

GEOGRAPHY (Updated January 2014)

A. MEANS OF ASSESSMENT

External Examination	Paper I	3 hours	[300]
	Paper II	1½ hours	[100]
		Total [400] converted to	[300]
Internal Assessment:	Portfolio		[100]

400 marks

B. REQUIREMENTS

PAPER 1 **3 hours** **[300]**

Questions will range from short objective-type questions to those requiring application, analysis, synthesis and evaluation.

All questions are compulsory.

This paper will cover all Geographical aims, ideas, skills attitudes and values.

Weighting of cognitive skills: 60% of questions to target lower order cognitive levels (knowledge, comprehension, application) and 40% of questions to target higher order cognitive levels (analysis, synthesis, evaluation).

SECTION A: Geographical Issues [100]

This question covers all topics taught in Grade 12 in an integrated, thematic, issue-based manner. Map work skills may also be included.

SECTION B: Climate, Weather and Geomorphology [100]

This question will examine topics from climatology and geomorphology. Candidates may be given an option to draw on examples from case study material covered in class.

SECTION C: Settlement (Rural and Urban) and Economic Geography [100]

This question will examine topics from settlement and economic geography. Candidates may be given an option to draw on examples from case study material covered in class.

PAPER II 1½ hours [100]**Geographical Skills and Techniques**

This paper will cover all Geographical aims, ideas, skills, attitudes and values.

[100]

Basic map work skills will constitute 40% of the paper and application of theory 60%. Questions will range from short objective-type questions to those requiring application, analysis, synthesis and evaluation.

Weighting of cognitive skills: 60% of questions to target lower order cognitive levels and 40% of questions to target higher order cognitive levels.

Questions will be set incorporating atlas work, 1:50 000 topographical map, orthophoto map, aerial photograph, fieldwork and GIS, photographs, graphic data and satellite imagery. A magnifying glass and a calculator may be used. Candidates are required to supply their own map work instruments.

All questions must be answered on the question paper.

SCHOOL BASED ASSESSMENT (SBA)

[100]

This section must be read in conjunction with the IEB Manual for the Moderation of School Based Assessment.

Each candidate must prepare a file of work. 55% of the file must reflect the type of assessment in the final examinations (prelims/trials and tests) and 45% must consist of alternate forms of assessment, such as tasks, fieldwork and research projects.

This work will be assessed internally by the candidate's teacher. The SBA pieces submitted must be a representative sample of the work undertaken in the Grade 12 year. The SBA file is required as evidence to validate the teacher's assessment of each candidate's ability. Files will be moderated at regional and/or national level.

C. INTERPRETATION OF REQUIREMENTS**SBA Requirements****Introduction:**

Internal Assessment is the assessment of the learner's performance carried out on an ongoing basis at the learning site by the teacher, using various assessment techniques.

Structure of the SBA:

Each candidate's portfolio must be completed as follows:

SBA: 100 marks	
Component	Marks
2 Tasks	20
Project	25
3 Controlled Tests (this may include the mid-year examination mark)	30
Preliminary/Trial Examination	25
Total	100

The Components of the SBA

1. Assessment Tasks

These pieces of work are given on a regular basis, at the discretion of the teacher. Each teacher will be responsible for his/her own class. Activities do not need to be standardised across the grade and they must be **evenly spread throughout the year across all sections.**

The 2 pieces must be of the appropriate rigour for Grade 12, i.e. must not be short or superficial in nature.

Assessment tasks may **not** include class tests.

Tasks must allow for the following competencies to be assessed in various combinations:

- Reading, analysing and interpreting maps, photographs and satellite images
- Drawing, analysing and interpreting graphs
- Making sketches
- Labelling diagrams
- Using models
- Working with a variety of data
- Analysing and synthesising information from different sources
- Conducting fieldwork, recording and interpreting findings
- Working with concepts, data, procedures related to GIS
- Conducting and writing up research
- Writing paragraphs and essays
- Evaluating arguments and expressing and supporting a point of view.

Points to consider when designing assessment tasks:

- The purpose of the assessment tasks is to assess the learner's ability to apply in an integrated way, knowledge, skills and a range of competencies.
- It is helpful to design assessment tasks around specific issues in familiar or unfamiliar contexts to enhance the interest and enthusiasm of learners.
- The criteria for assessing each task should be discussed and negotiated with the learners before they start the task.

Examples of possible assessment tasks are:

- Graph exercises or data response
- Posters
- Image analysis (photographs, cartoons, advertisements)
- Essays
- Compiling a questionnaire or conducting a survey
- Worksheets
- Fieldwork
- Journal work
- Film analysis
- GIS exercises/ICT usage
- Case studies
- Current affairs analysis (using newspaper/magazine/Internet article)

The weighting of this section is 20.

2. Projects

The 21st Century Skills movement as reported in Educational Leadership (2009) outlines the following key skills children need in order to cope with an unknown future:

- *Learning and innovation skills (problem solving, creative and critical thinking).*
- *Information, media, and technology skills.*

These skills are fostered by the geographical research project which must be an individual primary research project.

Learners will be required to complete a geographical project for inclusion in the learner file.

The teacher can decide whether to give the learners a choice of topics, select only one for all learners to do, or allow the learners to choose their own topic.

The geographical project must be **directly related to the content for Grade 12 Geography.**

Data may be collected in groups but the analysis and final project must be completed **individually.**

Learners must be given the necessary guidance prior to the commencement of the project. Progress must be monitored and the draft(s) included in the learner's file.

The rubric provided in D: Administrative and Support Documentation **must** be used to assess learners' projects. The rubric must be given to the learners in advance so that the requirements are clear.

Different forms of presentation are acceptable, e.g. electronic, written, etc. Guidelines should be given for each media, e.g. a written project to consist of a **maximum** of 3000 words (about 10 hand-written pages or $6\frac{1}{2} \times$ A4 typed pages on a font size of 12) excluding pictures, graphs, images, etc. If different types of presentation are presented there must be some form of evidence included in the portfolio for these different media, e.g. for an electronic digital presentation proof or evidence such as notes, copies of slides, CDs or a transcript.

When preparing a written project the following minimum requirements must be met:

- There must be a front page – giving the context, i.e. Name of learner, School and Project Title.
- There must be a table of contents.
- Text must be divided into paragraphs or subheadings.
- All sources must be referenced.
- Text could include pictures, photographs, diagrams, graphs, tables, images, etc. These should be referenced suitably.
- The project must be bound or stapled in an acceptable way (no plastic sleeves).
- There must be evidence of project moderation at school level.
- There must be a bibliography/reference list.

The above requirements should be adapted for different media.

Plagiarism is unacceptable and teachers must ensure that learners produce their own work.

The weighting of this section is 25.

3. Tests

The requirements are: **three** controlled tests from two different sections, each of at least 50 minutes duration.

A controlled test must fulfill the following criteria:

- The security of the test must not be compromised.
- All learners write the **same test**.
- The test must be based on the **accumulated work** covered.
- **Internal school moderation** of the question paper and answer scripts must be undertaken.
- The test must be written under examination conditions.
- **Questions** must comply with year-end examination standards.
- Where there is more than one teacher, agreement must be reached on the scope, as well as the date and time of the test.
- Teachers are encouraged to use analysis grids.

The weighting of this section is 30.

4. Preliminary/Trial Examinations

- The preliminary/trial examinations are to serve as a rehearsal for the final examination.
- The duration of these papers must be 3 hours and 1½ hours respectively.
- The mark allocation must be 300 for Paper 1 and 100 for Paper 2.
- They should preferably be written during August/September.
- The standard of the papers must be comparable to the final examination paper.
- The papers must comply with the requirements of the Subject Assessment Guidelines for Geography.
- Analysis grids must be provided in the teacher's file.

The weighting of this section is 25.

The Teacher's File

A ring file is recommended.

This file should include:

- A **cover page** with teacher name, school and centre number. If more than one teacher is teaching the subject, a list of the teachers' names must be included.
- A **contents page**. The learners' files should match this list as well.
- **Mark sheets** –these should all have examination numbers.
- The following should be provided in the file:
 - IEB mark rank order sheet (Administrative and Support Documentation: B).
 - Teacher's spreadsheet for the whole class with averages.
 - IEB moderation lists with numbers and names for moderation.

- Portfolio sections need to be separated by page dividers.
- All tasks must be dated as this provides evidence of progress of learners throughout the year.
- All tasks and marking guidelines must be included.
- Analysis grids for the Preliminary/Trials examinations must be provided.
- Absenteeism or missing task. A letter (and doctor's certificate if relevant) must be placed in both the teacher's file and the learner's file. The letter should be signed by the learner and teacher. An alternative task may replace a task missed; this should be clearly marked and the task and marking guidelines should appear in the teacher file. The replacement task should be of the same mark allocation; quality, etc.

The Learner File

Each learner will have a file which must include a collection of the learner's work. This must be available for regional moderation which takes place from 15 September to 15 October annually.

This file must meet the following requirements:

- It must be a soft cover A4 file with clear front (not a flip file) which is able to hold all the pieces of work securely.
- The SBA cover sheet with declaration (Administrative and Support Documentation: A) must be filed in front and all items placed in order.
- If the project does not fit into the file, it should be enclosed in a clear plastic bag with the relevant details in front.

Absence from a SBA Task

Pupils should be given an opportunity to make up missed tasks. If necessary an equivalent exercise can be done. An authentic reason in writing, i.e. doctor's letter, should be produced if a pupil misses a SBA task.

Plagiarism

Please refer to the IEB Manual for the Moderation of School Based Assessment for the National Senior Certificate Examination (2011 edition). Page 9 lists some websites to assist in the detection of plagiarism.

D. ADMINISTRATIVE SUPPORT DOCUMENTATION

1. Portfolio cover sheet with declaration
2. IEB rank order mark sheet
3. Rich Tasks and Cognitive Levels
4. Geographical aims, ideas, skills, values and attitudes
5. IEB CAPS Grade 12 Assessment Syllabus
6. Regional/National moderation sheets
7. Examples of possible project topics
8. Flow diagram for research project
9. Checklist for the project
10. Project rubric
11. Project Assessment Sheet
12. Taxonomy for Geography
13. How to categorise questions
14. Assessment Grid for Assessment Design

1. PORTFOLIO COVER SHEET WITH DECLARATION



INDEPENDENT EXAMINATIONS BOARD
NATIONAL SENIOR CERTIFICATE EXAMINATION
GEOGRAPHY PORTFOLIO

Name of candidate: _____

Candidate's Examination Number

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

		Possible Mark	Actual Mark
SECTION A 1. ASSESSMENT TASKS	1		
	2		
TOTAL FOR THIS COMPONENT		20	
2. PROJECT			
TOTAL FOR THIS COMPONENT		25	
3. CONTROLLED TESTS (3 are required and may include the mid-year examination mark)	1		
	2		
	3		
TOTAL FOR THIS COMPONENT		30	
4. PRELIMINARY/ TRIAL EXAMINATIONS	1	300	
	2	100	
	Total	400	
TOTAL FOR THIS COMPONENT		25	
TOTAL		100	

I certify that all that all the work in this file is the candidate's own work.

Signature of teacher: _____ Date: _____

I certify that all that all the work in this file is my own work.

Signature of candidate: _____ Date: _____

2. IEB RANK ORDER MARKSHEET



**INDEPENDENT EXAMINATIONS BOARD
NATIONAL SENIOR CERTIFICATE EXAMINATION
GEOGRAPHY PORTFOLIO**

CENTRE NO

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CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

	EXAMINATION NUMBER											MARK – 100
1												
2												
3												
4												
5												
6												
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25												

3. GENERIC DOCUMENT ON RICH TASKS



**NATIONAL SENIOR CERTIFICATE EXAMINATION
GEOGRAPHY
RICH TASKS AND COGNITIVE LEVELS**

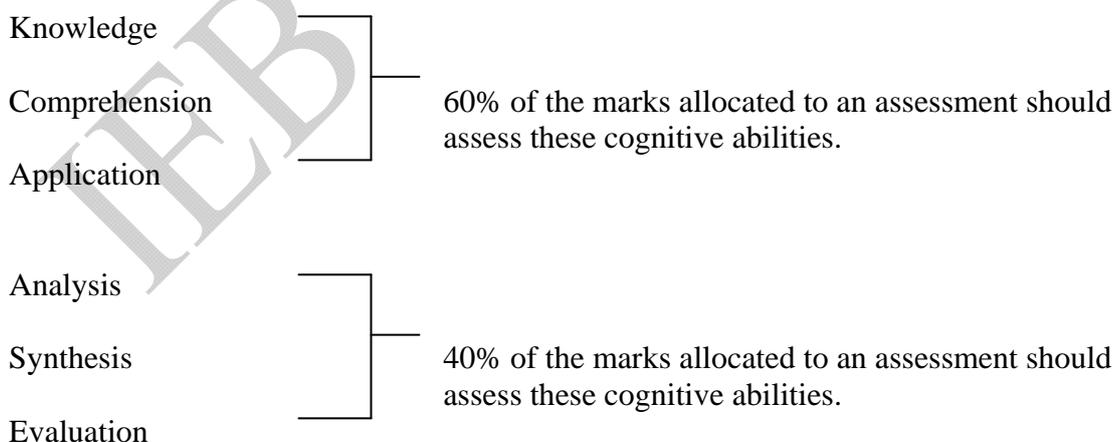
The SBA pieces that are not examination or test oriented should be rich.

What do we mean by rich tasks?

1. Tasks that assess a combination of geographical competencies and content. They should assess a meaningful chunk of the qualification.
2. Tasks that require an integration of knowledge, skills, attitudes and values. They should require learners to use knowledge, skills, attitudes and values learned over time in an integrated way in an applied context.
3. Tasks that make use of unfamiliar/unrehearsed contexts. Learners should be required to demonstrate applied competence, i.e. transfer their learning gained over time into new situations. These new contexts should be:
 - real life
 - relevant and appropriate to the age group
 - present a problem or scenario or issue with which the learners have to engage
 - allow assessment of process as well as product
 - encourage metacognition (awareness of the process of learning)
 - cater for all levels of cognitive ability.

SETTING TO COGNITIVE LEVELS

Portfolio tasks should be set with the following in mind:



4. GEOGRAPHICAL AIMS, IDEAS, SKILLS, VALUES AND ATTITUDES
(FROM THE CAPS CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR GEOGRAPHY)



NATIONAL SENIOR CERTIFICATE EXAMINATION
GEOGRAPHY

Geography aims

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

- 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 and 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 to inequality in the world
- fostering empathy, tolerance and fairness
- making and justifying informed decisions and judgements about social and environmental issues.

Geography's four *Big Ideas*

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

- Place
- Spatial processes
- Spatial distribution patterns
- 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 more than one – or even 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.

Geographical skills

The Geography curriculum aims to develop the following subject-specific 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 and 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 also contributes to the development of personal and social competence.

Attitudes and values

The Geography curriculum aims to foster the following values and attitudes in learners:

- a concern for the sustainable and fair use of resources for the benefit of all
- recognising the significance of informed decision making
- the application of geographical knowledge and skills in learners' personal lives
- respect for the rights of all people
- a sense of fairness, sustainability and equality.

4. GRADE 12 GEOGRAPHY ASSESSMENT SYLLABUS

GRADE 12 GEOGRAPHY ASSESSMENT SYLLABUS**1. MAP READING ANALYSIS – INCORPORATING ALL TOPICS:
CLIMATOLOGY, GEOMORPHOLOGY, SETTLEMENT, ECONOMIC
GEOGRAPHY****Map work Techniques**

- applying map skills and techniques: scale, contours, cross-sections, position, distance, area
- direction: magnetic north, true north, bearing and concept of magnetic declination
- grid referencing
- map and photo interpretation, including: reading and analysis of physical and constructed features
- using maps and other graphical representations: synoptic weather maps and graphs.

Topographic Maps

- 1: 50 000 maps: conventional signs and symbols
- contours and landforms
- cross-sections on 1:50 000 topographic maps
- vertical exaggeration
- inter-visibility
- gradient.

Aerial Photographs and Orthophoto Maps

- interpreting vertical aerial photographs
- orthophoto maps – identifying features
- comparing an orthophoto map with a topographic map
- cross-sections on 1:10 000 orthophoto maps.

Geographical Information Systems (GIS)

- examination of a selection of satellite images
- GIS concepts: remote sensing and 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
- developing a 'paper GIS' from existing maps, photographs or other records on tracing paper

Using Atlases (revision and application)

- examining thematic maps
- comparing information from different maps

Fieldwork

- including sketching, field sketches and sketch maps

2. GEOGRAPHICAL KNOWLEDGE

2.1 CLIMATE AND WEATHER

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

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 a tropical cyclone
- impact of tropical cyclones on human activities and the environment
- strategies that help to prepare for and manage the effects of tropical cyclones

Subtropical Anticyclones and associated weather conditions

- location of the high-pressure cells that affect South Africa
- general characteristics of these high-pressure cells
- anticyclonic air circulation around Southern Africa, and its influence on weather and climate
- travelling disturbances associated with anticyclonic circulation: moisture front, line thunderstorms, coastal low pressure systems, cut off low pressure systems and berg winds
- reading and interpreting satellite images and synoptic weather maps that illustrate weather associated with subtropical anticyclonic conditions

Valley Climates

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

Urban Climates

- 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

(Note: incorporate Geographical Skills and Techniques where relevant)

2.2 GEOMORPHOLOGY

Drainage Systems in South Africa

- important concepts: drainage basin, catchment area, river system, watershed, tributary, river mouth, source, confluence, water table, surface run-off and groundwater
- types of rivers: permanent, periodic, episodic and exotic
- drainage patterns: dendritic, trellis, rectangular, radial, centripetal, deranged and parallel
- drainage density
- use of topographic maps to identify stream order and density
- discharge of a river, laminar and turbulent flow, hydrographs

Fluvial Processes

- river profiles: transverse profile, longitudinal profile and their relationship to different stages of a river:
- identification and description of fluvial landforms: meanders, oxbow lakes, braided streams, floodplain, natural leveé, waterfall, rapids and delta
- river grading
- rejuvenation of rivers: reasons and resultant features, such as knick points, terraces and incised meanders
- river capture (stream piracy): the concepts of abstraction and river capture; features associated with river capture (captor stream, captured stream, misfit stream, elbow of capture, wind gap)
- superimposed and antecedent drainage patterns

Catchment and River Management

- 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

(Note: incorporate Geographical Skills and Techniques where relevant)

2.3 RURAL AND URBAN SETTLEMENT

Study of Settlements

- concept of settlement
- site and situation
- rural and urban settlements
- settlement classification according to size, complexity, pattern and function

Rural Settlements

- how site and situation affect the location of rural settlements
- classification of rural settlements according to pattern and function
- reasons for different shapes of settlements: round, linear, T-shaped and cross-road
- land use in rural settlements

Rural Settlement Issues

- rural-urban migration
- causes and consequences of rural depopulation on people and the economy
- case study that illustrates effects of rural depopulation and strategies to address them
- social justice issues in rural areas, such as access to resources and land reform

Urban Settlements

- the origin and development of urban settlements – urbanisation of the world's population
- how site and situation affect the location of urban settlements
- classification of urban settlements according to function, such as central places, trade and transport, break of bulk points, specialised cities, junction towns and gateway towns or gap towns.

Urban Hierarchies

- the concepts of urban hierarchy, central place, threshold population, sphere of influence and range of goods
- lower and higher order functions, services, centres
- lower and higher order centres

Urban Structure and Patterns

- internal structure and patterns of urban settlements: land use zones; concept of urban profile; and factors influencing the morphological structure of a city;
- models of urban structure, such as the multiple-nuclei model, examples from LEDCs, MEDCs and the South African city
- changing urban patterns and land use in South African cities

Urban Settlement Issues

- recent urbanisation patterns and trends in South Africa, including counter-urbanisation, new ruralism, eco-estates and sustainable settlements
- urban issues related to rapid urbanisation: lack of planning, housing shortage, overcrowding, traffic congestion and problems with service provision
- the growth of informal settlements and associated issues: case studies from the world and South Africa
- a case study that shows how a selected urban area in South Africa is managing urban challenges, handling environmental, economic, and social justice concerns

(Note: incorporate Geographical Skills and Techniques where relevant)

2.4 ECONOMIC GEOGRAPHY OF SOUTH AFRICA

Structure of the Economy

- economic sectors (primary, secondary, tertiary and quaternary)
- contribution of various economic sectors to the South African economy
- use of current statistical and graphical information

Agriculture

- contribution of agriculture to the South African economy
- the role of small-scale farmers and large-scale farmers
- main products produced: domestic market and export market
- factors that favour and hinder agriculture in South Africa, such as climate, soil, land ownership and trade
- the importance of food security in South Africa – influencing factors
- a case study related to food security in South Africa

Mining

- contribution of mining to the South African economy
- significance of mining to the development of South Africa
- factors that favour and hinder mining in South Africa
- a case study of one of South Africa's main minerals in relation to the above points

Secondary and Tertiary Sectors

- contribution of secondary and tertiary sectors to the South African economy
- types of industries, such as heavy, light, raw material orientated, market orientated, footloose industries, ubiquitous industries and bridge (break-of-bulk point) industries
- factors influencing industrial development in South Africa, such as raw materials, labour supply, transport infrastructure, political intervention, competition and trade
- South Africa's industrial regions:
 - Gauteng (PWV), Durban-Pinetown, Port Elizabeth-Uitenhage, South-Western Cape
 - factors influencing their location
 - main industrial activities
- a case study from one South African industrial region to illustrate the above

Quaternary Sector

- future growth and maintenance of this sector

Strategies for Industrial Development

- overview of apartheid and post-apartheid industrial development strategies
- concept and distribution of Industrial Development Zones (IDZs)
- a case study of a Spatial Development Initiative (SDI)
- issues associated with industrial centralisation and decentralisation

Informal Sector

- concept and characteristics of informal sector employment
- reasons for high informal sector employment in South Africa
- challenges facing South Africa's informal sector
- a case study to illustrate the above in the South African context

(Note: incorporate Geographical Skills and Techniques where relevant)

IEB COPYRIGHT

6. NATIONAL MODERATION SHEETS



**NATIONAL SENIOR CERTIFICATE
GEOGRAPHY
NATIONAL MODERATION CHECK LIST (TEACHER'S FILE)**

GEOGRAPHY: GRADE 12 SBA FILES

NAME OF SCHOOL _____

NAME OF MODERATOR _____ DATE _____

SECTIONS FOR MODERATION	YES	NO	COMMENT
1. General Administration			
Teacher's file			
• Cover page			
• Contents page			
• SBA sections separated by page dividers			
• Marks sheets: with examination numbers Teacher spreadsheet/s provided IEB rank order lists			
• Evidence of internal moderation			
• Absenteeism or missing task. Are letters placed on file?			
• Are the correct portfolios presented (see IEB list)?			
1. Assessment Tasks			
• 2 tasks presented			
• Marking criteria are supplied			
• A range of aims skills and knowledge covered			
• Different types of assessment tasks			
2. Project			
• Adhered to parameters			
• Process has been monitored			
• Assessment criteria are clear and evident			

3. Controlled Tests			
• 3 controlled tests			
• Question paper and marking guidelines present			
4. Preliminary/Trial Examination			
• Question papers and marking guidelines present			
• Analysis grids present			
• Examination papers comply with IEB NSC requirements?			
5. Principles of Assessment: guidelines for quality assurance			
• Is work dated to show a progression throughout the year?			
• Do the tasks cover the year's work?			
• Is the work set current, relevant and within the curriculum?			

GENERAL COMMENTS _____

Signed _____

Regional Moderator/ National Moderator (underline the appropriate title)



NATIONAL MODERATION CHECK LIST (LEARNER'S FILE)

GEOGRAPHY: GRADE 12 SBA FILES

Name of School: _____

Centre number: _____

Examination Number of Learner

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Name of Moderator: _____ Date: _____

SECTIONS FOR MODERATION	Yes	No	COMMENT
1. General Administration			
Learner's file			
• Cover page, with summary of portfolio marks			
• Has the learner signed a declaration of authenticity?			
• Contents page			
• SBA sections separated by page dividers			
• Absenteeism or missing task. Are letters placed on file?			
2. Assessment Tasks			
• 2 tasks presented			
• Is the work dated?			
• Different types of assessment tasks			
• Is there evidence of teacher feedback and remediation?			
3. Project			
• Assessment criteria are clear and evident			
• Project included			
• Evidence of assessment			
• Are all sources correctly referenced?			
• Evidence of draft work			
• Evidence of teacher's support and monitoring			
4. Tests			
• 3 tests must be indicated, e.g. 3/3			
• Evidence of internal moderation			
5. Preliminary/Trial Examinations			
• Are there two question papers: Paper 1 and Paper 2?			
• Is the structure of each paper correct?			

COMMENTS _____

Signed _____
 Moderator Portfolio Moderator

7. EXAMPLES OF POSSIBLE PROJECT TOPICS



EXAMPLE OF POSSIBLE PROJECT TOPICS

Grade 12

Some ideas for projects:

1. Geographical Skills and Techniques

- Using maps to show land use change over time
- Using photographs/imagery to carry out a geographic analysis
- Using photographs/images to show land-use change in urban/rural areas
- Comparing land-use along a main road in an urban area over time
- Land-use studies using GIS

2. Geographical Knowledge**2.1 Climate**

- Local climate around school or in a local area
- Monitoring the passage of a cold front over a number of days
- Influence of local climates on human activities
- Micro climate of a valley
- Strategies to reduce the heat island effect

2.2 Geomorphology

- Patterns of pollution along a section of a river
- Comparing two rivers, looking at pollution patterns
- Factors influencing a river flow pattern (dams in rural areas; weirs and canalisation in urban areas)
- Comparing water quality along a river system
- Impact of a settlement on a catchment area

2.3 Settlement*Rural settlements*

- Are the basic needs being met, such as clean water for all?
- Impacts of eco-tourism on the local economy and environment
- Can rural tourism promote economic development in the area?
- Measuring success of rural development strategies
- A perspective of land reform in a particular area

Urban fieldwork

- Can land-use zones be recognised in your town?
- An investigation of your CBD
- Compare different types of residential areas
- Compare cluster development within suburban developments with respect to safety and security measures
- How and why has an urban settlement changed over time?
- How and why has an area changed over time?
- What impact do roads and traffic have on an area – an investigation into the causes of and solutions to traffic congestion.
- A comparative study of the spheres of influence of centres or services
- The effects of shopping centres on the environment: sphere of influence, land use changes and land values
- Sustainable urban settlements
- A study of the evidence of urban renewal

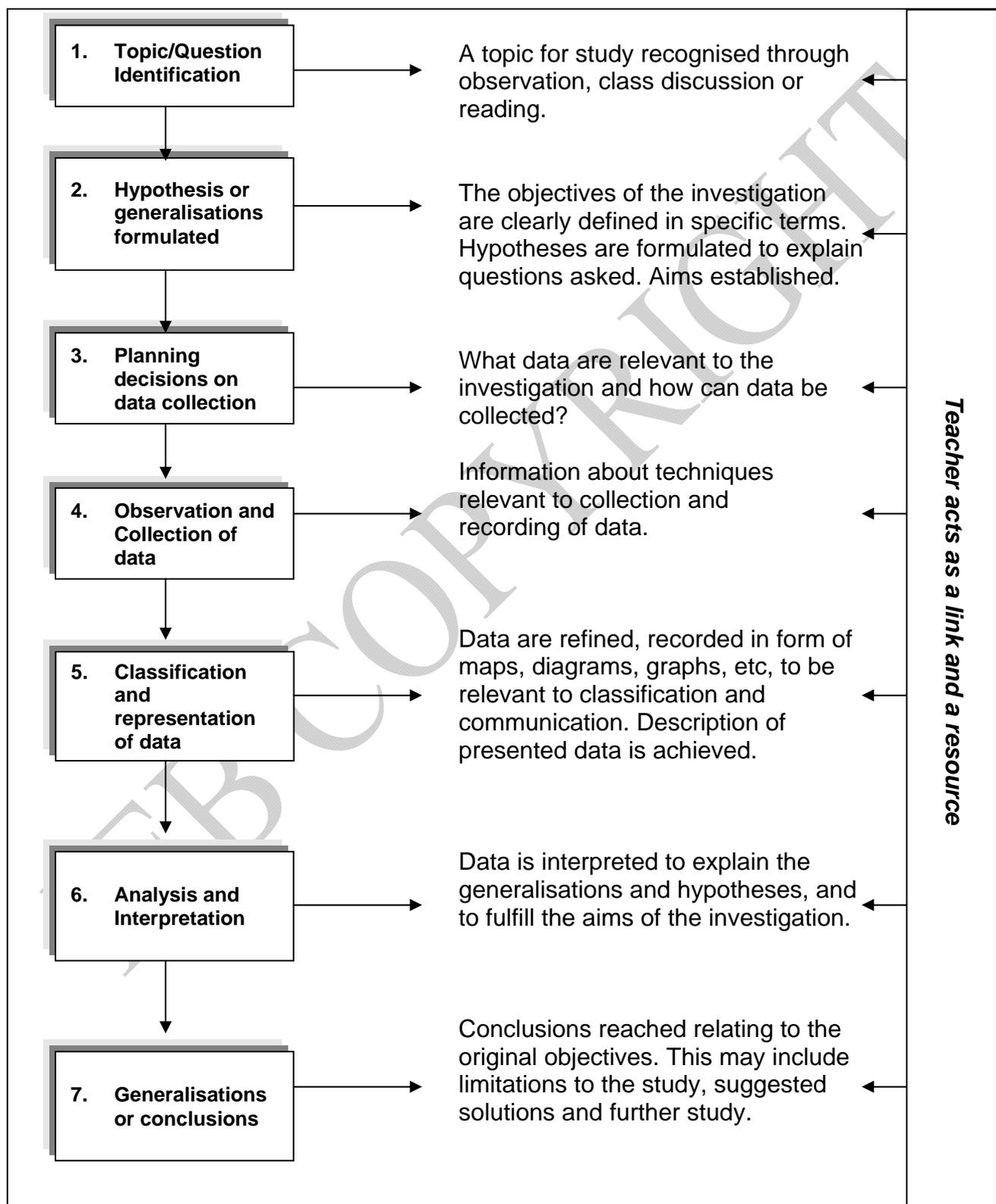
2.4 Economic Geography

- Farm diversification
- Sustainable farming systems
- How efficient are transport routes?
- Informal trading within an area – does this provide enough for the family?
- Industrial location and informal settlements
- Food security
- The effect of the closure of a mine on an area
- Nationalisation of mines
- An investigation into an IDZ or SDI

8. FLOW DIAGRAM FOR RESEARCH PROJECT



A FLOW DIAGRAM TO SHOW A GENERAL APPROACH TO A GEOGRAPHICAL ENQUIRY



9. CHECKLIST FOR THE PROJECT



CHECKLIST FOR THE PROJECT

Name of Learner _____

Title of Project _____

Type of presentation _____

	Assessment criteria	Description of objectives	YES	NO	Comments for action
A	Introduction: Aims and Objectives	Are the outcomes or purpose of the research given?			
		Is an hypothesis or aim stated?			
		If the research is place specific, is the location described? (location map provided)			
		Has the background history to the area, research or project been explained? (contextualisation)			
		Are the factors for investigation isolated and stated?			
		Has the appropriate sequence of the enquiry been identified?			
		Has the validity of the investigation/research been justified?			
B	Data Collection and Recording	Have the methods used been stated? (for collection and recording of data)			
		Is data collected for each factor isolated in the introduction (A)?			
		Are these methods described and explained?			
		Has the data collected been presented in the form of tables, questionnaires or other? Is there evidence of this data collection in the Appendix?			
		Were there any problems encountered during the data collection process? Have they been commented on?			
C	Data Presentation	Is the data collected presented in a meaningful manner?			
		Is a suitable sample size used?			
		How is the data presented? <ul style="list-style-type: none"> • Maps • Diagrams • Graphs • Photographs • Newspaper articles • Field sketches • Tables 			
		Is the correct data presented for each factor stated in the introduction (A)?			

		Does each set of data have the appropriate heading/reference?			
D	Analysis	Is each factor stated in the introduction described and interpreted in a meaningful manner?			
		Have the results of the sets of data been compared?			
		Does the information for each factor show analysis to give understanding of whether the aim or hypothesis will be proved or disproved?			
E	Conclusion and Evaluation	Has each factor been evaluated and recommendations for improvement made?			
		Has the overall conclusion been substantiated?			
		Have the limitations of the process, information or data collection been identified and discussed?			
		Has the aim or hypothesis been proved or disproved, meeting the outcomes of the research?			
F	Planning and Organisation	Is the research project set out in the following manner?			
		• Cover page			
		• Contents page			
		• Page numbers inserted			
		• Reference list (bibliography) given			
		Are all diagrams, graphs, photographs correctly labelled and referenced?			
		Is there appropriate cross-referencing within the text?			
		Is the information presented in a logical sequence and has the research process been followed?			
		Internet Research			
		• Has all material been included with project? (Appendix)			
		• Has this work been reworked?			
• Is all Internet data properly referenced in text? (source material)					
• Are the sites referenced correctly in the reference list (bibliography)?					

General Comments _____

Assessor _____

Date _____



LEVEL DESCRIPTORS FOR THE PROJECT

A Introduction: Aims and Objectives (15 marks)

In this section the following criteria should be met:

- The introduction should include the broad purpose of study
- An aim or hypothesis statement is made
- Outcomes or purpose of the research given
- If the research is place specific, is the location described? (location map provided)
- Has the background history of the area, issue or research been explained (contextualised)?
- Have the factors for investigation been isolated and stated?
- Has the appropriate sequence of the enquiry been identified?
- Has the validity of the investigation/research been justified?

Level	Marks	Description
2 – 3	0 – 5	Only a brief mention of the broad purpose of study has been made. The general background is barely considered. There is little or no attempt to identify questions, aim or hypothesis. The purpose of study is not mentioned. The sequence of the enquiry has not been stated.
3 – 4	6 – 7	The broad purpose of the study has been mentioned. There has been some attempt to identify the objectives such as a problem, issue or aim of the study. The purpose of study is mentioned. The sequence of the enquiry has not been stated.
4 – 5	8 – 9	There has been an adequate to satisfactory attempt to mention and deal with the criteria above. The pupil has shown some ability to isolate issues and pose geographical questions of his/her own. The aim or hypothesis has been stated. There has been an attempt to identify the appropriate sequence of enquiry.
5 – 7	10 – 11	A well-defined and justified enquiry outline is presented. The criteria above have been met; objectives stated and a clear identification of the appropriate sequence of the enquiry. The pupil gives some justification for the work.
7+	12 – 15	The criteria above have been met. The research has been contextualised. A well-defined and justified enquiry outline is presented. The criteria above have been met; objectives clearly stated and a clear identification of the appropriate sequence of the enquiry. The pupil gives a valid justification for the work.

B Data Collection and Recording (20 marks)

In this section the following criteria should be met:

- Description and explanation of the methods used to collect and record the data or information
- Has data been collected for each factor that has been isolated and stated in the introduction (A)?
- Has the data collected been presented in the form of tables, questionnaires and so on? Is there evidence of this data collection in the Appendix?
- If there were any problems encountered during the data collection process, have they been commented on?
- Is a suitable sample size used?

Level	Marks	Description
2 – 3	0 – 5	Little or no attempt has been made to describe and explain the methods used to collect the data. No indication has been made of the sort of data or information needed. The data presented is haphazardly recorded with little understanding of the importance of the set of information. No mention of problems is made.
3 – 5	6 – 9	A reasonable description and explanation of methods used to collect the data. Some justification of the sort of data needed for the research. The information collected is reasonably ordered and is relevant enough for a basic enquiry. One or two problems may be referred to concerning the collection of data. Sampling limited.
5	10 – 11	The pupil has a clear grasp of the procedures for identifying and collecting data. The methods are clearly explained or justified. There is sufficient information for the study and some problems have been commented on. A small sample used.
6 – 7	12 – 15	The pupil is able to describe and explain a clear enquiry process. The criteria above have been fully met. Problems of data collection have been explained. A small sample used, but with justification. Some evidence of data collection in the Appendix.
7+	16 – 20	The relevant data has been collected. Methods are described and any problems of data collection have been explained. Data is collected for each factor in a relevant, meaningful manner. Evidence of data collection in the Appendix and the sample size is large enough to collate meaningful information.

C Data Presentation (20 marks)

In this section the following criteria should be met:

- Does the data selected for presentation represent the stated purpose of study?
- Has the data collected been presented in a meaningful manner?
- Have a suitable variety and range of presentation techniques been used?
- Does each set of data have the appropriated heading/reference?
- Has data been presented for each factor stated in the introduction (A)?

Level	Marks	Description
2 – 3	1 – 5	One or two techniques of presentation used with no reference as to their suitability. Skills of presentation and correct construction are weak.
3 – 4	6 – 9	A limited range of presentation techniques used, with a fair amount of accuracy and appropriateness.
5	10 – 11	A variety of methods of presentation have been used, such as maps, graphs, photographs, and so on. These are accurately presented and have appropriate titles, labels and scales in most cases. Presentations not always related to the factors investigated.
6 – 7	12 – 15	A wide range of techniques is used to display the data. Some combined methods may be used and the presentation is original. The presentation of data and methods used are relevant to the enquiry. The information is accurately and neatly displayed.
7+	16 – 20	All the criteria above are met. Each factor stated in the introduction (A) has been presented using the most appropriate method of presentation.

D Analysis (20 marks)

In this section the following criteria should be met:

- Is each factor stated in the introduction described and interpreted in a meaningful manner?
- Have the results of the sets of data been compared?
- Does the information for each factor show analysis to give understanding of whether the aim or hypothesis will be proved or disproved?

Level	Marks	Description
2 – 3	0 – 5	The pupil makes only brief statements about the different sets of data, without any real meaning.
3 – 4	6 – 9	Data is described in some detail, but without true analytical comment. Some idea of the purpose of the study may be mentioned.
5	10 – 11	Each data set is described and the pupil is able to make some analytical comments. The pupil is able to compare results from different sets of information. Some summative comments may be made.
6 – 7	12 – 15	Each set of data is analysed in detail and comparisons are made between sets of information. The pupil's summative analytical comments are competent and accurate. Some details not covered.
7+	16 – 20	The above criteria are met. Each factor is analysed in depth and indicate whether the aim or hypothesis has been proved or disproved

E Conclusion and Evaluation (10 marks)

In this section the following criteria should be met:

- Has each factor been evaluated and have recommendations for improvement been made?
- Have the results been summarised and an overall conclusion substantiated?
- Have the limitations of the process, information or data collection been identified and discussed?
- Have these limitations made reference to bias, values and attitudes of people involved?
- Has the aim or hypothesis been proved or disproved, meeting the outcomes of the research?

Level	Marks	Description
2 – 3	0 – 3	Little or no attempt has been made to draw conclusions. The statements made in the introduction may be repeated. Limitations are not mentioned.
3 – 5	4	One or two simple concluding statements may be referred to in relation to the general purpose. Statements are not related to the work undertaken. One or two limitations may be mentioned.
5 – 6	5	The pupil offers a few worthwhile concluding comments in relation to the original purpose and the work undertaken. There is some appreciation of the limitations of the process, information or data collected. True evaluation of the study may be lacking.
6 – 7	6 – 7	The pupil meets the criteria stated above. Sound, evaluation comments are offered and there is understanding of the limitations of the process, information or data collected, as well as reference to bias, values and attitudes of people involved. The pupil is able to show that the original aim or hypothesis has been proved or disproved, thus meeting the outcomes of the research.
7+	8 – 10	The above criteria are met. Each factor isolated in (A) has concluding comments and an overall conclusion is made. Suggestions for further research are made and how limitations could be handled.

F Planning and Organisation (15 marks)**In this section the following criteria should be met:**

- Evidence of time management, logical sequencing, cross-referencing, and the overall cohesion of the project
- Attention to details, such as page numbering, contents page, reference list (or bibliography) and correct referencing in text
- Has use of the Internet (if used for research) been monitored and is there evidence of reworking of material?

Level	Marks	Description
2 – 3	0 – 5	There is little evidence of organisation and logical sequencing (no contents page or pagination). The project consists mainly of fragmentary pieces of material.
3 – 4	6 – 7	Some details such as pagination and the contents are complete. Little structured order in some parts of the study. Referencing incomplete.
4 – 5	8 – 9	The project shows cohesion from the start to end, with sufficient attention to detail. A few details may be incomplete. Sequencing is logical.
5 – 7	10 – 11	There are few shortcomings to the overall organisation and sequencing of the project. The details have been clearly adhered to and the project provides the reader with a structure and general appearance which makes it a pleasure to examine. Referencing is complete.
7+	12 – 15	The project meets all the criteria above. The referencing is complete and Figures, Tables and Photographs are clearly cross-referenced.

11. PROJECT ASSESSMENT SHEET



ASSESSMENT SHEET FOR A PROJECT

Name of Learner/s: _____ Title of Project: _____

Type of presentation: _____

	Assessment Criteria	Possible Marks	Pupil/s marks	Comments
A	Introduction: Aims and Objectives	15		
B	Data Collection and Recording	20		
C	Data Presentation	20		
D	Analysis	20		
E	Conclusion and Evaluation	10		
F	Planning and Organisation	15		
	Total	100		
	FINAL MARK: $100 \div 5$	20		

General Comments: _____

Assessor: _____ Moderator: _____ Date: _____

12. TAXONOMY OF COGNITIVE LEVELS FOR GEOGRAPHY

BASED ON BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

%	Level	Description	Explanation	Skills demonstrated	Action verbs	Type of question	Suitable task
40%	6	Evaluation	Making judgements based on certain criteria	Compare and contrast between ideas; assess value of theories; make choices based on reasoned arguments; verify value of evidence; recognise bias; make predictions; review an idea critically	Assess, evaluate, predict, design, justify, verify, interpret, debate	Open ended; prediction type, such as for weather hazards; weigh up the pros and cons of a situation and make a judgement, adopt a question and argue a case; predict what will happen	Design a strategy; Write a report; a letter of recommendation; engage in debate; evaluate a survey; Critique: offer solutions to a problem
	5	Synthesis	The ability to put elements together to form a new whole	Use old ideas to create new one, generalise from given facts, relate knowledge from several areas, draw conclusions	Integrate, combine, modify, compile, construct, account for, suggest, prove	Compile a poster; devise a strategy to...	Issues-based essay; design an advertisement; create a mind map; write a radio/TV warning for hazards
	4	Analysis	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among elements are recognised.	Identifying patterns, recognising relationships between patterns, organisation of parts, identification of components	Analyse, order, explain, connect, classify, compare, contrast, annotate, distinguish, diagram, illustrate, formulate, elaborate, explore	Construct a flow diagram Carry out a role-play on...	Analyse an advertisement; construct a flow diagram; annotate a diagram to show relationships
60%	3	Application	The ability to use (or use) information in new situations	Use information, use various methods, concepts, theories in new situations, solve problems using required skills and knowledge	Apply, demonstrate, show, solve, examine, modify, construct, prepare, classify, interview, comment, determine,	Drawing a field sketch or giving a visual perspective; explain process from a visual source	Recognise features and explain relationships; compile a questionnaire; present a weather report
	2	Comprehension	First level of understanding, recall and understand information, describe the meaning of	Understand information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, predict consequences	Summarise, describe, calculate, discuss, estimate, explain, gives an example, outline, demonstrate, distinguish	Working from source material such as photographs, maps, articles, graphs, imagery and cartoons.	Compiling a table; simplifying by drawing a sketch synoptic map; summarise a newspaper article; review a film; translation task: working with graphs, data or reading study.
	1	Knowledge	Act of remembering facts. Only recall	Observation and recall of information; repetitive knowledge	List, define, name, identify, match, observe, locate, label, select	Mix and match; true or false; labelling a diagram; multiple choice	Base map with a number of features to identify (1 – 20); Identify features on a diagram; listing facts
		Fragmented Knowledge	Recalls knowledge with errors	Unable to recall accurately or coherently; partial recall			

13. HOW TO CATEGORISE QUESTIONS

TAXONOGRAM FOR GEOGRAPHY, BASED ON BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

