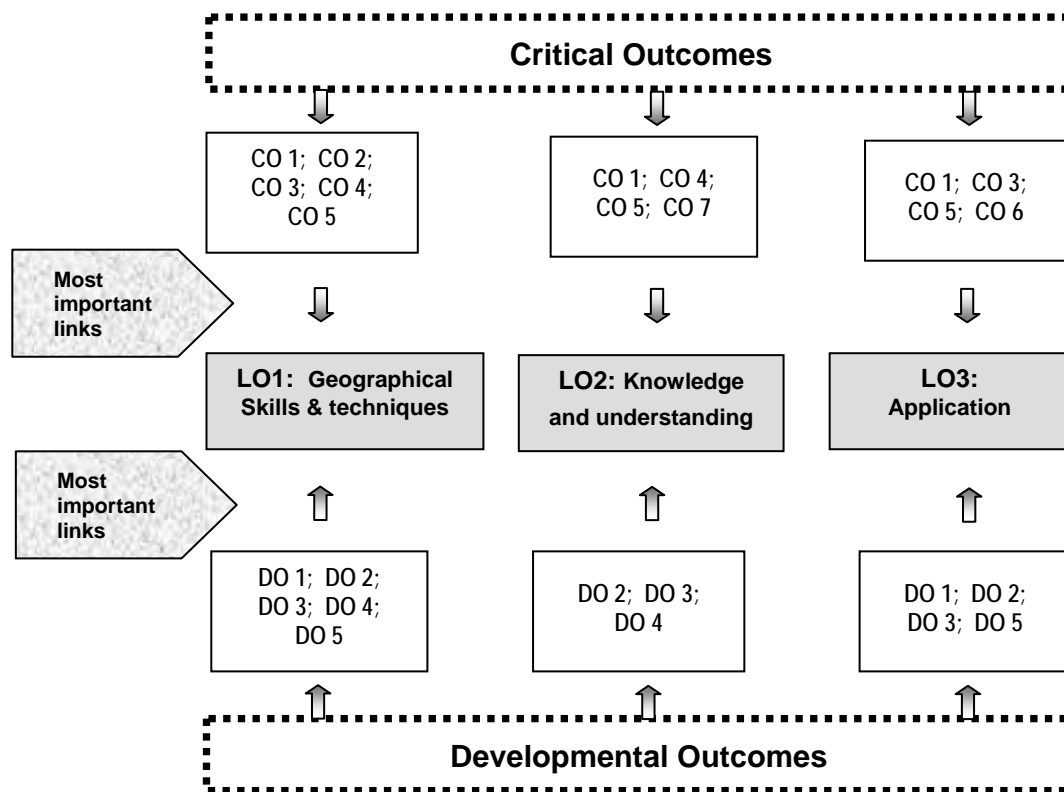
- interpret topographical maps, aerial and orthophotos and make meaningful deductions from these interpretations;
- conduct basic field observations and measurements, represent these in the form of field notes, sketching, interpreting and analysing the results; and
- exhibit proficiency in self-management, interpersonal skills, and written and oral communication.

## 2.5 RELATIONSHIP BETWEEN GEOGRAPHY LEARNING OUTCOMES AND CRITICAL AND DEVELOPMENTAL OUTCOMES

### 2.5.1 Relationship between Geography and the Critical and Developmental Outcomes

The Critical Outcomes are embedded in the Learning Outcomes for Geography. The relationships between the Learning Outcomes and the Critical and Developmental Outcomes are outlined below and are useful for teachers to consider when planning. It is important to bear in mind that the Critical and Developmental Outcomes are ideals for life-long learning. It should also be noted that Geography contributes with all other subjects towards the achievement of these outcomes.

The links between the outcomes are illustrated in Figure 2.3. For further reading and explanation, consult the Subject Statement for Geography.



**Figure 2.3:** Links between LOs, COs and DOs in Geography

**Table 2.1: The Critical and Developmental Outcomes and their implication for teaching and learning in Geography**

The 12 Critical and Developmental Outcomes that are derived from the Constitution inform education in South Africa. Each of them describes an essential characteristic of the type of South African citizen the education system hopes to produce. The Critical Outcomes should therefore be reflected in the teaching style and methodologies/strategies that Geography teachers use in developing Learning Programmes and in their teaching. Both teachers and learners should be aware of and focus on these Critical Outcomes, which will be addressed through Geography teaching and learning.

CRITICAL OUTCOME	IMPLICATIONS FOR TEACHERS	IMPLICATIONS FOR LEARNERS
<p>1. <b>Identify and solve problems and make decisions using critical and creative thinking.</b></p>	<p>This calls for teaching approaches and methodology to focus on challenging and guiding learners to identify geographical problems/issues in the world around them. Learners should apply the acquired skills and knowledge to identify, solve or manage problems/issues. These processes should take place in an environment where critical and creative thinking is encouraged. A key outcome of teaching Geography should be to guide and support learners to become functionally literate and creative.</p>	<p>The enquiry approach is an important strategy for helping learners to solve problems. They must develop the skill of asking geographical (key) questions that enhance learner understanding and direct their investigation.</p> <p>The following are typical types of questions which geographers ask. They may differ, depending on the topic and the purpose of the study/inquiry.</p> <ul style="list-style-type: none"> <li>• <i>What is the issue/problem?</i></li> <li>• <i>Who/What is involved?</i></li> <li>• <i>Where does it occur?</i></li> <li>• <i>Why is it there?</i></li> <li>• <i>How/Why did it happen?</i></li> <li>• <i>What impact does it have?</i></li> <li>• <i>With what consequences?</i></li> <li>• <i>How should it be dealt with/managed?</i></li> </ul>
<p>2. <b>Work effectively with others</b> as a member of a team, group, organisation, and community.</p>	<p>South Africans today are still dealing with the legacy of a past in which the citizens were institutionally separated and prevented from addressing challenges, as a nation. The school is regarded as the ideal place to start addressing this problem. Giving learners the opportunity to work together and facilitating co-operative learning activities should become an integral component of teaching Geography. Working together in groups provides a supportive environment that gives all learners the opportunity to learn, make their contribution and experience success.</p>	<p>Working together in defined roles gets learners to talk and think geographically. They take ownership for completing the task(s) assigned to them. Learners feel free to share their views. Learners learn that working together does not only lead to growth for all in the group, but also helps them to complete tasks that would otherwise have been impossible as individuals. Learners start to experience the joy of attainment and success much more easily and quickly. It helps the process of nation-building and working together that is necessary to face the challenges that they will meet as South African citizens.</p>
<p>3. <b>Organise and manage</b> themselves and their activities <b>responsibly</b> and <b>effectively</b>.</p>	<p>The study of Geography provides learners with the opportunity to develop a range of skills that they can apply throughout their lives. One of them is management skills, e.g. organising and managing of time. Teachers should emphasise the importance of the above-mentioned skill when a learner works on a task or does research in his/her local environment. It is important that learners explain how they planned their tasks.</p>	<p>Regular homework tasks and exposure to fieldwork will give learners practice in developing these organizational and management skills. These skills should also be transferred to other spheres of the learner's life, e.g. planning a study timetable and working in a disciplined way according to it.</p>



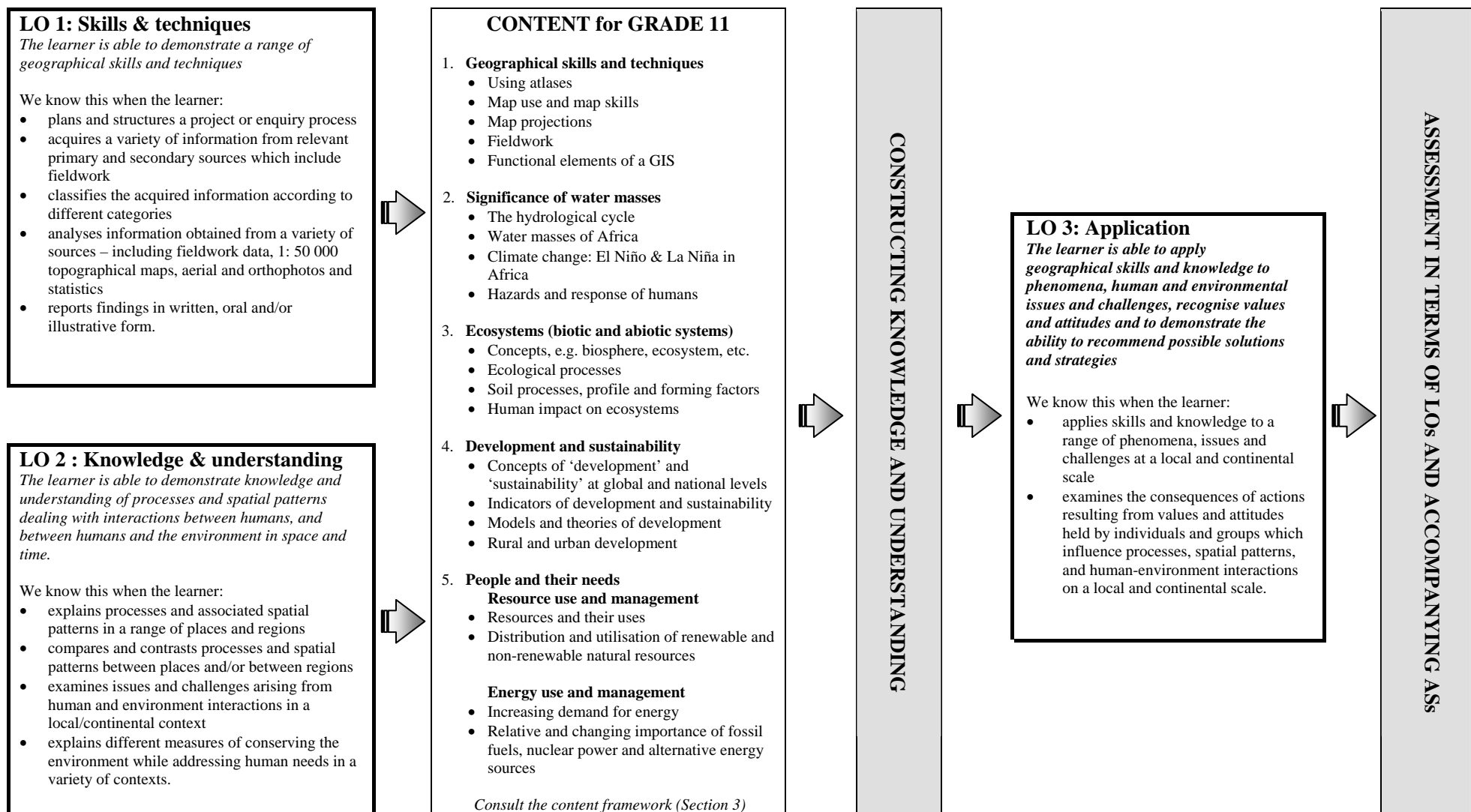
CRITICAL OUTCOME	IMPLICATIONS FOR TEACHERS	IMPLICATIONS FOR LEARNERS
4. <b>Collect, analyse, organise and critically evaluate information.</b>	Opportunities should be created for learners to collect, analyse, organize and critically evaluate information.	As learners inquire or investigate Geography they will have to: <ul style="list-style-type: none"> <li>• collect information relevant to investigation</li> <li>• organise the information acquired in formats e.g. graphs, maps, flow charts, etc. which will enhance the process of making meaning</li> <li>• analyse (break down into basic components) and synthesise (put together) information</li> <li>• critically evaluate their findings and apply them to the world in which they live.</li> </ul>
5. <b>Communicate effectively</b> using <b>visual, symbolic</b> and/or <b>language skills</b> in the various modes.	Teachers should always be mindful of varying communication abilities in their classes. Preferred modes of communication could be visual, symbolic or language based.	Learners should be exposed to different modes of communicating their findings and insights, e.g. writing paragraphs and essays, drawing graphs with explanatory notes, constructing diagrams with labels, making presentations (using the spoken word, posters and wall charts, transparencies, computer-generated images and text), etc.
6. <b>Use science and technology effectively and critically, showing responsibility</b> towards the <b>environment</b> and the <b>health of others.</b>	The study of the interrelationship between humans and the environment, among others, allows the teacher ample opportunity to use science and technology effectively and critically for sustainable living.	Learners should be encouraged to use Science and Technology in the construction of geographical knowledge and its application in order to contribute actively to a sustainable and healthy environment and a just society.
7. Demonstrate an <b>understanding of the world as a set of related systems</b> by recognising that problem solving <b>contexts do not exist in isolation.</b>	Teachers should emphasise to learners that: <ol style="list-style-type: none"> <li>1. Geography is a study of people, places, patterns, processes and how they manifest spatially inside, on and above the earth's surface. None of these components function as an independent entity; they are all parts of a set of related systems on local, national, continental or global scales.</li> <li>2. Geography is a science of synthesis that integrates insights and understanding from the Physical and Social Sciences. The effectiveness in dealing with issues and problems facing us today depends on the ability to integrate and apply skills and knowledge from Geography and other subjects.</li> </ol>	Learners must be encouraged to think: <ol style="list-style-type: none"> <li>1. <b>holistically.</b> The holistic thinker is one who has an overview of all the components of the subject, e.g. climatology, economy, population, etc. The learner should not see topics as isolated entities, but view them as integral parts of an intermeshed system. Geography is concerned with <i>systems</i> and <i>processes</i>. One cannot understand one of them without a proper understanding and appreciation of the other.</li> <li>2. <b>ecologically.</b> Learners should see humans as an integral part of the ecosystem. Just as changes in the climate, relief, animal or plant life of an area will bring about a chain reaction of change within the system, so will changes initiated by humans inevitably affect the system as a whole.</li> </ol>

In order to contribute to the full personal development of each learner, and social and economic development, learners should be aware of the five Developmental Outcomes.

DEVELOPMENTAL OUTCOMES	IMPLICATIONS FOR TEACHERS	IMPLICATIONS FOR LEARNERS
1. <b>Reflect</b> on and <b>explore</b> a variety of strategies to <b>learn more effectively</b> .	Learners have different styles of learning. Teachers should create as many opportunities as possible to expose learners to different learning strategies, e.g. mind-mapping, authentic learning (outside the classroom), action learning techniques, etc.	Learners engage with different learning styles / strategies in order to identify the style(s) that will help them develop their optimal mastery of Geography.
2. <b>Participate</b> as responsible citizens in the life of <b>local, national</b> and <b>global communities</b> .	Through teaching and the types of assessment activities given by the teacher, emphasis should be placed on accepting responsibility as citizens to contribute to the different communities we belong to. The value of geographical skills and knowledge lies in their applications to local realities that can later be extended to national, continental and global issues and challenges.	The natural and social environment faces an unprecedented range of problems and challenges. Learners need to become involved in helping to find solutions. Learners should get opportunities to become involved in dealing with current problems in the local, national and global contexts.
3. Be <b>culturally</b> and <b>aesthetically sensitive</b> across a range of social contexts.	Knowledge about and respect for cultural diversity is central to being culturally and aesthetically sensitive across a range of social contexts. Through exploring issues e.g. development, poverty, inequality, Geography is ideally placed to develop learners' attitudes and values that deal with respect for others.	Learners, coming from different homes and backgrounds, need to respect and appreciate each other's culture. To develop balanced perceptions of different peoples and places, schools need to challenge the biased images and negative stereotypes that are prevalent in society.
4. Explore <b>education &amp; career</b> opportunities.	Teachers need to sensitise learners to explore education and career opportunities, to create awareness of the contribution that Geography makes to job creation and sustainable living in South Africa. Learners should be exposed to persons and organisations working in Geography related fields.	Attending career exhibitions and visits to places of work, tertiary and other training institutions is of great value to learners in experiencing the career opportunities available to them.
5. Develop <b>entrepreneurial opportunities</b> .	It is important to emphasise that the value of geographical skills and knowledge acquired, lies in its application to living a meaningful life.	Geography is an ideal vehicle to develop entrepreneurial opportunities as it deals with people in everyday life situations.

## 2.5.2 Relationship between the Geography Learning Outcomes, Assessment Standards and content

The following figure is a diagrammatic illustration of this relationship between the Learning Outcomes, Assessment Standards and content in Grade 11. The same principle should be applied in Grades 10 and 12.



## 2.6 WAYS TO ACHIEVE GEOGRAPHY LEARNING OUTCOMES

### 2.6.1 The Geography Learning Outcomes in Grades 10-12

Geography in Grades 10-12 has three Learning Outcomes that are the essential building blocks of all Learning Programmes:

**LO 1: Geographical Skills and Techniques** (*Practical competence*)

*The learner is able to demonstrate a range of geographical skills and techniques.*

**LO 2: Knowledge and Understanding** (*Foundational competence*)

*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.*

**LO 3: Application** (*Reflexive competence*)

*The learner is able to apply geographical skills and knowledge to phenomena, human and environmental issues and challenges, recognise values and attitudes and to demonstrate the ability to recommend solutions and strategies.*

These three outcomes complement each other and must be used together in the planning of a Learning Programme. The first two outcomes reflect the process by which geographers (and learners) investigate matters in Geography. They develop geographical enquiry skills, conceptual understanding and construct geographical knowledge.

The third outcome engages learners on issues of sustainability and focuses on evaluating spatial processes and patterns as well as examining the consequences of actions resulting from values and attitudes. This outcome must not be seen as a separate entity but needs to be closely linked to the first two outcomes.

It is important to note that the Learning Outcomes for Geography in Grades 10-12 are the same for all grades. The Assessment Standards show progression in the development of skills, concepts, knowledge and processes from grade to grade. They describe the expected level of performance and range of performance for each Learning Outcome for each grade. The performance of learners in the Learning Outcomes is measured against the Assessment Standards. Each grade builds on the competencies developed in the previous grade.

### 2.6.2 The three key geographical foci of study

In the NCS, Geography addresses the following three foci of study:

- spatial processes and patterns
- human-environment interactions
- application of acquired geographical skills and knowledge

These three foci of study are inextricably intertwined and should not be approached in isolation.

See page 11 of the Geography Subject Statement for further detail.

### **2.6.3 Approach to content in Geography**

Geography is a content-based and a concept-driven subject, but it is also a practical subject in which skills, knowledge and values are applied in real situations. The Geography content framework can be found in the NCS Subject Statement for Geography.

The content and contexts provided in the Subject Statement support the attainment of the Assessment Standards. The content indicated needs to be dealt with in such a way that the learner is assisted to progress towards the attainment of the Learning Outcomes. Content must serve the Learning Outcomes and not be an end in itself. The contexts suggested will enable the content to be embedded in situations that are meaningful to the learner and so assist learning and teaching. The teacher should be aware of and use local contexts, not necessarily indicated here, which could be more suited to the experiences of the learner. Content and context, when aligned to the attainment of the Assessment Standards, provide a framework for the development of Learning Programmes. Assessment Standards of the 3 Learning Outcomes will be used in combination within each of the content topics.

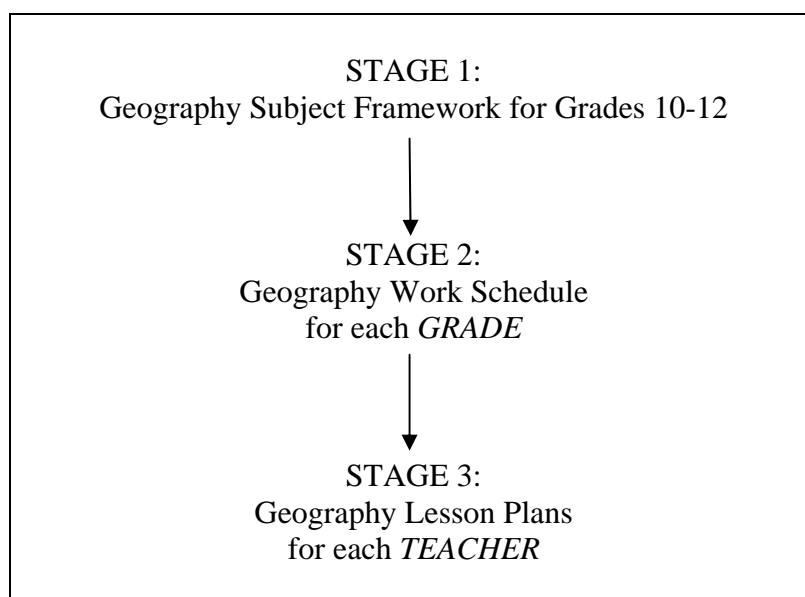
## SECTION 3

### DESIGNING A LEARNING PROGRAMME FOR GEOGRAPHY

#### 3.1 INTRODUCTION

A Learning Programme is a tool to plan for sequenced learning, teaching and assessment across Grades 10-12 so that all three Learning Outcomes in Geography are achieved in a progressive manner. It is recommended that the Geography teachers at a school first put together a broad subject outline (i.e. Subject Framework) for Grades 10-12 to arrive at an understanding of the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, Geography teachers teaching the same grade need to work together and draw from the content and context identified for their grade in the Subject Framework, to develop a Work Schedule in which they indicate the sequence in which the content and context will be presented for Geography in that particular grade (see Section 3.3.2). Finally, the individual Geography teacher should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities (see Section 3.3.3).

An outline of the process involved in the design of a Learning Programme for Geography is provided in the diagram below:



The process to be followed in the development of a Learning Programme is not a neatly packaged sequence of numbered steps that follow one another in a particular order. Teachers may find themselves moving back and forth in the process as they plan and critically reflect on decisions taken before moving on to the next decision in the process. The process is therefore not strictly linear and is reflective in nature. For this reason the steps provided in this Section are a guide and should be used as a checklist in the planning process.

## 3.2 ISSUES TO ADDRESS WHEN DESIGNING A LEARNING PROGRAMME

The issues to be addressed in the development of a Geography Learning Programme are presented in a tabular format to indicate the implications of each issue at each of the three stages of the development of a Learning Programme:

- Stage 1 – Subject Framework
- Stage 2 – Work Schedule
- Stage 3 – Lesson Plan

### 3.2.1 Policies and Principles

<b>STAGE 1 Subject Framework</b>	The various Policies that impact on curriculum implementation should be considered throughout the planning process.
<b>STAGE 2 Work Schedule</b>	<i>NCS:</i> <ul style="list-style-type: none"> <li>• Principles: Refer to Section 2.3 to see how Geography supports the application of the nine principles of the NCS</li> </ul>
<b>STAGE 3 Lesson Plan</b>	<ul style="list-style-type: none"> <li>• Critical and Developmental Outcomes: Refer to Section 2.5 to see how Geography supports the application of the Critical and Developmental Outcomes</li> </ul> <i>Other Policies and Legislation:</i> <ul style="list-style-type: none"> <li>• White Paper 6, Language in Education Policy, Religion and Education Policy, HIV/AIDS Policy – all have implications for LTSM and teaching methods in Geography</li> <li>• White Paper 7 – gives an indication on the use of computers in the classroom and therefore has implications for LTSM and teaching methods in Geography</li> </ul>

### 3.2.2 Content

In the NCS Grades 10-12 content means the combination of knowledge, skills and values.

<b>STAGE 1 Subject Framework</b>	The content is provided by the ASs. These give an indication of the knowledge, skills and values (KSVs) to be covered in each of the three grades. The Subject Framework sets out the content for the three years (i.e. Grades 10, 11 and 12).
<b>STAGE 2 Work Schedule</b>	The Work Schedule sets out the content for one year. Here the focus falls on the grade-specific KSVs required by the NCS.
<b>STAGE 3 Lesson Plan</b>	The Lesson Plans set out the content to be covered in each coherent series of learning, teaching and assessment activities. Each Lesson Plan can be one or more weeks in duration.

### 3.2.3 Integration

Integration involves the grouping of Assessment Standards according to natural and authentic links.

<b>STAGE 1 Subject Framework</b>	Integration within the subject should be considered in broad terms during discussions at this stage. All Grade 10-12 teachers should consider integration of ASs within and across the grades.
<b>STAGE 2 Work Schedule</b>	The integration and sequencing of the ASs is undertaken in the Work Schedule to ensure that all ASs for a particular grade are covered in the 40-week contact period.
<b>STAGE 3 Lesson Plan</b>	The same groupings of LOs and ASs as arrived at in the Work Schedule should be used to develop a coherent series of learning, teaching and assessment activities for each Lesson Plan.

### 3.2.4 Conceptual Progression

<b>STAGE 1 Subject Framework</b>	The Subject Framework should indicate the increasing depth of difficulty across Grades 10-12. Progression across the three grades is shown in the ASs per Learning Outcome.
<b>STAGE 2 Work Schedule</b>	Progression in a grade is evident in the increasing depth of difficulty in that particular grade. Grade-specific progression is achieved by appropriately sequencing the groupings of integrated LOs and AS in the Work Schedule.
<b>STAGE 3 Lesson Plan</b>	In the individual Geography classroom increasing depth of difficulty is shown in the activities and Lesson Plans. Progression is achieved by appropriately sequencing the activities contained within each Lesson Plan and in the series of Lesson Plans.

The following can be identified as the elements of progression in Geography:

- **continuing development of skills**, including the use of specific geographical skills such as mapwork, using geographical information systems and more general skills of enquiry matched to learners' developing cognitive abilities.
- **increasing breadth of geographical studies** that includes the gradual extension of content, geographical dimensions and environments to be considered.
- **increasing depth of study** aimed at a gradual development of general ideas and concepts and a deeper understanding of increasingly complex and abstract processes, patterns, human-environment interactions and focus on sustainability.
- **increasing focus on the spatial scale of study** incorporating a shift from local, smaller scale studies to more distant, regional, national, continental and global scales.
- **increasing opportunity for learners to examine social, economic, political and environmental issues** – the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places/regions and environments.

### 3.2.5 Time Allocation and Weighting

<b>STAGE 1 Subject Framework</b>	4 hours per week is allocated to Geography in the NCS. This is approximately 160 hours per year. The teachers of the subject should plan how this time will be used for the teaching of Geography in the three grades.
<b>STAGE 2 Work Schedule</b>	The groupings of ASs as arrived at in the integration process should be paced across the 40 weeks of the school year to ensure coverage of the curriculum.
<b>STAGE 3 Lesson Plan</b>	The amount of time to be spent on activities should be indicated in the Lesson Plans.

Generally, all three Learning Outcomes should receive equal weighting when teaching Geography. One or two Assessment Standards from all of the Learning Outcomes will usually be included in each learning activity. There may be occasions when one or more of the Learning Outcomes will be foregrounded, but even then, a Learning Outcome will not be addressed on its own.

### 3.2.6 LTSM

LTSM refers to any materials that facilitate learning and teaching. LTSM need to be chosen judiciously because they have cost implications for the school and the learner. The NCS provides scope for the use of a variety of resources. All teachers and learners must have a textbook. However, teachers are required to go beyond the textbook. They do not necessarily need exotic, specialised materials. Rather common and readily available items can be used.



<b>STAGE 1 Subject Framework</b>	Compile a list of general LTSM (text books and other resources) that will be necessary and useful in the teaching, learning and assessment of the content. This assists with the requisition and availability of LTSM at a school.
<b>STAGE 2 Work Schedule</b>	List grade-specific LTSM (resources) required in the learning, teaching and assessment process for the grade.
<b>STAGE 3 Lesson Plan</b>	Identify specific resources related to the individual activities contained within a Lesson Plan.

### 3.2.7 Assessment

All Grade 10, 11 and 12 learners are expected to complete seven internal tasks for Geography. Of the seven tasks, two must be tests, two must be examinations and the remaining three tasks can take any form suitable to the teaching and assessment of Geography. In addition, Grade 12 learners are expected to complete an external examination. See Section 3 of the Subject Assessment Guidelines for Geography for further information.

In order to administer effective assessment one must have a clearly defined purpose. It is important that all the tasks are well covered as spelt out in the Subject Assessment Guideline document. By answering the following questions the teacher can decide what assessment activity is most appropriate:

- What concept, skill or knowledge needs to be assessed?
- What should the learners know?
- At what level should the learners be performing?
- What type of knowledge is being assessed: reasoning, memory or process?

**Observation-based** assessment requires that learner performance be assessed while the learner is actually performing a skill in the classroom as there will be no concrete product for the teacher to assess after the performance. Not all observations need culminate in a formally recorded assessment of learner performance. **Performance-based** assessment relies on the availability of a product as evidence of learner performance that can be assessed by the teacher after the completion of the performance. **Test-based** assessment focuses on assessing the presentation and application of knowledge.

<b>STAGE 1 Subject Framework</b>	Develop a three-year assessment plan using the Subject Assessment Guidelines for Geography. This should ensure the use of a variety of assessment forms relevant to the subject and progression across the three grades.
<b>STAGE 2 Work Schedule</b>	Use the Subject Assessment Guidelines for Geography to develop a grade-specific assessment plan. The forms of assessment listed must facilitate the achievement of the particular LOs and ASs in each grouping.
<b>STAGE 3 Lesson Plan</b>	Indicate more classroom-specific assessment strategies, by mentioning the methods, forms and tools that will be used to assess learner performance in each activity. HINT: Not all activities need to be assessed – some may just be introductory in nature or for enrichment. The choice of an assessment strategy is determined by the LOs and ASs that have been grouped together for a particular Lesson Plan. The assessment strategy chosen must facilitate the achievement of these particular LOs and ASs in the classroom.

### 3.2.8 Inclusivity and Diversity

The following steps can be taken to effectively address diversity in the classroom when planning Geography teaching activities:

- consider individual past experiences, learning styles and preferences;
- develop questions and activities that are aimed at different levels of ability;
- provide opportunity for a variety of participation levels such as individual, pairs and small group activities;
- consider the value of individual methods ; and
- assess learners based on individual progress.

<b>STAGE 1 Subject Framework</b>	Teachers should be sensitive to inclusivity and diversity when identifying content, teaching styles and methods, forms of assessment and LTSM (Resources). Diversity should be accommodated in the following areas:
<b>STAGE 2 Work Schedule</b>	<ul style="list-style-type: none"> <li>• Learning styles: provide optional activities / different ways of doing same activity</li> <li>• Pace of learning: provide for both slower and faster learners by providing optional extra activities, reading or research, as well as multiple assessment opportunities</li> <li>• Differences in levels of achievement: provide optional extra activities, challenges and materials that cater for these differences between learners.</li> <li>• Gender diversity: ensure that teachers do not inadvertently allow or contribute towards discrimination against boys or girls in the classroom on the basis of gender.</li> <li>• Cultural diversity: recognise, celebrate and be sensitive when choosing content, assessment tasks and LTSM.</li> </ul>
<b>STAGE 3 Lesson Plan</b>	This is catered for as EXPANDED OPPORTUNITIES in the Lesson Plan. Enrichment is provided for high achievers and remediation or other relevant opportunities for learners requiring additional support. It is not necessary to develop an activity to cater for each type of diversity which arises in the classroom. Teachers may find it possible to cater for different diversities within one activity with effective planning.

In planning Geography lessons, there are four issues that raise particular concern:

- **Language:** Ideas, concepts and terms are communicated through language. In teaching and learning Geography the use of language is vital because it informs the learners' understanding of terms and concepts. Learners may have great difficulty trying to accommodate complex terms and concepts. Their understanding then is independent of the acquisition of the language of tuition (mostly English and Afrikaans). These learners may be greatly disadvantaged by the medium in which they are learning Geography. To counter these problems, learners should be given every opportunity to express their understanding of concepts and terms in discussions, through orals or one-on-one communication with the teacher. Translating geographical concepts and terms into the vernacular or mother tongue is encouraged.
- **Controversial issues:** These are dealt with in the Geography class, e.g. access to land, refugees in South Africa, environmental injustices, etc. Concepts and understanding are frequently illustrated through issues, which are for example presented as case studies. However, while controversial issues are to be encouraged in the teaching and learning of Geography, they must be dealt with in a sensitive manner in which the rights of learners and those of their parents or guardians are respected. Many controversial issues can be dealt with by following an enquiry process in which bias, stereotyping and transparency are fore-grounded in the search for truth. They provide excellent opportunities for learners to explore their own values, to clarify these in relation to their peers and to reason logically despite an emotional response, which frequently goes hand in hand with the study of relevant issues.
- **Assistive Devices:** Geography introduces learners to a wide variety of visual sources such as topographical maps, aerial photos, orthophoto maps, pictures, photographs, videos, graphics, texts, etc. These sources of information pose immense difficulties for the visually impaired.

Learners who are deaf may face difficulties when conducting interviews or in acquiring information through audio media. Learners who are wheelchair bound will have difficulty undertaking certain fieldwork activities. Teachers need to be aware of these barriers and creative in finding ways to include these learners in every possible way. Alternative methods of achieving the same intended outcomes should be considered where possible.

- **Fieldwork activities:** These are encouraged in Geography because they help learners to see the world around them and they cause learners to ask questions and initiate enquiry processes. While it is not envisaged that learners should have travelled any distance from their schools, it is recognised that some meaningful learning activities could involve some cost, e.g. visiting the Sterkfontein or Cango Caves, Nature Conservation Areas, etc. These activities should never become prohibitive for learners because of the cost factor. Again through creative planning of the teacher, ways can be explored to make participation in these fieldwork activities a possibility for all learners.

### 3.2.9 Learning and Teaching Methodology

<b>STAGE 1 Subject Framework</b>	It is not necessary to record Teaching Methods for either of these stages.
<b>STAGE 2 Work Schedule</b>	
<b>STAGE 3 Lesson Plan</b>	This is catered for as TEACHING METHOD in the Lesson Plan. It provides an indication of how teaching and learning will take place, that is, how each activity will be presented in the classroom.

#### Why is the use of key questions so important in teaching Geography?

The acquisition of geographical knowledge involves much more than the memorisation of information. A well-developed geographical understanding can only result from a process of enquiry in which questions are asked, evidence is examined and conclusions reached. The enquiry approach can be regarded as a questioning orientation towards Geography. “An important feature of an enquiry sequence is that it develops thinking skills in the learner. Though facts of some sort are a necessary component of an enquiry, it does not become an end in itself as higher order thinking skills are developed. A series of closed questions that simply yield, consolidate or recall factual knowledge without moving on to higher thinking levels, will not develop thinking skills. Thus enquiry needs an investigative, open-ended orientation to the sequence of questions. Clearly as teacher your understanding of the enquiry approach and its role is important, as it will determine how you go about your planning.” (Fisher, 1998: 21)

In order to describe, understand, explain and apply, geographers ask questions about geographical issues - **key questions**. These key questions:

- form an enquiry route through which to study Geography
- indicate the aspects that are important in geographical enquiry
- differ depending on the topic of enquiry
- form an organisational framework through which teachers may plan and teach, as well as learners may learn about ...
- give “lessons” unity and coherence
- give learners a way of thinking about ... as a geographer
- encourage learners to ask questions and think critically
- also help in developing progression in enquiry skills and techniques

### Example:

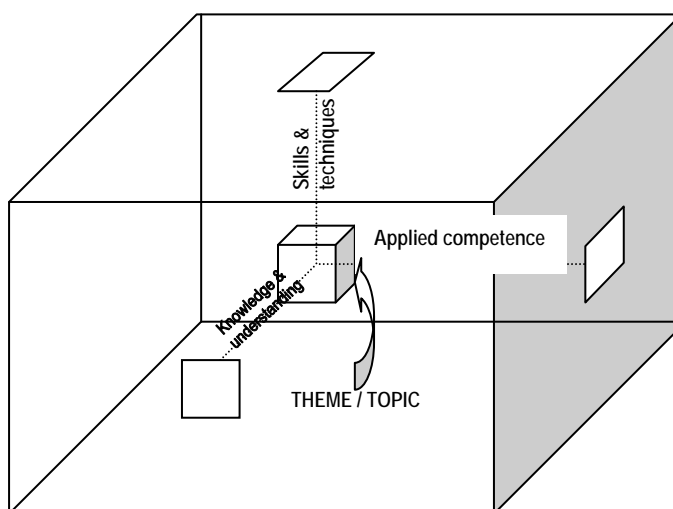
GEOGRAPHY	Skills & Language acquisition through ...
What is it?	Naming, identifying, defining
Where is it?	Locating, determine distribution & pattern
What is it like?	Observing, describing, comparing
Why is it like this? How did it come to be like this?	Reasoning, explaining
How is it changing, and what might happen next?	Predicting, speculating, hypothesising
What do I think and feel about it?	Evaluating, caring

Adapted from: *The Handbook of Primary Geography* (Carter, 1998: 63)

See Annexure 1 for further information on the enquiry teaching approach in Geography.

### 3.3 DESIGNING A LEARNING PROGRAMME

The Geography Learning Outcomes in the different grades of the FET Band are addressed in the contexts indicated in the Subject Statement for each grade. In *planning*, these content topics should be considered carefully to develop relevant and exciting Learning Programmes that will help learners to understand the world they are living in. The challenge to the teacher is to rearrange and combine the elements of the proposed content in a way that would create interesting, cohesive Learning Programmes or experiences. Each Learning Programme needs to incorporate *skills and techniques, knowledge and understanding* as well as *application* of the acquired competencies in an integrated fashion, as illustrated in the figure below:



**Figure 3.1:** Relationship between LOs and the three foci of study (Adapted from Fisher, 1998: 19)

The key task in developing a Learning Programme is the selection and sequencing of activities based on the Learning Outcomes, Assessment Standards and content (see the Subject Statement). The Geography teacher needs to ask the following simple but crucial questions when planning:

- WHAT am I going to do? (content / ASs / activities etc.)
- WHY am I doing this? (LOs / relationship to critical outcomes)
- WHEN am I going to do it? (sequence / time / order of the parts of the lesson)
- WHERE am I going to do it? (classroom / outside / library / special place)
- HOW am I going to do this? (methodology/ organisation)
- WHO are my learners? (make-up of class, specific barriers to learning, previous experience)

It is important to plan long term, medium term and short term in order to ensure that learning and teaching in the Geography class conform to the expectations for each grade in the FET Band. This will also be the foundation for ensuring quality, coherence, relevance and attainment of Learning Outcomes.

A detailed description of the process involved in the design of a Learning Programme for Geography is provided in this section (see Sections 3.3.1 – 3.3.3). The process presented here is a suggestion of how to go about designing a Learning Programme.

### **3.3.1 Subject Framework (Grades 10-12) for Geography**

Planning for the teaching of Geography in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the five steps below should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, ordering, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades
- A three-year assessment plan
- The list of LTSM required

#### **❶ Clarify the Learning Outcomes and Assessment Standards.**

The essential question for Geography is: What Learning Outcomes do learners have to master by the end of Grade 12 and what Assessment Standards should they achieve to show that they are on their way to mastering these outcomes?

All learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce by the end of Grade 12. The Learning Outcomes and Assessment Standards that learners should master by the end of Grade 12 are specified in the Geography Subject Statement.

#### **❷ Study the conceptual progression across the three grades.**

Study the Assessment Standards for Geography across the three grades. Progression should be clearly evident across the grades.

#### **❸ Identify the content to be taught.**

Analyse the Assessment Standards to identify the skills, knowledge, attitudes and values to be addressed in each grade. Also consider the content and context in which they will be taught.

#### **❹ Identify three-year plan of assessment.**

Use the Subject Assessment Guidelines to guide the three-year assessment plan. Consider what forms of assessment will be best suited to each of the Learning Outcomes and Assessment

Standards. This ensures that assessment remains an integral part of the learning and teaching process in Geography and that learners participate in a range of assessment activities.

**⑤ Identify possible LTSM (resources).**

Consider which LTSM will be best suited to the learning, teaching and assessment of each Learning Outcome in the three grades using the Assessment Standards as guidance.

### **3.3.2 Designing Work Schedules for Geography**

This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 40 weeks of the school year. See Annexure 2 for examples of Work Schedules for Grades 10, 11 and 12.

The following steps provide guidelines on how to approach the design of a Work Schedule per grade for Geography:

**① Package the content.**

Study the Learning Outcomes and Assessment Standards prescribed for the particular grade in Geography and group these according to natural and authentic links.

**② Sequence the content.**

Determine the order in which the groupings of Learning Outcomes and Assessment Standards will be presented in the particular grade in Geography. Besides the conceptual progression in the Assessment Standards for Geography, context can also be used to sequence groupings in Geography.

**③ Pace the content.**

Determine how much time in the school year will be spent on each grouping of Learning Outcomes and Assessment Standards in the particular grade.

**④ Review forms of assessment.**

Revisit the forms of assessment listed for the particular grade in the Subject Assessment Guidelines, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

**⑤ Review LTSM.**

Revisit the LTSM (resources) listed for the particular grade in the Subject Framework, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

### **3.3.3 Designing Lesson Plans for Geography**

Each grade-specific Work Schedule for GEOGRAPHY must be divided into units of deliverable learning experiences, that is, Lesson Plans. A Lesson Plan adds to the level of detail in the Work

Schedule. It also indicates other relevant issues to be considered when teaching and assessing Geography.

A Lesson Plan is not equivalent to a subject period in the school timetable. Its duration is dictated by how long it takes to complete the coherent series of activities contained in it. See Annexure 3 for an example of a Lesson Plan for Geography.

**❶ Indicate the content, context, Learning Outcomes and Assessment Standards.**

Copy this information from the Work Schedule for the particular grade.

**❷ Develop activities and select teaching method.**

Decide how to teach the Learning Outcomes and Assessment Standards indicated in Step 1 and develop the activity or activities that will facilitate the development of the skills, knowledge, attitudes and values in the particular grouping. Thereafter, determine the most suitable teaching method(s) for the activities and provide a description of how the learners will engage in each activity.

**❸ Consider diversity.**

Explore the various options available within each activity that will allow expanded opportunities to those learners that require individual support. The support provided must ultimately guide learners to develop the skills, knowledge, attitudes and values indicated in the grouping of Learning Outcomes and Assessment Standards.

**❹ Review assessment and LTSM.**

Indicate the details of the assessment strategy and LTSM to be used in each activity.

**❺ Allocate time.**

Give an indication of how much time will be spent on each activity in the Lesson Plan.

### **3.3.4 Reflection and review of the Geography Learning Programme**

After the Learning Programme has been delivered by means of Lesson Plans in the classroom, the teacher should reflect on what worked, how well it worked and what could be improved. Teachers need to note these while the experience is still fresh in their minds, so that if necessary, they can adapt and change the affected part of the Geography Learning Programme for future implementation. It is advisable to record this reflection on the Lesson Plan planning sheets.

The ongoing cycle of action research enables teachers to develop a better understanding of their teaching practice and reflect on ways of improving the learning process. In teaching Geography, action research planning will specifically refer to the three Geography Learning Outcomes, the Assessment Standards, learning and assessment activities, as well as recording and reporting learner achievement. The purpose of planning in this way is to provide a developmental platform for action i.e. teaching, and reflecting on the process to inform further planning.

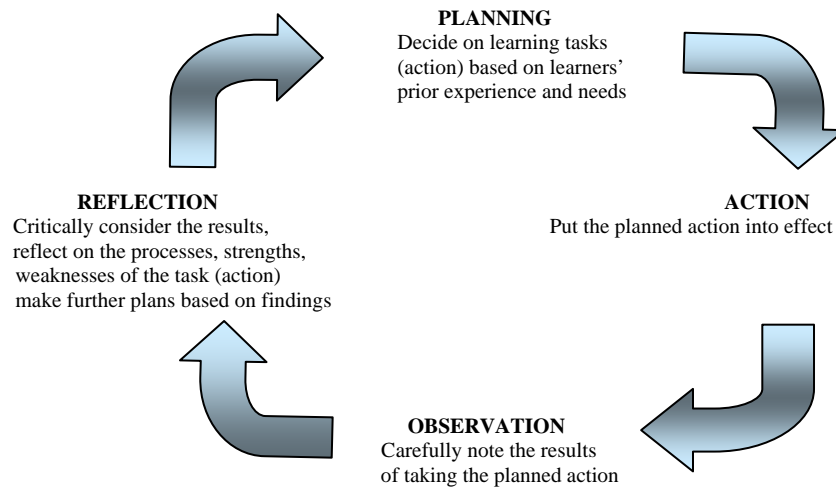


Fig 3.2: **Stages of Action Research** (adapted from Hillcoat, 1996, p151)



## ANNEXURE 1: ENQUIRY TEACHING APPROACH IN GEOGRAPHY

How key questions can be linked to addressing certain guiding concepts in Geography as well as the enquiry procedures.

### (a) ENQUIRY PROCEDURES IN GEOGRAPHY

KEY QUESTIONS	GUIDING CONCEPTS	ENQUIRY PROCEDURE
<b>What is the issue?</b> <b>Who/What is involved?</b>	<ul style="list-style-type: none"> <li>• <i>Identification</i></li> <li>• <i>Definition</i></li> <li>• <i>Characteristics</i></li> </ul>	<ul style="list-style-type: none"> <li>- Observe</li> <li>- Identify</li> <li>- Define</li> <li>- Describe</li> <li>- Analyse</li> <li>- Explain</li> </ul>
<b>Where does it occur?</b>	<ul style="list-style-type: none"> <li>• <i>Local and home region</i></li> <li>• <i>Home region</i></li> <li>• <i>Home continent</i></li> <li>• <i>Other continents and regions</i></li> <li>• <i>The world</i></li> <li>• <i>Global structures</i></li> </ul>	
<b>Why is it there?</b>	<ul style="list-style-type: none"> <li>• <i>Reasons</i></li> <li>• <i>Causes</i></li> </ul>	
<b>How did it happen?</b> <b>Why did it happen?</b>	<ul style="list-style-type: none"> <li>• <i>Reasons</i></li> <li>• <i>Causes</i></li> </ul>	<ul style="list-style-type: none"> <li>- Analyse</li> <li>- Explain</li> <li>- Speculate/Predict</li> </ul>
<b>What impacts does it have?</b> <b>With what consequences?</b>	Influence on cultural and natural environment	<ul style="list-style-type: none"> <li>- Predict</li> <li>- Evaluate</li> <li>- Make decisions</li> </ul>
<b>How should it be managed?</b>	Solutions to problems	

**NB:** *These are typical key questions which geographers ask, but depending on the theme/topic and the purpose of the investigation, the key questions may differ.*

(b) The following **exemplar** from “A Geographical Education: Citizenship and Sustainable Development – An Issues-based Approach” of the Geographical Association, shows clearly how key questions can be used in designing Learning Programmes about the issues of sustainability, focusing on different elements of Geography teaching.

ELEMENTS	KEY QUESTIONS	SUSTAINABILITY ( <i>Italics = values &amp; attitudes</i> )	PROCESSES
<b>Context</b>	<ul style="list-style-type: none"> <li>• Where is it?</li> <li>• What is it?</li> <li>• What is it like?</li> <li>• What is it about?</li> <li>• How can I find out?</li> <li>• How is it the same or different from?</li> <li>• How is it connected to other places?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the urgency, need for and nature of sustainable development in local and global communities</li> <li>• Physical and human environments are inextricably linked</li> <li>• How major issues such as poverty, consumption, development and health are inter-related</li> <li>• How the economy, society and the environment are interdependent</li> <li>• The earth’s resources are finite</li> <li>• The carrying capacity of any environment is limited</li> </ul>	<ul style="list-style-type: none"> <li>☞ The ability to develop a problem-solving approach</li> </ul>
<b>Change</b>	<ul style="list-style-type: none"> <li>• How has it changed?</li> <li>• How is it changing?</li> <li>• How did it get like this?</li> <li>• How and why did it happen?</li> <li>• What were the processes?</li> </ul>	<ul style="list-style-type: none"> <li>• How people continually impact on environments and others</li> <li>• How the school, community and household can be managed more sustainably</li> <li>• How the current quality of the environment is a result of human and natural history</li> <li>• How business and industry are responding to the challenge of sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>☞ The ability to look for evidence</li> <li>☞ A critical approach to evidence</li> </ul>
<b>Choices and decisions</b>	<ul style="list-style-type: none"> <li>• Who is making the decisions?</li> <li>• What decisions could be made?</li> <li>• How are decisions made?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciate why equity and justice are necessary</i></li> <li>• <i>Appreciate that there are a range of possible approaches</i></li> <li>• <i>Requires critical thinking in terms of validity and caution in the use of knowledge about environments and sustainable development</i></li> <li>• <i>Appreciate the need to develop life styles which respect finite resources</i></li> <li>• Distinguish between needs and wants</li> <li>• Question decisions, practices and processes and critically explore alternatives</li> <li>• Community action is necessary to achieve a more sustainable lifestyle</li> <li>• The roles and responsibilities of government and business in achieving sustainable development</li> <li>• Access to the world’s resources is unequal</li> <li>• A variety of economic and political forces determine how resources are used and managed</li> </ul>	<ul style="list-style-type: none"> <li>☞ To think critically and systematically</li> <li>☞ To find information, weigh evidence and present reasoned arguments</li> </ul>

ELEMENTS	KEY QUESTIONS	SUSTAINABILITY ( <i>Italics = values &amp; attitudes</i> )	PROCESSES
<b>Futures</b>	<ul style="list-style-type: none"> <li>• What will be the impact of change?</li> <li>• What would it be like if?</li> <li>• What is likely to happen?</li> <li>• How will it affect others?</li> <li>• What will be the consequence?</li> </ul>	<ul style="list-style-type: none"> <li>• Concern for social justice in the future</li> <li>• An awareness of the impact of personal and group activities on natural and human communities</li> <li>• An appreciation of the quality of life is affected by actions we take now</li> <li>• Discern patterns of interrelationships between environments and between actions and consequences</li> <li>• Consider the future direction of society and the environment</li> <li>• Distinguish between probable and possible futures</li> <li>• Conservation efficiency and restrained use of resources is necessary to ensure quality of life in the future</li> <li>• Increasingly people around the world are working towards more sustainable development</li> <li>• Knowledge about the environment and our relation to it is growing, changing and uncertain</li> </ul>	<ul style="list-style-type: none"> <li>☞ The ability to develop a problem-solving approach</li> <li>☞ The ability to look for evidence</li> <li>☞ A critical approach to evidence</li> <li>☞ To think critically and systematically</li> <li>☞ To find information, weigh evidence and present reasoned arguments</li> </ul>
<b>People and viewpoints</b>	<ul style="list-style-type: none"> <li>• What do I think about it?</li> <li>• Why is it important to me?</li> <li>• What do others think?</li> <li>• How will it affect others?</li> <li>• What can I do?</li> <li>• How do I justify my views?</li> <li>• Do others think the same?</li> </ul>	<ul style="list-style-type: none"> <li>• Concern for social and environmental justice</li> <li>• Recognising the impact of Indigenous Knowledge Systems in dealing with these issues</li> <li>• Appreciation of the earth</li> <li>• Willingness to act as a responsible citizen</li> <li>• Commitment to improve situations with respect to sustainability</li> <li>• Respect and value diversity</li> <li>• Reflect critically on one's lifestyle and choices</li> <li>• Engage in and manage change at individual and social levels</li> <li>• Express and communicate personal responses</li> <li>• Weigh impact of personal and group decisions on diversity</li> <li>• Listen to, critically evaluate, and learn from a range of viewpoints</li> <li>• Respond positively to uncertainty and change</li> <li>• Personal understanding of the environment derives from direct experiences as well as secondary sources</li> <li>• There is a connection between personal values and beliefs and behaviour</li> <li>• Inequality, exclusion and injustice persist within and between societies</li> <li>• A variety of cultural, social values influence how resources are used</li> </ul>	

## ANNEXURE 2: EXEMPLARS OF GEOGRAPHY WORK SCHEDULES FOR GRADES 10, 11 AND 12

Assessment should be conducted throughout the year.

Map work should be integrated with theory throughout the year.

Teachers are encouraged to use their own initiative in planning meaningful Work Schedules.

### Example of a Grade 10 Work Schedule

TIME FRAME	LOs & ASs	CONTEXT	CONTENT	ASSESSMENT	LTSM (RESOURCES)
10 WEEKS	LO1 AS1,2,3,4,5  LO2 AS1,2,4  LO3 AS1,2	<i>The World</i>	<ul style="list-style-type: none"> <li>• Know what an atlas is, how to use it as a source to find referenced data and information</li> <li>• Reading and analysis of maps, orthophoto maps, oblique and vertical aerial photographs: map orientation (map position and types of grid references)</li> <li>• Atmosphere:               <ul style="list-style-type: none"> <li>○ composition and structure of atmosphere</li> <li>○ heating of the atmosphere</li> <li>○ moisture in the atmosphere</li> <li>○ macro/meso weather systems over Africa</li> <li>○ the impact of weather systems on vegetation and human activities</li> <li>○ impact of humans on the atmosphere and weather (e.g. the ozone issues, global warming, acid rain, the greenhouse effect)</li> <li>○ use of case studies from Africa and Asia</li> </ul> </li> </ul>	Written work Posters <b>Map interpretation and analysis (PoA)</b> <b>TEST(PoA)</b>	Textbooks Atlas Topographical maps Orthophoto maps Synoptic charts Newspaper articles Video presentation Mathematical instrument

TIME FRAME	LOs & ASs	CONTEXT	CONTENT	ASSESSMENT	LTSM (RESOURCES)
08 WEEKS	LO1 AS1,2,3,4,5  LO2 AS1,2,4  LO3 AS1,2	<i>The World</i>	<ul style="list-style-type: none"> <li>• Reading and analysis of maps, orthophoto maps different types of scales used on different maps and photos</li> <li>• direction and true bearing</li> <li>• distance</li> <li>• area</li> <li>• gradient</li> <li>• vertical exaggeration</li> <li>• Drawing cross sections and intervisibility</li> <li>• Understanding geomorphological time</li> <li>• Internal forces: <ul style="list-style-type: none"> <li>plate tectonics, faulting and resultant land forms, earth quakes and volcanism</li> <li>human response to earthquakes and volcanism</li> </ul> </li> <li>• External forces: <ul style="list-style-type: none"> <li>weathering and erosion</li> <li>influence on human activities</li> <li>the significance of the resultant landforms</li> <li>the impact (negative or positive) of humans on weathering and erosion processes</li> </ul> </li> <li>• Rock types: formation, characteristics, uses and associated landforms.</li> </ul>	Written work Map interpretation and analysis <b>RESEARCH (PoA)</b>	Textbooks Atlas Maps Newspaper articles Video presentation Samples of igneous, sedimentary and metamorphic rocks Overhead projector and transparencies Diagrams or models of the different land forms
02 WEEKS				<b>MIDYEAR EXAM (PoA)</b>	

TIME FRAME	LOs & ASs	CONTEXT	CONTENT	ASSESSMENT	LTSM (RESOURCES)
10 WEEKS	LO1 AS1,2,3,4,5  LO2 AS1,2,3,4  LO3 AS1,2	<i>The World and Africa</i>	<ul style="list-style-type: none"> <li>• Map projection: Lambert.</li> <li>• Geographical Information systems general concepts (systems, information systems, GIS, remote sensing)</li> <li>• geographical concepts ( spatial objects, lines, points, nodes, scales, resolution[spectral and spatial])</li> <li>• Population movements: rural-urban migration, urbanisation;</li> <li>• Population growth and density;</li> <li>• Population distribution;</li> <li>• Population explosion;</li> <li>• Ageing population;</li> <li>• Population control;</li> <li>• Population policies;</li> <li>• Rural depopulation;</li> <li>• Population characteristics;</li> <li>• Population pyramids.</li> <li>• Key human-environment interactions, including:</li> <li>• Population issues and dilemmas including poverty, racism, employment, conflicts, inequalities;</li> <li>• HIV/AIDS and refugees;</li> <li>• Gender issues.</li> </ul>	Posters Graphic representation Map interpretation and analysis Site visit Data handling <b>TEST (PoA)</b> <b>MODEL (PoA)</b>	Textbooks Atlas Maps Population graphs and tables Newspaper articles Video presentation Stats SA Guest speakers from NGOs e.g. Love life

<b>TIME FRAME</b>	<b>LOs &amp; ASs</b>	<b>CONTEXT</b>	<b>CONTENT</b>	<b>ASSESSMENT</b>	<b>LTSM (RESOURCES)</b>
08 WEEKS	LO1 AS 1,2,3,4,5  LO2 AS 1,2,3,4  LO3 AS 1,2	<i>The World and Africa</i>	<ul style="list-style-type: none"> <li>• Democratic dialogue and collaborative action</li> <li>• Civic organisation (e.g. pressure groups, NGOs)</li> <li>• National organisations (e.g. political parties)</li> <li>• Continental organisations (e.g. SADC, NEPAD, AU)</li> <li>• Global (e.g. UN, multinationals, Oxfam, World Bank)</li> </ul>	Interviews Debates Contextual analysis	Textbooks Atlas World map Video presentation Newspaper articles Magazines Flags of the world chart Brochures Information pamphlets of different civic, national, continental and global organisations
02 WEEKS				<b>END-OF-YEAR EXAM (PoA)</b>	

### Example of a Grade 11 Work Schedule

TIME FRAME	LOs & ASs	CONTEXT	CONTENT	ASSESSMENT	LTSM (RESOURCES)
10 WEEKS	LO1 AS1,2,3,4,5  LO2 AS1,2,3,4  LO3 AS1,2	<i>Africa and the World</i>	<ul style="list-style-type: none"> <li>• Know how to use an atlas as a rich source to find referenced data and information on various themes</li> <li>• Reading and analysis of maps, orthophoto maps, aerial photographs:               <ul style="list-style-type: none"> <li>map position and types of grid references</li> <li>different types of scales used on different maps and photos</li> <li>direction and true bearing</li> <li>Magnetic declination and magnetic bearing</li> <li>distance and area</li> </ul> </li> <li>• The hydrological cycle.</li> <li>• Water masses of Africa: oceans, permanent ice, lakes, swamps, etc.</li> <li>• Climate change: effects of El Niño and La Niña in Africa.</li> <li>• Hazards (flooding and drought) and the response of humans.</li> <li>• Oceans as a major source of moisture and oxygen for the atmosphere, protein food and energy supply.</li> <li>• Role of oceans: climate control, world trade and as a source of food.</li> <li>• Impact of humans on oceans (e.g. pollution, over-exploitation).</li> <li>• Forms of exploitation and their impact on sustainable living (e.g. commercial and subsistence fishing, mining, dumping of waste).</li> <li>• Coastal environments: natural forces – erosion, deposition.</li> <li>• Hazards and environmental management of hydrological systems (e.g. rivers, coastal resource management).</li> </ul>	Written work Posters <b>Map interpretation and analysis (PoA)</b> <b>TEST (PoA)</b>	Textbooks Atlas Orthophoto maps Topographical maps Synoptic charts Aerial Photographs Mathematical instruments Calculator



<b>TIME FRAME</b>	<b>LOs &amp; ASs</b>	<b>CONTEXT</b>	<b>CONTENT</b>	<b>ASSESSMENT</b>	<b>LTSM (RESOURCES)</b>
08 WEEKS	LO1 AS1,2,3,4  LO2 AS1,2,3,4  LO3 AS1,2	<i>Africa and the World</i>	<ul style="list-style-type: none"> <li>Map use and map skills: calculation of gradient. calculation of vertical exaggeration. drawing cross-sections and determining intervisibility. map analysis and interpretation.</li> <li>Map projections: Mercator.</li> <li>Concepts (e.g. biosphere, ecosystem, biome, food webs and chains).</li> <li>Ecological processes (e.g. energy flow, nutrient cycling, self-regulation).</li> <li>Soil processes, soil profile and soil forming factors.</li> <li>Human impact on ecosystems and the consequences.</li> <li>Vegetation regions in Africa: distribution; comparing different biomes; human impact on different biomes.</li> <li>Environmental relationships (influence of climate, soil topography, veld fires on biomes).</li> </ul>	Written work Map interpretation and analysis (practical) Posters <b>RESEARCH (PoA)</b>	Textbooks Atlas Orthophoto maps Topographical maps Synoptic charts Aerial Photographs Mathematical instruments Calculator
02 WEEKS				<b>MIDYEAR EXAM (PoA)</b>	

TIME FRAME	LOs & ASs	CONTEXT	CONTENT	ASSESSMENT	LTSM (RESOURCES)
10 WEEKS	LO1 AS1,2,3,4, 5  LO2 AS1,2,3  LO3 AS1,2	<i>Africa and the World</i>	<ul style="list-style-type: none"> <li>• Reading, analysis and interpretation of 1:50 000 topographical maps and orthophotos, integrating concepts done in theory.</li> <li>• Fieldwork: using local maps/ photos; recording geographical information in the local area.</li> <li>• Functional elements of GIS including: data acquisition satellite remote sensing as a digital data source pre-processing data processing</li> <li>• Concepts of ‘development’ and ‘sustainability’ at global and national scales.</li> <li>• Indicators of development (social or economic) and sustainability.</li> <li>• Models and theories of development over time.</li> <li>• Rural and urban development: successes and failures.</li> <li>• The unevenness of development globally (North/South divide).</li> <li>• Contrasting developed and developing countries in terms of indicators.</li> <li>• Role of agriculture, industry, aid, globalisation in development using case studies.</li> <li>• Gender issues related to development.</li> <li>• Changing patterns of agriculture, industry, transport, trade and settlement.</li> <li>• Strategies by people, organisations and nations to address development problems.</li> <li>• Application of development strategies in local context.</li> </ul>	Written work Data handling Debates <b>PRESENTATION (PoA)</b> <b>TEST (PoA)</b>	Textbooks Atlas Topographical maps Orthophoto maps Aerial Photographs Mathematical instruments Calculator Graphs Tables Access to TV news broadcasts

TIME FRAME	LOs & ASs	CONTEXT	CONTENT	ASSESSMENT	LTSM (RESOURCES)
08 WEEKS	LO1 AS1,2,3,4,5  LO2 AS1,2,3,4  LO3 AS1,2	<i>Africa</i>	<ul style="list-style-type: none"> <li>Resource use and management: resources and their uses; distribution and utilisation of renewable and non-renewable natural resources; concepts of ‘resources exploitation’, ‘resource depletion’, ‘resource reservation’, ‘resource conservation’; extraction of raw materials, the conflicts and opportunities that are created; land use conflicts in national parks; the impact of values and attitudes of people affected.</li> <li>Energy use and management: increasing demand for energy; relative and changing importance of fossil fuels, nuclear power and alternative energy sources; the environmental costs of energy provision; causes and effects of energy production related to pollution; causes and consequences of acid rain and the importance of international co-operation; environmental effects of resource and energy consumption on world temperatures; sustainable energy principles and approaches – consider new forms of energy and approaches to energy conservation.</li> </ul>	Written work Data handling Debates Presentation	Textbooks Atlas Graphs Tables Equipment for experiments on solar power Transparencies
02 WEEKS				<b>END OF YEAR EXAM (PoA)</b>	

### Example of a Grade 12 Work Schedule

TIME FRAME	LOs & ASs	CONTEXT	CONTENT	ASSESSMENT	LTSM (RESOURCES)
06 WEEKS	LO1 AS1,2,3,4, 5  LO2 AS1,2,3 LO3 AS1,2	<i>South Africa and the World</i>	<ul style="list-style-type: none"> <li>• Know how to use an atlas as a rich source to find referenced data and information on various themes</li> <li>• Reading and analysis of maps, orthophoto maps, aerial photographs: <ul style="list-style-type: none"> <li>map position and types of grid references</li> <li>different types of scales used on different maps and photos</li> <li>direction and true bearing</li> <li>Magnetic declination and magnetic bearing</li> <li>calculation of distance, area, gradient and vertical exaggeration</li> <li>Drawing a cross-section and determining intervisibility</li> </ul> </li> <li>• Global air circulation and resultant weather patterns.</li> <li>• Changes in energy balance.</li> <li>• Mid-latitude cyclones and associated weather patterns, and their impact on human activities in South Africa.</li> <li>• Subtropical anticyclones and resultant weather over South Africa.</li> <li>• Tropical cyclones and associated weather patterns; impact on human activities; pre-cautionary strategies and disaster management.</li> <li>• Synoptic weather maps and satellite image reading and interpretation.</li> <li>• Climates at regional and local scale.</li> <li>• Human-made climates (urban climate).</li> <li>• Climate hazards and human response to these – risk and vulnerability.</li> </ul>	Written work <b>Map interpretation and analysis (PoA)</b>	Textbooks Atlas Orthophoto maps Topographical maps Synoptic charts Aerial Photographs Mathematical instruments Calculator Appropriate videos

TIME FRAME	LOs & ASs	CONTEXT	CONTENT	ASSESSMENT	LTSM (RESOURCES)
04 WEEKS	LO1 AS1,2,3,4,5  LO2 AS1,2,3,4  LO3 AS1,2	<i>South Africa</i>	<ul style="list-style-type: none"> <li>Fluvial processes – flowing water on the surface of the Earth: river profiles; superimposed and antecedent rivers; drainage basins: characteristics, drainage patterns, importance and impact of humans; catchment and river management.</li> <li>Topography associated with horizontal and inclined layers.</li> <li>Slopes: types, characteristics and significance for human activity.</li> <li>Mass movements and human responses.</li> </ul>	Fieldtrip Posters Written work <b>TEST (PoA)</b>	Textbooks Orthophoto maps Topographic maps Video on land forms and water as a sculpturing agent
06 WEEKS	LO1 AS1,2,3,4,5  LO2 AS1,2,3  LO3 AS1,2	<i>South Africa and Africa</i>	<ul style="list-style-type: none"> <li>Processes and spatial patterns involved in rural and urban settlements: settlement function, size and situation, density, hierarchy, services, (urban) profile; population size, structure and patterns, land use characteristics, land use zones, the sphere of influence.</li> <li>Key human-environment interactions in rural settlements: settlement issues: rural depopulation, closure of services, ageing of population, political influences, governance of rural settlements, local authorities, Agenda 21).</li> <li>Key human-environment interactions in urban settlements: settlement issues: inner city problems, renewal, urban blight, congestion, pollution and land use conflict, standards of living, political influences; post-modern urban settlements (changing urban centres), governance of urban settlements (local authorities, Agenda 21).</li> </ul>	Written work <b>RESEARCH (PoA)</b>	Textbooks Maps Land-use maps Graphs Tables Photographs Newspapers

<b>TIME FRAME</b>	<b>LOs &amp; ASs</b>	<b>CONTEXT</b>	<b>CONTENT</b>	<b>ASSESSMENT</b>	<b>LTSM (RESOURCES)</b>
02 WEEKS	LO1 AS1,2,3,4,5  LO2 AS1,2,3  LO3 AS1,2	<i>South Africa and the World</i>	<ul style="list-style-type: none"> <li>Key sustainability-related strategies include: rural: sustainable strategies to manage dwindling rural settlements, land reform and land redistribution, impact of HIV/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.</li> </ul>	Written work Posters	Textbooks Atlas Orthophoto maps Topographical maps Synoptic charts Aerial Photographs Mathematical instruments Calculator
02 WEEKS				<b>MIDYEAR EXAM (PoA)</b>	

<b>TIME FRAME</b>	<b>LOs &amp; ASs</b>	<b>CONTEXT</b>	<b>CONTENT</b>	<b>ASSESSMENT</b>	<b>LTSM (RESOURCES)</b>
10 WEEKS	LO1 AS1,2,3,4,5  LO2 AS2,3,4  LO3 AS1,2	<i>South Africa</i>	<ul style="list-style-type: none"> <li>Economic activities: primary, secondary, tertiary and quaternary economic activities; influence of economic, physical, political, social factors; perceptions of decision-makers on the location of industries and other economic activities; impact of humans on the location of economic activities; response of people to environmental and socio-economic injustices linked to economic activities; impact of the change of location of economic activities on people; importance and challenges of the informal sector in different contexts; influence of globalisation on economies and change; agriculture as an economic activity: special emphasis on southern Africa, food security, risks and vulnerability; transport and trade.</li> <li>Water as a critical resource in South Africa: <ul style="list-style-type: none"> <li>-availability of water;</li> <li>- distribution and supply of water to South African citizens;</li> <li>- sustainable use and management of water.</li> </ul> </li> </ul>	Written work Data handling and analysis Assignment Poster <b>TEST (PoA)</b>	Textbooks Atlas Graphs Maps Newspaper article Access to news broadcasts on TV Access to internet Overhead projector and transparencies.
06 WEEKS				<ul style="list-style-type: none"> <li><b>PROJECT (PoA)</b></li> <li><b>TRIAL EXAMINATION (PoA)</b></li> </ul>	

## ANNEXURE 3: EXEMPLAR OF A LESSON PLAN FOR GEOGRAPHY

**Grade 10** ....

**Duration:** 4 periods

**CONTENT FOCUS / TOPIC:** *People and places: Population distribution and population density*

<p><b>LO 1:</b> <i>The learner is able to demonstrate a range of geographical skills and techniques.</i></p>	<p><b>LO 2:</b> <i>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.</i></p>	<p><b>LO 3:</b> <i>The learner is able to apply geographic skills and knowledge to phenomena, human and environmental issues and challenges, recognise values and attitudes and to demonstrate the ability to recommend possible solutions and strategies.</i></p>
<p><b>We know this when the learner:</b></p> <p>ENQUIRY, MAP &amp; GEOMATIC SKILLS</p> <p>10.1.1 <input type="checkbox"/> identifies issues and formulates questions for an investigation</p> <p>10.1.2 <input type="checkbox"/> acquires information from fieldwork and a variety of other sources</p> <p>10.1.3 <input type="checkbox"/> organises information graphically, pictorially and diagrammatically</p> <p>10.1.4 <input type="checkbox"/> analyses information obtained from a variety of sources</p> <p>10.1.5 <input type="checkbox"/> reports findings in oral and/or written form</p>	<p><b>We know this when the learner:</b></p> <p>SPATIAL PROCESSES AND PATTERNS</p> <p>10.2.1 <input type="checkbox"/> describes processes and associated spatial patterns in places and regions</p> <p>10.2.2 <input type="checkbox"/> identifies similarities and differences in processes and spatial patterns between places or between regions</p> <p>HUMAN-ENVIRONMENT INTERACTIONS</p> <p>10.2.3 <input type="checkbox"/> describes the links between environmental problems and social injustices in a local/global context</p> <p>10.2.4 <input type="checkbox"/> describes the interdependence between humans and the environment at different scales</p>	<p><b>We know this when the learner:</b></p> <p>SKILLS AND KNOWLEDGE</p> <p>10.3.1 <input type="checkbox"/> applies skills and knowledge to a range of phenomena, issues and challenges at a local and global scale</p> <p>VALUES AND ATTITUDES</p> <p>10.3.2 <input type="checkbox"/> identifies different values and attitudes held by individuals and groups associated with processes, spatial patterns, and human-environment interactions on a local and global scale</p>

**KEY QUESTIONS:**

1. *What does population distribution and population density mean?*
2. *How does inhabited and uninhabited areas relate to the above-mentioned concepts?*
3. *Where do these areas occur on a world map?*
4. *How are these areas formed?*
5. *Why are these areas where they are?*
6. *How do these processes and patterns manifest themselves on a world map, a topographical and accompanying orthophoto map? (Use any 1:50 000 topographical and the accompanying orthophoto map)*
7. *How do these phenomena apply to my local area/province/country?*
8. *What challenges or opportunities do these areas offer to humans (globally and locally)?*
9. *What are the possible solutions or management strategies to these challenges?*

**APPROPRIATE RESOURCES** (primary, secondary and tertiary)

- *Atlases or wall maps including/illustrating world maps indicating population density;*
- *1:50 000 topographical and the accompanying orthophoto map*
- *Textbooks or other relevant literature (written or electronic)*



KEY QUESTION/S	LEARNING ACTIVITIES FOR LEARNING EXPERIENCES (Not all activities need to be assessed)
1 & 2	<i>Teacher explains concepts <b>population distribution</b> and <b>population density</b> and links the concepts by using population distribution maps to <b>inhabited</b> and <b>uninhabited areas</b>. Learners identify inhabited and uninhabited areas from the different types of maps</i>
3, 4, 5 & 6	<i>Learners <b>identify patterns</b> in population distribution and density on the maps and begin to <b>give evidence</b> for these patterns <b>by reading the maps</b> (world, topographical and orthophoto maps) Learners begin to <b>explain the processes</b> leading to the global patterns <b>by interpreting the maps</b></i>
7	<i><b>Apply the acquired skills, knowledge and understanding</b> to the known area by analysing maps &amp; or data. Learners use world maps available</i>
8 & 9	<i>Learners <b>identify challenges or opportunities</b> that humans face in these areas and <b>offer possible solutions or management strategies</b> to these challenges (taking into account impact of values and attitudes)?</i>

FORMS / TYPES:	ASSESSMENT ACTIVITY/IES (Either one or more of the learning activities OR an overall assessment activity)
<ul style="list-style-type: none"> <li>• Presentations</li> <li><input checked="" type="checkbox"/> <b>Practical work</b></li> <li><input checked="" type="checkbox"/> <b>Written tests</b> <ul style="list-style-type: none"> <li>• Short answer tests</li> <li>• Models</li> </ul> </li> <li><input checked="" type="checkbox"/> <b>Research projects</b> <ul style="list-style-type: none"> <li>• Drama / Role-play</li> <li>• Journals/ Logs</li> <li>• Graphic representations</li> <li>• Complex task over time</li> <li>• Essays / Writing a letter</li> <li>• Debates</li> <li>• Interviews</li> </ul> </li> </ul>	<p><i>In this case one or a combination of the learning activities may be selected to serve as a collective assessment activity that will be used to see if learners are progressing in terms of the relevant ASs.</i></p> <p style="text-align: center;"><b>OR</b></p> <p><i>In a research project, which must be presented in written form (using maps and appropriate illustrations), learners are expected to make a comparison between South Africa and a country on another continent in terms of:</i></p> <ul style="list-style-type: none"> <li>▪ <i>the nature of population density and distribution (similarities and differences)</i></li> <li>▪ <i>explaining the causes (processes) leading to these patterns</i></li> <li>▪ <i>drawing maps to illustrate processes/factors causing the patterns</i></li> <li>▪ <i>identifying the particular challenges/opportunities which emanate from the processes and patterns</i></li> <li>▪ <i>how the challenges/opportunities can be addressed in the context of each country</i></li> </ul>

ASSESSMENT INSTRUMENTS		
Data collection method/s	Assessor/s OR Evaluator/s	Organisation of assessment criteria
<ul style="list-style-type: none"> <li>• Observation</li> <li>• Listening</li> <li><input checked="" type="checkbox"/> <b>Reading</b> <ul style="list-style-type: none"> <li>• Interpreting</li> <li>• Reviewing</li> <li>• Questioning</li> <li>• Conferencing</li> <li>• Interviewing</li> <li>• Listener's written observations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Teacher</b> <ul style="list-style-type: none"> <li>• Self</li> <li>• Peer</li> <li>• Peer assessment</li> <li>• Another teacher</li> <li>• Outside expert</li> <li>• Class panel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Checklist</li> <li>• Assessment scale</li> <li><input checked="" type="checkbox"/> <b>Analytical rubrics</b> <ul style="list-style-type: none"> <li>• Holistic rubrics</li> </ul> </li> </ul>

FEEDBACK / REPORTING
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Learner:</b> .....</li> <li>• <b>Teachers:</b> .....</li> <li><input checked="" type="checkbox"/> <b>Parents:</b> .....</li> <li>• <b>Support Services:</b> .....</li> <li>• <b>Other:</b> .....</li> </ul>

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