

# 2020 REVISED CURRICULUM AND ASSESSMENT PLANS

## SOCIAL SCIENCES: GEOGRAPHY GRADE 8

**Implementation: July 2020**



# PRESENTATION OUTLINE

1. Purpose
2. Amendments to the Content Overview for the Phase;
3. Amendments to the Annual Teaching Plan;
4. Amendments School Based Assessment (SBA)
5. Conclusion



# PURPOSE

- To mediate the amendments of the trimmed and re-organised 2020 Annual Teaching Plan including School Based Assessment for **Social Sciences - Geography, Grade 8** for implementation in July 2020 as stipulated in **Circular S2 of 2020**.
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

# PURPOSE (CONTINUED)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values



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# GEOGRAPHY

# Amendments to the Content Overview for the Phase

# CONTENT OVERVIEW FOR THE PHASE

## GEOGRAPHY

TERM	Grade 7	Grade 8	Grade 9
1	Map skills (focus: Local maps)	Maps and globes (focus: Global and local)	Topographic and orthophoto maps)
2	Volcanoes and Earthquakes	Climate regions	Development issues
3	Population growth and change	Settlement	Surface forces that shape the earth
4	Natural resources and conservation in South Africa	Transport and trade (omitted)	Resource use and sustainability

# AMENDMENTS TO THE CONTENT OVERVIEW FOR THE PHASE

- The content overview for Geography in the Senior Phase has not changed – the main topics remain the same as prescribed in CAPS.
- Some of the content and concepts under the main topics have been omitted from the revised ATPs.
- The content and concepts on ‘Trade and transport has been completely omitted from the revised ATP.
- The omission also took into consideration the number of teaching days available for teaching and assessment.





# SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendment
<b>Climate Regions</b>	2	This topic is a very important building block to learners' understanding of Climate and weather in the FET phase. The sub-topic: <b>Physical map of South Africa (review from Grade 5) has been omitted as they were taught in Grade 5.</b>
<b>Settlement</b>	3	No reduction, reorganization nor removal of content. For the project on the investigation of a settlement, learners do not have to conduct interviews. (See Guidance and tips on how the project should be done)
<b>Trade and transport</b>	4	This topic has been <b>completely removed.</b> It is too content heavy and learners can do without it in Grade 8.

# INFORMAL ASSESSMENT

- **Informal assessment** is an important aspect of teaching and learning and should take place frequently, to **monitor learners' progress**.
- Informal assessment should be used to **provide feedback** to the learners and to inform planning for teaching, but **need not be recorded**.
- Learners or teachers can mark these assessment tasks.
- Learners should **read and write regularly**, starting with **sentences and paragraphs** and building up to **extended pieces of work**.



# **Amendments School Based Assessment (SBA)**

# SUMMARY: REVISED PROGRAMME OF ASSESSMENT

Term 1	Term 2	Term 3	Term 4
<p><b>Test:</b> The test is administered, assessed and reported on as part of Formal Assessment during Term 1.</p>	<p><b>June Examinations</b> cancelled.</p>	<p><b>Project:</b> Investigation of a settlement (Learners do not have to conduct interviews. Refer to the Guidance tips on how the project should be done)</p>	<p><b>November assessment:</b> Learners will write a formal assessment task based on the topic: <b>Climate regions (Focus: South Africa and world)</b>.</p>

# INVESTIGATION OF A SETTLEMENT (1)

- **The project can be done over a period of 10 school days as follows:**
- **Stage 1: (Days 1-4)**
- ✓ *Learners choose any settlement in South Africa that they know and investigate the following:*
- ✓ Name of a settlement – does the name have any significant meaning. (include a labelled map, or a sketch map of your chosen settlement.
- ✓ Type of a settlement – is it a rural or an urban settlement;
- ✓ In which province is the settlement located
- ✓ Explain why you classify the selected settlement as rural or urban

# INVESTIGATION OF A SETTLEMENT (2)

- **Stage 2: (Days 5-6)**
  - ✓ *Name at least TWO land use zones of the settlement (show the land use zones on the map/ sketch maps)*
  - ✓ *Are there any specific and prominent features (natural and man-made) in your chosen settlement (show these on the map/ sketch map)*



# INVESTIGATION OF A SETTLEMENT (3)

- **Stage 3: (Days 7-9)**

- ✓ *What led to the development of your chosen settlement - suggest reasons for the location of this settlement;*
- ✓ *Identify and discuss TWO social and TWO environmental issues in the settlement (show pictures).*

- **Stage 4:(Day 10)**

- ✓ *Finalization of the project, editing and submission*

# GRADE 8 SBA FOR 2020

## Grade 7 Geography

Term	Content	Form of Assessment
1	Map skills	Test
3	Settlement	Project
4	Climate Regions	Test





# SUMMARY: END-OF-YEAR ASSESSMENT

Questions	Types of Questions	Content	Marks
Question 1	Source-based, data handling and definition of concepts	Weather and Climate	25
Question 2	Case study, definition of concepts, data handling and paragraph writing	Climate regions	25
TOTAL			50

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THANK  
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