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| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Geography** |
| **GRADE: 11** | **TERM: 1 YEAR:**  |

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| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT:**  |
| **Type: Research Task** | **Type: Control Test** |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:**  | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |

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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| Earth’s Energy and BalanceConsolidation of Climatology from Grade 10. Unequal heating; Earth’s axis and ; transfer of energy and energy | 1  |  |  |
| Global Air CirculationGlobal air circulation-world pressure belts; tricellular circulation; the relationships between air temperature, air pressure and wind | 2 |  |  |
| Global Air CirculationPressure gradient, Coriolis force; geostrophic global air circulation; air masses; Monsoons and Föhn | 3 |  |  |
| Africa’s Weather and ClimateGrade 10; The world’s oceans: Ocean circulationwarm and cold currents – link to rainfall; the role of oceans in climate control in Africa; | 4 |  |  |
| Africa’s Weather and Climate El Niño and La Niña;- (Basic knowledge- link to the weather conditions: not for exam purposes) reading and interpreting synoptic weather maps | 5 |  |  |
| Droughts and DesertificationCauses of droughts; causes of desertification | 6 |  |  |
| Droughts and DesertificationEffects of droughts and desertification on people and the environment; management strategies – case studies | 7 |  |  |
| Geographical Techniques and SkillsOblique and vertical aerial photographs; orthophoto maps; | 8 |  |  |
| Geographical Techniques and SkillsGIS satellite images; and application of GIS to climatology | 9 |  |  |
| Control Test | 10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

**Subject Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Principal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_

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| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Geography** |
| **GRADE: 11** | **TERM: 2 YEAR:**  |

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| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT:**  |
| **Type: Mapwork** | **Type: Control Test**  |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:**  |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:**  | **FAT:**  |
| **Hand In Date:**  | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |

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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| The Structure of the EarthThe rock cycle The mechanics of plate movements Landforms and processes linked to plate movement | 1 - 2 |  |  |
| Horizontally Layered RocksCharacteristics and processes associated with the development of: hilly landscapes, basaltic plateaux, canyon landscape and Karoo landscape (mesa, butte and conical hill) | 3-4 |  |  |
| Inclined/Tilted Rock StrataCharacteristics and processes associated with the development of a scarp slope, a dip slope, a cuesta, homoclinal ridge, hogsback, cuesta basin and cuesta dome | 5  |  |  |
| Massive Igneous RocksGrade 10: Intrusive igneous activity Identification of batholiths, laccoliths, dykes and sills | 6  |  |  |
| Massive Igneous RocksCharacteristics and processes associated with the development of granite domes and tors | 7 |  |  |
| SlopesOverview of SA topography; types of slopes; slope elements: crest, cliff (scarp slope, free face), talus (debris, scree slope) and pediment; Characteristics of the slope elements; and the concept of slope retreat | 8 |  |  |
| Geographical Techniques and SkillsTopographic Maps Contours and landforms; cross-sections; Vertical exaggeration; Inter-visibility; gradient GIS data; spatial and spectral resolution different types of data; | 9 |  |  |
| Assessment | 10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

**Subject Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Principal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_

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| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Geography** |
| **GRADE: 11** | **TERM: 3 YEAR:**  |

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| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT: NA** |
| **Type: Control Test** | **Type:**  |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:**  |
| **ASSESSMENT POST-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:**  | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |

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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| DevelopmentTerminology associated with development; the concept of development; (developed, developing, MED’s, LEDC’s and industrial countries | 1  |  |  |
| DevelopmentThe concept of economic, social, sustainable, appropriate scale and spatial aspects. Economic, social and demographic indicators of development; GNP, GDP, HDI, GINI co-efficient, Life expectancy and infant mortality Examples to illustrate differences in development; | 2 |  |  |
| Framework for DevelopmentFactors that affect development; Approaches to rural and urban development (Case studies) |  3 |  |  |
| Trade and DevelopmentInternational trade and world markets; commodities traded and terms of trade. Types of trading relationships | 4 |  |  |
| Trade and DevelopmentThe concept of globalisation and its impact on development Export-led development – critically examined with examples from around the world. | 5 |  |  |
| Development Issues and ChallengesThe effect of development on the environment. | 6 |  |  |
| Role of Development AidConcept of development aid and development co-operation; types of development; impact of aid on development (including case studies of development aid- positive and negative) | 7 |  |  |
| Geographical Techniques and SkillsLocating exact position; relative position; magnetic bearing; scale; distance; calculating area. | 8 |  |  |
| Using AtlasMap index; locating places on different maps - degrees and minutes; comparing information from different maps. | 9 |  |  |
| Control Test  | 10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

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| **CURRICULUM MONITORING PLAN** |
| **EDUCATOR:** | **SUBJECT: Geography** |
| **GRADE: 11** | **TERM: 4 YEAR:**  |

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| **ASSESSMENT OVERVIEW** |
| **ASSESSOR:**  |  |
| **SUBJECT MODERATOR:** |  |
| **ASSESSMENT(S):** | **FAT:**  | **FAT:**  |
| **Type: Paper 1** 150 marks | **Type: Paper 2** 150 marks |
| **ASSESSMENT PRE-MODERATION:** | **FAT:**  | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:**  | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:**  | **FAT:** |
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| **Return Date:**  | **Return Date:** |

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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| Soil ErosionCauses of soil erosion: human, animal, physical, and past and present, evidence of soil erosion in South Africa, effects of soil erosion on people and the environment, and management strategies to prevent and control soil erosion | 1 |  |  |
| Conventional Energy SourceMaps and graphs to show thermal, hydro, production in South Africa; thermal electricity generation using coal – outline of principles and processes; | 2  |  |  |
| Conventional Energy SourceThe impact of coal mining and thermal power stations; – advantages and disadvantages; SA’s potential to meet long-term energy needs using conventional sources | 3 |  |  |
| Non Conventional Energy SourceWind energy – examples from South Africa and the world; future of nonconventional energy in South Africa; and possible effects of using more nonconventional energy on the South African economy and the environment | 4 |  |  |
| Geographical Techniques and SkillsContours and landforms, cross section on 1:50 000 maps, vertical exaggeration, intervisibility and gradientGeographical Information SystemsSpatially referenced data, spatial and spectral resolution, different types of data, line, point, area and attribute, raster and vector data, and capturing different types of data from existing maps, photographs or other records on tracing paper | 5 |  |  |
| Assessment |  6 - 10 |  |  |

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