

## QUESTION 1

- 1.1 B ✓  
 1.2 D ✓  
 1.3 C ✓  
 1.4 C ✓  
 1.5 A ✓  
 1.6 B ✓  
 1.7 D ✓  
 1.8 B ✓  
 1.9 D ✓  
 1.10 A ✓

(10x1) (10)  
 [10]

## QUESTION 2

- 2.2 2.1.1 Larger ✓ (1x1) (1)
- 2.1.2 The change according to the map is westward ✓ which means the declination becomes larger. ✓ (1x1) (1)
- 2.2 0.6cm x 0.3cm ✓  
 (0.5cm-0.7cm) (0.2cm-0.4cm)  
 $0.6 \times 0.5 = 0.3 \text{ km}$  ✓  $0.3 \times 0.5 = 0.15 \text{ km}$  ✓  
 = 0.3km ✓ x 0.15km ✓  
 (0.25km-0.35km) (0.1km-0.2km)  
 = 0.05km<sup>2</sup> (Range: 0.03km<sup>2</sup> – 0.07km<sup>2</sup>) ✓  
 Range is only applicable if student did not upload proof of measurement. If proof of measurement was uploaded, the proof will be used. (4x1) (4)
- 2.3 2.3.1 Slope 5: 1:58 ✓  
 Slope 6: 1:24 ✓ (2x1) (2)
- 2.3.2 1:24 ✓ (1x1) (1)
- 2.3.3 Move a shorter distance horizontally for every 1m you rise ✓ (1x1) (1)
- 2.4 2.4.1 1:10000 ✓✓ (1x2) (2)
- 2.4.2 Formula:  $\frac{\text{Vertical scale}}{\text{Horizontal scale}}$  ✓  
 $= \frac{1}{10000}$  ✓  
 $= \frac{50000}{1}$   
 $= \frac{1}{1}$  x  $\frac{50000}{1}$  ✓  
 $= \frac{10000}{50000}$   
 $= \frac{1}{5}$   
 = 5 times ✓ (4x1) (4)
- 2.5 27°25'19"S ✓ 29°59'25"E ✓ (4x1) (4)  
 [20]

# Geography Mapwork Paper 2 Grade 11

**LP Steffe**



## Geography Mapwork Paper 2 Grade 11:

**X-kit FET Grade 11 Geography** Anthea Manson, 2007      Assessment in Geographical Education: An International Perspective Theresa Bourke, Reece Mills, Rod Lane, 2022-02-27 In recent years there has been increased attention paid to the importance of assessment in Geographical Education the chosen subject for this book Assessment is an important tool for collecting information about student learning and for providing timely data to inform key stakeholders including students teachers parents and policymakers To be effective assessment needs to be valid reliable and fair Validity is about ensuring that we assess what we claim we are assessing Reliability is about measuring performance and understanding in a consistent way Without validity and reliability assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do As geography educators it is therefore important that we identify the core concepts and skills in geography that we want students to master We need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit for purpose assessments that track and improve student learning While there is a substantial literature on evidence based assessment in secondary school contexts research exploring best practice assessment in geography is rare This is a concern given the distinctive nature of geography and the important role of assessment in the learning process This scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography The chapters are written by leading researchers in Geographical Education from across the globe These chapters provide examples of innovation through the collective voices of geography teacher educator scholars from across Australia USA South Korea Germany Switzerland and Singapore What unifies the work in this book is that each chapter focuses on a key feature of the discipline of geography providing scholarly examples of evidence based practices for assessing student s knowledge and skills      **Research in Education** ,1974      **Resources in education** ,1984-07      Public Documents Nebraska, 1913      *Papers by Command, Cmnd* ,1978      Understanding Sustainability with Pedagogical Practice Osvaldo Muñoz Solari, Gabriele Schrüfer, 2023-07-30 This book shares with an international audience of teachers scholars and policymakers the experience of pedagogical practices to facilitate sustainability in the world Sustainability is seen here as a journey toward the end state of sustainable development Therefore the authors contribute different roads to engage teachers and students with pedagogical discourse Overall the book demonstrates the value of powerful knowledge through action oriented learning based on a bottom up process Consequently pedagogical practices are understood as the instructional approaches based on a social constructivist model in which active learning is performed with student to student engagement Secondary teachers in social sciences and university professors in geography find the study to be a valuable source of stimulation for incorporating new ideas and resolving common problems in their learning and teaching environments Education policymakers around the world also benefit from the only publication that presents international perspectives on geographical knowledge related to sustainability The contributing authors are experienced

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**The Education Gazette of the Province of the Cape of Good Hope** Cape of Good Hope (South Africa). Education Department,1975     *Report of the Committee of Council on Education in Scotland* Great Britain. Scottish Education Dept,1924     **Biennial Report** Nebraska. Dept. of Public Instruction,1911     *Bulletin* ,1914     *Bulletin* Washington State University,1915     **The Journal of Geography** ,1918     *Manitoba School Journal* ,1949     *Bulletin: University Extension Series* University of Washington,1915

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