education

Department of Education
REPUBLIC OF SOUTH AFRICA

**National Curriculum Statement
Grades 10 – 12
(General)**

HISTORY

HOW TO USE THIS BOOK

This document is a policy document divided into four chapters. It is important for the reader to read and integrate information from the different sections in the document. The content of each chapter is described below.

■ **Chapter 1 - Introducing the National Curriculum Statement**

This chapter describes the principles and the design features of the National Curriculum Statement Grades 10 – 12 (General). It provides an introduction to the curriculum for the reader.

■ **Chapter 2 - Introducing the Subject**

This chapter describes the definition, purpose, scope, career links and Learning Outcomes of the subject. It provides an orientation to the Subject Statement.

■ **Chapter 3 - Learning Outcomes, Assessment Standards, Content and Contexts**

This chapter contains the Assessment Standards for each Learning Outcome, as well as content and contexts for the subject. The Assessment Standards are arranged to assist the reader to see the intended progression from Grade 10 to Grade12. The Assessment Standards are consequently laid out in double-page spreads. At the end of the chapter is the proposed content and contexts to teach, learn and attain Assessment Standards.

■ **Chapter 4 – Assessment**

This chapter deals with the generic approach to assessment being suggested by the National Curriculum Statement. At the end of the chapter is a table of subject-specific competence descriptions. Codes, scales and competence descriptions are provided for each grade. The competence descriptions are arranged to demonstrate progression from Grade 10 to Grade 12.

■ **Symbols**

The following symbols are used to identify Learning Outcomes, Assessment Standards, grades, codes, scales, competence description, and content and contexts.

LO	= Learning Outcome	**S**	= Scale
AS	= Assessment Standard	**Cd**	= Competence Description
G	= Grade	**C**	= Content and Contexts
C	= Code		

CONTENTS

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
AU	African Union
CASS	Continuous Assessment
DO	Developmental Outcome
FET	Further Education and Training
GET	General Education and Training
HIV	Human Immunodeficiency Virus
IKS	Indigenous Knowledge Systems
IMF	International Monetary Fund
NAM	Non-aligned movement
NEPAD	New Partnership for Africa's Development
OAU	Organisation of African Unity
OBE	Outcomes-Based Education
OPEC	Organisation of Petroleum Exporting Countries
SADC	Southern African Development Community
UN	United Nations
USA	United States of America
USSR	Union of the Soviet Socialist Republics
WW II	Second World War

CHAPTER 1

INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the Constitution are to:

■ heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
■ improve the quality of life of all citizens and free the potential of each person;
■ lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
■ build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The Constitution further states that 'everyone has the right … to further education which the State, through reasonable measures, must make progressively available and accessible'.

The National Curriculum Statement Grades 10 – 12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum.

PRINCIPLES

The National Curriculum Statement Grades 10 – 12 (General) is based on the following principles:

■ social transformation;
■ outcomes-based education;
■ high knowledge and high skills;
■ integration and applied competence;
■ progression;
■ articulation and portability;
■ human rights, inclusivity, environmental and social justice;
■ valuing indigenous knowledge systems; and
■ credibility, quality and efficiency.

Social transformation

The Constitution of the Republic of South Africa forms the basis for social transformation in our post-apartheid society. The imperative to transform South African society by making use of various transformative tools stems from a need to address the legacy of apartheid in all areas of human activity and in education in particular. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications.

Outcomes-based education

Outcomes-based education (OBE) forms the foundation for the curriculum in South Africa. It strives to enable all learners to reach their maximum learning potential by setting the Learning Outcomes to be achieved by the end of the education process. OBE encourages a learner-centred and activity-based approach to education. The National Curriculum Statement builds its Learning Outcomes for Grades 10 – 12 on the Critical and Developmental Outcomes that were inspired by the Constitution and developed through a democratic process.

The Critical Outcomes require learners to be able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The Developmental Outcomes require learners to be able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

High knowledge and high skills

The National Curriculum Statement Grades 10 – 12 (General) aims to develop a high level of knowledge and skills in learners. It sets up high expectations of what all South African learners can achieve. Social justice requires the empowerment of those sections of the population previously disempowered by the lack of knowledge and skills. The National Curriculum Statement specifies the minimum standards of knowledge and skills to be achieved at each grade and sets high, achievable standards in all subjects.

Integration and applied competence

Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence as defined in the National Qualifications Framework. Applied competence aims at integrating three discrete competences – namely, practical, foundational and reflective competences. In adopting integration and applied competence, the National Curriculum Statement Grades 10 – 12 (General) seeks to promote an integrated learning of theory, practice and reflection.

Progression

Progression refers to the process of developing more advanced and complex knowledge and skills. The Subject Statements show progression from one grade to another. Each Learning Outcome is followed by an explicit statement of what level of performance is expected for the outcome. Assessment Standards are arranged in a format that shows an increased level of expected performance per grade. The content and context of each grade will also show progression from simple to complex.

Articulation and portability

Articulation refers to the relationship between qualifications in different National Qualifications Framework levels or bands in ways that promote access from one qualification to another. This is especially important for qualifications falling within the same learning pathway. Given that the Further Education and Training band is nested between the General Education and Training and the Higher Education bands, it is vital that the Further Education and Training Certificate (General) articulates with the General Education and Training Certificate and with qualifications in similar learning pathways of Higher Education. In order to achieve this articulation, the development of each Subject Statement included a close scrutiny of the exit level expectations in the General Education and Training Learning Areas, and of the learning assumed to be in place at the entrance levels of cognate disciplines in Higher Education.

Portability refers to the extent to which parts of a qualification (subjects or unit standards) are transferable to another qualification in a different learning pathway of the same National Qualifications Framework band. For purposes of enhancing the portability of subjects obtained in Grades 10 – 12, various mechanisms have been explored, for example, regarding a subject as a 20-credit unit standard. Subjects contained in the National Curriculum Statement Grades 10 – 12 (General) compare with appropriate unit standards registered on the National Qualifications Framework.

Human rights, inclusivity, environmental and social justice

The National Curriculum Statement Grades 10 – 12 (General) seeks to promote human rights, inclusitivity, environmental and social justice. All newly-developed Subject Statements are infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. In particular, the National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

The National Curriculum Statement Grades 10 – 12 (General) adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential provided they receive the necessary support. The intellectual, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate Learning Programmes and through the use of appropriate assessment instruments.

Valuing indigenous knowledge systems

In the 1960s, the theory of multiple-intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. Up until then the Western world had only valued logical, mathematical and specific linguistic abilities, and rated people as 'intelligent' only if they were adept in these ways. Now people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The National Curriculum Statement Grades 10 – 12 (General) has infused indigenous knowledge systems into the Subject Statements. It acknowledges the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution. As many different perspectives as possible have been included to assist problem solving in all fields.

Credibility, quality and efficiency

The National Curriculum Statement Grades 10 – 12 (General) aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. Quality assurance is to be regulated by the requirements of the South African Qualifications Authority Act (Act 58 of 1995), the Education and Training Quality Assurance Regulations, and the General and Further Education and Training Quality Assurance Act (Act 58 of 2001).

THE KIND OF LEARNER THAT IS ENVISAGED

Of vital importance to our development as people are the values that give meaning to our personal spiritual and intellectual journeys. *The Manifesto on Values, Education and Democracy* (Department of Education, 2001:9-10) states the following about education and values:

Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.

The kind of learner that is envisaged is one who will be imbued with the values and act in the interests of a society based on respect for democracy, equality, human dignity and social justice as promoted in the Constitution.

The learner emerging from the Further Education and Training band must also demonstrate achievement of the Critical and Developmental Outcomes listed earlier in this document. Subjects in the Fundamental Learning Component collectively promote the achievement of the Critical and Developmental Outcomes, while specific subjects in the Core and Elective Components individually promote the achievement of particular Critical and Developmental Outcomes.

In addition to the above, learners emerging from the Further Education and Training band must:

- have access to, and succeed in, lifelong education and training of good quality;
- demonstrate an ability to think logically and analytically, as well as holistically and laterally; and
- be able to transfer skills from familiar to unfamiliar situations.

THE KIND OF TEACHER THAT IS ENVISAGED

All teachers and other educators are key contributors to the transformation of education in South Africa. The National Curriculum Statement Grades 10 – 12 (General) visualises teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists.

STRUCTURE AND DESIGN FEATURES

Structure of the National Curriculum Statement

The National Curriculum Statement Grades 10 – 12 (General) consists of an Overview Document, the Qualifications and Assessment Policy Framework, and the Subject Statements.

The subjects in the National Curriculum Statement Grades 10 – 12 (General) are categorised into Learning Fields.

What is a Learning Field?

A Learning Field is a category that serves as a home for cognate subjects, and that facilitates the formulation of rules of combination for the Further Education and Training Certificate (General). The demarcations of the Learning Fields for Grades 10 – 12 took cognisance of articulation with the General Education and Training and Higher Education bands, as well as with classification schemes in other countries.

Although the development of the National Curriculum Statement Grades 10 – 12 (General) has taken the twelve National Qualifications Framework organising fields as its point of departure, it should be emphasised that those organising fields are not necessarily Learning Fields or 'knowledge' fields, but rather are linked to occupational categories.

The following subject groupings were demarcated into Learning Fields to help with learner subject combinations:

■ Languages (Fundamentals);
■ Arts and Culture;
■ Business, Commerce, Management and Service Studies;
■ Manufacturing, Engineering and Technology;
■ Human and Social Sciences and Languages; and
■ Physical, Mathematical, Computer, Life and Agricultural Sciences.

What is a subject?

Historically, a subject has been defined as a specific body of academic knowledge. This understanding of a subject laid emphasis on knowledge at the expense of skills, values and attitudes. Subjects were viewed by some as static and unchanging, with rigid boundaries. Very often, subjects mainly emphasised Western contributions to knowledge.

In an outcomes-based curriculum like the National Curriculum Statement Grades 10 – 12 (General), subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.

A subject in an outcomes-based curriculum is broadly defined by Learning Outcomes, and not only by its body of content. In the South African context, the Learning Outcomes should, by design, lead to the achievement of the Critical and Developmental Outcomes. Learning Outcomes are defined in broad terms and are flexible, making allowances for the inclusion of local inputs.

What is a Learning Outcome?

A Learning Outcome is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should acquire by the end of the Further Education and Training band.

What is an Assessment Standard?

Assessment Standards are criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade. They embody the knowledge, skills and values required to achieve the Learning Outcomes. Assessment Standards within each Learning Outcome collectively show how conceptual progression occurs from grade to grade.

Contents of Subject Statements

Each Subject Statement consists of four chapters and a glossary:

- *Chapter 1, Introducing the National Curriculum Statement:* This generic chapter introduces the National Curriculum Statement Grades 10 – 12 (General).
- *Chapter 2, Introducing the Subject:* This chapter introduces the key features of the subject. It consists of a definition of the subject, its purpose, scope, educational and career links, and Learning Outcomes.
- *Chapter 3, Learning Outcomes, Assessment Standards, Content and Contexts:* This chapter contains Learning Outcomes with their associated Assessment Standards, as well as content and contexts for attaining the Assessment Standards.
- *Chapter 4, Assessment:* This chapter outlines principles for assessment and makes suggestions for recording and reporting on assessment. It also lists subject-specific competence descriptions.
- *Glossary:* Where appropriate, a list of selected general and subject-specific terms are briefly defined.

LEARNING PROGRAMME GUIDELINES

A Learning Programme specifies the scope of learning and assessment for the three grades in the Further Education and Training band. It is the plan that ensures that learners achieve the Learning Outcomes as prescribed by the Assessment Standards for a particular grade. The Learning Programme Guidelines assist teachers and other Learning Programme developers to plan and design quality learning, teaching and assessment programmes.

CHAPTER 2

HISTORY

DEFINITION

History is the study of change and development in society over time and space. It also draws on archaeology, palaentology, genetics and oral history to interrogate the past. The study of History enables us to understand and evaluate how past human action impacts on the present and influences the future.

PURPOSE

A study of History builds the capacity of people to make informed choices in order to contribute constructively to society and to advance democracy. As a vehicle of personal empowerment, History engenders in learners an understanding of human agency. This brings with it the knowledge that, as human beings, learners have choices, and that they can make the choice to change the world for the better.

A rigorous process of historical enquiry:

- encourages and assists constructive debate through careful evaluation of a broad range of evidence and diverse points of view;
- provides a critical understanding of socio-economic systems in their historical perspective and their impact on people; and
- supports the view that historical truth consists of a multiplicity of voices expressing varying and often contradictory versions of the same history.

The study of History supports democracy by:

- engendering an appreciation and an understanding of the democratic values of the Constitution;
- encouraging civic responsibility and responsible leadership;
- promoting human rights, peace, and democracy; and
- fostering an understanding of identity as a social construct, preparing future citizens for local, regional, national, continental and global citizenship.

As a vehicle for human rights, History:

- enables people to examine with greater insight and understanding the prejudices involving race, class, gender, ethnicity and xenophobia still existing in society and which must be challenged and addressed; and
- enables us to listen to formerly-subjugated voices, and focuses on the crucial role of memory in society. This comes particularly through an emphasis on oral history and an understanding of indigenous knowledge systems.

History promotes non-discrimination, raises debates, confronts issues and builds capacity in individuals to address current social and environmental concerns.

SCOPE

History is a field of study which encompasses the totality of human experience. It is a distinctive and well-established discipline with its own methods, discourses and production of historical knowledge.

Learners who study History use the insights and skills of historians. They analyse sources and evidence, and study different interpretations, divergent opinions and voices. By doing so, they are taught to think in a rigorous and critical manner about society. Their work draws on and influences all fields of human endeavour. This process is enriched by the application of historical imagination.

Learners will increase their conceptual knowledge as a framework of analysis. Using this framework, they will interpret and construct historical knowledge and understanding and be encouraged to communicate this in a variety of ways. The skills, knowledge and understanding developed through the first three Learning Outcomes will be applied to issues of heritage (Outcome 4), which will lead them to appreciate and assist in conserving heritage sites.

Until recently, the Western world really only valued logical, mathematical and verbal linguistic abilities and rated people as 'intelligent' only if they were skilled in these ways of knowing. This dictated the way history was written and interpreted. Now people recognise that there is a wide diversity of knowledge systems through which people make meaning of the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in indigenous people's philosophical thinking and social practices that have evolved over thousands of years and that continue to evolve. No knowledge system is static, but is dynamic, growing and changing in contact with other knowledge systems. The History Subject Statement deliberately introduces the concept of indigenous knowledge systems to acknowledge the richness of the history and heritage of this country and its contribution as one of the sources of change to help transform the values of learners. Bringing in as many different perspectives as possible assists problem solving in all fields.

EDUCATIONAL AND CAREER LINKS

History in the Further Education and Training band further develops the foundations laid in the General Education and Training band, paying particular attention to the contested nature of History. In this band, learners build on the enquiry skills acquired in the General Education and Training band.

The study of History provides a sound vocational preparation for a wide range of jobs and careers, including those which call for analysing and seeking solutions to many present-day problems. Training in historical study teaches one to analyse evidence, to organise ideas and to construct coherent arguments. The skills acquired enable those with an historical background to assess issues in the light of considerable and often conflicting

amounts of data and to present complex sources of information accurately in writing or orally. By providing a breadth of vision that goes beyond narrow specialisations, historical study nurtures effective communication, which is an essential life and professional skill in the contemporary world. History qualifications can, therefore, lead to future careers in management and administration, marketing, public relations and the media. Because of their skills development capacity, history qualifications should be highly valued.

LEARNING OUTCOMES

History in the Further Education and Training band has four Learning Outcomes. These outcomes are written separately, although they complement each other and must be used together. They also introduce teachers and learners in South Africa to a new vision of History teaching and learning in schools. The first three Learning Outcomes reflect the process by which historians (and learners) investigate the past. They develop historical enquiry, conceptual understanding and knowledge construction. The fourth Learning Outcome engages learners with issues around heritage and raises crucial questions of analysis, interpretation and presentation. This outcome must not be seen as a separate component but needs to be closely linked to the other three. The Assessment Standards related to these Learning Outcomes broadly include issues related to human rights and indigenous knowledge systems.

Learning Outcome 1: Enquiry Skills (Practical Competence)

The learner is able to acquire and apply historical enquiry skills.

In the Further Education and Training band, learners will be expected to raise questions about the past, identify issues relating to the past, and use a range of enquiry skills in order to extract and organise evidence from a variety of historical sources of information.

By the end of the band, learners will be expected to demonstrate an ability to work independently, formulating enquiry questions and gathering, analysing, interpreting and evaluating relevant evidence to answer questions.

Grade 10

Learners will be expected to raise questions about the past and use a range of enquiry skills in order to extract and organise evidence from a variety of historical sources of information.

Grade 11

Learners will be expected to apply a range of enquiry skills to identify issues relating to the past, raise critical questions about these issues, and collect and analyse information and data.

Grade 12

Learners will be expected to demonstrate an ability to work independently, formulating enquiry questions and gathering, analysing, interpreting and evaluating relevant evidence to answer questions.

Learning Outcome 2: Historical Concepts (Foundational Competence)

The learner is able to use historical concepts in order to analyse the past.

Learners will be expected to work progressively towards acquiring an informed understanding of key historical concepts as a way of analysing the past. They will be expected to understand and explain the dynamics of change in the context of power relations operating in societies. They will also be expected to compare and contrast points of view/perspectives of the past and draw their own conclusions based on evidence.

Grade 10

Learners will be expected to demonstrate an understanding of concepts relevant to the area of investigation and recognise that relations of power operate within societies. They will also be expected to develop the ability to identify perspectives and points of view in historical sources of information.

Grade 11

Learners will be expected to use historical concepts to structure the study of the past. Analysis of the socio-economic and political power relations operating within societies is an important aspect of the study of the past in this grade. Learners will be expected to identify and explain points of view or perspectives of peoples' actions and events in the past.

Grade 12

Learners will be expected to have an informed understanding of key concepts as ways of analysing the past. They will be expected to understand and explain the dynamics of change in the context of power relations operating in societies. They will also be expected to compare and contrast points of view/perspectives of the past and to draw their own conclusions based on evidence.

Learning Outcome 3: Knowledge Construction and Communication (Reflexive Competence)

The learner is able to construct and communicate historical knowledge and understanding.

In the Further Education and Training band learners will be expected to work with and draw conclusions from a variety of forms of data, and to synthesise information about the past in order to develop, sustain and defend an independent line of historical argument. They will be expected to communicate and present information reliably and accurately in writing and verbally.

Grade 10

Learners will be expected to use acquired skills and knowledge to construct their own knowledge in the form of an historical argument and to express an opinion about the past based on evidence. They will be expected to communicate this in a variety of ways.

Grade 11

Learners will be expected to develop an argument and to take a position based on available information, to discuss the issues and to reach a conclusion. They will be expected to produce a coherent presentation providing explanations for positions taken.

Grade 12

Learners will be expected to synthesise information about the past to develop, sustain and defend an independent line of historical argument. They will be expected to communicate and present information reliably and accurately in writing and verbally.

Learning Outcome 4: Heritage (Reflexive Competence)

The learner is able to engage critically with issues around heritage.

This Learning Outcome introduces learners to issues and debates around heritage and public representations, and they are expected to work progressively towards engaging with them. Links are drawn between different knowledge systems and the various ways in which the past is memorialised. Learners also investigate the relationship between palaeontology, archaeology and genetics in understanding the origins of humans and how this has transformed notions of race.

Grade 10

This Learning Outcome aims to engage learners critically with issues of heritage, public representations of the past and the conservation of heritage. Learners will also be expected to engage with issues around knowledge systems, including indigenous knowledge systems.

Grade 11

This Learning Outcome aims to engage learners critically with issues of heritage and public representations of the past, and enables them to analyse public representations. It also introduces learners to the debates around knowledge systems and the understanding of human origins.

Grade 12

This Learning Outcome introduces learners to the ideologies and debates around heritage and public representations, and explores ways in which the past is memorialised in different knowledge systems. Learners will also investigate the links between knowledge systems, palaeontology and archaeology.

CHAPTER 3

LEARNING OUTCOMES, ASSESSMENT STANDARDS, CONTENT AND CONTEXTS

Note: Each level of the Assessment Standards builds on the previous level – that is, although not specifically mentioned, skills and concepts introduced in one grade are carried over into the next grade. The Assessment Standards map progression, and it is recommended that educators work with all three levels in order to be able to place learners along a continuum. For example, the majority of learners in Grade 11 will be working at that level, while some will already be working at a Grade 12 level and others might still be working at a Grade 10 level in some aspects.

Grade 10

Learning Outcome 1

Historical Enquiry (Practical Competence)

The learner is able to acquire and apply historical enquiry skills.

Assessment Standards

We know this when the learner is able to:

- Formulate questions within a topic under study.

- Identify and select sources of information from those provided to answer the question.

- Extract relevant information and data from the sources and organise it logically.

- Engage with sources of information to judge their usefulness for the task, based on criteria provided.

Grade 11

Assessment Standards

We know this when the learner is able to:

- Identify issues within the topic under study (e.g. imperialism) and ask critical questions about the issues.

- Categorise appropriate/relevant sources of information provided to answer the questions raised.

- Analyse the information and data gathered from a variety of sources.

- Evaluate the sources of information provided to assess the appropriateness of the sources for the task.

Grade 12

Assessment Standards

We know this when the learner is able to:

- Formulate questions to analyse concepts for investigation within the context of what is being studied (e.g. globalisation).

- Access a variety of relevant sources of information in order to carry out an investigation.

- Interpret and evaluate information and data from the sources.

- Engage with sources of information, evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the available evidence.

Grade 10

Learning Outcome 2

Historical Concepts (Foundational Competence)

The learner is able to use historical concepts in order to analyse the past.

Assessment Standards

We know this when the learner is able to:

- Explain historical concepts such as empire, liberty and democracy.

- Identify the socio-economic and political power relations operating in societies.

- Explain why there are different interpretations of historical events, peoples' actions and changes.

Grade 11

Assessment Standards

We know this when the learner is able to:

- Use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue.

- Analyse the socio-economic and political power relations operating in societies.

- Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.

Grade 12

Assessment Standards

We know this when the learner is able to:

- Analyse historical concepts such as post-colonialism, globalisation and socialism as social constructs.

- Examine and explain the dynamics of changing power relations within the societies studied.

- Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.

Grade 10

Learning Outcome 3

Knowledge Construction and Communication (Reflexive Competence)

The learner is able to construct and communicate historical knowledge and understanding.

Assessment Standards

We know this when the learner is able to:

- Understand and convert statistical information (data) to graphical or written information.

- Plan and construct an argument based on evidence.

- Use the evidence to reach a conclusion.

- Communicate knowledge and understanding in a variety of ways – written, oral, enactive and visual.

Grade 11

Assessment Standards

We know this when the learner is able to:

- Handle and draw conclusions from quantitative data.

- Use evidence to formulate an argument and reach an independent conclusion.

- Use the evidence to substantiate the independent conclusions reached.

- Use appropriate means of communicating knowledge and understanding suited to a designated audience.

Grade 12

Assessment Standards

We know this when the learner is able to:

- Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.

- Synthesise information to construct an original argument, using evidence from sources provided and independently accessed in order to support the argument.

- Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.

- Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics and oral presentation.

Grade 10

Learning Outcome 4

Heritage (Reflexive Competence)

The learner is able to engage critically with issues around heritage.

Note: In this outcome, local history, heritage and public history are linked to sites, monuments, museums, oral histories and traditions, street names, buildings, public holidays and the debates around all of these.

Assessment Standards

We know this when the learner is able to:

■ Give an explanation of what is meant by heritage and public representations and of the importance of conservation of heritage sites and public representations.

■ Explain what is meant by knowledge systems, including indigenous knowledge systems.

■ Identify ways in which archaeology, oral history and indigenous knowledge systems contribute to an understanding of our heritage.

Grade 11

Assessment Standards

We know this when the learner is able to:

- Analyse public representations and commemoration of the past (e.g. monuments and museum displays).

- Identify debates around knowledge systems.

- Analyse the significance of archaeology and palaeontology in understanding the origins of humans.

Grade 12

Assessment Standards

We know this when the learner is able to:

- Explain ideologies and debates around heritage issues and public representations.

- Compare the ways in which memorials are constructed in different knowledge systems (e.g. monuments, ritual sites including grave sites).

- Investigate the relationship between archaeology, palaeontology and other knowledge systems in understanding heritage.

⊙ CONTENT AND CONTEXTS FOR THE ATTAINMENT OF ASSESSMENT STANDARDS

In this section, content and contexts are provided to support the attainment of the Assessment Standards. The content indicated needs to be dealt with in such a way as to assist the learner to progress towards the achievement of the Learning Outcomes. Content must serve the Learning Outcomes and not be an end it itself. The contexts suggested will enable the content to be embedded in situations which are meaningful to the learner and so assist learning and teaching. The teacher should be aware of and use local contexts, not necessarily indicated here, which could be more suited to the experiences of the learner. Content and context, when aligned to the attainment of the Assessment Standards, provide a framework for the development of Learning Programmes. The Learning Programme Guidelines give more detail in this respect.

The History content suggested for the Further Education and Training band builds on the content suggestions for the General Education and Training Revised National Curriculum Statement Grades R-9 (Schools).

Overall key questions for History in the Further Education and Training band

How do we understand our world today? What legacies of the past shape the present?

In understanding our world today and the legacies that shaped our present, the broad themes of power alignments, human rights, issues of civil society and globalisation were used in suggesting areas of content. Each grade opens with a broad survey of the world at the beginning of the period and closes with a summary of the changes that took place during the period studied.

Grade 10

■ What was the world like in the mid-fifteenth century? (What were the bases of power, power relations, technology, economy and trade?)
   • Africa (Songhay);
   • China (Ming);
   • India (Mogul);
   • Ottoman Empire;
   • the Americas;
   • How were European societies organised at this time?
   • How were Southern African societies (including Zimbabwe) organised in relation to the above societies?

■ What was the impact of conquest, warfare and early colonialism in the Americas (Spain), Africa (Portugal, Holland) and India (France, Britain)?
   • What was the nature of the shifting dominance by Europe of the world – Portugal, Spain, Holland, England?
   • What was the nature of the emerging attitudes to race during this period (e.g. Sarah Baartman)?

- Slavery:
  - What was the connection between slavery and the accumulation of wealth during the Industrial Revolution?
  - What was the link between the Atlantic slave trade and racism?

- The quest for liberty:
  - How did the American War of Independence challenge the old basis of power? Who benefited?
  - The French Revolution and the ideas of liberty, equality, fraternity and individual freedom: What sort of liberty, equality and fraternity was involved? How did the ideas play out in the relationships between the French and other people (e.g. Africa, Haiti)?
  - The ending of slavery in British colonies (e.g. the Caribbean, the Cape Colony) and the USA: What brought about the ending of slavery? What economic causes were there (new needs of an industrialising economy)? How important was the role that slaves played in achieving their freedom? How much freedom did they obtain?
  - In terms of human rights, power and poverty, did American society change after the Civil War?

- Industrial Revolution:
  - How did the Industrial Revolution lay the foundations for a new world economic system?
  - How did the Industrial Revolution change society (mass education, trade unionism, civil movements)?

- What transformations occurred in Southern Africa between 1750 and 1850?

- How did the world change between 1450 and 1850?

- What are the constructed heritage icons from the period that are celebrated today? For example:
  - How and why has Great Zimbabwe become central to Zimbabwean nationalism?
  - What are the critical issues about humans on display (e.g. Sarah Baartman) and the way museums depict humans?

Grade 11

- What was the world like by 1850?
  - African state formations;
  - the Americas;
  - Europe;
  - Asia.

- Imperialism:
  - What was the nature of imperialism in the nineteenth and early twentieth centuries?
  - What were the consequences of imperialism for Africa and Asia in terms of power relations and trade?
  - What was the link between imperialism and World War 1?
  - How did imperialism and colonialism entrench ideas of race – segregation, assimilation, paternalism?
  - How did imperialism dominate indigenous knowledge production?

■ What were the range of responses to colonialism in Africa and Asia?
- resistance – armed, passive, diplomacy;
- other forms of response:
  * cultural, political,
  * trade unionism, identities, peasant movements,
  * nationalism in Africa and Asia (India).

■ Challenges to capitalism: the Russian Revolution and the establishment of the communist state (Marxism-Leninism and Stalinism).

■ Crisis of capitalism: the Great Depression in the USA and its wider impact in terms of the emergence of fascist economies and states (e.g. Nazi Germany and Japan).

■ What was the impact of pseudo-scientific racism and Social Darwinism on the nineteenth and twentieth centuries (including the eugenics movement in the late nineteenth century and its impact on ideas of race and racism in Africa, the USA, Australia, Europe and particularly leading to genocide in Nazi Germany)?

■ Competing nationalisms and identities in Africa:
- the roots of Pan-Africanism to 1945;
- the roots and nature of South African nationalisms and identities (African and Afrikaner nationalism, English jingoism, Indian and 'coloured' identity);
- impact of World War 2: How did the nature of the political quest for independence in Africa change from 1945 (radicalisation of Pan-Africanism)?
- How does nationalism impact on the construction of heritage and identities?

■ How unique was apartheid South Africa?
- How was segregation a foundation for apartheid?
- To what extent was apartheid in South Africa part of neo-colonialism in the post World War 2 world (1948-1960)?
- How did apartheid entrench ideas of race?
- What was the nature of resistance to apartheid during these decades, and how was this resistance part of wider resistance in the world to human rights abuses?

■ How did the world change between 1850 and 1950?

■ How has the South African past been publicly represented (e.g. in museums and monuments)?

Grade 12

■ What was the impact of the Cold War in forming the world as it was in the 1960s?
- USSR/USA – creating spheres of interest;
- What was the role of China?
- areas and forms of conflict: Vietnam, Cuba, Angola, Middle East;

- What role did the United Nations (UN) and other multi-lateral organisations such as the Organisation of African Unity (OAU) and the Non-Aligned Movement (NAM) play in attempting to mediate conflict?

■ How was *uhuru* realised in Africa in the 1960s and 1970s?
  - What were the ideas that influenced the independent states?
  - What types of states were set up?
  - What were the possibilities and constraints?
  - What was the impact of internal and external factors on Africa during this time?

■ What forms of civil society protest emerged from the 1960s up to 1990?
  - 1960s: civil rights, disarmament, student movements, peace movements, Black Power movement, women's movements;
  - 1970s: Black Consciousness Movement in South Africa;
  - apartheid South Africa and Eastern Europe in the 1980s.

■ What was the impact of the collapse of the USSR in 1989?
  - on South Africa;
  - on Africa: reflection and re-imagining the nation in the 1990s – a case study from Central, West or North Africa;
  - on the dominance of the USA.

■ How did South Africa emerge as a democracy from the crises of the 1990s?
  - the crisis of apartheid in the 1980s;
  - the collapse of apartheid in South Africa – coming together of internal and external pressures;
  - how the crises were managed – conflict, compromise, negotiation, settlement, elections;
  - the Government of National Unity and the making of the new Constitution;
  - dealing with the past and facing the future;
  - new identities and the construction of heritage.

■ What do we understand by globalisation?
  - the global economy: new forms of capital (new poverty, new wealth), neo-colonialism (the role of the IMF, the World Bank, multi-lateral organisations, OPEC);
  - the information age;
  - globalisation of culture;
  - migration of people (e.g. refugees);
  - the position of Africa in the global world: constraints and initiatives (NEPAD, the African Union, SADC, the African Renaissance);
  - the responses and challenges to globalisation: localisation, extremism and movements of civil society (e.g. environmental movements);
  - How different is the world today from 1960?

■ What are the ideologies and debates around the constructed heritage icons from the period? For example:
  - What are the ideologies and debates around South African heritage symbols and representations today?
  - How have the findings of palaeontology, archaeology and genetics transformed the notions of race?

Grade 10

FET content framework

Overall key questions for FET:

How do we understand our world today? What legacies of the past shape the present?

In understanding our world today and the legacies that shaped our present, the broad themes of power alignments, human rights, issues of civil society and globalisation were used in suggesting areas of content. Each grade opens with a broad survey of the world at the beginning of the period and closes with a summary of the changes during the period studied.

Proposed content

■ What was the world like in the mid-fifteenth century? (What were the bases of power, power relations, technology, economy and trade?)
- Africa (Songhay);
- China (Ming);
- India (Mogul);
- Ottoman Empire;
- the Americas;
- How were European societies organised at this time?
- How were Southern Africa societies (including Zimbabwe) organised in relation to the above societies?

■ What was the impact of conquest, warfare and early colonialism in the Americas (Spain), Africa (Portugal, Holland) and India (France, Britain)?
- What was the nature of the shifting dominance by Europe of the world – Portugal, Spain, Holland, England?
- What was the nature of the emerging attitudes to race during this period (e.g. Sarah Baartman)?

■ Slavery:
- What was the connection between slavery and the accumulation of wealth during the Industrial Revolution?
- What was the link between the Atlantic slave trade and racism?

Grade 11

Proposed content

- What was the world like by 1850?
  - African state formations;
  - Americas;
  - Europe;
  - Asia.

- Imperialism:
  - What was the nature of imperialism in the nineteenth and early twentieth centuries?
  - What were the consequences of imperialism for Africa and Asia in terms of power relations and trade?
  - What was the link between imperialism and World War 1?
  - How did imperialism and colonialism entrench ideas of race – segregation, assimilation, paternalism?
  - How did imperialism dominate indigenous knowledge production?

- What were the range of responses to colonialism in Africa and Asia?
  - resistance – armed, passive, diplomacy;
  - other forms of response:
    * cultural, political,
    * trade unionism, identities, peasant movements,
    * nationalism in Africa and Asia (India)

- Challenges to capitalism: the Russian Revolution and the establishment of the communist state (Marxism-Leninism and Stalinism).

Grade 12

Proposed content

- What was the impact of the Cold War in forming the world as it was in the 1960s?
  - USSR/USA – creating spheres of interest;
  - What was the role of China?
  - areas and forms of conflict: Vietnam, Cuba, Angola, Middle East;
  - What role did the United Nations (UN) and other multi-lateral organisations such as the Organisation of African Unity (OAU) and the Non-Aligned Movement (NAM) play in attempting to mediate conflict?

- How was *uhuru* realised in Africa in the 1960s and 1970s?
  - What were the ideas that influenced the independent states?
  - What types of states were set up?
  - What were the possibilities and constraints?
  - What was the impact of internal and external factors on Africa during this time?

- What forms of civil society protest emerged from the 1960s up to 1990?
  - 1960s: civil rights, disarmament, student movements, peace movements, Black Power movement, women's movements;
  - 1970s: Black Consciousness Movement in South Africa;
  - apartheid South Africa and Eastern Europe in the 1980s.

Grade 10

FET content framework Continued

Overall key questions for FET:

How do we understand our world today? What legacies of the past shape the present?

In understanding our world today and the legacies that shaped our present, the broad themes of power alignments, human rights, issues of civil society and globalisation were used in suggesting areas of content. Each grade opens with a broad survey of the world at the beginning of the period and closes with a summary of the changes during the period studied.

Proposed content

- The quest for liberty:
  - How did the American War of Independence challenge the old basis of power? Who benefited?
  - The French Revolution and the ideas of liberty, equality, fraternity and individual freedom: What sort of liberty, equality and fraternity was involved? How did the ideas play out in the relationships between the French and other people (e.g. Africa, Haiti)?
  - The ending of slavery in British colonies (e.g. the Caribbean, the Cape Colony) and the USA: What brought about the ending of slavery? What economic causes were there (new needs of an industrialising economy)? How important was the role that slaves played in achieving their freedom? How much freedom did they obtain?
  - In terms of human rights, power and poverty, did American society change after the Civil War?

- Industrial Revolution:
  - How did the Industrial Revolution lay the foundations for a new world economic system?
  - How did the Industrial Revolution change society (mass education, trade unionism, civil movements)?

Grade 11

Proposed content

- Crisis of capitalism: the Great Depression in the USA and its wider impact in terms of the emergence of fascist economies and states (e.g. Nazi Germany and Japan).

- What was the impact of pseudo-scientific racism and Social Darwinism on the nineteenth and twentieth centuries, including the eugenics movement in the late nineteenth century and its impact on ideas of race and racism in Africa, the USA, Australia, Europe and particularly leading to genocide in Nazi Germany?

- Competing nationalisms and identities in Africa:
  - the roots of Pan-Africanism to 1945;
  - the roots and nature of South African nationalisms and identities (African and Afrikaner nationalism, English jingoism, Indian and 'coloured' identity);
  - impact of World War 2: How did the nature of the political quest for independence in Africa change from 1945? (radicalisation of Pan-Africanism)?
  - How does nationalism impact on the construction of heritage and identities?

- How unique was apartheid South Africa?
  - How was segregation a foundation for apartheid?
  - To what extent was apartheid in South Africa part of neo-colonialism in the post World War 2 world (1948-1960)?
  - How did apartheid entrench ideas of race?
  - What was the nature of resistance to apartheid during these decades, and how was this resistance part of wider resistance in the world to human rights abuses?

Grade 12

Proposed content

- What was the impact of the collapse of the USSR in 1989?
  - on South Africa;
  - on Africa: reflection and re-imagining the nation in the 1990s – a case study from Central, West or North Africa;
  - on the dominance of the USA.

- How did South Africa emerge as a democracy from the crises of the 1990s?
  - the crisis of apartheid in the 1980s;
  - the collapse of apartheid in South Africa – coming together of internal and external pressures;
  - how the crises were managed – conflict, compromise, negotiation, settlement, elections;
  - the Government of National Unity and the making of the new Constitution;
  - dealing with the past and facing the future;
  - new identities and the construction of heritage.

- What do we understand by globalisation?
  - the global economy: new forms of capital (new poverty, new wealth), neo-colonialism 9the role of the IMF, the World Bank, multi-laliteral organisations, OPEC);
  - the information age;
  - globalisation of culture;
  - migration of people (e.g. refugees);
  - the position of Africa in the global world: constraints and initiatives (NEPAD, the African Union, SADC, the African Renaissance);
  - the responses and challenges to globalisation: localisation, extremism and movement of civil society (e.g. environmental movements);
  - How different is the world today from 1960?

Grade 10

FET content framework Continued

Overall key questions for FET:

How do we understand our world today? What legacies of the past shape the present?

In understanding our world today and the legacies that shaped our present, the broad themes of power alignments, human rights, issues of civil society and globalisation were used in suggesting areas of content. Each grade opens with a broad survey of the world at the beginning of the period and closes with a summary of the changes during the period studied.

Proposed content

■ What transformations occurred in Southern Africa between 1750 and 1850?

■ How did the world change between 1450 and 1850?

■ What are the constructed heritage icons from the period that are celebrated today? For example:
- How and why has Great Zimbabwe become central to Zimbabwean nationalism?
- What are the critical issues about humans on display (e.g. Sarah Baartman) and the way museums depict humans?

Grade 11

Proposed content

- How did the world change between 1850 and 1950?

- How has the South African past been publicly represented (e.g. in museums and monuments)?

Grade 12

Proposed content

- What are the ideologies and debates around the constructed heritage icons from the period? For example:
  - What are the ideologies and debates around South African heritage symbols and representations today?
  - How have the findings of palaeontology, archaeology and genetics transformed the notions of race?

CHAPTER 4

ASSESSMENT

INTRODUCTION

Assessment is a critical element of the National Curriculum Statement Grades 10 – 12 (General). It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. Evidence can be collected at different times and places, and with the use of various methods, instruments, modes and media.

To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are various approaches to recording learners' performances. Some of these are explored in this chapter. Others are dealt with in a more subject-specific manner in the Learning Programme Guidelines.

Many stakeholders have an interest in how learners perform in Grades 10 – 12. These include the learners themselves, parents, guardians, sponsors, provincial departments of education, the Department of Education, the Ministry of Education, employers, and higher education and training institutions. In order to facilitate access to learners' overall performances and to inferences on learners' competences, assessment results have to be reported. There are many ways of reporting. The Learning Programme Guidelines and the Assessment Guidelines discuss ways of recording and reporting on school-based and external assessment as well as giving guidance on assessment issues specific to the subject.

WHY ASSESS

Before a teacher assesses learners, it is crucial that the purposes of the assessment be clear and unambiguous. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

There are many reasons why learners' performance is assessed. These include monitoring progress and providing feedback, diagnosing or remediating barriers to learning, selection, guidance, supporting learning, certification and promotion.

In this curriculum, learning and assessment are very closely linked. Assessment helps learners to gauge the value of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, assessment provides information about whether teaching and learning is succeeding in getting closer to the specified Learning Outcomes. When assessment indicates lack of progress, teaching and learning plans should be changed accordingly.

TYPES OF ASSESSMENT

This section discusses the following types of assessment:

- baseline assessment;
- diagnostic assessment;
- formative assessment; and
- summative assessment.

Baseline assessment

Baseline assessment is important at the start of a grade, but can occur at the beginning of any learning cycle. It is used to establish what learners already know and can do. It helps in the planning of activities and in Learning Programme development. The recording of baseline assessment is usually informal.

Diagnostic assessment

Any assessment can be used for diagnostic purposes – that is, to discover the cause or causes of a learning barrier. Diagnostic assessment assists in deciding on support strategies or identifying the need for professional help or remediation. It acts as a checkpoint to help redefine the Learning Programme goals, or to discover what learning has not taken place so as to put intervention strategies in place.

Formative assessment

Any form of assessment that is used to give feedback to the learner is fulfilling a formative purpose. Formative assessment is a crucial element of teaching and learning. It monitors and supports the learning process. All stakeholders use this type of assessment to acquire information on the progress of learners. Constructive feedback is a vital component of assessment for formative purposes.

Summative assessment

When assessment is used to record a judgement of the competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. It can occur at the end of a single learning activity, a unit, cycle, term, semester or year of learning. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence.

WHAT SHOULD ASSESSMENT BE AND DO?

Assessment should:

- be understood by the learner and by the broader public;
- be clearly focused;
- be integrated with teaching and learning;
- be based on the pre-set criteria of the Assessment Standards;
- allow for expanded opportunities for learners;
- be learner-paced and fair; and
- be flexible;
- use a variety of instruments;
- use a variety of methods.

HOW TO ASSESS

Teachers' assessment of learners' performances must have a great degree of reliability. This means that teachers' judgements of learners' competences should be generalisable across different times, assessment items and markers. The judgements made through assessment should also show a great degree of validity; that is, they should be made on the aspects of learning that were assessed.

Because each assessment cannot be totally valid or reliable by itself, decisions on learner progress must be based on more than one assessment. This is the principle behind continuous assessment (CASS). Continuous assessment is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. It involves assessment activities that are spread throughout the year, using various kinds of assessment instruments and methods such as tests, examinations, projects and assignments. Oral, written and performance assessments are included. The different pieces of evidence that learners produce as part of the continuous assessment process can be included in a portfolio. Different subjects have different requirements for what should be included in the portfolio. The Learning Programme Guidelines discuss these requirements further.

Continuous assessment is both classroom-based and school-based, and focuses on the ongoing manner in which assessment is integrated into the process of teaching and learning. Teachers get to know their learners through their day-to-day teaching, questioning, observation, and through interacting with the learners and watching them interact with one another.

Continuous assessment should be applied both to sections of the curriculum that are best assessed through written tests and assignments and those that are best assessed through other methods, such as by performance, using practical or spoken evidence of learning.

METHODS OF ASSESSMENT

Self-assessment

All Learning Outcomes and Assessment Standards are transparent. Learners know what is expected of them. Learners can, therefore, play an important part, through self-assessment, in 'pre-assessing' work before the teacher does the final assessment. Reflection on one's own learning is a vital component of learning.

Peer assessment

Peer assessment, using a checklist or rubric, helps both the learners whose work is being assessed and the learners who are doing the assessment. The sharing of the criteria for assessment empowers learners to evaluate their own and others' performances.

Group assessment

The ability to work effectively in groups is one of the Critical Outcomes. Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work, and combine individual contributions into a single composite assessable product. Group assessment looks at process as well as product. It involves assessing social skills, time management, resource management and group dynamics, as well as the output of the group.

METHODS OF COLLECTING ASSESSMENT EVIDENCE

There are various methods of collecting evidence. Some of these are discussed below.

Observation-based assessment

Observation-based assessment methods tend to be less structured and allow the development of a record of different kinds of evidence for different learners at different times. This kind of assessment is often based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation has to be intentional and should be conducted with the help of an appropriate observation instrument.

Test-based assessment

Test-based assessment is more structured, and enables teachers to gather the same evidence for all learners in

the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give good evidence of what has been learned.

Task-based assessment

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task checklists, and help the teacher to use professional judgement to assess each learner's performance.

RECORDING AND REPORTING

Recording and reporting involves the capturing of data collected during assessment so that it can be logically analysed and published in an accurate and understandable way.

Methods of recording

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of different types of recording instruments:

- rating scales;
- task lists or checklists; and
- rubrics.

Each is discussed below.

Rating scales

Rating scales are any marking system where a symbol (such as A or B) or a mark (such as 5/10 or 50%) is defined in detail to link the coded score to a description of the competences that are required to achieve that score. The detail is more important than the coded score in the process of teaching and learning, as it gives learners a much clearer idea of what has been achieved and where and why their learning has fallen short of the target. Traditional marking tended to use rating scales without the descriptive details, making it difficult to have a sense of the learners' strengths and weaknesses in terms of intended outcomes. A six-point scale of achievement is used in the National Curriculum Statement Grades 10 – 12 (General).

Task lists or checklists

Task lists or checklists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as criteria that have been met) describe the learner's performance. These checklists are very useful in peer or group assessment activities.

Rubrics

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both. The Learning Programme Guidelines give examples of subject-specific rubrics.

To design a rubric, a teacher has to decide the following:

- Which outcomes are being targeted?
- Which Assessment Standards are targeted by the task?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?
- Should one rubric target all the Learning Outcomes and Assessment Standards of the task or does the task need several rubrics?
- How many rubrics are, in fact, needed for the task?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric clarifies what both the learning and the performance should focus on. It becomes a powerful tool for self-assessment.

Reporting performance and achievement

Reporting performance and achievement informs all those involved with or interested in the learner's progress. Once the evidence has been collected and interpreted, teachers need to record a learner's achievements. Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

The National Curriculum Statement Grades 10 – 12 (General) adopts a six-point scale of achievement. The scale is shown in Table 4.1.

Table 4.1   **Scale of achievement for the National Curriculum Statement Grades 10 – 12 (General)**

Rating Code	Description of Competence	Marks (%)
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29

SUBJECT COMPETENCE DESCRIPTIONS

To assist with benchmarking the achievement of Learning Outcomes in Grades 10 – 12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve. Six levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions summarise the Learning Outcomes and the Assessment Standards, and give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are as shown in Table 4.1.

In line with the principles and practice of outcomes-based assessment, all assessment – both school-based and external – should primarily be criterion-referenced. Marks could be used in evaluating specific assessment tasks, but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, attitudes and values that a learner should demonstrate for achievement on each level of the rating scale.

When teachers/assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular outcome. The relevant Assessment Standard or Standards must be used when creating the rubric for assessing the task or question. The descriptions clearly indicate the minimum level of attainment for each category on the rating scale.

The competence descriptions for this subject appear at the end of this chapter.

PROMOTION

Promotion at Grade 10 and Grade 11 level will be based on internal assessment only, but must be based on the same conditions as those for the Further Education and Training Certificate. The requirements, conditions, and rules of combination and condonation are spelled out in the *Qualifications and Assessment Policy Framework for the Grades 10 – 12 (General)*.

WHAT REPORT CARDS SHOULD LOOK LIKE

There are many ways to structure a report card, but the simpler the report card the better, provided that all important information is included. Report cards should include information about a learner's overall progress, including the following:

- the learning achievement against outcomes;
- the learner's strengths;
- the support needed or provided where relevant;
- constructive feedback commenting on the performance in relation to the learner's previous performance and the requirements of the subject; and
- the learner's developmental progress in learning how to learn.

In addition, report cards should include the following:

- name of school;
- name of learner;
- learner's grade;
- year and term;
- space for signature of parent or guardian;
- signature of teacher and of principal;
- date;
- dates of closing and re-opening of school;
- school stamp; and
- school attendance profile of learner.

ASSESSMENT OF LEARNERS WHO EXPERIENCE BARRIERS TO LEARNING

The assessment of learners who experience any barriers to learning will be conducted in accordance with the recommended alternative and/or adaptive methods as stipulated in the *Qualifications and Assessment Policy Framework for Grades 10 – 12 (General)* as it relates to learners who experience barriers to learning. *Refer to White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System.*

Grade 10

C Code   **S** Scale

Cd Competence Descriptions

6   **80%-100%**
Outstanding

By the end of Grade 10 the learner with outstanding achievement can:

- formulate questions to analyse concepts for investigation within the context of what is being studied (e.g. globalisation);
- access a variety of relevant sources of information in order to carry out an investigation;
- interpret and evaluate information and data from the sources;
- engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners;
- analyse historical concepts such as post-colonialism, globalisation and socialism as social constructs;
- examine and explain the dynamics of changing power relations within the aspects of societies studied;
- compare and contrast interpretation and perspectives of people's actions, events and changes in order to draw independent conclusions about the actions or events;
- identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data;
- synthesise information to construct an original argument using evidence from sources provided and independently accessed to support the argument;
- sustain and defend a coherent and balanced argument with evidence provided and independently accessed;

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with outstanding achievement:

- evaluate the source by analysing its authenticity, the creator of the source, the creator's position and the intended audience, in order to provide reliable information;
- evaluate the significance of the source to contemporaries;
- evaluate how various knowledge systems develop, co-exist and/or influence production of knowledge;
- make complex and subtle connections between historical concepts;
- provide comprehensive and in-depth analysis of historical concepts;
- provide well-substantiated judgments on historical concepts;
- communicate using conventional historical communication methods (e.g. a variety of sources, referencing, use of bibliography);
- compile methodology tools to analyse quantitative data;
- critically utilise information from sources;
- analyse and evaluate interpretation and approaches to heritage and public representation issues;
- explain relationships between political power and the creation of public representation;
- investigate major contributions of archaeology, palaeontology and other knowledge systems to historical knowledge.

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with outstanding achievement:

- evaluate and analyse the impact of the formulation of historical questions on historical knowledge produced;
- evaluate how knowledge systems influence historical knowledge production;
- critically investigate how issues such as gender, race and class impacted and continue to impact on sources used in history;
- analyse limitations and opportunities presented by historical concepts;
- recognise and explain that historical concepts are subject to controversy, debate, refinement and correction;
- evaluate interpretations and perspectives and explain that they are also subject to controversy, debate, refinement and correction;
- make connections between historical concepts, knowledge systems, perspectives and the ideologies within which they developed;
- have a grasp of historical presentation taking into consideration the audience and conventions of historical presentation;
- show effective handling and arrangement of ideas supported by evidence;
- utilise and show awareness of knowledge and skills from a variety of knowledge systems, perspectives, ideologies and approaches;
- cope with the variety and multitude of historical information available on heritage and public representation;

Grade 10

C Code   S Scale

6   **80%-100%**
Outstanding
(Continued)

Cd Competence Descriptions

- communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation;
- explain ideologies and debates around heritage issues and public representations;
- compare ways in which memorials are constructed in different knowledge systems (e.g. monuments, ritual sites including grave sites);

- investigate the relationship between archaeology, palaeontology and other knowledge systems in understanding heritage.

Grade 11

Cd Competence Descriptions

Grade 12

Cd Competence Descriptions

- be in complete control of comprehension of the use and abuse of public representation;
- explain how singular and multiple perspectives contributed to the development of public representation.

Grade 10

C Code   S Scale

5

60%-79%
Meritorious

Cd Competence Descriptions

By the end of Grade 10 the learner with meritorious achievement can:

- identify issues within the topic under study (e.g. imperialism) and ask critical questions about issues raised;
- categorise appropriate/relevant sources of information provided to answer the questions raised;
- analyse the information and data gathered from a variety of sources;
- evaluate sources of information provided to assess the appropriateness of the sources for the task;
- use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue;
- analyse the socio-economic and political power relations operating in societies;
- explain various interpretations and perspectives of historical events and why people in a particular historical context acted as they did;
- handle and draw conclusions from quantitative data;
- use evidence to formulate an argument and reach an independent conclusion;
- use evidence to substantiate independent conclusions reached;
- use an appropriate means of communicating knowledge and understanding suited to a designated audience;
- analyse public representations and commemoration of the past (e.g. monuments and museum displays);

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with meritorious achievement can:

- formulate questions to analyse concepts for investigation within the context of what is being studied (e.g. globalisation);
- access a variety of relevant sources of information in order to carry out an investigation;
- interpret and evaluate information and data from sources;
- engage with sources of information, evaluating their usefulness for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners;
- analyse historical concepts such as post-colonialism, globalisation and socialism as social constructs;
- examine and explain the dynamics of changing power relations within the aspects of societies studied;
- compare and contrast interpretation and perspectives of people's actions, events and changes in order to draw independent conclusions about the actions or events;
- identify when an interpretation of statistics may be controversial and engage critically with conclusions presented by the data;
- synthesise information to construct an original argument using evidence from sources provided and independently accessed to support the argument;
- sustain and defend a coherent and balanced argument with evidence provided and independently accessed;

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with meritorious achievement can:

- evaluate sources by analysing the source's authenticity, its creator and its intended audience, and the ability of the creator to provide reliable information;
- evaluate the significance of the source to contemporaries;
- understand how various knowledge systems develop, co-exist and/or influence production of knowledge;
- make complex and subtle connections between historical concepts;
- provide comprehensive and in-depth analysis of historical concepts;
- provide well-substantiated judgements on historical concepts;
- communicate using conventional historical communication methods (e.g. use of a variety of sources, referencing, use of bibliography);
- compile tools and methodology to analyse quantitative data;
- critically utilise information from sources; analyse and evaluate interpretations and approaches to heritage and public representation issues;
- explain relationships between political power and the creation of public representation;
- investigate major contributions by archaeology, palaeontology and other knowledge systems to historical knowledge.

Grade 10

C Code   **S** Scale

Cd Competence Descriptions

5	**60%-79%** **Meritorious** **(Continued)**

- identify debates around knowledge systems;
- analyse the significance of archaeology and palaeontology in understanding the origins of humans.

Grade 11

Cd Competence Descriptions

- communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation;
- explain ideologies and debates around heritage issues and public representations;
- compare ways in which memorials are constructed in different knowledge systems (e.g. monuments, ritual sites including grave sites);
- investigate the relationship between archaeology, palaeontology and other knowledge systems in understanding heritage.

Grade 12

Cd Competence Descriptions

Grade 10

C Code   **S** Scale

Cd Competence Descriptions

4   50%-59%
Satisfactory

By the end of Grade 10 the learner with satisfactory achievement can:

- formulate questions within a topic under study;
- identify and select sources of information from those provided to answer the question;
- extract relevant information and data from the sources and organise it logically;
- engage with sources of information to judge their usefulness for the task, based on criteria provided;
- explain historical concepts such as empire, liberty, and democracy;
- identify the socio-economic and political power relations operating in societies;
- explain why there are different interpretations of historical events, people's actions and changes;
- understand and convert statistical information (data) to graphical or written information;
- plan and construct an argument based on evidence;
- use evidence to reach a conclusion;
- communicate knowledge and understanding in a variety of ways (e.g. written, oral, enactive and visual);
- give an explanation of what is meant by heritage and public representations and of the importance of conservation of heritage sites and public representations;
- explain what is meant by knowledge systems, including indigenous knowledge systems;
- identify ways in which archaeology, palaeontology, oral history and indigenous knowledge systems contribute to an understanding of our heritage.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with satisfactory achievement can:

- identify issues within the topic under study (e.g. imperialism) and ask critical questions about the issues;
- categorise appropriate/relevant sources of information provided to answer questions raised;
- analyse the information and data gathered from a variety of sources;
- evaluate sources of information provided to assess the appropriateness of the sources for the task;
- use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue;
- analyse the socio-economic and political power relations operating in societies;
- explain various interpretation and perspectives of historical events and why people in a particular historical context acted as they did;
- handle and draw conclusions from quantitative data;
- use evidence to formulate an argument and reach an independent conclusion;
- use evidence to substantiate the independent conclusions reached;
- use an appropriate means of communicating knowledge and understanding suited to a designated audience;
- analyse public representations and commemoration of the past (e.g. monuments and museum displays);
- identify debates around knowledge systems;

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with satisfactory achievement can:

- formulate questions to analyse concepts for investigation within the context of what is being studied (e.g. globalisation);
- access a variety of relevant sources of information in order to carry out an investigation;
- interpret and evaluate information and data from the sources;
- engage with sources of information, evaluating their usefulness for the task, including stereotypes, subjectivity and gaps in the evidence available;
- analyse historical concepts such as post-colonialism, globalisation and socialism as social constructs;
- examine and explain the dynamics of changing power relations within the aspects of societies studied;
- compare and contrast interpretations and perspectives of people's actions, events and changes in order to draw independent conclusions about the actions or events;
- identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data;
- synthesise information to construct an original argument using evidence from sources provided and independently accessed to support the argument;
- sustain and defend a coherent and balanced argument with evidence provided and independently accessed;

Grade 10

C Code   **S** Scale   **Cd** Competence Descriptions

4   **50%-59%**
Satisfactory
(Continued)

Grade 11

Cd Competence Descriptions

- analyse the significance of archaeology, palaeontology and other knowledge systems in understanding the origins of humans.

Grade 12

Cd Competence Descriptions

- communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics, oral presentation;
- explain ideologies and debates around heritage issues and public representations;
- compare ways in which memorials are constructed in different knowledge systems (e.g. monuments, ritual sites including grave sites);
- investigate the relationship between archaeology, palaeontology and other knowledge systems in understanding heritage.

Grade 10

C Code   **S** Scale

3   40%-49%
Adequate

Cd Competence Descriptions

By the end of Grade 10 the learner with adequate achievement can:

■ formulate questions within a topic under study;
■ identify and select sources of information from those provided to answer the question;
■ extract relevant information and data from the sources and organise it logically.
■ understand and convert statistical information (data) to graphical or written information;
■ plan and construct an argument based on evidence;
■ use evidence to reach a conclusion;
■ communicate knowledge and understanding in written and oral form;
■ explain historical concepts such as empire, liberty and democracy;
■ identify socio-economic and political power relations operating in societies;
■ explain different interpretations of historical events, people's actions and changes;
■ give an explanation of what is meant by heritage and public representations and of the importance of conservation of heritage sites and public representations;
■ explain what is meant by knowledge systems, including indigenous knowledge systems;
■ identify ways in which archaeology, oral history and indigenous knowledge systems contribute to an understanding of our heritage.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with adequate achievement can:

■ identify issues within the topic under study (e.g. imperialism) and ask critical questions about the issues;

■ categorise appropriate/relevant sources of information provided to answer the questions raised;

■ analyse the information and data gathered from a variety of sources;

■ use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue;

■ analyse socio-economic and political power relations operating in societies;

■ explain the various historical events and why people in a particular historical context acted as they did;

■ handle and draw conclusions from quantitative data;

■ use evidence to formulate an argument and reach an independent conclusion;

■ use evidence to substantiate independent conclusions reached;

■ analyse public representations and commemoration of the past (e.g. monuments and museum displays);

■ identify debates around knowledge systems;

■ analyse the significance of archaeology and palaeontology in understanding the origins of humans.

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with adequate achievement can:

■ formulate questions to analyse concepts for investigation within the context of what is being studied (e.g. globalisation);

■ access a variety of relevant sources of information in order to carry out an investigation;

■ interpret and evaluate information and data from the sources;

■ analyse historical concepts such as post-colonialism, globalisation and socialism as social constructs;

■ examine and explain the dynamics of changing power relations within the aspects of societies studied, and compare and contrast people's actions, events and changes in order to draw independent conclusions about the actions or events;

■ identify when an interpretation of statistics may be controversial and engage critically with conclusions presented by the data;

■ synthesise information to *c*onstruct an original argument using evidence from sources provided and independently accessed to support the argument;

■ sustain and defend a coherent and balanced argument with evidence provided and independently accessed;

■ communicate knowledge and understanding in a variety of ways including discussion (written and oral) and debate;

■ explain ideologies and debates around heritage issues and public representations;

■ compare ways in which memorials are constructed in different knowledge systems (e.g. monuments, ritual sites including grave sites);

■ investigate the relationship between archaeology and palaeontology in understanding heritage.

Grade 10

C Code   **S** Scale

2   **30%-39%**
Partial

Cd Competence Descriptions

By the end of Grade 10 the learner with partial achievement can:

- formulate questions within a topic under study;
- identify sources of information to answer the question;
- extract information and data from the sources;
- explain historical concepts such as empire, liberty and democracy;
- identify socio-economic and political power relations operating in societies;
- explain and compare different interpretations of historical events, people's actions and changes;
- recognise and identify the use of quantitative data;
- construct an argument based on evidence provided;
- use evidence to reach a conclusion;
- communicate knowledge and understanding in written and oral form;
- give an explanation of what is meant by heritage and public representations;
- explain what is meant by knowledge systems, including indigenous knowledge systems;
- describe the meaning of archaeology and oral history and their relationship to history.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with partial achievement can:

- formulate questions within a topic under study;
- identify and select sources of information from those provided to answer the question;
- extract relevant information and data from the sources and organise it logically;
- engage with sources of information to judge their usefulness for the task, based on criteria provided;
- explain historical concepts such as empire, liberty and democracy;
- identify the socio-economic and political power relations operating in societies;
- explain why there are different interpretations of historical events, people's actions and changes;
- understand and convert statistical information (data) to graphical or written information;
- plan and construct an argument based on evidence;
- use evidence to reach a conclusion;
- communicate knowledge and understanding in a variety of ways (e.g. written, oral, enactive and visual);
- give an explanation of what is meant by heritage and public representations and of the importance of conservation of heritage sites and public representations;
- explain what is meant by knowledge systems, including indigenous knowledge systems;
- identify ways in which archaeology, oral history and indigenous knowledge systems contribute to an understanding of our heritage.

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with partial achievement can:

- identify issues within the topic under study (e.g. imperialism) and ask critical questions about the issues;
- categorise appropriate/relevant sources of information provided to answer the questions raised;
- analyse the information and data gathered from a variety of sources;
- evaluate sources of information provided to assess the appropriateness of the sources for the task;
- use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue;
- analyse the socio-economic and political power relations operating in societies;
- explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did;
- handle and draw conclusions from quantitative data;
- use evidence to formulate an argument and reach an independent conclusion;
- use evidence to substantiate independent conclusions reached;
- use an appropriate means of communicating knowledge and understanding suited to a designated audience;
- analyse public representations and commemoration of the past (e.g. monuments and museum displays);
- identify debates around knowledge systems;
- analyse the significance of archaeology and palaeontology in understanding the origins of humans.

Grade 10

C Code **S** Scale

Cd Competence Descriptions

1

0%-29%
Inadequate

By the end of Grade 10 the learner with inadequate achievement can:

- formulate questions within a topic under study;
- identify sources of information to answer the question;
- identify historical concepts such as empire, liberty and democracy;
- identify socio-economic and political power relations operating in societies;
- explain and compare different historical events, people's actions and changes;
- identify quantitative data;
- construct an argument based on evidence provided and communicate knowledge and understanding in written and oral form;
- give an explanation of what is meant by heritage and public representations;
- explain what is meant by knowledge systems;
- describe the meaning of archaeology and oral history.

Grade 11

Cd Competence Descriptions

By the end of Grade 11 the learner with inadequate achievement can:

- formulate questions within a topic under study;
- identify and select sources of information from those provided to answer the question;
- extract relevant information and data;
- explain historical concepts such as empire, liberty and democracy;
- identify political power relations operating in simple societies;
- identify different interpretations of historical events, people's actions and changes.
- understand quantitative data and its relationship to historical knowledge presentation;
- plan and construct an argument based on evidence;
- use the evidence to reach a conclusion;
- communicate knowledge and understanding in a variety of ways (e.g. written, oral, enactive and visual);
- give an explanation of what is meant by heritage and public representations;
- explain what is meant by knowledge systems, including indigenous knowledge systems;
- describe the meaning of archaeology and oral history.

Grade 12

Cd Competence Descriptions

By the end of Grade 12 the learner with inadequate achievement can:

- formulate questions within a topic under study;
- identify and select sources of information from those provided to answer the question;
- extract relevant information and data from the sources and organise it logically;
- engage with sources of information to judge their usefulness for the task based on criteria provided;
- explain historical concepts such as empire, liberty and democracy;
- identify the socio-economic and political power relations operating in societies;
- explain why there are different interpretations of historical events, people's actions and changes;
- understand and convert statistical information (data) to graphical or written information;
- plan and construct an argument based on evidence;
- use the evidence to reach a conclusion;
- communicate knowledge and understanding in a variety of ways (e.g. written, oral, enactive and visual);
- give an explanation of what is meant by heritage and public representations and of the importance of conservation of heritage sites and public representations;
- explain what is meant by knowledge systems, including indigenous knowledge systems and identify ways in which archaeology, oral history and indigenous knowledge systems contribute to an understanding of our heritage.

GLOSSARY

archaeology – the study of the material remains of the past

critical questions – questions which encourage learners to think about issues of human rights, social justice and democracy in the context of History. Learners should be encouraged to ask their own questions as well as to answer them.

enactive – drama, acting, etc.

genres – different styles of writing for different purposes

historical concepts – concepts used by historians to organise information about the past

historical context – the period in the past that is being studied

historical interpretation – various ways in which historians construct an understanding of the past, based on evidence from the past

oral sources – personal memories of people; also seen to be part of public history

oral tradition – formal, official record of the history of a people but not written down

public history and representation – history represented around us (e.g. monuments, statues, museums, buildings, heritage sites)

subjectivity – looking at something from a personal point of view

synthesis of information– drawing together information from various sources to construct a piece of work