



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **HISTORY**

### **EXAMINATION GUIDELINES**

### **SENIOR CERTIFICATE (SC)**

**GRADE 12**

**2015**

**These guidelines consist of 10 pages.**

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## 1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for History outlines the nature and purpose of the subject History. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to provide clarity on the depth and scope of the content to be assessed in the Grade 12 Senior Certificate (SC) Examination in History.

These Examination Guidelines should be read in conjunction with:

- A resumé of subjects for the Senior Certificate
- Curriculum and Assessment Policy Statements for all approved subjects

## 2. ASSESSMENT IN GRADE 12

Assessment in the FET phase comprises essay and source-based questions.

The structure of the examination papers is as follows:

- In the examinations candidates will be required to write **TWO** question papers **3 hours** each. Both question papers consist of SECTION A and SECTION B.
- SECTION A consists of THREE (3) source-based questions. Candidates will be required to answer at least **ONE SOURCE-BASED** question in each question paper.
- SECTION B consists of THREE (3) essay questions. Candidates will be required to answer at least **ONE ESSAY** question in each question paper.
- In total a candidate will be required to answer **THREE** questions, which are as follows:  
  
ONE (1) source-based question and ONE (1) essay question. The third question can be either a source-based question or an essay question. Essay and source-based questions carry 50 marks each.
- The total mark for each question paper is 150.

The prescribed topics will be assessed as follows:

| <b>SECTION A: SOURCE-BASED QUESTIONS</b>  | <b>SECTION B : ESSAY QUESTIONS</b>  |
|---|---|
| <b>PAPER 1</b><br><b>(ONE question per topic will be set)</b>   | <b>PAPER 1</b><br><b>(ONE question per topic will be set)</b>   |
| <b>1. The Cold War:</b><br><br><u>Question focus</u> : Origins of the Cold War (2014–2016) <ul style="list-style-type: none"> <li>• USSR and USA and the creation of spheres of interest</li> <li>• Who was to blame for the Cold War?</li> </ul> <u>Question focus</u> :The Cuban Missile Crisis (2017–2019) | <b>1. Extension of the Cold War:</b><br><br><u>Question focus:</u><br>Case Study: Vietnam (2014–2016)<br><br>Case Study: China (2017–2019)  |
| <b>2. Independent Africa</b><br><br><u>Question focus:</u> Africa in the Cold War:<br>Case study: Angola  | <b>2. Independent Africa</b><br><br><u>Question focus</u> : Comparative case studies on the Congo and Tanzania<br><br>Successes and challenges <ul style="list-style-type: none"> <li>• Political and Economic (2014–2016)</li> <li>• Economic , Social and Cultural (2017–2019)</li> </ul>   |
| <b>3. Civil society protests from the 1950s to the 1970s</b><br><br><u>Question focus:</u> The US Civil Rights Movement (2014–2016)<br><br>Black Power Movement (2017–2019)   | <b>3. Civil society protests from the 1950s to the 1970s</b><br><br><u>Question focus:</u> Black Power Movement (2014–2016)<br><br>The US Civil Rights Movement (2017–2019)   |
| <b>PAPER 2</b><br><b>(ONE question per topic will be set)</b>   | <b>PAPER 2</b><br><b>(ONE question per topic will be set)</b>   |
| <b>1. Civil Resistance, 1970s to 1980s: South Africa</b><br><br><u>Question focus:</u> The challenge of Black Consciousness to the apartheid state (2014–2016)  | <b>1. Civil Resistance, 1970s to 1980s: South Africa</b><br><br><u>Question focus:</u> The crisis of apartheid in the 1980s (2014–2016) <ul style="list-style-type: none"> <li>• Government attempts to reform apartheid</li> <li>• Internal resistance</li> </ul> <u>Question focus:</u> The crisis of apartheid in the 1980s (2017–2019) <ul style="list-style-type: none"> <li>• International response</li> <li>• Beginning of the end</li> </ul> |

|   |   |
|---|---|
| <p><b>2. The coming of democracy to South Africa and coming to terms with the past</b></p> <p><u>Question focus:</u> The TRC</p>  | <p><b>2. The coming of democracy to South Africa and coming to terms with the past</b></p> <p><u>Question focus:</u> Negotiated settlement and the GNU</p>  |
| <p><b>3. The end of the Cold War and a new world order – 1989 to the present</b></p> <p><u>Question focus:</u> New World Order (2014–2016)</p> <ul style="list-style-type: none"> <li>• What is globalisation?</li> <li>• Balance of power and impact on Africa: North-South and South-South relations</li> <li>• Dominance of global capitalism</li> <li>• Emerging economies and different forms of capitalism: BRICS</li> </ul> <p><u>Question focus:</u> New World Order (2017–2019)</p> <ul style="list-style-type: none"> <li>• What is globalisation?</li> <li>• South Africa's success in avoiding outright civil war and President Mandela's policy of reconciliation</li> <li>• Responses to globalisation</li> </ul> | <p><b>3. The end of the Cold War and a new world order</b></p> <p><u>Question focus:</u> The end of the Cold War: The events of 1989 (2014–2016)</p> <ul style="list-style-type: none"> <li>• Gorbachev's reforms in the Soviet Union</li> <li>• Turning point in South Africa</li> </ul> <p><u>Question focus:</u> The end of the Cold War: The events of 1989 (2017–2019)</p> <ul style="list-style-type: none"> <li>• Gorbachev's reforms in the Soviet Union</li> <li>• Eastern Europe</li> <li>• The disintegration of the Soviet Union</li> </ul> |

### 3. ASSESSING SOURCE-BASED QUESTIONS

In the assessment of candidates' ability to work with historical sources, the cognitive levels, the associated historical skills and the weighting of questions across grades must be taken into account. An elaboration is contained in the following table.

| COGNITIVE LEVELS | HISTORICAL SKILLS   | WEIGHTING OF QUESTIONS |
|------------------|---|------------------------|
| LEVEL 1          | <ul style="list-style-type: none"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>  | 30%<br>(15)            |
| LEVEL 2          | <ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>   | 40%<br>(20)            |
| LEVEL 3          | <ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul> | 30%<br>(15)            |

In the assessment of source-based questions, the following must be taken into account with regard to the **cognitive levels** and the **wording of typical questions**:

- **All Level 1** type questions require candidates to extract information from sources and define historical concepts. These questions will carry a maximum of 2 marks. Question verbs that will be used to phrase these source-based questions include, amongst others, list, quote, identify, name. Typical questions may be phrased for example: What information in the source tells you about ...? Quote FOUR reasons why... What do you understand by the term ...?
- **All Level 2** questions require candidates to interpret, analyse and engage with evidence from the sources. These questions will carry a maximum of between 4 to 6 marks. Question verbs that may be used to phrase these source-based questions include, amongst others, explain, comment, describe and organise information logically from the sources. Typical questions may be phrased for example: What message does the cartoonist convey about ...? Explain in your own words ... Why do you think ...?

- **All Level 3** questions require candidates to explain for example, the different perspectives in sources (compare/contrast), draw conclusions about the reliability and usefulness of sources, etc. These questions will carry a maximum of between 4 to 8 marks and may be assessed using an analytical/holistic rubric. Question verbs that will be used to phrase these source-based questions include, amongst others, compare or contrast, evaluate, assess, explain to what extent you would agree/disagree, comment on the reliability of the evidence in a source, explain the usefulness, comment on the consequences, explain the limitations, justify, etc. Typical questions may be phrased for example: Explain to what extent ... Compare the evidence in both Sources 1A and 1B and explain how you would account for the differences ... Comment on whether ...
- **Paragraph** questions will carry 6 to 8 marks and will be assessed using an analytical/holistic rubric. Questions will be phrased whereby candidates would be required to, answer questions on Level 3 skills (compare/contrast; bias; usefulness; reliability). For example: explain the role, impact, causes, effects or significance of a specific historical event that is related to the respective key question. Typical questions may be phrased for example:
  - Use the information in the relevant sources and your own knowledge and write a paragraph explaining the impact/significance of ...
  - Explain why a historian would consider the information in both Sources 1A and 1B useful when studying the consequences of ...
  - In what ways is the cartoonist's view (Source 1C) supported by the evidence presented in the other two sources...
  - Compare the evidence in Sources 2C and 2D and explain how the information in both sources differ regarding the ...
  - Explain why a historian might question the reliability of the evidence in Source 3A ...
  - Comment on the limitations of Source 3C for a historian studying ...

#### 4. ASSESSING ESSAY QUESTIONS

In the writing of essays, candidates must be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion. In responding to essay questions candidates should be able to:



- Plan and structure an essay
- Demonstrate a thorough knowledge and understanding of the topic
- Select and use relevant information from their own knowledge to answer the question
- Develop and sustain a relevant line of argument
- Write logically and coherently

Typical questions may be phrased using the following descriptors, for example: 'Critically discuss', 'Explain to what extent ...', 'Comment on...', 'Evaluate ...', 'Assess ...'

A rubric for marking essay-type questions is on the next page.



## Examination Guidelines

|  | <b>LEVEL 7</b>  | <b>LEVEL 6</b>   | <b>LEVEL 5</b>   | <b>LEVEL 4</b>   | <b>LEVEL 3</b>  | <b>LEVEL 2</b>  | <b>LEVEL 1</b>                               |
|--|---|--|--|--|---|---|--|
| <p><b>PRESENTATION</b></p> <p></p> <p><b>CONTENT</b></p> <p></p> | Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument. | Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument. | Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument. | Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence. | Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence. | Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion | Little or no attempt to structure the essay. |
| <p><b>LEVEL 7</b><br/>Question has been fully answered. Content selection fully relevant to line of argument.</p>  | 47 - 50   | 43 - 46  |  |  |   |   |  |
| <p><b>LEVEL 6</b><br/>Question has been answered. Content selection relevant to the line of argument.</p>  | 43 - 46   | 40 - 42  | 38 - 39  |  |   |   |  |
| <p><b>LEVEL 5</b><br/>Question answered to a great extent. Content adequately covered and relevant.</p>  | 38 - 39   | 36 - 37  | 34 - 35  | 30 - 33  | 28 - 29   |   |  |
| <p><b>LEVEL 4</b><br/>Question is recognisable in answer. Some omissions or irrelevant content selection.</p>  |   |  | 30 - 33  | 28 - 29  | 26 - 27   |   |  |
| <p><b>LEVEL 3</b><br/>Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>   |   |  |  | 26 - 27  | 24 - 25   | 20 - 23   |  |
| <p><b>LEVEL 2</b><br/>Question inadequately addressed. Sparse content.</p>   |   |  |  |  | 20 - 23   | 18 - 19   | 14 - 17                                      |
| <p><b>LEVEL 1</b><br/>Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>   |   |  |  |  |   | 14 - 17   | 0 - 13                                       |

**GLOBAL ASSESSMENT OF ESSAYS: 50 MARKS**

## **5. CONCLUSION**

This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which educators should teach to.

Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.