

2014 FORMAL ASSESSMENT PROGRAMME: GEOGRAPHY GRADE 8

This Assessment Programme reflects the nine formal assessment tasks required for the Portfolio which is to be submitted for review and moderation at the end of each phase. Teachers will also assess informally and formatively on a day-to-day basis.

The following assessment tasks are provided in order to assist learners in their planning of studies for the entire year. Specific instructions on assessment tasks will be provided by teachers at appropriate times throughout the year. Due to the transitional nature of the curriculum at this stage, changes to this programme are possible.

TOPIC	ASSESSMENT STANDARDS	PORTFOLIO ASSESSMENT TASKS
PHASE 1 [13 January – 26 March]		
<p>WBHS Orientation: Finding your way around WBHS. (2 week)</p> <p>MODULE 1</p> <p>UNIT 1 Mapwork (Maps and globes): Direction, distance, Bearing and Grid ref. maps and atlases (4 weeks)</p> <p>UNIT 2 The globe, Hemispheres, Earths rotation on its axis. (5 weeks)</p> <p>UNIT 3 Satellite images, What satellite images look like.</p>		<p>Task 1: <u>Portfolio mark</u> from all mapwork exercises in notes.</p> <p>Task 2: <u>Model</u> of a landscape etc. Task 3: March <u>control test</u> on everything covered in term 1. From</p>
PHASE 2 [12 April – 9 June]		
<p>MODULE 2</p> <p>UNIT 1 Climatic regions Factors that influence temperature and rainfall eg: latitude. (3 weeks)</p> <p>UNIT 2 South Africa climate, physical map of south Africa eg Plateau (3 weeks)</p> <p>UNIT 3: Climate around the world. Difference between weather and climate. Climatic regions. Links between climatic regions and factors influencing temperature and rainfall. (4 weeks)</p>		<p>Task 4: <u>Portfolio mark</u> from satellite pack..</p> <p>Task 5: <u>Collage</u> on climatic regions of South Africa and the world</p> <p>Task 6: <u>Examination</u> on the world and Africa.</p>
PHASE 3 [13 July – 04 November]		

<p>MODULE 3 Settlement</p> <p>UNIT 1 Settlement and land use, urban settlements, rural settlements</p> <p>UNIT 2 land use on aerial photographs and large scale maps, what aerial photographs look like, identifying land use zones in urban settlements</p> <p>UNIT3 Formal assessment task 3: investigation of a settlement. (11 weeks)</p> <p>UNIT 4 Urbanization, the concept of urbanization, why cities are growing, overview of urbanization in South Africa.</p> <p>Module 4: Transport and trade</p> <p>UNIT 1 World trade</p> <p>UNIT 2 Trade transport South Africa Advantages and disadvantages of 4 transport modes.</p> <p>UNIT 3 People and transport in urban areas</p>		<p>Task 7: <u>PowerPoint presentation</u> on a settlement in South Africa.</p> <p>Task 8: End of Year <u>Examination</u>.</p>
PHASE 1 2015 [05 November – 10 Dec]		
<p>Resources: Different types of resources, South Africa’s resources and conservation. (4 weeks)</p>		<p>Task 1: <u>Portfolio mark</u> from resource pack.</p> <p>Task 2: Standardised <u>testing</u> in</p>

GRADE 8 LEARNING OUTCOMES

LEARNING OUTCOME 1

Geographical Skills and Techniques (practical competence)

“The learner is able to demonstrate a range of geographical skills and techniques”

- 10.1.1** Identify issues and formulate questions for an investigation.
- 10.1.2** Acquire information from fieldwork and a variety of other sources.
- 10.1.3** Organize information graphically, pictorially and diagrammatically.
- 10.1.4** Analyse information obtained from a variety of sources.
- 10.1.5** Report findings in oral and/or written form.

LEARNING OUTCOME 2

Knowledge and Understanding (foundational competence)

“The learner is able to demonstrate knowledge and understanding of processes and spatial patterns dealing with interactions between humans, and between humans and the environment in space and time.”

- 10.2.1** Describe processes and associated spatial patterns in places and regions.
- 10.2.2** Identify similarities and differences in processes and spatial patterns between places or between regions.
- 10.2.3** Describe the links between environmental problems and social injustices in a local and global context.
- 10.2.4** Describe the interdependence between humans and the environment at different scales.

LEARNING OUTCOME 3

Application (reflexive competence)

“The learner is able to apply geographical skills and knowledge to environmental issues and challenges, recognize attitudes and values, and demonstrate the ability to recommend solutions and strategies”

- 10.3.1** Apply skills and knowledge to a range of phenomena, issues and challenges at local and global scales.
- 10.3.2** Identify different values and attitudes held by individuals and groups associated with processes, spatial patterns and human-environment interactions at local and global scales.