



**education**

Department of Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CURRICULUM STATEMENT GRADES 10-12**

## **SUBJECT: GEOGRAPHY**

## **TEACHER TRAINING MANUAL 2006**

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## GEOGRAPHY PROGRAMME 20 – 24 FEBRUARY 2006

### DAY ONE

<b>SESSION 1</b>		
<b>TIME</b>	<b>TOPIC</b>	<b>DURATION</b>
8:00-8:30	Registration	30 min
8:30-9:00	Opening and welcome Introduction	30 min
9:00-9:30	Overview of the week and training documents provided.	30min
9:30-10:00	Introduction to NCS and NSC - Part 1	30 min
10:00-10:30	Introduction to NCS and NSC - Part 2	30 min
<b>10:30-11:00</b>	<b>TEA</b>	<b>30 min</b>
11:00-11:30	Introduction to NCS and NSC - Part 2 (Continue)	30 min
11:30-12:30	Introduction to NCS and NSC-Part 3 Requirements for Higher Education studies Breakaway into subject groups.	60min
<b>SESSION 2</b>		
12:30-13:00	Overview of Geography	30 min
<b>13:00-14:00</b>	<b>LUNCH</b>	<b>60 min</b>
14:00-14:30	Continue	30 min
14:30-15:30	Subject development	60 min
<b>15:30-16:00</b>	<b>TEA</b>	<b>30 min</b>
16:00-17:00	ASs in the teaching, learning and assessment	60 min
17:00 -18:00	LO1 –content	60 min

### DAY TWO

<b>SESSION 2 continues</b>		
<b>TIME</b>	<b>TOPIC</b>	<b>DURATION</b>
8:00-8:45	LO1 (continued)	45 min
8:45-10:30	LO 1 approach	105 min
<b>10:30-11:00</b>	<b>TEA</b>	<b>30 min</b>
11:00-12:00	LO2 content	90 min
12:00-13:00	LO 2 approach	90 min
<b>13:00-14:00</b>	<b>LUNCH</b>	<b>60 min</b>
14:00-15:30	LO 3 content and approach	90 min
<b>15:30-16:00</b>	<b>TEA</b>	<b>30 min</b>
16:00-17:30	LO3 (continued)	90 min
17:30-18:00	Integration	30 min

**DAY THREE**

<b>SESSION 2 continues</b>		
<b>TIME</b>	<b>TOPIC</b>	<b>DURATION</b>
8:00-8:45	Integration (continued)	45 min
<b>SESSION 3</b>		
8:45-9:00	Planning cycle	30 min
9:00-10:30	Grade 11 Work Schedule	90min
<b>10:30-11:00</b>	<b>TEA</b>	<b>30min</b>
11:00-13:00	Lesson plan 1 grade 11	60 min
<b>13:00 -14:00</b>	<b>LUNCH</b>	<b>60 min</b>
14:00-15:00	Lesson plan (continued)	30 min
15:00-15:30	TEA	30 min
15:30-18:00	Annual Assessment plan	150 min

**DAY FOUR**

<b>SESSION 2 continues</b>		
<b>TIME</b>	<b>TOPIC</b>	<b>DURATION</b>
8:00-8:15	Introduction of presenters	15 min
8:15-10:30	Geographic Information Systems (GIS)	135 min
<b>10:30-11:00</b>	<b>TEA</b>	<b>30 min</b>
11:00-13:00	GIS (continued)	120 min
<b>13:00-14:00</b>	<b>LUNCH</b>	<b>60 min</b>
14:00 -15:30	GIS (continued)	90 min
<b>15:30-16:00</b>	<b>TEA</b>	<b>30 min</b>
16:00-18:00	GIS (continued)	120 min

**DAY FIVE**

<b>SESSION 4 (continued)</b>		
8:00-8:30	Recap on assessment	30 min
8:30-10:30	Assessment (continued)	120 min
<b>10:30-11:00</b>	<b>TEA</b>	<b>30 min</b>
11:00-12:00	Assessment (continued)	60 min
12:00-13:00	Wrap up	60 min
<b>13:00-14:00</b>	<b>LUNCH</b>	<b>1 hour</b>

**SESSION 1 –  
Introducing the National Curriculum Statement (NCS) and the National Senior  
Certificate (NSC) (3-4 hours)**

**ACTIVITY 1: Introduction of training participants**

FORM OF ACTIVITY:      Introductions

**ACTIVITY 2: Overview of the week of training / documents provided**

FORM OF ACTIVITY:      Presentation

RESOURCES:              The 5-day training programme (PowerPoint)  
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- Teacher Guide – only applicable to Mathematical Literacy and Life Orientation
- National Protocol on Assessment
- Higher Education admission requirements

CONTENT:

- Training programme for the week and house rules
- Documents making up the National Curriculum Statement policy and documents supporting the National Curriculum Statement policy – purpose and status of each

**ACTIVITY 3: Introduction to the NCS and NSC**

**Part 1:      20 Questions**

FORM OF ACTIVITY:      Test and discussion

RESOURCES:              PowerPoint Presentation, Laptop, Data Projector, Appendix 1

CONTENT:

- 20 questions focusing on the NCS and NSC

INSTRUCTIONS:

- Allow the participants to record their responses to each question as individuals (Appendix 1)
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them

## **Part 2: NCS and NSC**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

CONTENT:

- Overview of the NCS, including principles and Critical and Developmental Outcomes
- National Senior Certificate: Requirements, structure and details

## **Part 3: Requirements for Higher Education study**

FORM OF ACTIVITY: Open-book and presentation

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, High Education Admission Requirements

CONTENT:

- Requirements for certificate, diploma and degree programmes

INSTRUCTIONS:

### **Introduction**

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions

### **Open-book activity**

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes

### **Report back and discussion**

- Allow one report back
- Present the requirements (see PowerPoint Presentation)
- Discuss the designated list of subjects, noting that learners already have 3 of the designated subjects in their NSC package – two languages and Mathematics or Mathematical Literacy

## **SESSION 2 – Introducing the Subject Statement (20 hours)**

### **2.1 INTRODUCTION TO GEOGRAPHY**

#### **2.1.1 Overview of Geography (60min)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector and Subject Statement

CONTENT: Overview of the subject

#### **INSTRUCTION:**

Participants are given 15 minutes to read the definition, purpose and the scope of Geography on pages 9 -10 of the National Curriculum Statement (NCS) document.

#### **ACTIVITY**

- In pairs, discuss your understanding of the given concepts.
  - Report back: Few individuals are randomly picked to report.
- 

#### **2.1.2 Learning Outcomes in Geography**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector and Subject Statement

CONTENT: An overview of the three Learning Outcomes (LOs) in Geography and their relationship with the COs, DOs and NCS principles

#### **INSTRUCTION:**

Use PowerPoint presentation to give an overview of the LOs, i.e. pages 14 – 16 in the NCS document.

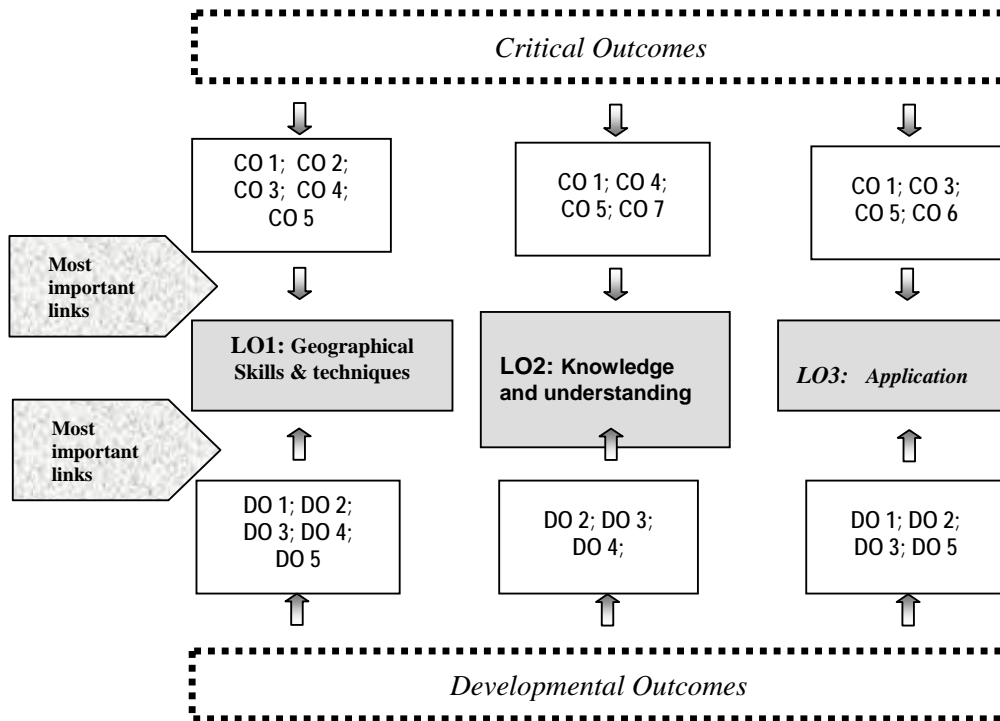
#### **ACTIVITY**

- Power Point presentation of the LOs.
- Recap of the COs and the Dos: Participants are asked to give a few COs and DOs verbally
- The facilitator takes them through the diagram that depicts the relationship between the LOs, COs and DOs.

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

**How are the Critical Outcomes (COs), Developmental Outcomes (DOs) and LOs linked in the teaching Geography?**

Careful thought has been given to ensuring that these links are clear during the development of the Geography Subject Statement. Links between the COs, Los and Dos are illustrated in the figure below:



Refer to NCS document Page 2 for COs and DOs

With regard to the NCS principles the following applies:

- LO 1 is related to NCS principles 2, 3, 4 and 5.
- LO 2 is related to NCS principles 2, 3, 4, 5, 7 and 8.
- LO 3 is related to NCS principles 2, 3, 4, 5, 6 and 7.



### **2.1.3 Subject Development (Report 550 to National Curriculum Statement) (60min)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: NCS Document

CONTENT: Subject developments

#### **INSTRUCTION:**

The facilitator refers participants to pages 25-32 of the NCS document and indicates new content per grade. Participants highlight new content in the NCS documents.

#### **ACTIVITY**

- Identify your knowledge gaps in the subject (Geography).
  - Develop a three year personal development plan that will guide you to close the gaps.
  - Participants are asked to go and pursue what they have put down their personal developments plans.
- 

### **2.1.4 Assessment Standards in the teaching, learning and assessment process (60 min)**

FORM OF ACTIVITY: Group work

RESOURCES: NCS Document

CONTENT: The significance of ASs in the Teaching, Learning and Assessment process

#### **INSTRUCTION:**

Participants are divided into manageable groups. Each group chooses one AS from one of the LOs in grade 11.

#### **ACTIVITY**

1. In your group, choose any Assessment Standard (AS) from the 3 Learning Outcomes in grade 11.
2. Design suitable teaching, learning and assessment activities that will address the AS you have chosen.
3. Choose content and a topic that will serve as a vehicle for the attainment of the AS you have chosen.
4. Use Appendix 2 to complete this activity.

**NB:** Action words and nouns in the AS should guide your activities as indicated in the Appendix 2.

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## 2.2 GEOGRAPHY SUBJECT CONTENT AND APPROACH (18 HOURS)

**NOTE:** Each Learning Outcome for Geography will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome activity (Parts 1-3). Thereafter integration across the Learning Outcomes will be dealt with in a separate activity (Part 5).

### 2.2.1 Learning Outcome1

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, flipcharts, Prestik and Koki pens

CONTENT: Content for LO 1

#### INSTRUCTION:

Divide participants into 3 large groups and allocate grades to them. Group members should work in pairs on LO 1 of the allocated grade i.e. 10, 11 and 12 to answer questions that are listed below. Participants will be required to report back.

#### ACTIVITY: Content (75min)

- What content is covered by LO 1 in the grade allocated to you?
- What content is new in this LO? List the new content.

**On completion of presentations by the groups, the facilitator uses PowerPoint to pose follow up questions:**

- A. Is progression evident within the Learning Outcome across the 3 Grades?  
Provide examples of such progression.
- B. Should any content be re-organized to display progression across the grades? Identify such content.
- C. Is there a link between the content indicated for each Assessment Standard (Is integration possible within the Learning Outcome)?
- D. What must a learner be able to know, do and value after exposure to the content in this Learning Outcome? (i.e. skills, knowledge and values). Use the template (Appendix 3A) provided below to indicate what the learner must be able to know, do and value. Copy the template to the flipchart and complete it.

#### ACTIVITY: Approach (105 min)

- Develop an activity that will address LO1 and its ASs. Suggest possible LTSM for this activity. In your activity indicate the following:
  - Teacher activity
  - Learner activity
  - Assessment approaches.
  - Report back by the groups.

### 2.2.2 Learning Outcome 2

FORM OF ACTIVITY: Group work, discussion and report back

RESOURCES: NCS Subject Statement, LPG, Data projector, Laptop, flipcharts, Koki pens and Prestik

CONTENT: Content for Learning Outcome 2

#### INSTRUCTIONS:

In your groups complete Appendix 3. Use the Subject Statement and the LPG to complete this activity.

#### ACTIVITY: Content (90 min)

- You are provided with an LO2 content template (Appendix 3B)
- Copy the template to the flipchart and complete it.
- Prepare for presentation.

#### ACTIVITY: Approach (90min)

- In pairs, look into integration of the ASs within a grade allocated to you.
- Provide an example of an activity to show integration of ASs. Use your subject statement and the LPG to complete this task.
- Report back.

### 2.2.3 Learning Outcome 3 (180 min)

FORM OF ACTIVITY: Group work, discussion and report back

RESOURCES: Flipcharts, Subject statement, Koki pens, Prestik and newspaper  
Articles (Appendices 4A and 4B)

CONTENT: Subject content and approach

#### INSTRUCTIONS:

You are divided into 2 groups. Each group will be provided with newspaper articles as follows.

- 1.1 Article 1: The government's new policy on land reform and land distribution, in general, and expropriation of land, in particular.
- 1.2 Article 2: In terms of the new demarcation policy as approved by the President in December 2005, Khutsong (Gauteng) has been put under the municipal jurisdiction of North-West. This brought about uproar within the Khutsong community.

## ACTIVITY

Examine / figure out the effects and possible consequences of the scenario in the lives of the affected communities and the country at large.

1. In your view, how can this situation be amicably resolved?
2. Which section of the NCS curriculum is covered by your article?
3. From the list of the values provided below, identify those that you think apply to the article you have read (participants are free to add to this list):
  - Accountability
  - Democracy
  - Equality
  - Non-racism
  - Non-sexism
  - Open society
  - Social justice and equity
  - Rule of Law
  - Reconciliation
  - Ubuntu
4. Report back (90min)

### 2.2.4 New Content (480 min)

FORM OF ACTIVITY: Presentation, discussion and questions

RESOURCES: NCS Subject Statement, LPG, Data projector, Laptop, flipcharts, Koki pens and Prestik

CONTENT: Geographic Information Systems

PRESENTATION:

#### **Topic: Geographic Information Systems (GIS)**

To be presented by the Department of Land Affairs. Handouts will be supplied at the workshop by the Department of Land Affairs.

### 2.2.5 Integration across Learning Outcomes of the same grade (75 min)

NOTE: In Geography integration should not be forced across the LOs, however, where possible teachers are encouraged to integrate Assessment Standards in the teaching, learning and assessment.

FORM OF ACTIVITY: Group work, discussion and report back

RESOURCES: NCS Subject Statement, LPG, Data projector, Laptop, flipcharts, Koki pens and Prestik

CONTENT: Integration

**INSTRUCTION:**

In your groups, study the knowledge concepts in Appendices 5A, 5B and 5C and show the integration of the Assessment Standards in Learning Outcomes of the same grade.

**ACTIVITY**

- Complete Appendices 5A, 5B and 5C
- Report back

## **SESSION 3 – Planning for teaching subjects in the NCS**

### **ACTIVITY 1: Introduction to the planning cycle (30min)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT:

- Three stages of planning
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme
- Brief overview of the key activities and development process per stage

### **ACTIVITY 2: Grade 11 Work Schedule (30 min)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement

CONTENT:

- Elements of design
- Process of design
  - Integration: What, how and why?
  - Sequencing: What, how and why?
  - Pacing: What, how and why?
  - Suggested assessment tasks: What and why? – will return to this in Session 4
  - LTSM: What and why?

**NB: Refer to page 30-31 to the LPG**

### **ACTIVITY 3: Critique the Grade 11 Work Schedule (60 min)**

FORM OF ACTIVITY: Interactive, report back and discussion

RESOURCES: Grade 11 Work Schedule, Subject Statement, Learning Programme Guidelines, Subject Assessment Guidelines

CONTENT: Grade 11 Work Schedule

INSTRUCTION:

Participants are referred to the Learning Programme Guidelines page 37 for a grade 11 Work schedule.

## **ACTIVITY**

- Participants study the example of the Grade 11 Work Schedule provided and critique it:
  - Does the Work Schedule cover all the Assessment Standards (i.e. content)?
  - Integration: Are the Assessment Standards appropriately linked?
  - Are the Assessment Standards covered in sufficient detail and depth?
  - Pacing: Is the time allocation across the 40 weeks appropriate?
  - Sequencing: Is the content presented in the correct order?
  - Are relevant LTSM listed? If not, list the LTSM required.
  - How can the Work Schedule be improved?
- Report back

## **ACTIVITY 4: Development of Lesson Plan 1 for Grade 11 (90 min)**

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

### **CONTENT:**

- Designing Grade 11 Lesson Plan
- Nature and duration
- Elements and design of a Lesson Plan
- Teaching method/approach: What and why
- Assessment strategy: Who, when, how and form of assessment
- Expanded opportunities: Inclusive approach to accommodate all learners.

### **INSTRUCTIONS:**

- Provide an overview of the elements and the design process of a Lesson Plan. Allow one group to present and then discuss their presentation

## **ACTIVITY**

- Develop Lesson Plan 1 that will be presented for the first 3 weeks of the school year using the template provided as Appendix 6. Use grade 11 Work Schedule from Activity 3

## **SESSION 4 – Annual assessment plan**

### **ACTIVITY 1: Introduction to assessment in the NCS (150 min)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, National Protocol on Assessment

CONTENT:

- Approach to assessment: Criteria-driven
- Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject
- Reporting process: 7 codes and percentages
- Portfolios: Teacher and learner

### **ACTIVITY 2: Programme of Assessment for Grade 11 (105 min)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

CONTENT:

- Programme of Assessment for Grade 11 (pages 9 and 10 of Subject Assessment Guidelines): Number of tasks
- Nature of tasks: Forms of assessment suitable to the subject (pages 9 and 10 of the Subject Assessment Guidelines) and suitable tools.
- Weighting of tasks for the formal Programme of Assessment and mark allocation

### **ACTIVITY 3: Development of a Grade 11 annual assessment plan (105 min)**

FORM OF ACTIVITY: Presentation, interactive and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

CONTENT:

- Programme of Assessment for Grade 11: Tasks, topics, tools and dates

INSTRUCTIONS:

Refer participants to pages 9 and 10 of the Subject Assessment Guidelines document.



**ACTIVITY**

- Critique Grade 11 annual assessment plan considering the following:
- Seven tasks: 2 Tests, 2 Examinations and 3 other tasks
  - Topics for each task
  - Assessment tools for each task
  - Date and duration of each task
- Revisit Grade 11 Work Schedule (Session 3: Activity 3) and align the annual assessment plan for Grade 11 with the assessment tasks listed in the Work Schedule.

**ACTIVITY 4: Wrap-Up (60 min)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guideline

CONTENT: An overview of all sessions

**INSTRUCTIONS:**

- Pull all the issues together as discussed in various Learning Outcome discussions  
PowerPoint presentation – highlight the subject content and approach

## APPENDICES

### APPENDIX 1 – SESSION 1 – ACTIVITY 3 – PART 1

Make use of your knowledge of the NCS and related documents to answer the following questions.

- Fill in the answers as quick as possible
- Keep answers short and to the point.

No	Answer
1	
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20	

### SESSION 1 – ACTIVITY 3 – PART 3

Study the HE document and identify the requirements for certificate, diploma and degree programmes

HIGHER CERTIFICATE	DIPLOMA	BACHELOR'S DEGREE



**APPENDIX 3A**

	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
<b>SKILLS</b>			
<b>KNOWLEDGE</b>			
<b>VALUES</b>			



## APPENDIX 4A

The Citizen 08 February 2006

# Bid to soothe fears over land

By STEVEN MOTALE

AGRICULTURE and Land Affairs Minister Thoko Didiza said yesterday there was nothing to worry about in government's plan to accelerate land reform this year.

Didiza's address to the media was part of the Ministerial briefings following President Thabo Mbeki's State of the Nation speech last Friday. Mbeki said in his speech that Didiza would review the "willing buyer, willing seller" policy.

He said Didiza would also regulate conditions under which foreigners bought land and review land acquisition models and possible manipulation of land prices.

Mbeki said government would play a more central role in the land reform programme "ensuring that the restitution programme is accelerated, further contributing to the empowerment of the poor, especially in the rural areas".

Didiza said: "We will review the willing buyer, willing seller policy. If we think it needs change or amendments, we will definitely do so".

Didiza said farms would be

evaluated according to their production capacity.

"We do have expertise within government to do that intervention.

"If you look at farmland, what defines its value is its productivity. Our argument is that there has been a change in trend in South Africa which has contributed to inflation of prices."

Asked if government commitment to regulate conditions under which foreigners acquired land was not sending a wrong message to foreign investors, Didiza said: "Our observation tells us that there is no consensus among observers that there's anything to worry about, given South Africa's track records on land reform.

"We have done extensive research on how other countries deal with this reality. I do not think it sends a wrong signal to investors. And apart from that, SA does have a history of expropriation."

Didiza reiterated Mbeki's assurance that land reform would be implemented "in line with international norms and practices".

- [stevenm@citizen.co.za](mailto:stevenm@citizen.co.za)



## APPENDIX 4B

Pretoria News 08 February 2006

# Land expropriations 'not like in Zim'

**BOYD WEBB**

POLITICAL BUREAU

While large-scale expropriation may be on the cards, it "would be very, very naughty" to draw similarities between South Africa and Zimbabwe, a top government official said yesterday.

"We are not going the Zim route. They never had the restitution process or the legal or constitutional framework within which to work as we do," Land Affairs Director-General Glen Thomas said.

Both Land Affairs Minister Thoko Didiza and Thomas said they "could not see" why the land expropriation announcement by chief land claims commissioner Tozi Gwanya had caused such a stir.

Gwanya said on Monday that

large-scale expropriation of land from white farmers would start next month after years of fruitless compensation negotiations.

"From March, we will begin expropriating land for which negotiations have gone on for that period or more (two years or longer)," he said, adding that a six-month deadline would be imposed on new cases.

Thomas said it currently took an average of three years to conclude negotiations between a farmer and the State in terms of the willing-buyer-willing-seller method.

"There are 7 476 claims left (out of 79 000). Can you imagine if it took three years each to purchase the property. That can't be acceptable," Thomas said. The new deadline for the restitution process to be completed has been extended by two years to 2008.

He said that unlike the Zimbabwe situation where land owners were left with nothing, the expropriated farmer would be paid the production value of the property.

Briefing reporters at Parliament yesterday, Didiza said the value of farmland was defined by its production capacity, a view often disagreed with by farmers who argued that market value and production value were different.

Didiza said it was this belief that saw farmers "manipulating" prices. "Our argument is that what you've seen ... is a change of trend, where productive value on farm land has no more become an issue, sometimes it's even been questioned, which in our view has actually contributed in part in inflating farm land, which I don't think is correct," she said.

## APPENDIX 5A

GRADE 10 ( <i>Global scale</i> )	LO 1	LO 2	LO 3
<p><b>GEOGRAPHICAL SKILLS AND TECHNIQUES</b></p> <ul style="list-style-type: none"> <li>• <b>Using atlases:</b> to familiarize and empower learners to use atlases on various themes as a rich source of spatially and non-spatially referenced data and information</li>   <li>• <b>Map use and map skills:</b> these include reading and analysis of maps, orthophoto maps, oblique and vertical aerial photographs and graphical data, executing different techniques e.g.               <ul style="list-style-type: none"> <li>◦ map orientation (map position, types of grid reference)</li> <li>◦ different types of scales used on different maps and photos</li> <li>◦ direction and true bearing</li> <li>◦ map calculations (distance, area, gradient, vertical exaggeration)</li> <li>◦ drawing cross-sections and determining intervisibility</li> <li>◦ map analysis and interpretation</li> </ul> </li>   <li>• <b>Map projections:</b> Lambert</li> <li>• <b>Fieldwork:</b> using local maps/photos; recording geographical information in the local area.</li>   <li>• <b>Geographical Information Systems (GIS)</b> <ul style="list-style-type: none"> <li>◦ general concepts, e.g. systems, information systems, GIS, remote sensing</li> <li>◦ geographical concepts, e.g. spatial objects, lines, points, nodes, scales (small versus large), resolution (spectral and spatial)</li> </ul> </li> </ul>			



## APPENDIX 5B

Grade 11(Continental scale)	LO 1	LO 2	LO 3
<p><b>DEVELOPMENT AND SUSTAINABILITY</b>  <i>Context: Africa and The World</i></p> <ul style="list-style-type: none"> <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>			

## APPENDIX 5C

Grade 12 National scale	LO 1	LO 2	LO 3
<p><b>PEOPLE AND THEIR NEEDS</b>  <i>Suggested context: South Africa and the World</i></p> <ul style="list-style-type: none"> <li>• <b>Economic activities</b> <ul style="list-style-type: none"> <li>◦ Primary, secondary, tertiary and quaternary economic activities</li> <li>◦ Influence of economic, physical, political, social factors</li> <li>◦ Perceptions of decision-makers on the location of industries and other economic activities</li> <li>◦ Impact of humans on the location of economic activities</li> <li>◦ Response of people to environmental and socio-economic injustices linked to economic activities</li> <li>◦ Impact of the change of location of economic activities on people</li> <li>◦ Importance and challenges of the informal sector in different contexts</li> <li>◦ Influence of globalisation on economies and change</li> <li>◦ Agriculture as an economic activity – special emphasis on southern Africa – food security – risks and vulnerability</li> <li>◦ Transport and trade</li> </ul> </li> <li>• <b>Water as a critical resource in South Africa</b> <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>			

# Appendix 6

Exemplar: **GEOGRAPHY PLANNING TEMPLATE**

**Grade 11** ....

Duration: .....

CONTENT FOCUS / TOPIC: .....

<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>11.1.1 <input type="checkbox"/> plans and structures a project or enquiry process</p> <p>11.1.2 <input type="checkbox"/> acquires a variety of information from relevant primary and secondary sources which includes fieldwork</p> <p>11.1.3 classify the acquired information according to different categories</p> <p>11.1.4 <input type="checkbox"/> analyses information obtained from a variety of sources – including fieldwork data, 1: 50 000 topographical maps, orthophoto maps and statistics</p> <p>11.1.5 <input type="checkbox"/> reports findings in written, oral and/or illustrative form</p>	<p><b>We know this when the learner:</b></p> <p>SPATIAL PROCESSES AND PATTERNS</p> <p>11.2.1 <input type="checkbox"/> explains processes and associated spatial patterns in a range of places and regions</p> <p>11.2.2 <input type="checkbox"/> compares and contrasts processes and spatial patterns between places and/or between regions</p> <p>HUMAN-ENVIRONMENT INTERACTIONS</p> <p>11.2.3 examines issues and challenges arising from human and environment interactions in a local/continental context</p> <p>11.2.4 explains different measures of conserving the environment while addressing human needs in a variety of contexts</p>	<p><b>We know this when the learner:</b></p> <p>SKILLS AND KNOWLEDGE</p> <p>11.3.1 <input type="checkbox"/> applies skills and knowledge to a range of phenomena, issues and challenges at a local and continental scale</p> <p>VALUES AND ATTITUDES</p> <p>11.3.2 examines the consequences of actions resulting from values and attitudes held by individuals and groups which influence processes, spatial patterns, and human-environment interactions on a local and continental scale</p>

## KEY QUESTIONS


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

<p><b>APPROPRIATE RESOURCES</b> (primary, secondary and tertiary)</p>	
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<p><b>KEY QUESTION/S</b></p>	<p><b>LEARNING ACTIVITIES FOR LEARNING EXPERIENCES</b> (Not all activities need to be assessed)</p>
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