



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

GEOGRAPHY

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR GEOGRAPHY

Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) An addendum to the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, regarding the *National Protocol for Assessment Grade R – 12*, published in the *Government Gazette*, No. 29467 of 11 December 2006; and
 - (ii) An addendum to the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, regarding *learners with special needs*, published in the *Government Gazette*, No.29466 of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

General aims of the South African Curriculum

The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.

The National Curriculum Statement Grades R - 12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

The National Curriculum Statement Grades R - 12 is based on the following principles:

- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
- Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
- Progression; content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.

The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

Time Allocation

1.4.1 Foundation Phase

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
Beginning Knowledge	1 (2)
Arts and Craft	2
Physical Education	2
Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
Creative Arts	1.5
Physical Education	1.5
Religion Studies	1

1.4.3 Senior Phase

- The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

- (a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

GEOGRAPHY

2.1 What is Geography?

Geography is the study of the human and physical environment. Geography is an integrated discipline that examines both physical and human processes over space and time. Geography helps us to understand our complex world. It offers us a bridge between the human and physical sciences. There are many branches of Geography. Physical Geography examines natural processes and features including the atmosphere, landforms, and ecosystems. Human Geography is concerned with the activities and impact of people on the earth. The concept that unifies Geography is space. All geography phenomena have a spatial dimension. They also operate in a continuously changing environment.

2.2 Geography aims

During Grades 10, 11 and 12 learners are guided towards developing the following knowledge and skills:

- explaining and interpreting both physical and human geographical processes
- describing and explaining the dynamic interrelationship between the physical and human worlds
- developing knowledge about where places are and the nature of a range of different places at different scales
- practising essential transferable skills – literacy, numeracy, oracy, graphicacy
- promoting the use of new technologies, such as Information Communication Technology (ICT) and Geographical Information Systems (GIS)
- developing a commitment towards sustainable development
- creating awareness and sensitivity for inequality in the world
- fostering empathy, tolerance, and fairness
- making and justifying informed decisions and judgements about social and environmental issues.

2.2.1 Geography's four Big Ideas

Any topic in Geography can be explored by applying a conceptual framework that embraces Geography's four *Big Ideas*.

1. Place
2. Spatial processes
3. Spatial distribution patterns
4. Human and environment interaction

These 'Big Ideas' are organising concepts that are central to geographical knowledge. Some topics in the curriculum focus on one of the Big Ideas. Other topics require several or all of the Big Ideas to be part of the enquiry. Including one or more of the Big Ideas in every enquiry ensures that the focus is essentially geographical.

2.2.2 Geographical skills

- using verbal, quantitative and symbolic data forms such as text, pictures, graphs tables, diagrams and maps;
- practising field observation and mapping, interviewing people, interpreting sources, working with statistics;
- applying communication, thinking, practical and social skills;
- practising the following specific skills:
 - identifying questions and issues
 - collecting and structuring information
 - processing, interpreting, and evaluating data
 - making decisions and judgements
 - deciding on a point of view
 - suggesting solutions to problems
 - working co-operatively and independently.

Geographical education contributes to literacy, oracy, numeracy and graphicacy or spatial literacy. It also supports the development of personal and social competence.

2.2.3 Attitudes and values

- Show concern for the sustainable and fair use of resources for the benefit of all,
- Recognise the significance of informed decision making,
- Apply geographical knowledge and skills in their personal life,
- Respect the rights of all people,
- Participate in activities that promote fairness, sustainability, and equality.

2.2.4 Asking geographical questions

The table lists key questions geographers can ask of all geographical phenomena and processes. These questions can be applied within each of the Big Ideas listed above.

METHOD OF ENQUIRY	KEYQUESTIONS	CONCEPTS
Observation	What is it? What is it like? Who or what is affected?	Physical and human processes, awareness, perception, characteristics, similarities and differences
Description	Where does it occur? Why is it there?	Location, place, region, space, distribution, pattern, scale, spatial association
Analysis and explanation	What happened or is happening? Why did it happen? How is it changing?	Interdependence, spatial interaction, spatial organisation, human-environment interaction, cause, process, time, behaviour
Evaluation and prediction	What are the effects? What is likely to happen?	Environmental impact, social impact, interdependence, consequence, justice, quality of life, environmental quality, welfare, costs and benefits
Decision-making	Who benefits? What decisions must be made? What are the costs and benefits of decisions? How should it be managed?	Choices, decisions, costs and benefits, planning, management, power, inequality, problem-solving
Personal evaluation, judgement and response	What is my position? What action can I take?	Cultural sensitivity, diversity, ethics, opinion forming, empathy, values, action

2.3 Time allocation and weighting of topics

Geography is allocated approximately four hours of teaching time per week. Revision, consolidation and assessment (formal and informal) are included in this time allocation.

TERM	Teaching time in weeks	Teaching time in hours
1, 2 and 3 respectively	Nine	36
Term 4 (Grades 10 and 11)	Six	24

Four Geography topics are to be studied in each year of the FET Band. Geographical skills and techniques should be integrated with these topics throughout the year.

Each of the sub-topics, in the tables that follow, has been allocated a certain number of teaching hours. The time is merely a guide. It does, however, illustrate the weighting for each sub-topic in the context of the term's work.

Six hours of extra-mural fieldwork is recommended in each year. Because of time constraints, much of the fieldwork will need to be conducted outside lesson time. Provision has also been made for two hours of assessment, consolidation and revision per term. During this time tests may be conducted.

2.4 OVERVIEW OF GEOGRAPHY CONTENT IN THE FET BAND

Term	Grade 10	Grade 11	Grade 12
1	The atmosphere • Composition and structure of the atmosphere • Heating of the atmosphere • Moisture in the atmosphere • Reading and interpreting synoptic weather maps Geographical skills & techniques • Using atlases • Fieldwork and practical work	The atmosphere and hydrosphere • The Earth's energy balance • Global air circulation • The significance of oceans as an Earth system • Africa's weather and climate Geographical skills & techniques • Geographical Information Systems (GIS)	Climate and weather • Mid-latitude cyclones • Tropical cyclones • Subtropical anticyclones • Valley climates • Urban climates Rural Settlement • Study of settlements • Rural settlements • Rural settlement issues Geographical skills & techniques • GIS • Mapwork techniques
2	Population • Population distribution and density • Population structure • Population growth • Population movements • HIV and AIDS Geographical skills & techniques • Using atlases	Development Geography • The concept of development • Trade and development • Approaches to development • Role of development aid • Gender and development Geographical skills & techniques • Mapwork skills • Using atlases	Urban Settlement • Urban settlements • Urban hierarchies • Urban structure and patterns • Urban settlement issues Geomorphology • River systems • Fluvial processes • Catchment & river management Geographical skills & techniques • Mapwork techniques; using atlases; GIS; fieldwork
3	The Earth's changing structure • The structure of the Earth • Plate tectonics • Folding and faulting • Earthquakes • Volcanoes Geographical skills & techniques • Using atlases • Mapwork skills • 1:50 000 topographic maps	Resources and sustainability • Resources and resource use • Resource management • Energy resources • Environmental impact of energy consumption • Sustainable energy Geographical skills & techniques • Mapwork techniques • Using atlases	Geomorphology • Slopes • Mass movements and human response Economic Geography of SA • Structure of the economy • Agriculture • Industry • Strategies for industrial development • Informal sector Geographical skills & techniques • Map use and map skills; Mapwork techniques; GIS
4	Global issues (issues-based approach) • Dams and water • Soil erosion and desertification • Land reform Geographical skills & techniques • Geographical Information Systems (GIS)	Environmental Geography • Ecosystems • Soils • Biomes and environmental relationships Geographical skills & techniques • Aerial photographs and orthophotos • GIS (application to Environ Geo) • Fieldwork	Revision • Climate and weather • Settlement Geography • Geomorphology • Economic Geography of SA • Geographical skills & techniques

2.5 COMPARISON OF GEOGRAPHICAL SKILLS AND TECHNIQUES IN GRADES 10, 11 and 12

Geographical skills and techniques should be practiced in every term of the FET Band. The table below illustrates skills and techniques across the FET Band. However, the teaching of geographical skills and techniques should be spread across all four terms and linked to specific topics in each grade.

Grade 10	Grade 11	Grade 12
Using atlases - Map reading - comparing information from different maps - Atlas index - locating physical and constructed features - Concept of map projections: equal area and true direction projections – examples, limitations and values - Four-digit grid reference (latitude and longitude, degrees and minutes) for identifying and locating features on maps	Using atlases (revision) - Using the index - Locating places on different maps - degrees and minutes - Comparing information from different maps	Using atlases (revision) - Examining thematic maps - Comparing information from different maps
Mapwork skills - Locating exact position – degrees, minutes and seconds - Scale – word, ratio, and line scale	Mapwork skills - Locating exact position – degrees, minutes and seconds (revision) - Relative position – direction and magnetic bearing (revision) - Distance – measuring distances and converting to ground distance, straight line and curved (practise) - Calculating area	Mapwork skills - Consolidation of map skills from Grades 10, 11 and 12 - Map and photo interpretation – includes reading and analysis of physical and constructed features - Applying map-reading skills to maps and photos
Topographic maps - South African 1:50 000 map referencing system 1: 50 000 maps - conventional signs and symbols (revision) - Navigating position using compass directions (16 points) - Direction and true bearing - Landforms and contours - Simple cross-sections	Topographic maps - Contours and landforms - Cross-sections on 1:50 000 maps - Vertical exaggeration - Intervisibility - Gradient	Topographic maps - Applying map skills and techniques - scale, contours, cross-sections, intervisibility - Direction - magnetic north, true north and magnetic declination - Gradient - Grid referencing
Aerial photographs and orthophotos - Photographs of landscapes - Oblique and vertical aerial photos - Orthophotos to be used in conjunction with 1:50 000 maps and aerial photos	Aerial photographs and orthophotos - Oblique and vertical aerial photographs – identifying landforms and features - Use of tone, texture, shadow in the interpretation of photos - Orthophotos – identifying features - Orienting aerial photographs and orthophotos with a map	Aerial photographs and orthophotos - Interpreting vertical aerial photographs - Orthophotos – identifying features - Comparing orthophoto with a topographic map

Geographical Information Systems (GIS) • How remote sensing works • GIS concepts: spatial objects, lines, points, nodes, scales	Geographical Information Systems (GIS) • Spatially referenced data • Spatial and spectral resolution • Different types of data - line, point, area, attribute • Raster and vector data • Application of GIS to all relevant topics in the grade	Geographical Information Systems (GIS) • GIS concepts - remote sensing, resolution • Spatial and attribute data; vector and raster data • Data standardisation, data sharing and data security • Data manipulation - data integration, buffering, querying and statistical analysis • Application of GIS by government and the private sector • Relate to all appropriate topics in Grade 12
Fieldwork • Using maps and other graphical representations - atlases, synoptic weather maps, temperature graphs • Collecting and recording data using a variety of techniques – using weather instruments, collecting weather information from the media • Processing, collating and presenting fieldwork findings – line graphs, bar graphs, maps, diagrams, synoptic weather maps	Fieldwork • Observation • Collecting and recording data • Processing, collating and presenting fieldwork findings	Fieldwork • Collecting and recording data using a variety of techniques • Processing, collating and presenting fieldwork findings

GEOGRAPHY in Grade 10

Grade 10		FET Band	Term 1
Topic: THE ATMOSPHERE	Time: ± 36 hours (includes consolidation, revision as well as formal and informal assessment)	Recommended teaching and learning support material: • Atlases • Websites like http://www.weathersa.co.za • Weather measuring instruments • Synoptic weather maps and satellite images • Weather reports from the media • Selected DVDs, e.g. <i>An Inconvenient Truth</i>	
GEOGRAPHICAL KNOWLEDGE			
Composition and structure of the atmosphere			<i>[5 hours]</i>
• Importance of the atmosphere • The composition and structure of the atmosphere – troposphere, stratosphere, mesosphere, thermosphere • The ozone layer – in the stratosphere • Causes and effects of ozone depletion • Ways to reduce ozone depletion.			
Heating of the atmosphere			<i>[8 hours]</i>
• Processes associated with the heating of the atmosphere - insolation, reflection, scattering, absorption, radiation, conduction, convection. • The Greenhouse Effect – impact on people and the environment. • Factors that affect the temperature of different places around the world - latitude, altitude, ocean currents, distance from oceans. • Global warming- evidence, causes, and consequences with reference to Africa. • The impact of climate and climate change on Africa's environment and people - deserts, droughts, floods, rising sea levels.			
Moisture in the atmosphere			<i>[8 hours]</i>
• Water in the atmosphere in different forms – water vapour, liquid, ice. • Processes associated with evaporation, condensation and precipitation. • The concepts of dew point, condensation level, humidity, relative humidity - factors affecting relative humidity. • How and why clouds form. • Cloud names and associated weather conditions. • Different forms of precipitation – hail, snow, rain, dew, frost. • Mechanisms that produce different kinds of rainfall – relief, convectional, frontal.			
Reading and interpreting synoptic weather maps			<i>[6 hours]</i>
• Weather elements – temperature, dew-point temperature, cloud cover, wind direction, wind speed, atmospheric pressure. • Weather conditions – e.g. rain, drizzle, thunderstorms, hail, snow as illustrated on station models. • Reading and interpreting a selection of synoptic weather maps.			

GEOGRAPHICAL SKILLS AND TECHNIQUES

Using atlases

[4 hours]

- Kinds of maps in an atlas
 - thematic maps – world climate and vegetation regions, seasonal temperature and rainfall maps of South Africa, comparing different thematic maps, cross-referencing patterns.
- Concept of map projections: equal area and true direction projections – examples, limitations and values.

Fieldwork and practical work

[3 hours]

- Using maps and other graphical representations - atlases, synoptic weather maps, temperature graphs.
- Collecting and recording data using a variety of techniques – using weather instruments, collecting weather information from the media.
- Processing, collating and presenting fieldwork findings – line graphs, bar graphs, maps diagrams, synoptic weather maps.

Assessment and consolidation

[2 hours]

Grade 10		FET Band	Term 2
Topic:	Time:	Recommended teaching and learning support material:	
POPULATION	± 36 hours (includes consolidation, revision as well as formal and informal assessment)	• Atlases • Demographic statistics • Related websites • Current media information	
GEOGRAPHICAL KNOWLEDGE			
Population distribution and density		[4 hours]	
• Meaning of population distribution and population density. • World population density and distribution. • Factors that affect distribution and density of the world's population.			
Population structure		[4 hours]	
• Population indicators - birth rates, death rates, life expectancy, fertility rate, natural increase. • Factors that influence population indicators. • Population structure – age, gender represented as population pyramids.			
Population growth		[6 hours]	
• World population growth over time. • Demographic models – regional comparisons. • Concept of overpopulation. • Managing population growth. <i>[The use of case studies from around the world is essential]</i>			
Population movements		[8 hours]	
• Kinds of population movement - international migration, emigration, immigration, regional migration, rural-urban migration, urbanisation, voluntary and forced migration. • Causes and effects of population movements – scale and timeframe. • Temporary and permanent movements – migrant labour, economic migrants, political migrants and refugees. • Attitudes to migrants. <i>[The use of cases studies to illustrate the above is essential]</i>			
HIV and AIDS		[4 hours]	
• HIV infection rates in Southern Africa. • Social and economic effects of HIV and AIDS using specific examples from the Southern African region. • The impact of HIV and AIDS on population structure.			
GEOGRAPHICAL SKILLS AND TECHNIQUES			
Using atlases		[4 hours]	
• Map reading - comparing information from different maps. • Interpreting graphs, population pyramids, photographs, models.			
Assessment and consolidation		[6 hours]	

Grade 10		FET Band	Term 3
Topic: THE EARTH'S CHANGING STRUCTURE	Time: ± 36 hours (includes consolidation, revision as well as formal and informal assessment)	Recommended teaching and learning support material: • Atlases • Fieldwork • http://www.iris.edu/seismon/bigmap/index.phtml • Media information	
GEOGRAPHICAL KNOWLEDGE			
The structure of the Earth			<i>[6 hours]</i>
• The concept of geological time. • The internal structure of the Earth. • Classification of rocks – igneous, sedimentary, metamorphic. • The rock cycle. • Intrusive igneous activity and associated features – batholiths, laccoliths, monoliths, dykes, sills, pipes. • Landforms associated with igneous, sedimentary, metamorphic rocks.			
Plate tectonics			<i>[8 hours]</i>
• Changes in the position of continents over time. • Evidence for the movement of continents over time. • Plate tectonics – an explanation for the movement of continents. • The mechanics of plate movements. • Processes and landforms associated with different kinds of plate boundaries. • The world's volcanic and earthquake zones.			
Folding and faulting			<i>[4 hours]</i>
• The process of rock folding - link to plate movement. • Landforms associated with folding. • The process of faulting – link to plate movement. • Different types of faults. • Landforms associated with faulting, e.g. rift valleys and block mountains.			
Earthquakes			<i>[4 hours]</i>
• How and where earthquakes occur. • The relationship between earthquakes and tectonic forces. • Measuring and predicting earthquakes. • How earthquakes and tsunamis affect people and settlements - differences in vulnerability. • Strategies to reduce the impact of earthquakes. • Case examples of the effects of selected earthquakes.			
Volcanoes			<i>[4 hours]</i>
• Types of volcanoes – extrusive, intrusive, active, dormant, extinct. • Structure of volcanoes. • Impact of volcanoes on people and the environment – positive and negative. • Case studies of different volcanic eruptions.			

GEOGRAPHICAL SKILLS AND TECHNIQUES

Using atlases

[2 hours]

- Map reading - comparing information from different maps.
- Atlas index - locating physical and constructed features.
- Four-digit grid reference (latitude and longitude, degrees and minutes) to identify and locate features on maps.

Mapwork skills

[2 hours]

- Locating exact position – degrees, minutes and seconds.
- Scale – word, ratio, and line scale.

1:50 000 topographic maps

[4 hours]

- South African 1:50 000 map referencing system.
- 1: 50 000 maps - conventional signs and symbols.
- Navigating position using compass directions (16 points).
- Direction - true and magnetic bearing.
- Landforms and contours.
- Simple cross-sections.
- Photographs of landscapes – including oblique and vertical aerial photos.

Assessment and consolidation

[2 hours]

Grade 10		FET Band	Term 4
Topic :	Time:	Recommended teaching and learning support material:	
GLOBAL ISSUES	± 24 hours (includes consolidation, revision as well as formal and informal assessment)	• Atlases • Media information • Related websites	
GEOGRAPHICAL KNOWLEDGE			
Dams and water		[6 hours]	
• Important concepts - drainage basin, river system, watershed, catchment area, tributary, mouth, confluence, and water table. • Sources of water supply – surface run-off, groundwater. • Factors influencing run-off and infiltration. • Water as a scarce and necessary resource. • Securing and managing water supply. • Positive and negative impact of dams on people and the environment. • Two case studies of dam projects – one from Africa, one from elsewhere.			
Soil erosion and desertification		[4 hours]	
• Causes of soil erosion – human and physical, past and present. • Evidence of soil erosion. • Effects of soil erosion on people and the environment in southern Africa. • Management strategies to prevent and control soil erosion. • Process of desertification - causes of desertification. • Strategies to reduce and manage land degradation and the spread of deserts.			
Land reform		[4 hours]	
• Explanation of land reform. • Land reform in South Africa – mechanisms and aims. • Examples of land reform programmes from the southern African region. • Challenges to the land reform process.			
GEOGRAPHICAL SKILLS AND TECHNIQUES			
Geographical Information Systems (GIS)		[4 hours]	
• How remote sensing works. • GIS concepts: spatial objects, lines, points, nodes, scales.			
Assessment and consolidation		[8 hours]	

GEOGRAPHY in Grade 11

Grade 11		FET Band	Term 1
Topic:	Time:	Recommended teaching and learning support material:	
THE ATMOSPHERE AND HYDROSPHERE	± 36 hours (includes consolidation, revision as well as formal and informal assessment)	• Atlases • Relevant DVDs • Media information	
GEOGRAPHICAL KNOWLEDGE			
The Earth's energy balance		[4 hours]	
• The unequal heating of the atmosphere – latitudinal and seasonal. • Significance of Earth's axis and revolution around the Sun. • Transfer of energy and energy balance - role of ocean currents and winds.			
Global air circulation		[8 hours]	
• Global air circulation – a response to the unequal heating of the atmosphere. • World pressure belts – Hadley, Ferrel, Polar cells. • Air mass characteristics. • The relationship between air temperature, air pressure and wind. • Pressure gradient and geostrophic flow. • Winds related to global air circulation – westerlies, tropical easterlies, polar easterlies. • Winds related to regional and local air movements – Monsoons, Föhn, Berg winds. • Subsidence and convergence – link to rainfall.			
The significance of oceans as an Earth system		[8 hours]	
• Oceans as a source of moisture, oxygen, food, and energy. • The distribution of oceans and fresh water masses. • World ocean currents and their role in the transfer of energy. • The role of oceans in climate control. El Niño and La Niña processes and their effects on Africa's climate.			
Africa's weather and climate		[8 hours]	
• Difference between weather and climate. • The relationship between temperature and air pressure. • Africa's climate regions. • Causes of floods and droughts – deforestation, farming techniques, location of settlements. • Areas at risk: regional and local scales. • Effects of floods and droughts on people and the environment, e.g. differences in vulnerability. • Management strategies – case studies.			

GEOGRAPHICAL SKILLS AND TECHNIQUES

Geographical Information Systems (GIS)

[6 hours]

- Spatially referenced data.
- Spatial and spectral resolution.
- Different types of data - line, point, area, attribute.
- Raster and vector data.
- Application of GIS to climatology and meteorology, oceanography – satellite images.

Assessment and consolidation

[2 hours]

Grade 11		FET Band	Term 2
Topic: DEVELOPMENT GEOGRAPHY	Time: ± 36 hours (includes consolidation, revision as well as formal and informal assessment)	Recommended teaching and learning support material: • Atlases • Media information • Current statistical data • www.statssa.gov.za/	
GEOGRAPHICAL KNOWLEDGE			
The concept of development		<i>[8 hours]</i>	
• Terminology associated with development, e.g. developed, developing, more economically developed countries (MEDCs) and less economically developed countries (LEDGs). • Concept of development as a combination of social, economic and ethical elements. • Indicators of development - e.g. income, income distribution, health, literacy, education, life expectancy, demographic structure, position of women and children. • Patterns of development – at different scales, e.g. global, regional, within cities. • Development issues and challenges, e.g. access to water, land, education, health.			
Trade and development		<i>[6 hours]</i>	
• The impact of trade on development. • Issues associated with trade – free trade, protectionism, subsidies, fair trade. • Case studies of one unfair trading situation, and one fair trading relationship. • Concept of globalisation. • The impact of globalisation on development - positive and negative examples, e.g. the role of multi-national companies (from Grade 12).			
Approaches to development		<i>[6 hours]</i>	
• Private business or neo-liberal approach. • State-led development. • Community based or ‘grass roots’ approach. • Human rights-based approach. • The joint role of the state and business in development in South Africa, e.g. public private partnerships.			
Role of development aid		<i>[4 hours]</i>	
• Concept of development aid and development co-operation. • Types of development aid – technical, conditional, humanitarian. • Impact of aid on development. • Case studies of development aid – positive and negative.			
Gender and development		<i>[3 hours]</i>	
• Gender issues related to power, access to resources, and attitudes. • A case study from a more developed country. • A case study from a less developed country.			

GEOGRAPHICAL SKILLS AND TECHNIQUES

Mapwork skills

[4 hours]

- Locating exact position – degrees, minutes and seconds.
- Relative position – direction and magnetic bearing.
- Scale – word, ratio, and line scale.
- Distance – measuring distances and converting to ground distance, straight line and curved (practise).
- Calculating area.

Using atlases (revision)

[1 hour]

- Using the index.
- Locating places on different maps using degrees and minutes.
- Comparing information from different maps.

Assessment and consolidation

[4 hours]

Grade 11		FET Band	Term 3
Topic:	Time:	Recommended teaching and learning support material:	
RESOURCES AND SUSTAINABILITY	± 36 hours (includes consolidation, revision as well as formal and informal assessment)	• Atlases • www.statssa.gov.za/ • Media information • South African Yearbook	

GEOGRAPHICAL KNOWLEDGE

Resources and resource use

[4 hours]

- Resource use and resource depletion.
- Endangered resources - examples from water, forests, minerals.
- Attitudes to resources.

Resource management

[6 hours]

- Opportunities and conflicts associated with mining.
- Challenges facing the sustainable management of resources - examples from agriculture, fishing, forestry.
- Integrated resource management, e.g. national parks.

Energy resources

[4 hours]

- Conventional resources used to generate energy - coal, oil, gas, water, nuclear.
- Global distribution of energy resources.
- Patterns of global energy demand and consumption over time.
- The world's potential to meet long-term energy needs using conventional sources.

Environmental impact of energy consumption

[6 hours]

- Negative impact of energy production on people and the environment.
- The relationship between energy production, greenhouse gases and rising temperatures.
- Air pollution, acid rain - case studies.
- Nuclear energy – advantages and disadvantages.
- Responsibilities of governments, businesses, and individuals to address energy issues.

Sustainable energy

[6 hours]

- Concept of sustainable energy.
- Alternative energy production – wind, water and wave, solar, biomass.
- Advantages and disadvantages of alternative energy production.
- Potential of alternative energy to meet long-term domestic and industrial energy needs.
- Case studies of sustainable energy generation and use - global and local.

GEOGRAPHICAL SKILLS AND TECHNIQUES

Mapwork techniques

[7 hours]

- Ways in which height is indicated on maps.
- Contours and landforms.
- Cross-sections on 1:50 000 topographical maps.
- Vertical exaggeration.
- Intervisibility.
- Gradient.

Using atlases (revision)

[1 hour]

- Using the index.
- Locating places on different maps using degrees and minutes.
- Comparing information from different maps.

Assessment and consolidation

[2 hours]

Grade 11		FET Band	Term 4
Topic:	Time:	Recommended teaching and learning support material:	
ENVIRONMENTAL GEOGRAPHY	± 24 hours (includes consolidation, revision as well as formal and informal assessment)	• Atlases • Examining soil profiles in the field • Selected DVDs • Media information	
GEOGRAPHICAL KNOWLEDGE			
Ecosystems		[4 hours]	
• Ecological concepts - biosphere, ecosystem, bio-diversity, biome, ecological niche, habitat, food chain, food web, food pyramid. • Ecological processes - energy flow, self-regulation.			
Soils		[4 hours]	
• Soil formation. • Soil composition and soil characteristics – texture, structure, colour. • Soil profiles. • Examples of soil profiles – pedalfer, pedocal. • Types of soils and their value. • Fieldwork or experiments – soil profile, soil characteristics, soil erosion.			
Biomes and environmental relationships		[4 hours]	
• Concept of biomes. • World biomes. • Africa’s biomes. • Human impact on Africa’s biomes – savannah, grasslands, fynbos. • Conservation of biomes – case study from South Africa.			
GEOGRAPHICAL SKILLS AND TECHNIQUES			
Aerial photographs and orthophotos		[3 hours]	
• Oblique and vertical aerial photographs – identifying landforms and features. • Use of tone, texture, shadow in the interpretation of photos. • Orthophotos – identifying features. • Orienting aerial photographs and orthophotos with a map. • Application to environmental topics, e.g. identifying biomes, human impact, alien vegetation.			
Geographic Information Systems (GIS)		[1 hour]	
• Application to environmental geography – loss of biomass, spread of deserts.			
Fieldwork		[2 hours]	
• Observation. • Collecting and recording data. • Processing, collating and presenting fieldwork findings. • To be applied to soil in particular, as well as other environmental topics above.			
Assessment and consolidation			[6 hours]

GEOGRAPHY in Grade 12

Grade 12		FET Band	Term 1
Topic: CLIMATE AND WEATHER (regional and local weather systems) Weighting: 25% of Paper 1 (75 marks)	Time: ± 20 hours (includes consolidation, revision as well as formal and informal assessment)	Recommended teaching and learning support material: • Atlases; media information • http://www.weathersa.co.za for weather prediction, satellite images and synoptic weather charts • Also http://www.weatherphotos.co.za	
GEOGRAPHICAL KNOWLEDGE			
Background (revision) • Global circulation of the atmosphere. • Pressure belts and wind systems – Coriolis effect. • Overview of concepts associated with South Africa’s weather and climate - air masses, air movement, fronts, seasonal variations.		[2 hours]	
Mid-latitude cyclones • General characteristics. • Areas where mid-latitude cyclones form. • Conditions necessary for their formation. • Stages of development and related weather conditions. • Weather patterns associated with: cold, warm, and occluded fronts. • Reading and interpreting satellite images and synoptic weather maps.		[4 hours]	
Tropical cyclones • General characteristics. • Areas where tropical cyclones form. • Factors necessary for their formation. • Stages of development. • Associated weather patterns. • Reading and interpreting satellite images and synoptic weather maps. • Case study of one recent tropical cyclone that affected southern Africa. • Impact of tropical cyclones on human activities and the environment. • Strategies that help to prepare for and manage the effects of tropical cyclones.		[4 hours]	
Subtropical anticyclones • Location of the high-pressure cells that affect South Africa. • General characteristics of these high-pressure cells. • Anticyclonic air circulation around South Africa and its influence on weather. • Weather associated with travelling disturbances – thunderstorms. • Reading and interpreting satellite images and synoptic weather maps that illustrate weather associated with subtropical anticyclonic conditions.		[4 hours]	

Valley climates*[3 hours]*

- The micro-climate of valleys (the effect of the slope aspect).
- Development of anabatic and katabatic winds, inversions, frost pockets, radiation fog.
- The influence of local climates on human activities - settlement, farming.

Urban climates*[3 hours]*

- Reasons for differences between rural and urban climates.
- Urban heat islands – causes and effects.
- Concept of pollution domes – causes and effects.
- Strategies to reduce the heat island effect.

Grade 12		FET Band	Term 1
Topic: RURAL SETTLEMENT Weighting: With urban geography 25% of Paper 1 (75 marks)	Time: ± 16 hours (includes consolidation, revision as well as formal and informal assessment)	Recommended teaching and learning support material: • Atlases; media information • http://www.statssa.gov.za/ • Maps, topographical and orthophoto maps • Vertical photographs or satellite images (e.g. Google Earth) • Telephone directory for types of economic activities in a settlement	
Study of settlements [2 hours] • Concept of settlement – site, situation. • Rural and urban settlements. • Settlement classification according to size, complexity, pattern and function.			
Rural settlements [3 hours] • How site and situation affects the location of rural settlements. • Classification of rural settlements according to pattern and function. • Reasons for different shapes of settlements - round, linear, T-shaped, cross-road. • Land use in rural settlements.			
Rural settlement issues [4 hours] • Rural-urban migration • Causes and consequences of rural depopulation on people and the economy. • Case study that illustrates effects of rural depopulation. • Strategies that address rural depopulation. • Social justice issues associated with rural depopulation.			
GEOGRAPHICAL SKILLS AND TECHNIQUES			
Geographical Information Systems (GIS) [4 hours] • GIS concepts - remote-sensing, resolution. • Spatial and attribute data; vector and raster data. • Data standardisation, data sharing and data security. • Data manipulation - data integration, buffering, querying and statistical analysis. • Application of GIS by government and the private sector. • Relate to weather and settlement topics discussed above..			
Mapwork techniques [1 hour] • Applying map skills and techniques - scale, contours, cross-sections • Map and photo interpretation – including reading and analysis of physical and constructed features.			
Assessment and consolidation [2 hours]			

Grade 12		FET Band	Term 2
Topic: URBAN SETTLEMENT Weighting: With Rural Settlement 25% of Paper 1 (75 marks)	Time: ± 25 hours (includes consolidation, revision as well as formal and informal assessment)	Recommended teaching and learning support material: • Atlases; media information • http://www.statssa.gov.za/ • Maps, topographical and orthophoto maps • Vertical photographs or satellite images (e.g. Google Earth) • Telephone directory for types of economic activities in a settlement	
GEOGRAPHICAL KNOWLEDGE			
Urban settlements • The origin and development of urban settlements. • How site and situation affect the location of urban settlements. • Classification of urban settlements according to function, e.g. central places, trade and transport, break of bulk points, specialised cities, junction towns, gateway/gap towns.			<i>[2 hours]</i>
Urban hierarchies • The concepts of urban hierarchy, central place, threshold population, sphere of influence, range of goods. • Lower and higher order functions and services. • Lower and higher order centres.			<i>[4 hours]</i>
Urban structure and patterns • Internal structure and patterns of urban settlements - concept of urban profile - factors influencing the morphological structure of a city. • Models of urban structure, e.g. Multiple-nuclei model, the modern American-western city, the Third World city and the South African city. • Changing urban patterns and land use in South African cities.			<i>[4 hours]</i>
Urban settlement issues • Reasons for urbanisation. • Recent urbanisation patterns in South Africa. • Urban issues related to rapid urbanisation – lack of planning, housing shortage, overcrowding, traffic congestion, problems with service provision. • The growth of informal settlements - case studies from the world and South Africa. • A case study of how one urban area in South Africa is managing its urban challenges –to include environmental, economic, and social justice concerns.			<i>[3 hours]</i>

Grade 12		FET Band	Term 2
Topic: GEOMORPHOLOGY Weighting: 25% of Paper 1 (75 marks)	Time: ± 11 hours (includes consolidation, revision as well as formal and informal assessment)	Recommended teaching and learning support material: • http://ga.water.usgs.gov/edu/watercycle.html • Information re SA rivers: http://www.dwaf.gov.za/ • http://www.uwsp.edu/geo/faculty/ritter/geog101/textbook/fluvial systems/drainage_patterns.html • http://www.slideshare.net/migratorycoconut/chapter-81-mass-movements • Rivers in local environment (fieldwork)	
Background [3 hours] • Southern Africa's drainage systems – link to rainfall distribution. • Important concepts - drainage basin, catchment area, river system, watershed, tributary, river mouth, source, confluence, water table, surface run-off, groundwater. • Use of various graphical forms of representation to illustrate the above. • Importance of rivers to people in South Africa. • Reasons for water shortages in South Africa.			
River systems [4 hours] • Types of rivers – permanent, periodic, episodic, exotic. • Drainage patterns – dendritic, trellis, rectangular, radial, centripetal, deranged, parallel. • Use of topographic maps to identify stream order and density. • Discharge of a river – laminar and turbulent flow.			
Fluvial processes [4 hours] • River profiles - transverse profile, longitudinal profile. • River grading. • Rejuvenation of rivers – reasons and resultant features, e.g. knick point, terraces, incised meanders. • Identification and description of fluvial landforms, e.g. meanders, oxbow lakes, braided streams, floodplain, natural levee, waterfall, rapids, delta. • Superimposed and antecedent drainage patterns.			
Catchment and river management [4 hours] • Importance of managing drainage basins and catchment areas. • Impact of people on drainage basins and catchment areas. • Case study of one catchment area management strategy in South Africa.			
GEOGRAPHICAL SKILLS AND TECHNIQUES			
Mapwork techniques [3 hours] • Applying map skills and techniques - scale, contours, cross-sections, intervisibility. • Direction - magnetic north, true north and magnetic declination. • Gradient. • Grid referencing. • Application to both urban settlement, and geomorphology.			

Atlas work • Examining thematic maps. • Comparing information from different maps.	<i>[1 hour]</i>
Geographical Information Systems (GIS) • Examination of GIS information for different catchment areas.	<i>[1 hour]</i>
Fieldwork • Collecting and recording data using a variety of techniques. • Processing, collating and presenting fieldwork findings.	<i>[1 hour]</i>
Assessment and consolidation	<i>[4 hours]</i>

Grade 12		FET Band	Term 3
Topic: GEOMORPHOLOGY Weighting: 25% of Paper 1 (75 marks)	Time: ± 17 hours (includes consolidation, revision as well as formal and informal assessment)	Recommended teaching and learning support material: • http://ga.water.usgs.gov/edu/watercycle.html • Information re SA rivers: http://www.dwaf.gov.za/ • http://www.uwsp.edu/geo/faculty/ritter/geog101/textbook/fluvial_systems/drainage_patterns.html • http://www.slideshare.net/migratorycoconut/chapter-81-mass-movements • Slopes in the local environment (fieldwork)	
GEOGRAPHICAL KNOWLEDGE			
Slopes [4 hours] • Overview of South Africa's topography. • Types of slopes. • Slope elements - crest, cliff (scarp slope, free face); talus (debris, scree slope); pediment. • Characteristics of the slope elements - crest, cliff, talus, pediment. • Slope development over time. • The concept of slope retreat.			
Mass movements and human responses [4 hours] • Concept of mass movements. • Kinds of mass movements - soil creep, solifluction, landslides, rock falls and mud flows, slumps. • The impact of mass movements on people and the environment. • Strategies to prevent or minimise the effects of mass movement - case studies from South Africa.			

Grade 12		FET Band	Term 3
Topic: ECONOMIC GEOGRAPHY OF SOUTH AFRICA Weighting: 25% of Paper 1 (75 marks)	Time: ± 19 hours (includes consolidation, revision as well as formal and informal assessment)	Recommended teaching and learning support material: • Atlases; media information • http://www.statssa.gov.za • Food security: http://www.fanrpan.org • Information on Maputo Corridor: http://www.mcli.co.za/mcli-web/mdc/sdi.htm	
Structure of the economy [3 hours] • Economic sectors (primary, secondary, tertiary, quaternary). • Economic sectors' contribution to the South African economy – value, employment. • Use of statistical and graphical information.			
Agriculture [4 hours] • Contribution of agriculture to the South African economy. • The role of small-scale farmers and large-scale farmers. • Main products produced – home market, export market. • Factors that favour and hinder agriculture in South Africa, e.g. climate, soil, land ownership, trade. • The importance of food security in South Africa – influencing factors. • Case studies related to food security in South Africa.			
Industry [4 hours] • Industry's contribution to the South African economy. • Types of industries, e.g. heavy, light, raw material orientated, market orientated, footloose industries, ubiquitous industries, bridge industries. • Factors influencing industrial development in South Africa, e.g. raw materials, labour supply, transport infrastructure, political intervention, competition, trade. • South Africa's industrial regions - Gauteng (PWV), Durban-Pinetown, Port Elizabeth-Uitenhage, south-western Cape - factors influencing their location - main industrial activities. • Case studies of particular industries.			
Strategies for industrial development [3 hours] • Overview of post-apartheid industrial development strategies. • Concept and distribution of Industrial Development Zones (IDZs). • Case studies of two Special Development Initiatives (SDIs). • Issues associated with industrial centralisation and decentralisation.			
Informal sector [4 hours] • Concept and characteristics of informal sector employment. • Reasons for high informal sector employment in South Africa. • Case studies from three informal sector contexts. • Challenges facing South Africa's informal sector.			

GEOGRAPHICAL SKILLS AND TECHNIQUES

Map use and map skills

[2 hours]

- Consolidation of map skills from Grades 10, 11 and 12.
- Map and photo interpretation – includes reading and analysis of physical and constructed features.
- Applying map-reading skills to maps and photos.

Mapwork techniques

[2 hours]

- Applying map skills and techniques - scale, contours, cross-sections, intervisibility.
- Direction - magnetic north, true north and magnetic declination.
- Gradient.
- Grid referencing.

Geographical Information Systems (GIS)

[3 hours]

- Examination of a selection of satellite images.
- GIS concepts - remote sensing, resolution.
- Spatial and attribute data; vector and raster data.
- Data standardisation, data sharing and data security.
- Data manipulation - data integration, buffering, querying and statistical analysis.
- Application of GIS techniques to a range of topics covered in Grade 12.

NOTE: Each of the above skills and techniques should have been introduced and practised during the year. This section provides time for revision and the consolidation of geographical skills and techniques.

Assessment and consolidation

[3 hours]

Grade 12	FET Band	Term 4
Revision [8 hours] • Climate and weather. • Settlement Geography (rural and urban). • Geomorphology. • Economic Geography of South Africa. • Geographical skills and techniques.		

SECTION 4

ASSESSMENT GUIDELINES

4.1 What is assessment?

Assessment measures individual learners' attainment of knowledge (content, concepts and skills) in a subject. The information obtained from this process should:

- inform learners about their strengths, weaknesses and progress
- assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be both informal and formal. In both cases, regular feedback should be provided to learners to enhance the learning experience.

4.2 Informal or daily assessment

Daily assessment tasks are the planned teaching and learning activities that take place in the classroom and should be monitored as part of the lesson.

Daily assessment occurs in every lesson and it can take the form of informal assessment tasks at any stage of the lesson. This assessment can take the form of questions and answers, class work such as short pieces of written work completed during the lesson, open book tests or homework exercises. This type of assessment should not be seen as separate from the learning activities in the classroom and should be used to provide feedback to learners and to enhance learning and teaching.

Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involves learners in assessment and allows learners to learn from and reflect on their own performance.

Daily assessment tasks should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones to the formal tasks in the Programme of Assessment. These informal daily tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment and to provide feedback. The results of daily assessment tasks are not taken into account for promotion or certification purposes.

4.3 Formal assessment

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, research assignments, oral presentations, demonstrations, performances, examinations, practical tasks and fieldwork activities.

Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject, are school-based and are weighted as follows for the different grades:

GRADES	Tasks undertaken during the year	End-of-year examination
R – 3	100%	n/a
4 – 6	75%	25%
7 – 9	40%	60%
10 and 11	25%	75%
12	25%	External examination: 75%

The forms of assessment used should be appropriate to the age and the developmental level of the learners in the grade. The assessment tasks should be carefully designed to cover the content of the Subject. The design of these tasks should therefore ensure that a variety of content is assessed. Objectives, topics and content in the subject should be used to inform the planning and development of assessment tasks.

Formal assessments must cater for a range of cognitive levels and abilities of learners. The following is the suggested weighting across the different grades in the FET band:

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

The tasks that are used for formal assessment are recorded and are used to determine whether a learner should progress or be promoted to the next grade.

The teacher must plan and submit the annual formal Programme of Assessment to the School Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

4.4 Number and nature of formal assessment tasks per term for Geography in the FET Band

In Grades 10 and 11, formal assessment that will contribute towards the year mark consists of tasks (of a variety of formats), tests and the mid-year examination undertaken during the school year. For promotion purposes, the year mark is added to the end-of-year examination mark (refer to tables per grade below).

In Grade 12, the Trial Examination mark is used in conjunction with the marks obtained in the other formal assessments (already mentioned) to calculate the year mark (refer to the tables below for each grade).

The year mark will comprise 25% of the total mark, and the fourth term examination will comprise 75% of the total mark.

GRADE 10

Term	Curriculum	Formal Assessments	Marks
1-4	Geographical skills and techniques	Assessment Task 1 (Term 1)	20
1	The atmosphere	Test (on first term's work)	10
2	Population	- Assessment Task 2 - Mid-year examination	20 20
3	The Earth's changing structure	Test	10
4	Global issues	Assessment Task 3	20
Year Mark End-of-year examination TOTAL ASSESSMENT Percentage <i>(total assessment divided by 4)</i>			100 300 400 100%

GRADE 11

Term	Curriculum	Formal Assessments	Marks
1-4	Geographical skills and techniques	Assessment Task 1 (Term 1)	20
1	The atmosphere and hydrosphere	Test (on first term's work)	10
2	Development Geography	- Assessment Task 2 - Mid-year examination	20 20
3	Resources and sustainability	Test	10
4	Environmental Geography	Assessment Task 3	20
Year Mark End-of-year examination TOTAL ASSESSMENT Percentage <i>(total assessment divided by 4)</i>			100 300 400 100%

GRADE 12

Term	Curriculum	Formal Assessments	Marks
1-4	Geographical skills and techniques	Assessment Task 1 (Term 1)	20
1	Climate and weather	Test (on first term's work)	10
2; 3	Rural and Urban Settlement	- Assessment Task 2 - Mid-year examination	20 10
2; 3	Geomorphology	Test	10
3	Economic Geography of South Africa	- Assessment Task 3 - Trial Examination	20 10
Year Mark End-of year-examination TOTAL ASSESSMENT Percentage <i>(total assessment divided by 4)</i>			100 300 400 100%

SUMMARY OF ASSESSMENT IN GRADES 10 to12

Grade	Formal Assessments	CASS (25%)	Final Exam (75%)	Total
10	3 formal assessments 2 tests - Mid-year examination	3 x 20 = 60 2 x 10 = 20 1 x 20 = 20		400
	End-of-year examination		Paper 1 = 225 Paper 2 = 75	
11	3 formal assessments 2 tests - Mid-year examination	3 x 20 = 60 2 x 10 = 20 1 x 20 = 20		400
	End-of-year examination		Paper 1 = 300 (225) Paper 2 = 100 (75)	
12	3 formal assessments 2 tests - Mid-year examination - Trial examination	10 x 2 = 60 10 x 2 = 20 1 x 10 = 10 1 x 50 = 10		400
	External examination		Paper 1 = 300 (225) Paper 2 = 100 (75)	

4.5 Recording

Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

4.6 Reporting

Reporting is a process of communicating learner performance to learners, parents, schools, districts and the other stakeholders such as the employers, tertiary institutions, etc. In Grades R – 12, teachers report in percentages against the subject, using the following scale:

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

Schools should provide feedback to parents on the Programme of Assessment using a formal report card once a quarter. The schedule and the report card should indicate the overall level of performance of a learner.

4.7 Assessment objectives for Geography

All assessment in Geography should be guided by the following objectives:

Knowing and understanding geographically

Learners should be able to demonstrate knowledge and understanding of:

1. the wide range of physical and human processes contributing to the development of
 - a) physical, economic, social, political and cultural environments and their associated effects on the landscapes;
 - b) spatial patterns and interactions that are important in such environments.
2. the inter-relationships between people's activities and the total environment and an ability to seek and offer explanations for them.
3. the importance of scale (personal, local, provincial, national, continental, global) and how spatial distributions and working systems interact.
4. 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:

5. ask (geographical key) questions, observe, collect, organise (classify), analyse, synthesise (interpret) and present geographical data.
6. use and apply geographical skills and techniques in reading, analysing and interpreting data in verbal, numerical, diagrammatical, pictorial, graphical and digital form.
7. depict information in simple map, diagrammatic and digital form.
8. use geographical data to recognise spatial patterns and interactions in such data and to deduce relationships.

Making judgements and decisions

Through their geographical education, learners should be able to:

9. reason, make judgements (including evaluation and conclusions) that demonstrate, where appropriate
 - a) a sensitivity to, and a concern for, the environment and the need for sustainable development;
 - b) an aesthetic appreciation of the Earth including its people, their activities, places, landscapes, natural processes and phenomena;
 - c) an appreciation of the attitudes, values, beliefs and Indigenous Knowledge Systems of others in cultural, economic, environmental, political and social issues which have a geographical dimension;
 - d) an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions;
 - e) a willingness to review their own attitudes in the light of new knowledge and experiences.
10. recognise the role of decision-making within a geographical context as affected by
 - a) the physical and human contexts in which decisions are made;
 - b) the values and perceptions of groups and individuals;
 - c) the choices available to decision-makers and the influences and constraints within which they operate;
 - d) the increasing level of global dependence.