Every child is a National Asset

2020 REVISED CURRICULUM AND ASSESSMENT PLANS

GEOGRAPHY

GRADE 11

Implementation: June 2020

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

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

1. Purpose

- To mediate the amendments of the trimmed and re-organised 2020 Annual Teaching Plan including School Based Assessment for Geography, Grade 11 for implementation in June 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.

1. 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

2. Amendments to the Content Overview for the Phase

Summary: Amendments to the Content Overview for the Phase

GRADE 10	GRADE 11	GRADE 12
GEORMOPHOLOGY **The Structure of the Earth** • The rock cycle; • intrusive igneous activity and associated features: batholiths, laccoliths, monoliths, dykes, sills and pipes; and • overview of landforms associated with igneous, sedimentary and metamorphic rocks.	**GEORMOPHOLOGY** **Mass Movements and Human Responses** • Concept of mass movements; types; impact; strategies **Fieldwork** Observation, collecting and recording data, and processing, collating and presenting fieldwork findings	No content amended

Summary: Amendments to the Content Overview for the Phase

GRADE 10	GRADE 11	GRADE 12
GEORMOPHOLOGY **Plate Tectonics** • the mechanics of plate movements; • processes and landforms associated with different kinds of plate boundaries **Folding and Faulting** • link to plate movement; • landforms associated with folding; • the process of faulting – link to plate movement;	**DEVELOPMENT GEOGRAPHY** **Framework for development** Development models, free market models, such as Rostow's model with its limitations and criticisms, core and pheriphery models with their application at different scales	No content amended

Summary: Amendments to the Content Overview for the Phase

GRADE 10	GRADE 11	GRADE 12
GEORMOPHOLOGY **Earthquakes** • the relationship between earthquakes and tectonic forces;	**DEVELOPMENT GEOGRAPHY** **Development Issues and Challenges** the role of women in development; the role of the state and business in development in SA	No content amended

Summary: Amendments to the Content Overview for the Phase

GRADE 10	GRADE 11	GRADE 12
GEORMOPHOLOGY **Using Atlases** atlas index – locating physical and constructed features; four-digit grid reference (latitude and longitude, degrees and minutes) to identify and locate features on maps; and map projections: examples of equal area and true direction projections and critical evaluation	**RESOURCES AND SUSTAINABILITY** **Using Resources** The relationship between resources and economic development; exploitation and depletion of resources; sustainability and sustainable use of resources	No content amended

Summary: Amendments to the Content Overview for the Phase

GRADE 10		
POPULATION **Population Growth** • demographic transition model **Geographical Information Systems (GIS) [2 hours]** • satellite images that are related to population topics	**RESOURCES AND SUSTAINABILITY** **Soil and Soil Erosion:** • How soils are formed; soil as a resource **Conventional energy sources:** • nuclear energy case study of nuclear energy	No content amended

Summary: Amendments to the Content Overview for the Phase

GRADE 10	GRADE 11	GRADE 12
POPULATION **HIV and AIDS** • HIV infection rates in southern Africa; • social and economic effects of HIV and AIDS, using specific examples from the southern African region; and • the impact of HIV and AIDS on population structure	**RESOURCES AND SUSTAINABILITY** **Non-conventional Energy Sources** Solar energy – examples from South Africa and the world;	No content amended

Summary: Amendments to the Content Overview for the Phase

GRADE 10	GRADE 11	GRADE 12
POPULATION **Geographical Information Systems (GIS)** **Atlas Skills** map reading – comparing information from different maps; interpreting graphs, population pyramids, photographs and models	**RESOURCES AND SUSTAINABILITY** **Energy Management in South Africa** South Africa's changing energy needs; energy management, towards greener economies and sustainable life styles: responsibilities of governments, businesses and individuals	No content amended

Summary: Amendments to the Content Overview for the Phase

GRADE 10	GRADE 11	GRADE 12
WATER RESOURCES **Water in the World** • different forms of water in the world: liquid, solid and gas; • occurrence of salt water and fresh water: oceans, rivers, lakes, ground water and atmosphere; and • the hydrological cycle.		No content amended

Summary: Amendments to the Content Overview for the Phase

GRADE 10	GRADE 11	GRADE 12
WATER RESOURCES **The World's Oceans** • oceans as sources of oxygen, food and energy; • ocean circulation – warm and cold currents; • ocean currents and their importance for fishing, trade and tourism;		No content amended

Summary: Amendments to the Content Overview for the Phase

GRADE 10	GRADE 11	GRADE 12
WATER RESOURCES **The World's Oceans** • relationship between oceans and people: pollution, over fishing and desalination; and • strategies for managing the world's oceans.		No content amended

3. Amendments to the Annual Teaching Plan

Grade 11 Amended ATPs

The ATP also highlights how content has been reorganised in the grade

- 2020 Post Covid Gr 11 Geography Revised.

Microsoft Word Document

- 2020 Post Covid Gr11 Geografie Revised.

Microsoft Word Document

Summary: Amendment to the weighting of content topics

Content removed	Hours Cut
Mass Movements and Human Responses Concept of mass movements; types; impact; strategies	4 Hour
Fieldwork Observation, collecting and recording data, and processing, collating and presenting fieldwork findings	2 Hours
Framework for development Development models, free market models, such as Rostow's model with its limitations and criticisms, core and pheriphery models with their application at different scales	2 Hours

Summary: Amendment to the weighting of content topics

Content removed	Hours Cut
Development Issues and Challenges the role of women in development; the role of the state and business in development in SA	2 Hours
Using Resources The relationship between resources and economic development; exploitation and depletion of resources; sustainability and sustainable use of resources.	3 Hours
Soil and Soil Erosion How soils are formed;soil as a resource	1 Hour
Conventional energy sources nuclear energy case study of nuclear energy	1 Hour

Summary: Amendment to the weighting of content topics

Content removed	Hours Cut
Non-conventional Energy Sources Solar energy – examples from South Africa and the world;	1 Hour
Energy Management in South Africa South Africa's changing energy needs; energy management, towards greener economies and sustainable life styles: responsibilities of governments, businesses and individuals	3 Hours
TOTAL HOURS Term 2 – 4 = 80 Hours	**19 Hours (25%)**

Summary: Content/Topics Amended

Content/Topics	Term	Amendment
Mass Movements and Human Responses (4 hrs) Concept of mass movements; types; impact; strategies	2	Content removed as it has no congruence with the Geographical content and not progressing to the next grade
Fieldwork (2 hrs) Observation, collecting and recording data, and processing, collating and presenting fieldwork findings	2	Removed because skills were acquired in grade 10

Summary: Content/Topics Amended

Content/Topics	Term	Amendment
Framework for development (2 hrs) Development models, free market models, such as Rostow's model with its limitations and criticisms, core and pheriphery models with their application at different scales	3	The content of Framework for development has been reduced by **removing** development models.
Development Issues and Challenges (2 hrs) • the role of women in development; • the role of the state and business in development in SA	3	The content of Development Issues and Challenges has been **reduced by removing** the role of women and the role of state and business to avoid repetition as it will be dealt in depth in Gr12 under informal sector

Summary: Content/Topics Amended

Content/Topics	Term	Amendment
Using Resources (3hrs) The relationship between resources and economic development; exploitation and depletion of resources; sustainability and sustainable use of resources.	4	The content of Using Resources is a repetition of knowledge acquired in gr 7 & 9 and has been completely **removed**
Soil and Soil Erosion (1 hr) • how soils are formed; • soil as a resource	4	The topic of Soil and Soil Erosion has been **reduced by removing**

Summary: Content/Topics Amended

Content/Topics	Term	Amendment
Conventional energy sources (1 hr) nuclear energy case study of nuclear energy –	4	The content of Conventional energy sources been **reduced by removing** nuclear energy case study, it is irrelevant in the South African context
Non-conventional energy sources (1 hr) Solar energy – examples from South Africa and the world;	4	Content on Non-conventional energy sources has been **reduced** by removing solar energy –examples from South Africa and the world

Summary: Content/Topics Amended

Content/Topics	Term	Amendment
Energy Management in South Africa South Africa's changing energy needs; energy management, towards greener economies and sustainable life styles: responsibilities of governments, businesses and individuals	4	The topic on Energy management in South Africa has been **completely removed** because nature sustainability methods are more of general ideologies therefore making it easier for learners to grasp the content and In Grade 10 term 4, learners did water management.

4. Amendments School Based Assessment (SBA)

Summary: Revised Programme of Assessment

Term 1	Term 2	Term 3	Term 4
Research (Done)	Mapwork (Open book Assessment	Controlled Test	Final Examination
Controlled Test (Done)	June Examination Cancelled		
NB: 4 Tasks to count for SBA in 2020			

Summary: Revision Final Examination Structure

- No revision to the final exam structure.

5. Conclusion

Conclusion

- Amendments were made in Grade 10 & 11
- No amendments were made in Gr 12
- Amendments in Grade 11 include sections in:

  -Geomorphology

  -Development geography

  - Resources and sustainability
- 4 Tasks to count for SBA in 2020

Contact Details

Name: Pule Rakgoathe

Subjects: Geography & History

Department of Basic Education

Tel: 012 357 4185

Email: rakgoathe.p@dbe.gov.za