

SECTION 4

4.1 What is Assessment?

Assessment is a continuous, planned process of identifying, gathering and interpreting information about the performance of learners, and may take various forms. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information. The information is particularly used to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment is integral to teaching and learning because it informs teachers about learners' specific needs. Assessment provides teachers with feedback that allows them to adjust their teaching strategies. It also provides learners with feedback, allowing them to monitor their own achievement. "Assessment for learning" takes note of learners' needs, and is developmental. It helps learners to improve and progress by informing them of their strengths and weaknesses. When the focus of assessment is on the results of learning, assessment is referred to as "assessment of learning". Assessment of learning usually takes place at the end of a period of work, such as a topic, term or year. Assessment of learning is typically used for promotion and certification purposes. Both assessment for learning and assessment of learning strategies should be used during the school year.

4.2

4.2.1 Informal or Daily Assessment (Formative Assessment)

The purpose of assessment for learning is to continuously collect information on a learner's achievement. This information can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This type of assessment is done, for example, through observations, in discussions, during practical demonstrations, in learner-teacher conferences and in informal classroom interactions. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how their learning is progressing. Thereby, feedback is provided to the learners. Informal assessment informs planning for teaching, but need not be recorded. It should not be seen as separate from the learning activities that take place in the classroom. **Learners or teachers can mark these assessment tasks.**

Self-assessment and peer assessment actively involves learners in assessment. This involvement is helpful, as it allows them to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not usually formally recorded, unless the teacher wishes to do so. Therefore, the results of daily assessment tasks are not taken into account for promotion and certification purposes.

A SUGGESTED minimum of the following number of written informal assessment activities per week:

Grade 10: 3 per week

Grade 11: 3 per week

Grade 12: 3 per week

(This may include classwork and/or home work)

4.2.2. Informal Testing

To prepare learners for formal testing and ensure that learners study on a continuous basis, it is suggested that a minimum of **one test per month of 30** marks be administered.

NB. Mapwork should be part of the informal assessment.

4.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Teachers should mark and record formal assessment tasks for progression and certification purposes. All formal assessment tasks are subject to moderation. This assures quality. Thereby, appropriate standards can be maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, GEOGRAPHY GRADES 10-12 50 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) mapwork skills tasks, tasks that use a variety of data and information, research tasks, fieldwork tasks, projects, oral presentations, demonstrations and performances. The preferred types of tasks in different grades may be indicated by the national and provincial education departments or examination bodies.

Item analysis must be conducted after the administration of formal assessment tasks to inform remediation

4.3.1 Summary of formal assessments expected in Grades 10 to 12

Grade 10	Formal Assessment	SBA	Final Exam (75%)	Total
10	<ul style="list-style-type: none"> • 2 Assessment tasks • 2 tests • Mid-year examination 	2 x 20 = 40 2 x 20 = 40 1 x 20 = 20 100		400
	End-of-year examination		Paper 1 = 120 (2 x 60) 30 (1 x 30) Total: 150 Paper 2 = 120 (2 x 60) 30 (1 x 30) Total: 150	
11	<ul style="list-style-type: none"> • 2 Assessment tasks • 2 tests • Mid-year examination 	2 x 20 = 40 2 x 20 = 40 1 x 20 = 20 100		400
	End-of-year examination		Paper 1 = 120 (2 x 60) 30 (1 x 30) Total: 150 Paper 2 = 120 (2 x 60) 30 (1 x 30) Total: 150	
12	<ul style="list-style-type: none"> • 2 Assessment tasks • 2 tests • Mid-year examination • Trial Examination 	2 x 15 = 30 2 x 15 = 30 1 x 20 = 20 1 x 20 = 20 100		400
	End-of-year examination		Paper 1 = 120 (2 x 60) 30 (1 x 30) Total: 150 Paper 2 = 120 (2 x 60) 30 (1 x 30) Total: 150	

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

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Geography and an external examination which makes up the remaining 75%. The formal assessment tasks consist of six tasks which are internally assessed. The external examination is externally set and moderated.

4.3.2 Formal assessment requirements for Geography

(a) Assessment Tasks

Assessment tasks should cover the geographical content and concepts highlighted in the curriculum. Some examples of geographical competencies that may be assessed in the formal assessment tasks are listed below. These geographical competencies may form the focus of specific tasks or they may be used together as part of a task. Learners should demonstrate competence in various combinations of the following during the grade:

- reading, analysing and interpreting maps, photographs and satellite images;
- drawing, analysing and interpreting graphs;
- drawing and labelling sketch maps;
- labelling diagrams;
- using models;
- working with a variety of data;
- analysing and synthesising information from different sources;
- conducting fieldwork, recording and interpreting findings
- working with concepts, data, procedures related to GIS;
- conducting and writing up research;
- writing paragraphs and essays; and
- evaluating arguments and expressing and supporting a point of view.
- Points to consider when designing assessment tasks:
 - The purpose of the assessment tasks is to assess the learner's ability to apply in an integrated way, knowledge, skills and a range of competencies.
 - It is helpful to design assessment tasks around specific issues in familiar or unfamiliar contexts to enhance the interest and enthusiasm of learners.
 - The criteria for assessing each task should be discussed and negotiated with the learners preferably before they start the task.

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown in the table below

Table 1: Suggested weighting of cognitive levels in the FET band

GRADE	Low order (Knowledge/Remembering)	Middle order (Understanding, Applying)	Higher order (Analysing, Evaluating, Creating)
10	40%	40%	20%
11	30%	50%	20%
12	25%	50%	25%

Table 2: Suggested action verbs

Level 1 (Knowledge/ Remembering)	Level 2 (Understanding/ Applying)	Level 3 (Analysing, Evaluating, Creating)
Define; Describe; Draw; Find; Identify; Label; List; Match; Name; Quote; Recall; Sequence; Tell; Write; Count	Apply; Change; Choose; Compute; Conclude; Demonstrate; Discuss; Explain; Generalise; Identify; Illustrate Interpret; Interview Paraphrase; Predict; Report; Restate; Review; Summarize; Tell; Prepare; Produce; Select; Show; Transfer ; Use	Apply; Appraise; Argue; Assess; Change; Choose; Compute; Compose; Construct; Create; Critic; Conclude; Decide; Design; Develop; Evaluate; Integrate; Invent; Interview; Prepare; Produce; Select; Show; Transfer; Use; Make; Organize; Perform; Plan; Produce; Propose; Rewrite; Judge; Justify; Predict; Prioritise; Prove; Rank; Rate; Select.

(b) Tests

A test should be 60 minutes long. A test should also cover a significant amount of content and skills, such as a section of work that covers about four to six weeks. Tests may include a variety of assessment styles, such as multiple choice questions, one line answers, written paragraphs, labelling diagrams, doing calculations and working with data.

Tests (including other formal assessment tasks) should cater for a range of cognitive levels as indicated above.

NB. All formal assessment tasks must be done under controlled conditions, except the research task.

(c) Examinations

Grade 10

The Final Geography Examination in Grade 10 shall comprise of TWO papers of 150 marks each; Paper 1 (The Atmosphere, Geomorphology and Mapwork) and Paper 2 (Population, Water Resources and Mapwork). These papers should cater for a range of cognitive levels outlined in Table 1. The outline of the structure of the mid-year examination and end-of-year examinations is provided in annexure 4.7.1.

Grade 11

The Final Geography Examination in Grade 11 shall comprise of TWO papers of 150 marks each; Paper 1 (The Atmosphere, Geomorphology and Mapwork) and Paper 2 (Development Geography, Resources and Sustainability, and Mapwork). These papers should cater for a range of cognitive levels outlined in Table 1. The outline of the structure of the mid-year examination and end-of-year examinations is provided in annexure 4.7.1.

Grade 12

The Final Geography Examination in Grade 12 shall comprise of TWO papers of 150 marks each; Paper 1 (Climate and Weather, Geomorphology and Mapwork) and Paper 2 (Rural Settlement and Urban Settlement, Economic Geography of South Africa and Mapwork). These papers should cater for a range of cognitive levels outlined in Table 1. The outline of the structure of the mid-year examination and end-of-year examinations is provided in annexure 4.7.1.

4.4. Programme of Assessment

The programme of assessment is designed to spread formal assessment tasks over all subjects in a school. In Grades 10 and 11, the year mark is derived from tasks, tests and the mid-year examination. For promotion purposes, the year mark is added to the end-of-year examination mark (refer to tables on the next page).

The total mark for each grade in FET is weighted as follows:

- year mark 25%; and
- fourth term examination 75%.

4.4.1 Programme of Assessment in Grades 10-12

Grades 10 – 11

			Grade 10			Grade 11		
Term	Assessment no	Type of Assessment	Raw Mark	Term Weighting	SBA Weighting	Raw Mark	Term Weighting	SBA Weighting
1	1	Test	60	50%	20	60	50%	20
	2	Essay(Gr.10) Research (Gr.11)	100	50%	20	100	50%	20
2	3	Mapwork	60	50%	20	60	50%	20
	4	Mid-year examination	150	50%	20	150	50%	20
3	5	Test	60	100%	20	60	100%	20
Year Mark								100

4	6	End-of-year examinations ((Paper 1 and 2)						300
							<i>Total Assessment</i>	400
							<i>Percentage</i>	100%

Grade 12

			Grade 12		
Term	Assessment no	Type of Assessment	Raw Mark	Term Weighting	SBA Weighting
1	1	Test	60	50%	15
	2	Research	100	50%	15
2	3	Mapwork	60	43%	15
	4	Mid-year examination	300	57%	20
3	5	Test	60	43%	15
	6	Preparatory Exam	300	57%	20
Year Mark					100

4	7	End-of-year examinations ((Paper 1 and 2)	300
<i>Total Assessment</i>			400
<i>Percentage</i>			100%

4.4.2 Examples of possible assessment activities

Type of task	Assessment options or combination of options (see 4.3.2a)
Assessment 1 Mapwork task (Grade 10-12)	<ul style="list-style-type: none"> • Reading, analysing and interpreting topographical and orthophoto maps • Reading, analysing and interpreting different types of photographs • Reading and interpreting sketch maps • Conducting field work, recording and interpreting findings • Making sketches of features or patterns • Applying a variety of relevant GIS techniques
Assessment 2 Research (Grade 11 and 12) Essay writing (Grade 10)	<ul style="list-style-type: none"> • Analysing and synthesising information from different sources • Conducting field work, recording and interpreting findings • Using and analysing case studies • Applying a variety of relevant GIS techniques • Evaluating arguments, expressing and/or supporting or disagreeing with a point of view with substantiation

NB. Data Handling as a skills should be integrated in the formal and informal assessments.

4.5 Recording and Reporting

Recording is a process during which a teacher documents a learner's performance level for a specific assessment task. The teacher thereby indicates the learner's progress towards the achievement of the knowledge that is prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress or to be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools and other stakeholders. Learner performance can be reported in a number of ways, including report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters. Teachers in all grades use percentages, although seven levels of competence

exist for all subjects from Grade R to Grade 12. The various achievement levels and their corresponding percentage bands are shown in the table that follows.

Codes and percentages for recording and reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 - 100
6	Merituous achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achievement	0 - 29

Note: The seven-point scale should have clear descriptors that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and they will report percentages against the subject on the learners' report cards

4.6 Moderation of Assessment

Moderation refers to the process of ensuring that assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

In Grades 10 and 11, all assessment is internal. In Grade 12, the end-of-the year assessment (75%) is externally set, marked and moderated.

4.7 Annexure

4.7.1 Format of examinations in Grades 10

Grade 10 Examination Outline

GRADE 10	ONE PAPER ONLY	
Mid-year	Marks Allocation: 150	
	Time Allocation: 3 Hours	
Mid-year	Question 1 (The Atmosphere) 60 Marks <ul style="list-style-type: none"> ▪ Short objective questions (15 Marks) ▪ 3 sub-questions of 15 marks each on The Atmosphere NB. 1 paragraph question of 8 marks with any of the three 	
	Question 2 (Geomorphology) 60 Marks <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 sub-questions of 15 marks each on Geomorphology NB. 1 paragraph question of 8 marks with any of the three 	
Mid-year	Question 3 (Mapwork) 30 Marks <ul style="list-style-type: none"> • Map Skills and Calculations (10 Marks) • Map Interpretation (15 Marks) • GIS (5 Marks) 	
	GRADE 10	PAPER 1
End-of-year	Marks Allocation : 150	
	Time Allocation: 3 Hours	
End-of-year	Question 1 (The Atmosphere) 60 Marks <ul style="list-style-type: none"> ▪ Short objective questions (15 Marks) ▪ 3 questions of 15 marks each on The Atmosphere NB. 1 paragraph question of 8 marks with any of the three 	Question 1 (Population Geography) 60 Marks <ul style="list-style-type: none"> ▪ Short objective questions (15 Marks) ▪ 3 questions of 15 marks each on Development Geography and Urban Settlement NB. 1 paragraph question of 8 marks with any of the three
	Question 2 (Geomorphology) 60 Marks <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 questions of 15 marks each on Geomorphology NB. 1 paragraph question of 8 marks with any of the three 	Question 2 (Water Resources) 60 Marks <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 questions of 15 marks each on Resources and Sustainability of South Africa NB. 1 paragraph question of 8 marks with any of the three
End-of-year	Question 3 (Mapwork) 30 Marks <ul style="list-style-type: none"> • Map Skills and calculations (10 Marks) • Map interpretation (15 Marks) • GIS (5 Marks) 	Question 3 (Mapwork) 30 Marks <ul style="list-style-type: none"> • Map Skills and calculations (10 Marks) • Map interpretation (15 Marks) • GIS (5 Marks)

Grade 11 Examination Outline

GRADE 11	ONE PAPER ONLY	
Mid-year	Marks Allocation : 150	
	Time Allocation : 3 Hours	
	<p>Question 1 (The Atmosphere) 60 Marks</p> <ul style="list-style-type: none"> ▪ Short objective questions (15 Marks) ▪ 3 sub-questions of 15 Marks on The Atmosphere NB. 1 paragraph question of 8 marks with any of the three <p>Question 2 (Geomorphology) 60 Marks</p> <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 sub-questions of 15 marks each on Geomorphology NB. 1 paragraph question of 8 marks with any of the three <p>Question 3 (Mapwork) 30 Marks</p> <ul style="list-style-type: none"> • Map Skills and calculations (10 Marks) • Map interpretation (15 Marks) • GIS (5 Marks) 	
	PAPER 1	PAPER 2
End-of-year	Marks Allocation : 150	Mark Allocation: 150
	Time Allocation: 3 Hours	Time Allocation: 3 Hours
	<p>Question 1 (The Atmosphere) 60 Marks</p> <ul style="list-style-type: none"> ▪ Short objective questions (15 Marks) ▪ 3 questions of 15 marks each on The Atmosphere NB. 1 paragraph question of 8 marks with any of the three <p>Question 2 (Geomorphology) 60 Marks</p> <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 questions of 15 marks each on Geomorphology NB. 1 paragraph question of 8 marks on any of the three <p>Question 3 (Mapwork) 30 Marks</p> <ul style="list-style-type: none"> • Map Skills and calculations (10 Marks) • Map interpretation (15 Marks) • GIS (5 Marks) 	<p>Question 1 (Development Geography) 60 Marks</p> <ul style="list-style-type: none"> ▪ Short objective questions (15 Marks) ▪ 3 questions of 15 marks each on Development Geography and Urban Settlement NB. 1 paragraph question of 8 marks with any of the three <p>Question 2 (Resources and Sustainability) 60 Marks</p> <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 questions of 15 marks each on Resources and Sustainability of South Africa NB. 1 paragraph question of 8 marks with any of the three <p>Question 3 (Mapwork) 30 Marks</p> <ul style="list-style-type: none"> • Map Skills and calculations (10 Marks) • Map interpretation (15 Marks) • GIS (5 Marks)

Grade 12 Examination Outline

GRADE 12	PAPER 1	PAPER 2
Mid-year	Marks Allocation : 150	Marks Allocation : 150
	Time Allocation : 3 Hours	Time Allocation : 3 Hours
	<p>Question 1 (Climate and Weather) 60 Marks</p> <ul style="list-style-type: none"> ▪ Short objective questions (15 Marks) ▪ 3 questions of 15 marks each on Climate and Weather NB. 1 paragraph question of 8 marks with any of the three <p>Question 2 (Geomorphology) 60 Marks</p> <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 questions of 15 marks each on Geomorphology NB. 1 paragraph question of 8 marks with any of the three <p>Question 3 (Mapwork) 30 Marks</p> <ul style="list-style-type: none"> • Map Skills and calculations (10 Marks) • Map interpretation (15 Marks) • GIS (5 Marks) 	<p>Question 1 (Rural Settlement and Urban Settlement) 60 Marks</p> <ul style="list-style-type: none"> ▪ Short objective questions (15 Marks) ▪ 3 questions of 15 marks each on Rural Settlement and Urban Settlement NB. 1 paragraph question of 8 marks with any of the three <p>Question 2 (Rural Settlement and Urban Settlement) 60 Marks</p> <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 questions of 15 marks each on Rural Settlement and Urban Settlement NB. 1 paragraph question of 8 marks with any of the three <p>Question 3 (Mapwork) 30 Marks</p> <ul style="list-style-type: none"> • Map Skills and calculations (10 Marks) • Map interpretation (15 Marks) • GIS (5 Marks)
End-of-year	Marks Allocation : 150	Mark Allocation: 150
	Time Allocation: 3 Hours	Time Allocation: 3 Hours
	<p>Question 1 (Climate and Weather) 60 Marks</p> <ul style="list-style-type: none"> ▪ Short objective questions (15 Marks) ▪ 3 questions of 15 marks each on Climate and Weather NB. 1 paragraph question of 8 marks with any of the three <p>Question 2 (Geomorphology) 60 Marks</p> <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 questions of 15 marks each on Geomorphology NB. 1 paragraph question of 8 marks with any of the three <p>Question 3 (Mapwork) 30 Marks</p> <ul style="list-style-type: none"> • Map Skills and calculations (10 Marks) • Map interpretation (15 Marks) • GIS (5 Marks) 	<p>Question 1 (Rural Settlement and Urban Settlement) 60 Marks</p> <ul style="list-style-type: none"> ▪ Short objective questions (15 Marks) ▪ 3 questions of 15 marks each on Rural Settlement and Urban Settlement NB. 1 paragraph question of 8 marks with any of the three <p>Question 2 (Economic Geography of South Africa) 60 Marks</p> <ul style="list-style-type: none"> • Short objective questions (15 Marks) • 3 questions of 15 marks each on Economic Geography of South Africa NB. 1 paragraph question of 8 marks with any of the three <p>Question 3 (Mapwork) 30 Marks</p> <ul style="list-style-type: none"> • Map Skills and calculations (10 Marks) • Map interpretation (15 Marks) • GIS (5 Marks)

4.7.2 Assessment in Geography – some points to consider

Assessment in Geography should be guided by:

- knowing and understanding geographically;
- working with data (from a variety of sources); and
- making judgements and decisions.

Knowing and understanding geographically

Learners should be able to demonstrate knowledge and understanding of:

- (a) the wide range of physical and human processes that contribute to the development of:
 - physical, economic, social, political and cultural environments; and
 - spatial patterns and spatial interactions.
- (b) the inter-relationships between people's activities and the total environment and an ability to seek and offer explanations for them;
- (c) the importance of scale (personal, local, provincial, national, continental and global) and how spatial distributions and working systems interact; and
- (d) the changes that occur through time in places, landscapes and spatial distribution

Working with data (from a variety of sources)

Learners should be able to:

- (a) ask questions, observe, collect, organise (classify), analyse, synthesise (interpret) and present geographical data;
- (b) use and apply Geographical skills and techniques in reading, analysing and interpreting information and data in various forms (verbal, numerical, diagrammatic, pictorial, graphical and digital);
- (c) depict information in simple map, diagrammatic and digital forms; and
- (d) use geographical data to recognise spatial patterns and interactions

Making judgements and decisions

Learners should be able to:

- (a) reason, make judgements (including evaluating and drawing conclusions) that demonstrate, where appropriate:
- sensitivity to, and a concern for, the environment and the need for sustainable development;
 - an aesthetic appreciation of the Earth, including its people, their activities, places, landscapes, natural processes and phenomena;
 - an appreciation of the attitudes, values, beliefs and indigenous knowledge systems of others in cultural, economic, environmental, political and social issues that have a geographical dimension;
 - an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions; and
 - a willingness to review their own attitudes in the light of new knowledge and experiences; and
- (b) recognise the role of decision-making within:
- the physical and human geographical contexts;
 - the values and perceptions of groups and individuals;
 - the constraints and choices available to decision-makers; and
 - the increasing level of global dependence and inter-dependence.

4.8 General

This document should be read in conjunction with:

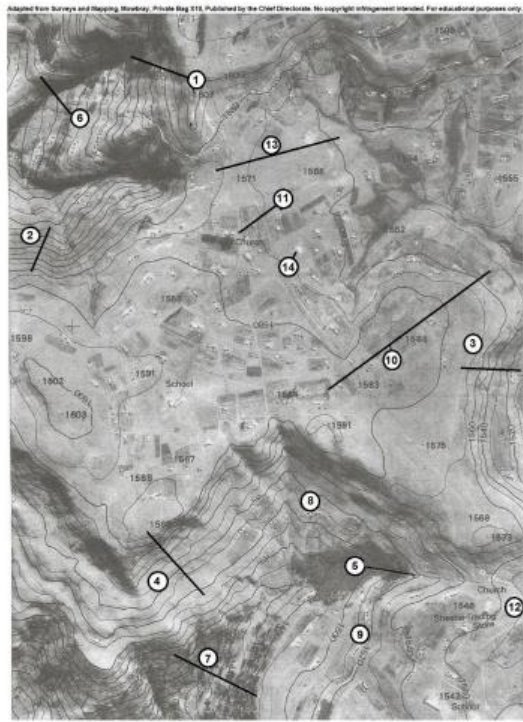
- 4.8.1 National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and
- 4.8.2 The policy document, National Protocol for Assessment Grades R – 12.
- 4.8.3 Subject specific exam guidelines as contained in the draft policy document: National policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R – 12.

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