



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

GEOGRAPHY CASS

GRADES 10 -12

2008

Siyasebenzisana • Working Together • Samewerking

| TOPIC | PAGE |
|---|----------------|
| 1. DEFINITION OF CASS | 3 |
| 2. ASSESSMENT TASKS IN GRADES 10 AND 11 | 3 |
| 3. ASSESSMENT TASKS IN GRADE 12 | 4 |
| 4. FORMS OF ASSESSMENT | 5 |
| 5. UNPACKING THE FORMS OF ASSESSMENT | 5 -7 |
| 6. EXAMPLES OF TOPICS | 7 |
| 7. HOW TO ASSESS A RESEARCH PROJECT | 8 |
| 8. CASS SCHEDULE FOR THE FET PHASE | 9 |
| 9. CASS SCHEDULE PER GRADE | 10 - 11 |
| 10. PORTFOLIOS | 12 - 13 |
| 11. MODERATION | 14 |
| 12. MARK SHEETS AND FINAL MARK SCHEDULES | 15 -17 |
| 13. ACKNOWLEDGEMENTS | 18 |

1. DEFINITION OF CASS

Continuous Assessment (CASS) is self explanatory. It means that Assessment should not be divorced from the daily teaching and learning. It should never be a once off activity. It involves activities that are undertaken throughout the year.

According to the Subject Assessment Guidelines (SAG) for Geography, all assessment in Grades 10 and 11 is internal. In Grade 12 the formal part of Assessment makes 25% and the remaining 75% is externally set.

Assessment can consist of :

- Formal and
- Informal Tasks

2. ASSESSMENT TASKS IN GRADES 10 AND 11

- 7 Tasks in total – (internally assessed)
- Of the 7 tasks, 6 make up 25% of total mark for Geography
- The 7th task is the end of the year examination and is 75%.

Internally assessed tasks = 06

End of the year examination = 01

Total number of tasks = 07

| TASKS | Number of tasks | Percentage |
|--|------------------------|-------------------|
| Internally assessed tasks (including mid year examination) | 06 | 25 % |
| End of the year examination | 01 | 75 % |
| TOTAL TASKS | 07 | 100 % |

GRADE 10

The following are suggested assessment tasks for Grade 10

1. Practical task
2. Test
3. Research
4. Examination
5. Model
6. Test

7. Final Exam

GRADE 11

The following are suggested assessment tasks for Grade 11

1. Presentation
2. Test
3. Research
4. Examination
5. Practical task
6. Test
7. Final Exam

3. ASSESSMENT TASKS IN GRADES 12

- 7 Tasks in total – (internally assessed)
- 1 Task - (externally assessed)
- Total number of tasks = 8
- All the 7 tasks make up 25% of total mark for Geography
- The 8th task is the end of the year examination and is 75%.

Internally assessed tasks = 07
End of the year examination = 01
Total number of tasks = 08

| TASKS | Number of tasks | Percentage |
|---|------------------------|-------------------|
| Internally assessed tasks (including Mid year & Trial examinations) | 07 | 25 % |
| End of the year examination | 01 | 75 % |
| TOTAL TASKS | 08 | 100 % |

The following are suggested assessment tasks for Grade 12

1. Practical Task
2. Test
3. Research / Project
4. Mid Year Examination / TEST
5. Test
6. Assignment (Contextual analysis, Data handling)
7. Trial Exams
8. Final Exam

4. FORMS OF ASSESSMENT

1. **Practical Tasks** Grades 10-12 – map skills and analysis (this should be done in terms) :-

- Term 1 Map Reading Skills and Basic Calculations.
- Term 2 Map Reading and Analysis Skills and Calculations.
- Term 3 Map Reading, Analysis, Interpretation, Application, Advanced Calculations
- (All Map work should be integrated with theory)

2. **Research Project/**
Assignment/
Fieldwork

3. **Model** / Creative response/Data Handling/contextual analysis(sustainability of this task for the sake of language) Case study (for language practice)

4. **Presentation** – Verbal
- written
- Visual

| Grade 10 | Grade 11 | Grade 12 |
|-----------------------|-----------------------|-----------------------|
| Practical Task | Practical Task | Practical Task |
| Model | Presentation | - |
| Tests | Tests | Tests |
| Research | Research | Research Project |
| Exam (June) / TEST | Exam (June) / TEST | Exam (June) / TEST |
| | | Trial Exam |
| | | Assignment |
| Final Exam (Internal) | Final Exam (Internal) | FINAL EXAM (EXTERNAL) |

5. UNPACKING THE FORMS OF ASSESSMENT

1. ASSIGNMENT

An assignment is a problem solving experience with clear guidelines and specified length. It is more structured and less open-ended than the project. The assignment promotes an ability to effectively use various references.

2. RESEARCH – PROJECT

A research is an inquiry process based on obtaining information from relevant primary and secondary sources including fieldwork. It must be planned and structured and its information must be done as follows viz.
(LEARNING OUTCOME 1)

- Identifying a problem/drawing hypothesis/question/objective of study
- Collecting data
- Organizing data
- Analyzing data
- Draw conclusion on information processed
- Report findings in written form
- Indicate references.

3. FIELDWORK

Fieldwork is a practical investigation into a specific geographical aspect. This involves dealing with primary information.

4. PRESENTATION

Presentation involves reporting verbally, visually and in written form any geographical aspect that has been investigated.

5. PRACTICAL TASKS

These include dealing with maps, aerial photographs including GIS developing map skills, map analysis and map interpretation

6. MODEL

It is a 3D presentation of geographical phenomena.

7. CASE STUDY

It is a study of a specific area or problem in order to arrive at a particular conclusion. It has to be linked to some geographical aspect to seek solutions.

8. DATA HANDLING

Learners are provided with information/data collected that needs to be analyzed in order to arrive at a conclusion or to identify certain trends.e.g.

- Reading analyzing interpreting data using graphs, texts, maps
- Translating data from one format to another e.g. from raw data to graphical presentation
- Evaluating data so as to make deductions, predictions and recommendations.

9. CONTEXTUAL ANALYSIS

These are assessment activities focusing on contextual analysis and provide the learners with opportunity to construct knowledge and develop values and attitudes through the analysis and interpretation of data stimuli like news paper cuttings, cartoons, extracts, pictures, photographs e.g. textual extracts on

- Weather information
- Economic geography
- Natural disasters etc

10. CREATIVE RESPONSE

Designing of posters or building models or collage to illustrate certain geographical aspects. Learners should be provided with an opportunity to demonstrate creativity and their understanding of what they have learned in a particular context in Geography. This involves using polystyrene material, paper Mache wire or wood to give 2 or 3 dimensional perspective of objects. The tasks given should be in line with the level of learner development. The rubric used should have clear criteria.

6. EXAMPLES OF TOPICS

RESEARCH

Suggested sections for generating topics :-

- Economic significance of rocks. (Grade 10)
- Energy use analysis, impact and management (Grade 11)
- Use or abuse of natural or human resources and its impact on economic activity (Grade 10 &11)
- Human Impact on ecosystems. (GR 11)
- Impact of land use in your area. (Grade 12)
- Inquiry into climatic phenomena and the processes in a particular geographical context e. g droughts and floods (Grade 11)
- Evaluation of sustainability strategies in rural / areas. (Grade 12)

7. HOW TO ASSESS A RESEARCH PROJECT

This should be based on the use of a rubric that will include both assessment criteria and level descriptors. The following assessment criteria could be considered. The rubric designed/used should include all the relevant LOs and ASs.

In any project the learner must be able to :-

- Plan and structure a project or enquiry process.
- Acquire information from relevant primary and secondary sources including fieldwork.
- Classify the acquired information according to categories.
- Analyze the information obtained from a variety of sources – including fieldwork data, topographical maps, orthophoto maps and statistics.
- Report findings in written, oral and illustrative form.

8. CASS SCHEDULE FOR THE FET PHASE

| GRADE 10 | | | GRADE 11 | | | GRADE 12 | | |
|---|-----------|-----------|---------------------------------------|-----------|-----------|----------------------|-----------|-----------|
| TASK | MARK | WEIGHT | TASK | MARK | WEIGHT | TASK | MARK | WEIGHT |
| Controlled Test | 100 | 10 | Controlled Test | 100 | 10 | Controlled test | 100 | 10 |
| Controlled Test | 100 | 10 | Controlled test | 100 | 10 | Controlled Test | 100 | 10 |
| Mid year Exam / TEST | 200 | 20 | Mid year Exam / TEST | 300 | 20 | Mid year Exam / TEST | 300 | 10 |
| | | | | | | Trial Exam | 400 | 10 |
| Research-Assignment /Project/Field work | 100 | 20 | Research-Assignment/Project/Fieldwork | 100 | 20 | Research / Project | 100 | 20 |
| Practical Task | 60 | 20 | Practical Task | 80 | 20 | Assignment | 50 | 20 |
| Model/Any other task | 50 | 20 | Presentation | 60 | 20 | Practical Task | 100 | 20 |
| TOTAL | | 100 (25%) | | | 100 (25%) | | | 100 (25%) |
| Final Exam | 300 (75%) | | Final Exam | 400 (75%) | | Final Exam | 400 (75%) | |

9. CASS SCHEDULE PER GRADE

GRADE 10 CASS SCHEDULE

| GRADE 10 | | |
|---|-----------|-----------|
| TASK | MARK | WEIGHT |
| Controlled Test | 100 | 10 |
| Controlled Test | 100 | 10 |
| 1 Mid year Exam / TEST (Theory 75%+ Practical 25%) | 200 | 20 |
| Research-Assignment / Project/Fieldwork | 100 | 20 |
| Practical | 60 | 20 |
| Model/Any other task | 50 | 20 |
| TOTAL CASS | | 100 (25%) |
| 1 Final Exam | 300 (75%) | |

GRADE 11 CASS SCHEDULE

| GRADE 11 | | |
|---|-----------|-----------|
| TASK | MARK | WEIGHT |
| 1 Controlled Test | 100 | 10 |
| Presentation | 60 | 20 |
| 1 Mid year Exam / TEST (Theory 75%+ Practical 25%) | 300 | 20 |
| 1 Controlled Test | 100 | 10 |
| Research-Assignment / Project / Fieldwork | 100 | 20 |
| Practical Task | 80 | 20 |
| TOTAL CASS | | |
| 1 Final Exam | 400 (75%) | 100 (25%) |

GRADE 12 CASS SCHEDULE

| GRADE 12 | | |
|---|-----------|-----------|
| TASK | MARK | WEIGHT |
| Controlled test | 100 | 10 |
| Controlled Test | 100 | 10 |
| 1 Mid year Exam / TEST (Theory 75%+ Practical 25%) | 300 | 10 |
| 1 Trial Exam | 400 | 10 |
| Research /Project | 100 | 20 |
| Assignment | 50 | 20 |
| Practical | 100 | 20 |
| Total CASS mark | | 100 (25%) |
| 1 Final Exam | 400 (75%) | |

10. PORTFOLIOS

10.1 THE MASTER / TEACHER PORTFOLIO :

The Teacher's portfolio is a compilation of all tasks (formal & informal) for assessment as well as the corresponding assessment instruments.

The Teachers' portfolio should contain the tasks (formal and informal) for assessment as well as the planning that informs the development of these tasks and records of assessment of the formal tasks. These are :-

1. Evidence of planning
2. Assessment tasks and assessment instruments (tools)
3. Records of marks.
4. Evidence of school, cluster, Provincial / National moderation.

The Teacher's portfolio must have clear divisions / dividers so that the components are not jumbled all over the file.

Teachers should, as part of their planning, provide an indication of the learning outcomes and assessment standards in each task.

The Teacher Portfolio should include:-

- a front cover,
- a table of contents
- evidence of work given to learners,
- memorandum and
- record of marks.

- Teachers should be assisted by Subject Advisors, Cluster leaders and the SMT on the proper compilation of the portfolio.
- The SMT should check the management of portfolios at the first level of moderation.
- Proper checking of the condition of portfolios should be done at all levels of moderation starting with the school level.

10.2 THE LEARNER PORTFOLIO

- a. A learner portfolio is a continuous record of information which is an evidence of a learner's progress and performance.
- b. Every learner must have a file of all evidence of tasks assessed as well as scripts of tests and examination.
- c. This evidence must correspond with the master portfolio of the educator.
- d. A learner portfolio should be kept at school and will be moved from one school to the next.
- e. It assists the teacher in the next grade or school to understand the learner better and therefore to respond appropriately to the learner's needs.

LAYOUT OF A LEARNER'S PORTFOLIO

COVER PAGE

(The following details should appear on the cover page)

- Name of the learner/Teacher
- Grade
- Subject
- Name of the school
- Name of the District
- Year

TABLE OF CONTENTS FOR THE LEARNER

- Learner's mark sheet/Consolidation form
- CASS Components according to forms of assessment
- Declaration Form

“ALL PORTFOLIOS SHOULD BE NEATLY COVERED”

11. MODERATION

Moderation should take place at all the levels as required by UMALUSI. The following levels of moderation should be observed. :

1. School level of moderation
2. Cluster level
3. Provincial level
4. National level

SCHOOL LEVEL

- Subject teachers are expected to observe all CASS requirements in each grade.
- Tasks to be given to learners by teachers should first be submitted to the HOD for moderation. This is for quality assurance purposes.
- Example, in a class of 60 learners, the HOD should moderate 10% (6 portfolios) using a green pen.
- Half of the number of the moderated portfolios (3) should be taken to cluster moderation, the other half (3) should consist of un-moderated portfolios.
- Feedback should be given to the teacher concerned at all times.
- HOD's should also ensure that teachers administer some developmental tasks.

CLUSTER LEVEL

- Attendance of the Cluster level moderation is compulsory.
- The School moderation tools should accompany the teachers' portfolios so that comments, challenges and recommendations made by the HOD can be seen.
- Principals should make sure that the signature and dates that appear on the mark schedule are genuine .

PROVINCIAL LEVEL

- Districts should be ready to submit learner and teacher/master portfolios to the Province for quality assurance.

NATIONAL LEVEL

- Some subjects are identified by UMALUSI (National Quality Assurance Body) for moderation.

| GRADE 10 | | GEOGRAPHY RECORDING SHEET | | | | | | | | | | | | | | | | | |
|--------------------|--|---------------------------|--------|-----------------|--------|----------|--------|-----------|--------|-----------------|--------|-------|--------|--------------|---------------------|------------------------|-----------------|------------------|------------------------|
| DISTRICT | | | | | | | | | | | | | | YEAR | | 2 | 0 | | |
| SCHOOL | | TERM 1 | | | | TERM 2 | | | | TERM 3 | | | | | | TERM 4 | | | |
| SURNAME & INITIALS | | PRACTICAL TASK | WEIGHT | CONTROLLED TEST | WEIGHT | RESEARCH | WEIGHT | JUNE EXAM | WEIGHT | CONTROLLED TEST | WEIGHT | MODEL | WEIGHT | TOTAL WEIGHT | 25 % (TOTAL WEIGHT) | FINAL EXAMINATION MARK | FINAL MARK AS % | 75 %(FINAL MARK) | CASS & EXAM MARK AS %) |
| MAXIMUM | | 60 | 20 | 100 | 10 | 100 | 20 | 200 | 20 | 100 | 10 | 50 | 20 | 100 | 25 | 300 | 100 | 75 | 100 |
| 1 | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | | | |
| SIGNATURE & DATE | | | | | | | | | | | | | | | | | | | |
| EDUCATOR | | | | | | | | | | | | | | | | | | | |
| H.O.D/PRINCIPAL | | | | | | | | | | | | | | | | | | | |
| CLUSTER LEADER | | | | | | | | | | | | | | | | | | | |
| DISTRICT OFFICIAL | | | | | | | | | | | | | | | | | | | |

| GRADE 11 | | GEOGRAPHY RECORDING SHEET | | | | | | | | | | | | | | | | | | |
|--------------------|--|---------------------------|--------|-------------------|--------|----------|--------|-----------|--------|----------------|--------|-------------------|--------|--------------|--------|--------------------|------------------------|------------------|------------------|---------|
| DISTRICT | | | | | | | | | | | | | | | YEAR | | 2 | 0 | | |
| SCHOOL | | TERM 1 | | | | TERM 2 | | | | TERM 3 | | | | | TERM 4 | | | | | |
| SURNAME & INITIALS | | PRESENTATION / MODEL | WEIGHT | CONTROLLED TEST 1 | WEIGHT | RESEARCH | WEIGHT | JUNE EXAM | WEIGHT | PRACTICAL TASK | WEIGHT | CONTROLLED TEST 2 | WEIGHT | TOTAL WEIGHT | | 25 % (CASS WEIGHT) | FINAL EXAMINATION MARK | 75 %(FINAL MARK) | CASS & EXAM MARK | MODERAT |
| | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | | | | |
| SIGNATURE & DATE | | | | | | | | | | | | | | | | | | | | |
| EDUCATOR | | | | | | | | | | | | | | | | | | | | |
| H.O.D/PRINCIPAL | | | | | | | | | | | | | | | | | | | | |
| CLUSTER LEADER | | | | | | | | | | | | | | | | | | | | |
| DISTRICT OFFICIAL | | | | | | | | | | | | | | | | | | | | |

| GRADE 12 | | GEOGRAPHY RECORDING SHEET | | | | | | | | | | | | | | | | |
|--------------------|--|---------------------------|--------|-------------------|--------|----------|--------|---------------|--------|-------------------|--------|------------|--------|-------------------|--------|-----------------|-------------------|---------------------|
| DISTRICT | | | | | | | | | | | | YEAR | | 2 | 0 | | | |
| SCHOOL | | TERM 1 | | | | TERM 2 | | | | TERM 3 | | | | TOTALS | | | | |
| SURNAME & INITIALS | | PRACTICAL TASK | WEIGHT | CONTROLLED TEST 1 | WEIGHT | RESEARCH | WEIGHT | MID-YEAR EXAM | WEIGHT | CONTROLLED TEST 2 | WEIGHT | ASSIGNMENT | WEIGHT | TRIAL EXAMINATION | WEIGHT | TOTAL CASS MARK | TOTAL CASS WEIGHT | MODERATED CASS MARK |
| MARKS & WEIGHTS | | 100 | 20 | 100 | 10 | 100 | 20 | 300 | 10 | 100 | 10 | 50 | 20 | 400 | 10 | 100 | 25 | 25 |
| 1 | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | | |
| SIGNATURE & DATE | | | | | | | | | | | | | | | | | | |
| EDUCATOR | | | | | | | | | | | | | | | | | | |
| H.O.D./PRINCIPAL | | | | | | | | | | | | | | | | | | |
| CLUSTER LEADER | | | | | | | | | | | | | | | | | | |
| DISTRICT OFFICIAL | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |

ACKNOWLEDGEMENTS

I wish to express a word of gratitude to the following Subject Advisors and Geography lead teachers for their contribution towards the development of this document.

| SURNAME | FULL NAMES | DISTRICT |
|----------------|-------------------------|----------------|
| BARNES | ABRAHAM KAREL (MR) | QUEENSTOWN |
| BIKITSHA | MZWANELE HENDERSON (MR) | KWT |
| CHANDA | ALBERT KABIKAMO (MR) | MALUTI |
| DLANGA | IRIS NOMVUYO (MS) | LIBODE |
| FELKERS | ALWYN ELROY (MR) | PORT ELIZABETH |
| GWAYI | ZWELIDUMILE ANDREA (MR) | MT FRERE |
| KALIMASHE | VUYOKAZI FORTUNATE (MS) | GRAAFF REINET |
| KUWE-BAMANYISA | SUSAN (MS) | LADY FRERE |

| | | |
|----------|----------------------|---------------|
| LALENDLE | QUKEZA C.M. (MS) | UITENHAGE |
| MANTYI | BONGANI (MR) | FORT BEAUFORT |
| MATOTO | THEMBISILE (MR) | CRADOCK |
| MCIZANA | CYPRIAN LUNGILE (MR) | MTHATHA |
| MFENGU | MPUMELELO HENRY (MR) | NGCOBO |
| MNDELA | NOMBULELO (MS) | LUSIKISIKI |
| MPHOKA | KAPANO JULIUS (MR) | STERKSPRUIT |
| MSENGANA | TALITHA LOYISE (MS) | DUTYWA |
| MTEMBU | NOMTHANAZO (MS) | EAST LONDON |
| MYEKO | PUMLA GLORIA (MS) | QUMBU |
| NDZIPHO | ZOLA (MR) | GRAHAMSTOWN |
| NJEJE | NOKULUNGA CLARA (MS) | BUTTERWORTH |
| NXELE | ANDILE ABINET (MR) | HEAD OFFICE |
| SILO | LUNGILE LINCOLN (MR) | COFIMVABA |

MR ANDILE A. NXELE
 DCES - GEOGRAPHY
 CURRICULUM – FET
 STEVE VUKILE TSHWETE EDUCATION COMPLEX
 ZONE 6
 ZWELITSHA