



education

Department of Education
REPUBLIC OF SOUTH AFRICA

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

SUBJECT ASSESSMENT GUIDELINES

GEOGRAPHY

JANUARY 2007

PREFACE TO SUBJECT ASSESSMENT GUIDELINES

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines published in September 2006 are intended to provide clear guidance on assessment in Grades 10 and 11 from 2007 and in Grade 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.

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1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 and 11 from 1 January 2007 and for Grade 12 from 2008.

Section 2 of this document provides guidelines on assessment in the National Curriculum Statement. Section 3 provides assessment guidelines that are particular to each subject.

The Department of Education will regularly publish examples of assessment tasks and examinations. The first examples will be published on the Department of Education website in October 2006.

Together, these documents assist teachers in their teaching of the National Curriculum Statement. The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and

moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

2.2 Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various kinds of assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

2.2.1 Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment 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. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

2.2.2 Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation where no end-of-year examination is required and the tasks undertaken during the school year account for 100% of the final assessment mark.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year.

Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4*	4	4*	16
	FAL	4*	4	4*	16
Life Orientation	1	1	1	2	5
Mathematics or Maths Literacy	2	2*	2	2*	8
Subject choice 1**	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject except Life Orientation must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year. In Life Orientation however, the tests should be written in the second and fourth terms to coincide with midyear and end-of-year examinations.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grades 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12

SUBJECTS		TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language		5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*		14
	FAL	5	5*	4*		14
Life Orientation		1	2	2		5
Mathematics or Maths Literacy		3	2*	2*		7
Subject choice 1**		2	2*	(2*) 3*		(6 [#]) 7
Subject choice 2**		2	2*	(2*) 3*		(6 [#]) 7
Subject choice 3		2	2*	(2*) 3*		(6 [#]) 7

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.

The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Two of the assessment tasks for each subject except Life Orientation must be examinations. In Grade 12 these examinations should be administered in mid-year and September. These examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year. In Life Orientation however, the tests should be written in the second and third terms to coincide with midyear and trial examinations.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of

assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 where the final end-of-year examination is externally set and moderated. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally assessed or externally examined.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

Guidelines for the external examinations are provided in Section 3.

2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point 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

2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

3. ASSESSMENT OF GEOGRAPHY IN GRADES 10 - 12

3.1 Introduction

Assessment in the Geography in Grades 10 to 12 forms an integral part of the teaching and learning process. Assessment informs learners about their progress in terms of achieving specific Learning Outcomes and informs teachers about the effectiveness of their teaching methodology for different components of Geography. Assessment also provides guidance to support further learning.

Assessment is the process of identifying, gathering and interpreting information about learner achievement of the 12 Critical Outcomes and of the 3 Geography Learning Outcomes.

Geographical learning is an integrated process of all three Learning Outcomes. In developing assessment tasks, teachers should address all three Learning Outcomes. These assessment tasks then measure the learners' applied competence.

Learning Outcome 1 deals with geographical techniques. For each grade the related Assessment Standards indicates the level at which learners should demonstrate their practical competence in the subject. The grade-specific Assessment Standards indicate the methods and techniques learners are expected to use to investigate any geographical phenomenon, process or issue. These enquiry skills include map skills and techniques.

Maps represent a specific organisation of geographical data and information. Reading, analysing and synthesising information on maps helps learners to construct knowledge about the geographical aspects it illustrates. To help learners think critically, they should be encouraged to ask geographical questions about the world around them not only in general but also in terms of what is discussed in class. To answer those questions, they need to find relevant information from a variety of primary, secondary and tertiary sources.

A thorough analysis depends largely on the ability of the learner to organise information correctly in different formats, for example tables, graphs and maps. When learners are able to report their findings and insights in different formats, for example written or oral presentations, they have clearly gained knowledge and understanding by using their enquiry and mapping skills and techniques.

In addition to knowing and understanding the basic concepts underpinning Geographical Information Systems (GIS), learners should be able to demonstrate enquiry skills to identify and select different data sets, organise them in different ways if necessary and analyse them to make informed deductions in terms of the geographical phenomenon or situation that is being studied.

The focus is to support learners not only to execute these skills and techniques but also to use them to construct knowledge and understanding (Learning

Outcome 2) with the aim of applying the skills and knowledge to known and unfamiliar situations (Learning Outcome 3).

Learning Outcome 2 and its Assessment Standards concern developing geographical knowledge and critical understanding of physical and human processes and the associated patterns in an integrated way over space and time. This geographical knowledge constitutes the foundational competence expected from the learner. Geographical concepts like spatial distribution, change and continuity, human-environment interactions, similarities and differences, location, sustainability, etc. underpin the knowledge and understanding expected in terms of the geographical themes indicated for the different grades.

The Assessment Standards require that learners are guided beyond only knowing and understanding processes and patterns to being able to identify the issues and challenges arising from the different interactions and eventually to consider different ways of solving or managing them. Attention should be given to progression in terms of Assessment Standards from Grade 10 to 12. This is sometimes indicated by the operative words used, for example ‘describe’ in Grade 10 to ‘explain’ in Grade 11 to ‘account for’ in Grade 12. At other times the scale on or context in which certain knowledge is developed indicates a type of continuity and progression, for example ‘global’ in Grade 10 to ‘continental’ in Grade 11 to ‘local’ in Grade 12.

In Learning Outcome 3 learners are expected to apply their acquired skills and knowledge in known and unfamiliar situations and recommend solutions or management strategies to geographical issues, phenomena or situations. In relation to geographical issues, phenomena or issues, learners are expected to consider the values and attitudes held by individuals and groups as well as indigenous knowledge systems that may be relevant.

3.2 Daily assessment in Grades 10, 11 and 12

Daily assessment is used by teachers to decide about teaching and to determine how learners are progressing towards achieving the Learning Outcomes. As such the results of informal daily assessment do not count towards the Programme of Assessment mark. The main purpose of daily assessment is to evaluate the performance of individuals and the class on a certain part of the Geography curriculum. Therefore, the assessment tools used should tell the teacher the strengths and weaknesses of individual learners and the class so that she or he can determine who needs more help and what kind of help is required.

See Appendix 1 for examples of daily assessment tasks.

3.3 Assessment in Grades 10 and 11

The Programme of Assessment for Geography in Grades 10 and 11 comprises seven tasks which are internally assessed (school-based assessment). Of the

seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for Geography, while the end-of-year examination is the seventh task and makes up the remaining 75%.

3.3.1 Programme of Assessment in Grades 10 and 11

Of the six tasks undertaken during the year, two tasks are tests, one is a mid-year examination and the remaining three tasks should make use of different forms of assessment such as *research (or project or assignment or fieldwork), a *practical task (based on map skills and analysis) and a *model (or case study or creative response or data handling or contextual analysis).

Assessment tasks must provide learners with the opportunity to demonstrate their competence in geography. Although not expected within each task, collectively the assessment tasks should also enable the teacher to differentiate between various levels of performance and learner competence. The suggested assessment tasks for a Programme of Assessment and weighting thereof are provided in Table 3.1.

Table 3.1: Suggested assessment tasks and weighting for Grade 10 and 11

Assessment Task	Marks	Date
1. *Practical task Grade 10 (50) reduced to... *Presentation Grade 11 (50) reduced to...	20	February
2. Test Grade 10 & 11 (50) reduced to...	10	March
3. *Research Grade 10 & 11 (50) reduced to...	20	May
4. Examination Grade 10 (200) reduced to... Examination Grade 11 (300) reduced to...	20	Midyear
5. *Model Grade 10 (50) reduced to... *Practical tasks Grade 11 (50) reduced to...	20	August
6. Test Grade 10 & 11 (50) reduced to...	10	September
Total for tasks undertaken during the year	100 (25%)	
7. Final Exam Grade 10 (300) Final Exam Grade 11 (400)	300 (75%)	November
Grand Total	400 (100%)	

NOTE: Tasks 3 and 5 should be given in the first term. Learners will be guided and monitored through the year and tasks must be submitted on the indicated dates.

See Appendix 2 for an example of an assessment task for Grade 10.

Table 3.2: An example of the Grade 10 topics and assessment tasks to be completed in a year

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
TERM 1	Geographical skills and Geographical techniques (to be done throughout the year)		Atmosphere: weather and climate			Practical task	The changing structure of earth			Test
TERM 2	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
People and places: population								Research	Examination	
TERM 3	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
People and places: Population					Model		Revision	Test		
TERM 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
People and their organisations					Revision and preparation		Examination			

Task 3.3: An example of the Grade 11 topics and assessment tasks to be completed in a year

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
TERM 1	Geographical skills and techniques (to be done throughout the year)				Presentation	Significance of water masses				Test
TERM 2	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Ecosystems			Development and sustainability			Research	Examinations			
TERM 3	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Development and sustainability (continuation)				People and their needs			Practical task	Test		
TERM 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
People and their needs (continuation)				Revision			Examination			

3.3.2 Examinations in Grades 10 and 11

Every question paper must include questions that test **different cognitive levels**. The table below provides a suggestion of the weighting of cognitive levels in examination papers.

LEVEL	COGNITIVE SKILLS	WEIGHTING GRADE 10	WEIGHTING GRADE 11
LOWER ORDER	Knowledge (simple recall and reading-off type)	40%	30%
MIDDLE ORDER	Comprehension and understanding	40%	50%
HIGHER ORDER	Application	20%	20%
	Analysis		
	Synthesis		
	Evaluation		

As it is most likely that teachers will not have finished the curriculum when the midyear examinations begin, it is recommended that the following format be used.

Suggested outline for the Grade 10 and 11 midyear examination papers:

	PAPER 1: THEORY	PAPER 2: GEOGRAPHICAL SKILLS AND TECHNIQUES
Time	2 hours	1½ hours
Marks	Grade 10: 140 Grade 11: 200	Grade 10: 60 Grade 11: 100
Learning Outcomes	Cover all Learning Outcomes with emphasis on Learning Outcomes 2 and 3	Cover all the Learning outcomes with emphasis on Learning Outcome 1

Suggested details of Paper 1 for the Grade 10 and 11 midyear examination:

GRADE 10	Marks	GRADE 11	Marks
Answer all the questions- Question 1: Atmosphere: weather & climate (50%) Structure and changing landforms of the Earth (50%) <ul style="list-style-type: none"> ▪ Short objective type of questions for 10 marks (both atmosphere and structure and landforms) ▪ Atmosphere: weather and climate for 30 marks ▪ Structure and changing landforms of the Earth for 30 marks Question 2: Atmosphere: weather & climate (50%) Structure and changing landforms of the Earth (50%) <ul style="list-style-type: none"> ▪ Short objective type of questions for 10 marks (both atmosphere and structure and landforms) ▪ Atmosphere: weather and climate for 30 marks ▪ Structure and changing landforms of the Earth for 30 marks 	70 per question	Answer all the questions- Question 1: The significance of water masses (50%) Ecosystems: biotic and abiotic (50%) <ul style="list-style-type: none"> ▪ Short objective type of questions for 20 marks (both atmosphere and structure and landforms) ▪ The significance of water masses for 40 marks ▪ Ecosystems: biotic and abiotic for 40 marks Question 2: The significance of water masses (50%) Ecosystems: biotic and abiotic (50%) <ul style="list-style-type: none"> ▪ Short objective type of questions for 20 marks (both atmosphere and structure and landforms) ▪ The significance of water masses for 40 marks ▪ Ecosystems: biotic and abiotic for 40 marks 	100 per question
	Total: 140		Total: 200

Suggested details of Paper 2 for the Grade 10 and 11 midyear examination:

	% OF TOTAL MARKS		MARKS	
	GRADE 10	GRADE 11	GRADE 10	GRADE 11
Basic map work skills	40	20	25	20
Application of theory	60	80	35	80
TOTAL	100	100	60	100

Suggested outline for the Grade 10 and 11 end-of-year examination papers:

	PAPER 1: THEORY	PAPER 2: GEOGRAPHICAL SKILLS AND TECHNIQUES
Time	Grade 10: 2 hours Grade 11: 3 hours	Grade 10: 1.5 hours Grade 11: 1.5 hours
Marks	Grade 10: 225 Grade 11: 300	Grade 10: 75 Grade 11: 100
Learning Outcomes	Cover all Learning Outcomes with emphasis on Learning Outcomes 2 and 3	Cover all the Learning Outcomes with emphasis on Learning Outcome 1

Suggested details of Paper 1 for the Grade 10 and 11 end-of year examination:

SECTION	GRADE 10	Marks	GRADE 11	Marks
	Learners must answer <u>three</u> questions, namely one from each section and the third from Section A or B.	3 X 75	Learners must answer <u>three</u> questions, namely one from each section and the third from Section A or B.	3 X 100
A	<p>Choose ONE question from Section A-</p> <p>Question 1: Atmosphere: weather & climate (50%) Structure and changing landforms of the Earth (50%)</p> <ul style="list-style-type: none"> ▪ Short objective type of questions for 15 marks (both atmosphere and structure and landforms) ▪ Atmosphere: weather and climate for 30 marks ▪ Structure and changing landforms of the Earth for 30 marks <p>Question 2: Atmosphere: weather & climate (50%) Structure and changing landforms of the Earth (50%)</p> <ul style="list-style-type: none"> ▪ Short objective type of questions for 15 marks (both atmosphere & structure and landforms) ▪ Atmosphere: weather & climate for 30 marks ▪ Structure and changing landforms of the Earth for 30 marks 	75 per question	<p>Choose ONE question from Section A-</p> <p>Question 1: The significance of water masses (50%) Ecosystems: biotic and abiotic (50%)</p> <ul style="list-style-type: none"> ▪ Short objective type of questions for 20 marks (both atmosphere and structure and landforms) ▪ The significance of water masses for 40 marks ▪ Ecosystems: biotic and abiotic for 40 marks <p>Question 2: The significance of water masses (50%) Ecosystems: biotic and abiotic (50%)</p> <ul style="list-style-type: none"> ▪ Short objective type of questions for 20 marks (both atmosphere and structure and landforms) ▪ The significance of water masses for 40 marks ▪ Ecosystems: biotic and abiotic for 40 marks 	100 per question

B	Choose ONE question from Section B-	75 per question	Choose ONE question from Section B-	100 per question
	<p>Question 3: People and places: population (50%) People and places: organisations (50%)</p> <ul style="list-style-type: none"> ▪ Short objective type of questions for 15 marks (both population and organisations) ▪ People and places: population for 30 marks ▪ People and places: organisations for 30 marks <p>Question 4: People and places: population (50%) People and places: organisations (50%)</p> <ul style="list-style-type: none"> ▪ Short objective type of questions for 15 marks (both population and organisations) ▪ People and places: population for 30 marks ▪ People and places: organisations for 30 marks 		<p>Question 3: Development and sustainability (50%) People and their needs (50%)</p> <ul style="list-style-type: none"> ▪ Short objective type of questions for 20 marks (both development and sustainability and People and their needs) ▪ Development and sustainability for 40 marks ▪ People and their needs for 40 marks <p>Question 4: Development and sustainability (50%) People and their needs (50%)</p> <ul style="list-style-type: none"> ▪ Short objective type of questions for 20 marks (both development and sustainability and People and their needs) ▪ Development and sustainability for 40 marks ▪ People and their needs for 40 marks 	

Suggested details of Paper 2 for the Grade 10 and 11 end-of year examination:

	% OF TOTAL MARKS		MARKS	
	GRADE 10	GRADE 11	GRADE 10	GRADE 11
Basic map work skills	40	20	30	20
Application of theory	60	80	45	80
TOTAL	100	100	75	100

3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Geography and external assessment which makes up the remaining 75%. The Programme of Assessment for Geography consists of seven tasks which are internally assessed. The external examination is externally set and moderated. The suggested assessment tasks for Geography are provided in Table 3.4.

3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Geography in Grade 12 consists of seven tasks which are internally assessed. Of the seven tasks, two are examinations

and two are tests. The remaining three tasks could include a *practical task (map skills and analysis), research and a project (see Section 3.3.1 for more choices of tasks).

Table 3.4: Suggested assessment tasks and weighting for Grade 12

Assessment Task	Marks	Date
1.*Practical task (50) reduced to...	20	February
2. Test (50) reduced to...	10	March
3. Research (50) reduced to...	20	May
4. Mid-year Exam (300) reduced to...	10	Midyear
5. Test (50) reduced to...	10	July
6. Project (50) reduced to...	20	August
7. Trial Exam (400) reduced to...	10	September
Total for tasks undertaken during the year	100	25%

Table 3.5: An example of the Grade 12 topics and assessment tasks to be completed in a year

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
TERM 1	Geographical skills and techniques (to be done throughout the year)	Climate and weather				Fluvial processes and landforms				Test
		People and places: rural and urban settlements						Research	Examinations	
TERM 2	People and their needs: South Africa			Practical Task	People and their needs: South Africa (Cont)		Test	Revision Moderation		

Every question paper must include questions that test the **different cognitive levels**. The table below provides a suggestion of the weighting of cognitive levels in examination papers.

LEVEL	COGNITIVE SKILLS	WEIGHTING GRADE 12
LOWER ORDER	Knowledge (simple recall and reading-off type)	30%
MIDDLE ORDER	Comprehension and understanding	40%
HIGHER ORDER	Application	30%
	Analysis	
	Synthesis	
	Evaluation	

Suggested outline for the Grade 12 midyear and trial examination papers:

	PAPER 1: THEORY	PAPER 2: GEOGRAPHICAL SKILLS AND TECHNIQUES
Time	Midyear: 2 hours Trial: 3 hours	1½ hours
Marks	Midyear: 200 Trial: 300	Midyear and trial: 100
Learning Outcomes	Cover all Learning Outcomes with emphasis on Learning Outcomes 2 and 3	Cover all the Learning Outcomes with emphasis on Learning Outcome 1

Suggested details of Paper 1 for the Grade 12 midyear examination:

SECTION	GRADE 12	Marks
	Learners must answer all <u>three</u> questions, namely two in Section A and one in Section B.	200
A	Question 1: Climate and weather (50%) Fluvial processes (50%) <ul style="list-style-type: none"> ▪ Short objective type of questions for 10 marks (both atmosphere & structure and landforms) ▪ Climate and weather for 30 marks ▪ Fluvial processes for 30 marks 	70
	Question 2: Climate and weather (50%) Fluvial processes (50%) <ul style="list-style-type: none"> ▪ Short objective type of questions for 10 marks (both atmosphere & structure and landforms) ▪ Climate and weather for 30 marks ▪ Fluvial processes for 30 marks 	70
B	Question 3: People and places: <ul style="list-style-type: none"> ▪ Rural settlement (40%) ▪ Urban settlement (60%) 	60

Suggested details of Paper 1 for the Grade 12 trial examination:

SECTION	GRADE 12	Marks
	Learners must answer <u>three</u> questions, namely one from each section and the third from Section A or B.	3 X 100
A	Choose ONE question from Section A- Question 1: Climate and weather (50%) Fluvial processes (50%) <ul style="list-style-type: none"> ▪ Short objective type of questions for 20 marks (both atmosphere & structure and landforms) ▪ Climate and weather for 40 marks ▪ Fluvial processes for 40 marks Question 2: Climate and weather (50%) Fluvial processes (50%) <ul style="list-style-type: none"> ▪ Short objective type of questions for 20 marks (both atmosphere & structure and landforms) ▪ Climate and weather for 40 marks ▪ Fluvial processes for 40 marks 	100 per question
B	Choose ONE question from Section B- Question 3: People and places: rural and urban settlement (50%) People and their needs (50%) <ul style="list-style-type: none"> ▪ Short objective type of questions for 20 marks (both people and places & People and their needs) ▪ People and places: rural and urban settlement for 40 marks ▪ People and their needs for 40 marks Question 4: People and places: rural and urban settlement (50%) People and their needs (50%) <ul style="list-style-type: none"> ▪ Short objective type of questions for 20 marks (both people and places & People and their needs) ▪ People and places: rural and urban settlement for 40 marks ▪ People and their needs for 40 marks 	100 per question

Suggested details of Paper 2 for the Grade 12 midyear and trial examination:

	% OF TOTAL MARKS	MARKS GRADE 12
Basic map work skills	20	20
Application of theory	80	80
TOTAL	100	100

3.4.2 External assessment in Grade 12

Grade 12 learners are expected to write two papers in the final end-of-year examination. The outline and details for the end-of-year examination are identical to those provided for the trial examinations in Section 3.4.1.

3.5 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary Achievement: 30-39%) in Geography. This is subject to the requirement that a learner achieves at least a level 3 rating (Moderate Achievement: 40-49%) in at least one of the three choice subjects.

Table 3.6 illustrates the skills, knowledge, values and attitudes that a learner should develop at the end of Grades 10, 11 and 12.

Table 3.6: Skills, knowledge, values and attitudes in Geography

	COMPETENCE	CONTEXT
GRADE 10	A learner who has achieved the required competencies for this grade uses a range of basic geographical skills and techniques at a basic level to gather, organise and interpret data and information. These competencies develop basic operational knowledge and understanding of physical and human processes and the associated spatial patterns. The learner also appreciates the interactions between humans, and between humans and the environment on a local and global scale. The learner applies the acquired skills and knowledge to select known solutions or strategies to manage local and global problems and challenges whilst acknowledging the impact of values, attitudes and indigenous knowledge systems on the actions of those involved. In this grade, the learner reports findings and expresses an opinion in oral and written form.	<p>Focus: Global</p> <p>Scales: World, Africa and local</p> <p>Geographical theme:</p> <ul style="list-style-type: none"> A. Geographical skills and techniques B. Atmosphere: weather and climate C. The structure and changing landforms of the earth D. People and places: population E. People and their organisations
GRADE 11	A learner who has achieved the required competencies for this grade, plans and structures enquiries using a range of geographical skills and techniques at a more advanced level to gather, classify and analyse data and information. These competencies enhance developing knowledge and understanding of physical and human processes and the associated spatial patterns. The learner also examines the interactions between humans and between humans and the environment at a local and continental scale. The learner applies the acquired skills and knowledge to select appropriate procedures within given parameters to propose solutions or strategies to manage local and continental problems and challenges whilst acknowledging the impact of values, attitudes and indigenous knowledge systems on the actions of those involved. In this grade, the learner reports findings in written, oral and illustrative form.	<p>Focus: Continental</p> <p>Scales: Africa, world, and local</p> <p>Geographical theme:</p> <ul style="list-style-type: none"> A. Geographical skills and techniques B. The significance of water masses C. Ecosystems (biotic and abiotic components) D. Development and sustainability E. People and their needs (<i>resource use and management; energy use and management</i>)
GRADE 12	A learner who has achieved the required competencies for this grade uses a range of geographical skills and techniques to gather, organise, analyse and synthesise data and information. These competencies develop a fundamental knowledge and understanding of physical and human processes and the associated spatial patterns. The learner also explores the interactions between humans and between humans and the environment at a local and national scale. The learner applies the acquired skills and knowledge to propose solutions or strategies to manage local and national problems and challenges and adapts known, common solutions for different problems and contexts whilst acknowledging the impact of values, attitudes and indigenous knowledge systems on the actions of those involved. In this grade, the learner substantiates findings in written, oral and illustrative form.	<p>Focus: Local</p> <p>Scales: South Africa, Africa and the world</p> <p>Geographical theme:</p> <ul style="list-style-type: none"> A. Geographical skills and techniques B. Climate and weather C. Fluvial processes and landforms D. People and places: rural and urban settlements E. People and their needs (<i>economic activities and water as a critical resource in South Africa</i>)

3.6 Moderation

Moderation of assessment tasks will take place at schools in Grades 10, 11 and 12. In addition, moderation of assessment in Grade 12 will also take place at the cluster, district or region level as well as at provincial and national levels.

The annual Programme of Assessment should be submitted to the head of department or subject head and School Management Team before the start of the academic year for moderation purposes. Each task that will be used should be submitted to the head of department or subject head for moderation before the learners are given the assignment. The teacher portfolio and evidence of learner performance should be moderated at least once per semester by the head of department, subject head, or his or her delegate.

See Appendix 3 for an example of a moderation tool.

APPENDIX 1: EXAMPLES OF DAILY ASSESSMENT TASKS

Example 1: Baseline assessment

To establish what learners already know and can do before starting with a new topic

Learning Outcome 1: Assessment Standards: 2 and 5

Learning Outcome 3: Assessment Standards: 2

Example of a task that should be done at the introduction of a new topic:

- d). The following are some of the seas and gulfs.

Bering Sea; Hudson Bay; Gulf of Mexico; Baltic Sea; Japanese Sea; Sea of Okhotsk; Black Sea; Caribbean Sea; Red Sea; Mediterranean Sea; Gulf of California; Arabian Sea; Persian Gulf; East China Sea; South China Sea

Use the outline map of the world to indicate their location.

(10)



Method of assessment: Peer assessment

Assessment tool: Memorandum (Use the World Map)

Example 2: Classroom task in pairs

Learning Outcome 1: Assessment Standard: 3

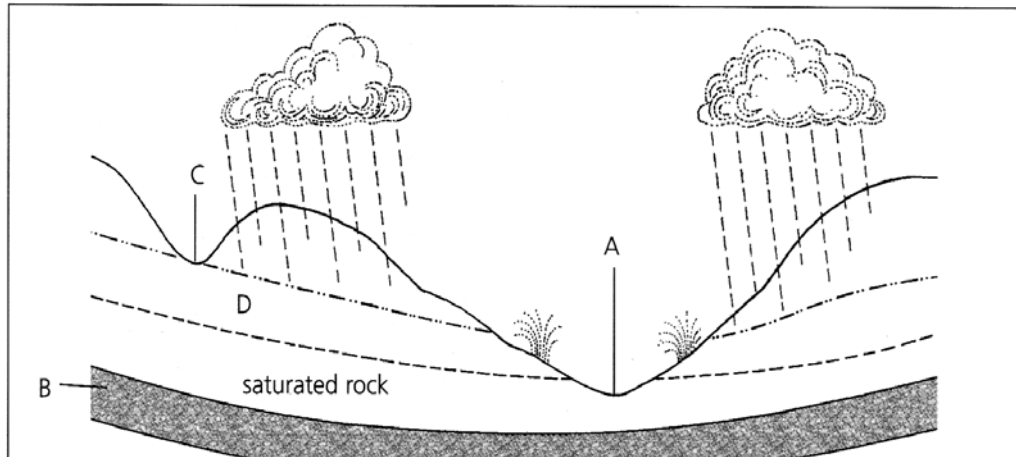
Learning Outcome 2: Assessment Standards: 1; 2; 3 and 4

Learning Outcome 3: Assessment Standards: 1 and 2

The following **assessment task** is done to determine if learners:

- can analyse the diagram illustrating the impact of the hydrological cycle;
- explain the processes involved and the consequent spatial patterns; and
- identify values and attitudes that support sustainable use of water.

Please study the following diagram and answer the following questions.



(From: X-Kit Geography Grade 11, p.143)

- a). Explain how the hydrological cycle operates on this landscape. Use labels and arrows on the diagram to enhance your answer. (10)
- b). Do you agree with the following statement?
"All water on Earth is contained within a system of a constant recycling process."
 Please substantiate your answer with an example. 1+2=(3)
- c). How can the rock layer at B contribute to the formation of an aquifer? (4)
- d). What evidence in valley A indicates the existence of an aquifer? (2)
- e). Compare the availability of water throughout the year between the valley at A and C. (6)
- f). A large rural settlement is situated on the slopes of the valley at C. What values and attitudes of the inhabitants will ensure sustainable use of water in dry seasons? (5)

The following may serve as an **assessment guide** which can be provided to learners:

- a). Correct explanation referring to any SIX of the following (evaporation; uplift and condensation; rainfall; direct run-off; infiltration; ground water flow; water table) PLUS correct labels (two marks) and arrow indications (two marks) (10)
 - b). Choice (one mark) plus a correct substantiation of example (two marks) (3)
 - c). Identification as impermeable rock layer (two marks) and explanation of implication for water flow (two marks) 2+2=(4)
 - d). Mention of fountain OR artesian well (two marks) (2)
 - e). A = permanent (one mark) plus explanation (two marks) plus B = periodic (one mark) plus explanation (two marks) (6)
 - f). Mention of any five relevant values or attitudes (five marks) (5)
- [30]

Method of assessment: Self-assessment using provided memo

APPENDIX 2: EXAMPLE OF AN ASSESSMENT TASK

GRADE 10: ACTIVITY – TSUNAMI EXTRACT

I scrubbed my hands like a madman, near the death train.

Standing on shredded railway tracks in a full panic I slathered on antiseptic soap, and didn't care that dozens of refugees saw me waste a whole bottle of mineral water to rinse it off. I had just noticed the new grey smudges in my notebook — and remembered how I'd scooped up the dead girl's shoes from a pool of water.

It was a moment of private horror before I'd even reached the train, which had been hurled off its tracks by a tsunami near Kahawa in southern Sri Lanka last Sunday, killing more than 800 passengers.

And I'd found her shoes.

Cader explained that while "disaster drugs" such as antibiotics and rehydration tablets had reached Galle, medicines for everyday chronic diseases — washed away when the city's dispensary was demolished by the tsunami — had been forgotten in the relief effort. Lives, he said, were already threatened, and the need for diabetes and hypertension drugs was so urgent that he had bought four boxfuls from retail pharmacies, out of his own pocket. Would the Sunday Times get the stuff there by lunchtime the next day? The boxes went into our boot. 1

Moments later, Farook Kassin, a rich Dubai businessman and representative for South Africa's Gift of the Givers charity, met Cader by chance at the table. He spontaneously hauled a few thousand dollars from his wallet, passed it to Cader, and said: "I'm sure you'd have a good place for this."

By contrast, in two days of travel around southern Sri Lanka, we would see no direct government aid work at all — no large health or welfare department tents, no assessment teams, no food aid points; only soldiers guarding against looters and clean-up teams working with graders. The beachside devastation starts suddenly, dramatically, half an hour south of Colombo — far higher up the west coast than I had expected.

It was as if, rushing toward Sri Lanka from the southeast, the huge waves had curled and cracked around its rounded southwestern corner like a whip. If this is what happened, then the island's teardrop shape would be a cause of much of its weeping.

The stench of death began an hour down the road, in the fishing village of Moggona. Five sweltering days after the ocean had lunged onto land, we felt we could pinpoint from our moving car the roadside rubble that was still concealing corpses.

Government officials said 80% of the country's fisheries fleet had been destroyed or disabled, effectively eliminating the island's staple fish diet. So I was relieved when, at a refugee camp of 2 000, an utterly destitute mother said she had been offered fish by a local fisherman. But, having said that donated food in the camp was pathetically meagre, she told us she had refused the offer of fresh fish — and would forbid her children to eat it, even if they were starving.

"What? Why?"

Another refugee, SH Siripala, hissed: "No one on the whole island will eat fish. We all of us have enough reason to suspect the fish have been eating the rotting flesh of thousands of human bodies in the ocean. We would rather starve."

The camp was chaos, a disease time bomb. With a single temple lavatory for 2 000 refugees, a marshy field next to a children's ad hoc play area was used as the camp toilet.

Most people slept outside. Three dozen refugees, mostly fisher folk, swarmed around, clamouring to say that the government had provided nothing, and that shopkeepers and masons who lived on high ground in the town and had been spared the disaster were exploiting their daily food drop, supplied by Colombo businessmen.

At Hikkaduwa harbour, boat owner Sugath Kahingala said three lorry loads of tuna and other fish from his dock alone — caught before the tsunami — was slowly rotting in freezers in Colombo. "We can hardly give it away," he said. "For fish that normally sells for 300 rupees per kilo, we are lucky to get 30 rupees now. For months to come, no one will touch it — even though there can be nothing wrong with deep-sea fish."

News from the train wreck nearby was that some bodies remained trapped beneath the carriages. One man said the plan was to set fire to them; another said a road would be built so that a heavy crane could come in and lift the rolling stock.

At the beach, 300m away from the scattered carriages of the Queen of the Sea, a man told how his sister and their two children were taken by the same wave.

And there also - 50m inland from the beach road - was a yellow, full-sized Isuzu bus, lying on its side with a boat and other debris, beneath a tree. More than 60 people had drowned inside, the man said. I walked to the front of the bus, and found a bunch of purple cloth flowers tied to the wreckage with bright green string.

Source: Sunday Times, 11-Page Tsunami Special, January 2, 2005

Use the extract provided and other relevant resources to complete the following tasks:

Task 1

Why would the islanders not eat fish after the tsunami disaster? (Learning Outcome 3: Assessment Standard: 2)

List two African countries that were affected by tsunami on the 26 December 2004. (Learning Outcome 1: Assessment Standard: 1)

Draw the outline map of Africa and indicate the position of these countries by means of an X. (Learning Outcome 1: Assessment Standard: 3)

Task 2

You happened to be in Indonesia on the 26 December 2004, write an essay on your experiences of the tsunami on that day. You may use the information from the extract to enrich your essay. (Learning Outcome 2: Assessment Standards: 2 and 3)

MEMORANDUM for the Tsunami ACTIVITY

Task 1

1.1 They suspected that the fish had been eating the rotting flesh of thousands of human bodies in the ocean. (2)

1.2 Somalia; Kenya; Tanzania (Any two of the three) (2)

1.3 Map of Africa with X to indicate the location of the three countries (6)

Task 2

RATING CODE	RATING	MARKS
7	All the ideas in the essay show the learner's application of geographic knowledge and skills. Correct and appropriate geographic language and concepts are used without errors. The learner also used a variety of resources and carefully selected only the information that answered the question.	80 - 100
6	Learner displays high achievement for this level in the application of geographic knowledge and skills. Geographic language and concepts comply with expectations for this level. The learner used sufficient resources to find information that answered the question.	70 - 79
5	Although the learner's essay shows evidence of application of geographic knowledge it does not comply with expected achievements at this level. Geographic language and concepts are adequate although some relatively simple mistakes were made. The learner used quite a number of resources to find information that answered the question.	60 - 69
4	The learner displayed limited evidence of application of geographic knowledge for the standard that is expected at this level. The learner used relatively poor geographic language and concepts in the presentation. The learner relied on the teacher for resources to complete the task.	50 - 59
3	The learner's essay shows limited evidence of application of geographic knowledge. Geographic language and concepts are used indiscriminately in the presentation. The learner needed teacher's assistance to find information. There are some steps missing in the presentation.	40 - 49
2	The learner's essay shows little or no evidence of application of geographic knowledge. Geographic language and concepts are used inappropriately. The learner lost focus during the process of gathering information and therefore, the information collected is inaccurate and incomplete.	30 - 39
1	The learner's essay displays no evidence of geographic knowledge and skills application and a lack of geographic vocabulary is evident. Geographic language is poorly used with gross conceptual errors. The learner did not respond to the question.	0 - 29

APPENDIX 3: EXAMPLE OF A MODERATION TOOL

A moderation tool for school moderation of internal assessment by the subject head or head of the department:

NAME OF SCHOOL			SUBJECT		GRADE(S)		
					10	11	12
1	EVIDENCE OF LEARNER PERFORMANCE						
Components completed and available		YES	NO			YES	NO
<ul style="list-style-type: none"> ▪ All formal tasks have been assessed and allocated marks 				<ul style="list-style-type: none"> ▪ All formal tasks are clearly indicated 			
2	COMPONENTS OF Continued Assessment		NUMBER		REMARKS		
<ul style="list-style-type: none"> ▪ Informal tests (with memoranda) ▪ Tutorials ▪ Project, assignment and practical sessions ▪ Homework (with framework) ▪ Formal tests (with memoranda) ▪ Practical tests ▪ Common examination and memo ▪ Examinations and memoranda ▪ Practical examination 							
3	STANDARD OF ASSESSMENT TASKS		YES	NO	REMARKS		
Clear instructions							
Format – spread of questions							
Mark allocation or requirements							
Standard acceptable							
4	MARKING		YES	NO	REMARKS		
<ul style="list-style-type: none"> ▪ According to realistic criteria ▪ Marking key issues ▪ Controlled according to memo ▪ Marks corresponding with mark sheets ▪ Marks correctly calculated ▪ Marks correctly converted to continuous assessment form 							
5	PROGRESSION REPORT		YES	NO	REMARKS		
Curriculum completed as required up to date							

Remarks:

Signed by Teacher: _____

Date: _____

Signed by Head of Department or Principal: _____ **Date:** _____