



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

SUBJECT ASSESSMENT GUIDELINES

HISTORY

JANUARY 2008

PREFACE TO SUBJECT ASSESSMENT GUIDELINES

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.

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1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

2.2 Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

2.2.1 Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

2.2.2 Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4*	4	4*	16
	FAL	4*	4	4*	16
Life Orientation	1	1*	1	2*	5
Mathematics or Maths Literacy	2	2*	2	2*	8
Subject choice 1**	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*	14
	FAL	5	5*	4*	14
Life Orientation	1	2*	2*		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 2**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 3	2	2*	(2*) 3*		(6 [#]) 7

Note:

- * One of these tasks in Term 2 and/or Term 3 must be an examination
- ** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.
- # The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

3. ASSESSMENT OF HISTORY IN GRADES 10 - 12

3.1 Introduction

History is a process of enquiry into past events leading to the writing of history. History trains learners to identify and extract relevant information from authentic historical sources, analyse and organise that information, understand various points of view and interpretation in history, synthesise information and present and defend an argument based on the information gained during the process of enquiry. Learners will be guided to think independently without jumping to unsupported conclusions. Confidence in their own judgment will be nurtured and learners will have the ability to defend an adopted position. By its very nature, History teaches young people the critical skills and thought processes crucial to becoming responsible citizens in a democracy. Content plays an extremely important role in History and in the National Curriculum Statement it is the context for the Learning Outcomes and Assessment Standards. In the National Curriculum Statement, assessment activities will be derived from the Learning Outcomes and Assessment Standards and the content will provide the context for assessment. Planning will begin with the allocation of content.

Learning Outcomes 1 – 3 are core to the enquiry, knowledge construction and communication process in History. Aspects of these three Learning Outcomes will be used in all work done in the History classroom. Learning Outcome 1 focuses on core investigation, Learning Outcome 2 indicates the kinds of questions we need to ask about the past as it deals with concepts and power relations and interpretation and Learning Outcome 3 is about knowledge construction and effective communication of knowledge. However, not all of the Assessment Standards in these three Learning Outcomes are suited to pen-and-paper assessment, so ‘core’ Assessment Standards will be identified for external assessment at the end of Grade 12 and final assessment in Grades 10 and 11.

Learning Outcome 4, Heritage, provides scope for practical investigations of heritage in all communities and situations. This forms a significant part of the internal Programme of Assessment, particularly in Grades 10 and 11. The Assessment Standards of Learning Outcomes 1 – 3 will be used together with Learning Outcome 4 in the assessment tasks relating to heritage.

3.2 Daily assessment in Grades 10, 11 and 12

To meet the requirements of Learning Outcomes in History, learners need to be taught to:

- question the past;
- use authentic historical sources;
- extract, analyse and synthesise information from sources;
- recognise and explain differing interpretations in history;
- construct their own history based on the evidence (information); and
- communicate their new knowledge in different ways.

To achieve this, classroom activities need to be based on:

- investigations (starting with key questions) which use historical sources to provide learners with information to help answer the question;
- activities that link directly to the Assessment Standards of the Learning Outcomes;
- opportunities in class for individual, paired work, discussion and debate; and
- important language and communication skills that need to be taught, such as directed discussion and focused debate;
- teaching writing skills for developing arguments supported by historical evidence.

Examples of questions linked to Assessment Standards for daily assessment:

ASSESSMENT STANDARD	EXAMPLE OF QUESTIONS
• Extract relevant information	What does the source document tell us about ...?
• Organise information and data logically	Use the information in the source documents to draw up a timeline of ... Draw up a comparison table of cause and effect using information from source documents Use the information to support an argument
• Interpret and evaluate information and data from sources	How reliable is the information in the source document? What does the data (e.g. about elections or people killed during the French Revolution) tell us about ...?
• Explain the dynamics of changing power relations	How did the king lose power during the French Revolution? How did mass action change the course of the French Revolution?
• Explain various interpretations and perspectives	Industrial Revolution: Study a source document from a factory owner's point of view and a worker's point of view. Why would each see the importance of, for example, trade unions differently?

Further examples of daily assessment tasks include:

1. At the beginning of Grade 10, it would be useful to find out what the learners coming from Grade 9 know and can do. A task based on source documents that test the Grade 9 Learning Outcomes and Assessment Standards could serve as an assessment for learners at the beginning of Grade 10.
2. Tasks that practise learners' skills with working with historical sources are important. Questions need to be about the information in the source as well as about the source itself.
3. Learners need to be given tasks that develop visual literacy. Many historical sources that learners will use are visual – photographs, paintings, posters or cartoons. Learners need to be taught to 'read' images. This will include the 'story' the image is telling, as well as the purpose and message of the image.
4. It is also important to teach extended writing skills in History. Learners need to be able to write in various genres, including essays.
5. Tasks that investigate heritage could take several forms. Heritage is a very broad category and could include ideas, community structures, natural features as well as monuments, buildings and other objects left to us from the past. An example of a classroom-based heritage activity could examine the heritage of the French Revolution in the context of our ideas of democracy today.

3.3 Assessment in Grades 10 and 11

The Programme of Assessment for History in Grades 10 and 11 comprises seven tasks which are internally assessed. Of the seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for History, while the end-of-year examination is the seventh task and makes up the remaining 75%.

3.3.1 Programme of Assessment in Grades 10 and 11

Of the six tasks undertaken during the year, two tasks are tests, one is a mid-year examination and the remaining three tasks should make use of different forms of assessment such as source-based writing, assignments or investigations. The following table provides an example of a Programme of Assessment for Grades 10 and 11:

TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	2 tasks	1 task
<ul style="list-style-type: none"> Source-based and extended writing Test under controlled conditions 	<ul style="list-style-type: none"> Heritage investigation Midyear examination 	<ul style="list-style-type: none"> Oral history, research or enrichment assignment Test under controlled conditions 	<ul style="list-style-type: none"> End-of-year examination
25% of total year mark = 100 marks			75% of total year mark = 300 marks

See Appendix 1 for examples of Grade 10 and 11 assessment tasks.

The following table provides suggested task requirements per term:

PROGRAMME OF ASSESSMENT				
REQUIREMENTS	TERM 1	TERM 2	TERM 3	TERM 4
Two (2) tests written under controlled conditions Suggested test totals: Grade 10 tests: 50 marks Grade 11 first test 50 marks, all other tests: 75 marks	1		1	
One investigation involving heritage (LO4) (Compulsory) Heritage links learners to the historical reality of the world around them and the influence of the past on the present. It introduces them to a variety of career possibilities related to history as a discipline and an assignment could harness ideas around this aspect. This investigation uses Learning Outcome 4 and the historical rigour of the other three Learning Outcomes. The Grade 11 project can be carried over into Grade 12. In Grade 12 the learners need to discuss the ideologies and debates around heritage, using their project as a case study.		1		
Oral history, research or enrichment assignment Any one of these can be chosen. However, the oral history investigation and enrichment assignment should be set within a research context (i.e. the context of the period reflected in the interview).			1	
Source-based with extended writing tasks in non-controlled conditions.	1			
Midyear and end-of-year examinations		1		1

See Appendices 2 and 3 for guidance on how to develop source-based extended writing tasks and how to set source-based questions on different levels respectively. An assessment matrix for the assessment of source-based extended writing tasks is provided in Appendix 4.

Suggested weighting of the assessment tasks for Grades 10 and 11:

ASSESSMENT ACTIVITY	400 MARKS
Midyear examination: Grade 10: 100 marks reduced to ... Grade 11: 150 marks reduced to ...	20
Two standardised tests under controlled conditions: Grade 10: 50 x 2 = 100 reduced to ... Grade 11: 50 for the first and 75 for the second = 125 reduced to...	20
One heritage assignment: Grade 10: at least 50 marks reduced to... Grade 11: at least 75 marks reduced to...	30
One oral history or enrichment or research assignment 50 or 75 reduced to...	20
One source-based extended writing task: Grade 10: at least 30 reduced to... Grade 11: 50 reduced to...	10
Total for assessment tasks undertaken during the year:	100
End-of-year examination: Grade 10: 150 doubled to ... (1 Paper out of 150) Grade 11: 300	300
Total for Programme of Assessment:	400

3.3.2 Guidelines for the setting of Grades 10 and 11 examination papers

Examinations are written twice a year in Grades 10 and 11: mid year and at the end of the year. The table below provides a suggested outline for the Grade 10 and 11 papers.

Suggested format for Grade 10 and 11 examinations:

<i>MIDYEAR AND END-OF-YEAR EXAMINATIONS</i>	
<i>EXAMINATION</i>	<i>MARKS</i>
Grade 10: One two-hour paper mid year: Two questions to be answered from a choice of questions. Each question counts 50 marks: 30 for source-based questions and 20 for extended writing.	100
One three-hour paper at the end of the year: A question should be set on each content section. Learners will be required to answer 3 questions. Each question counts 50 marks: 30 for source-based questions and 20 for extended writing.	150

<i>MIDYEAR AND END-OF-YEAR EXAMINATIONS</i>	
<i>EXAMINATION</i>	<i>MARKS</i>
Grade 11: One paper mid year: One three-hour paper. Each question counts 50 marks: 30 for source-based questions and 20 for extended writing.	150
Two papers at the end of the year: The Grade 11 papers will consist of two papers of three hours each. The mark allocation will be 150 for each of the question papers. Questions set on all sections. Two questions must be answered in each paper. Paper 1: 150 marks. Each question counts 75 marks: 45 for source-based questions and 30 for extended writing. Paper 2: 150 marks. Each question counts 75 marks: 45 for source-based questions and 30 for extended writing.	300

Details of question papers in Grades 10 and 11:

Assessment will be based on the Learning Outcomes and Assessment Standards as well as the product (the writing of history). Learners will also have to demonstrate a thorough knowledge of the relevant period.

Grade 10

In Grade 10 all examination questions will combine source work and extended writing. The examinations will be based on historical source material from which the enquiry process will unfold. Each question will have an overall key question. The topics will relate to the content framework – See Appendix 5. Learners will have to demonstrate understanding of historical concepts and historical interpretation. Communication of knowledge and understanding in the examination will be in the form of extended writing based on the key question and the sources included in the question. Where appropriate, the extended writing will require learners to demonstrate competence in various genres of writing (e.g. comparisons, interpretations, development of an argument). Extended writing can also include essays.

Learning Outcomes and Assessment Standards to be assessed in examinations in Grade 10:

LEARNING OUTCOMES	ASSESSMENT STANDARDS
	The learner is able to:
Learning Outcome 1	<ul style="list-style-type: none"> • Extract relevant information and data from the sources and organise it logically. • Engage with sources of information to judge their usefulness for the task.
Learning Outcome 2	<ul style="list-style-type: none"> • Explain historical concepts. • Identify the socio-economic and political power relations operating in societies. • Explain why there are different interpretations of historical events, peoples' actions and changes.
Learning Outcome 3	<ul style="list-style-type: none"> • 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 written form.

Grade 11

The midyear examination in Grade 11 will be similar to the Grade 10 examination. This will be one paper with a combination of source-based questions and extended writing. Each question will have an overall key question. The topic will relate to the content framework – See Appendix 5. In November, the Grade 11 examination will consist of two papers of three hours each.

Learning Outcomes and Assessment Standards to be assessed in examinations in Grade 11:

LEARNING OUTCOMES	ASSESSMENT STANDARDS
	The learner is able to:
Learning Outcome 1	<ul style="list-style-type: none"> Analyse 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.
Learning Outcome 2	<ul style="list-style-type: none"> Use historical concepts 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.
Learning Outcome 3	<ul style="list-style-type: none"> 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. Communicate knowledge and understanding in a written form.

3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for History and an external examination which makes up the remaining 75%. The Programme of Assessment for History comprises seven tasks which are internally assessed. The external examination is externally set and moderated.

The following table provides an example of the annual assessment plan for Grade 12:

TERM 1	TERM 2	TERM 3	TERM 4
3 tasks	2 tasks	2 tasks	
<ul style="list-style-type: none"> Source-based and extended writing Heritage investigation Test under controlled conditions 	<ul style="list-style-type: none"> Either enrichment assignment or second source-based and extended writing task Midyear examination 	<ul style="list-style-type: none"> Test under controlled conditions Trial examination 	<ul style="list-style-type: none"> Final external examination
25% of total year mark = 100 marks			75% of total year mark = 300 marks

See Appendix 1 for examples of Grade 12 assessment tasks.

3.4.1 Programme of Assessment in Grade 12

The Programme of Assessment for History in Grade 12 comprises seven tasks which are internally assessed. Of the seven tasks, two are examinations and two are tests. The remaining three tasks are an investigation, oral history or research or assignment and a source-based extended writing task.

The following table provides an example of the internal tasks for Grade 12:

PROGRAMME OF ASSESSMENT			
REQUIREMENTS	TERM 1	TERM 2	TERM 3
Two (2) tests written under controlled conditions Both = at least 75 marks	1		1
One investigation into heritage (Compulsory) In Grade 12 learners continue with the assignment started in Grade 11. They will need to add a theoretical section dealing with the ideologies and debates around heritage, comparing the differences between memorials in different knowledge systems, and if appropriate, archaeology's contribution. At least 75 marks.	1		
Oral history or research or enrichment assignment: Any one of these can be chosen. However, the oral history investigation and enrichment assignment should be set within a research context (i.e. the context of the period reflected in a series of interviews), or instead of this, two substantial source-based and extended writing tasks. At least 75 marks.		(1)	
Source-based with extended writing tasks in non-controlled conditions. (Either one, or two – see above.)	1	(1)	
Midyear and trial examinations		1	1

Note: In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

Appendices 2 and 3 provide guidance on how to develop source-based extended writing tasks and how to set source-based questions on different levels respectively. An assessment matrix for the assessment of source-based extended writing tasks is provided in Appendix 4.

Suggested weighting of the assessment tasks for Grade 12:

ASSESSMENT ACTIVITY	100 MARKS
Midyear and trial examination reduced to ...	20
Two standardised tests in controlled conditions reduced to ...	20
Heritage investigation (continued from Grade 11) reduced to ...	30
Research assignment, enrichment activity or oral history project reduced to ...	20
Source-based extended writing task	10
Total	100

3.4.2 External assessment in Grade 12

Grade 12 learners are expected to write two papers in the final end-of-year examination.

Suggested format for Grade 12 end-of-year examination:

<i>EXTERNAL END-OF-YEAR ASSESSMENT</i>	
<i>EXAMINATION</i>	<i>MARKS</i>
<p>Two papers: three hours each The papers have an overall key question. Candidates should construct or explain history from source material.</p>	
<p>Paper 1 (3 hours): Set four questions; answer two. Overall key question for Paper 1: ‘What legacies of the mid-20th century have shaped our present?’ The content framework for Paper 1: 1. What was the impact of the Cold War in forming the world in the 1960s? <ul style="list-style-type: none"> • USSR/USA – creating spheres of interest • What role did the UN and other multi-lateral organisations such as the OAU, NAM play in attempting to mediate conflict in Africa? 2. How was uhuru realised in Africa in the 1960s and 1970s? 3. What forms of civil society protest emerged from the 1960s up to 1990? Focus 1960s: Civil rights movements and Black Power movements in the USA; world nuclear disarmament movements, peace movements and women’s movements. 4. Focus 1970s: Black Consciousness Movement in South Africa, Apartheid South Africa in the 1980s.</p>	<p>2 x 75 = 150</p>
<p>Paper 2 (3 hours): Set four questions; answer two. Overall key question for Paper 2: ‘What legacies of the mid-20th century have shaped our present?’ The content framework for Paper 2: 1. How did South Africa emerge as a democracy from the crisis of the 1990s? 2. Dealing with the past and facing the future: the work of the TRC. 3. What was the impact of the collapse of the USSR in 1989 on: <ul style="list-style-type: none"> • The dominance of the USA? • On ending apartheid in South Africa? 4. What was the impact of the collapse of the USSR in 1989 on: <ul style="list-style-type: none"> • Africa: re-imagining the nation in the 1990s – a case study from central, west or north Africa? </p>	<p>2 x 75 = 150</p>

Learning Outcomes and Assessment Standards to be assessed in examinations in Grade 12:

LEARNING OUTCOMES	ASSESSMENT STANDARDS
	The learner is able to:
Learning Outcome 1	<ul style="list-style-type: none"> • Interpret and evaluate information and data from sources. • Evaluate the usefulness of the sources for the task, taking into account stereotypes, subjectivity and gaps in the available evidence.
Learning Outcome 2	<ul style="list-style-type: none"> • Analyse historical concepts 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 to draw independent conclusions about the actions or events.
Learning Outcome 3	<ul style="list-style-type: none"> • 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 to support the argument. • Sustain and defend a coherent and balanced argument. • Communicate knowledge and understanding in a written form.

3.5 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30-39%) in History.

Learners should strive to achieve certain skills, conceptual knowledge, values and attitudes by the end of the grade. These competencies can only be demonstrated within the context of the suggested content for each grade.

3.5.1 Grade 10

By the end of Grade 10, a learner who has achieved the minimum competence for this grade can ask questions about the past and use a range of enquiry skills to answer the questions. In this process, the learner extracts and organises evidence from a variety of historical sources of information, demonstrates an understanding of concepts relevant to the area of investigation, identifies perspectives and points of view in historical sources of information, recognises the power relations operating within societies and uses skills and knowledge acquired to construct a personal historical argument. In constructing an historical argument, the learner expresses an opinion about the past based on evidence and communicates this in a variety of ways. The learner also engages critically with issues of heritage and public representations of the past and the conservation of heritage and with issues around knowledge systems including indigenous knowledge systems.

3.5.2 Grade 11

By the end of Grade 11, a learner who has achieved the minimum competence for this grade can apply a range of enquiry skills to identify issues relating to the past, including raising critical questions about these issues, collecting and analysing information and data to answer the questions and using historical concepts in order to structure the study of the past. The learner analyses socio-economic and political power relations operating within societies. The learner also identifies and explains points of view or perspectives of peoples' actions and events in the past, develops an argument and takes a position on available information, discusses the issues and reaches a conclusion producing a coherent presentation and providing explanations for positions taken. The learner engages critically with issues of heritage and public representations of the past to analyse public representations.

3.5.3 Grade 12

By the end of Grade 12, a learner who has achieved the minimum competence for this grade can work independently, formulating enquiry questions and gathering, analysing, interpreting and evaluating relevant evidence to answer the questions. The learner uses key concepts to analyse the past, understand and explain the dynamics of change in the context of power relations operating in societies, compare and contrast points of view or perspectives of the past and draws independent conclusions based on evidence. The learner synthesises information about the past from a range of sources, sustains and defends an independent line of historical argument and communicates and presents information reliably and accurately verbally and in writing. The learner

discusses the ideologies and debates around heritage and public representations and explores ways in which the past is memorialised in different knowledge systems.

3.6 Moderation of internal assessment

All schools should have an internal assessment moderation policy in place, which has guidelines for the internal moderation of all significant pieces of assessment. There should also be scheduled dates for the internal moderation of teacher portfolios and evidence of learner performance.

The teacher portfolio required for moderation for promotion requirements should include:

- Planning
- Assessment strategies
- Copies of tasks, tests and exams administered
- Assessment criteria and marking guidelines for the above
- Mark schedules
- Records of how the marks were arrived at
- Attendance records

The subject head and the School Management Team are responsible for drawing up the moderation plan and for ensuring that school-based moderation happens on a regular basis. See Appendix 6 for an example of an internal moderation tool.

APPENDIX 1: EXAMPLES OF PROGRAMME OF ASSESSMENT TASKS FOR GRADES 10 - 12

TASK 1: SOURCE WORK AND EXTENDED WRITING

Scope of source work and extended writing

This is a compulsory task. Source work and extended writing are the regular tasks in History that build the skills and understanding for the first three Learning Outcomes and the skills and understanding for the examinations. While ongoing classroom activities can be shorter, more focussed tasks (e.g. to teach certain skills when working with source documents, or writing skills), the Programme of Assessment task needs to include both source work and extended writing. There will be an overall key question for each of the tasks.

GRADE 10	
Core criteria for assessing combined source and extended writing work (The criteria will need to be adapted for specific tasks.)	
LO1: Enquiry	<ul style="list-style-type: none"> • Information and data extracted from sources is relevant. • Information and data has been organised logically. • The usefulness of the sources for answering the question has been explained.
LO2: Concepts	<ul style="list-style-type: none"> • The historical concepts have been explained. • The socio-economical and political power relations have been identified. • The reason why there are different interpretations of an event has been explained.
LO3: Knowledge construction and communication	<ul style="list-style-type: none"> • Statistical information has been converted to graphical or written information. • An argument has been planned and constructed. • A conclusion has been reached based on the evidence. • Knowledge and understanding has been effectively communicated.

GRADE 11	
Core criteria for assessing combined source and extended writing work. (The criteria will need to be adapted for specific tasks.)	
LO 1: Enquiry	<ul style="list-style-type: none"> • Information and data extracted is relevant and organised logically. • Information and data has been analysed. • The usefulness of the sources for answering the question has been evaluated.
LO 2: Concepts	<ul style="list-style-type: none"> • Concepts have been used appropriately. • The socio-economical and political power relations have been analysed. • Various interpretations and perspectives of historical events have been explained. • The reason why people in a particular historical context acted as they did has been explained.
LO 3: Knowledge construction and communication	<ul style="list-style-type: none"> • Conclusions have been drawn from quantitative data. • Evidence has been used to formulate an argument. • Evidence has been used to substantiate independent conclusions. • Knowledge and understanding has been effectively and appropriately communicated.

GRADE 12	
Core criteria for assessing combined source and extended writing work (The criteria will need to be adapted for specific tasks.)	
LO 1: Enquiry	<ul style="list-style-type: none"> • Information and data extracted is relevant • Information and data has been organised logically. • Information and data have been interpreted and evaluated. • Sources have been evaluated in terms of their usefulness for the task. • Stereotypes, subjectivity and gaps have been identified in available sources.
LO 2: Concepts	<ul style="list-style-type: none"> • The historical concepts have been analysed. • The dynamics of changing power relations within societies has been explained. • Different interpretations and perspective of events, people's actions and changes have been compared and contrasted. • An independent conclusion about the actions or events has been reached.
LO 3: Knowledge construction and communication	<ul style="list-style-type: none"> • Controversial interpretations of statistics have been identified. • Conclusions based on data have been engaged with critically. • An argument has been planned and constructed. • A coherent and balanced argument has been sustained and defended. • Knowledge and understanding has been effectively and appropriately communicated.

TASK 2: RESEARCH ASSIGNMENT

Scope of research assignment

Learners may choose between a research assignment, oral history assignment and enrichment assignment. This task requires the learner to complete an assignment based on research, which is based on the process of enquiry. A key question is needed of which the topic relates to the content framework – See Appendix 5. The assignment must show evidence of planning and demonstrate that information (evidence) gained through research was used to construct an argument and reach a conclusion based on the key question. Ideally, learners will demonstrate their ability to formulate a question for research and to identify, select and access relevant sources for the assignment. In Grade 10, learners will need to be guided in the formulation of a question for their research assignment and in locating the information sources available to them to research their chosen topic.

GRADE 10:
Core assessment criteria for assessing research assignments (Criteria might be added to make the core criteria more appropriate for specific tasks.)
Criterion 1 Formulate questions for the research project <ul style="list-style-type: none">• Questions of How ..., Why ..., What ..., Where ..., How did it change ... are used.• Questions are appropriate to the topic (which relates to the Grade 10 content framework) being investigated – See Appendix 5.
Criterion 2 Identify and select sources of information from those provided <ul style="list-style-type: none">• Selected sources are all relevant to the chosen research topic.
Criterion 3 Knowledge and understanding of the period <ul style="list-style-type: none">• Important issues related to the area of research have been identified.• Information has been used in a way that shows knowledge and understanding of the area of research.
Criterion 4 Historical concepts and interpretation (where appropriate) <ul style="list-style-type: none">• Historical concepts relevant to the topic have been explained.• Significant power relations (socio-economic and political) have been identified.• Differing points of view relevant to the topic have been identified.
Criterion 5 Historical enquiry and communication <ul style="list-style-type: none">• The information and data selected from the sources is relevant.• Information is coherent and presented logically and chronologically.• The argument is well planned and constructed.• The line of argument is clearly based on the evidence from the sources consulted.• A conclusion has been reached based on the evidence.
Criterion 6 Presentation <ul style="list-style-type: none">• Illustrations, if any, are contextualised and reasons given for including them.• The source of all illustrations and quotes are acknowledged, either in a footnote or at the end of the assignment.• Bibliography is correctly set out and all sources (including Internet sources) that were consulted are properly acknowledged.
Criterion 7 Plagiarism <ul style="list-style-type: none">• Own words, apart from quotations, were used throughout the assignment.• None of the assignment has been plagiarised, either from books or the Internet.

GRADE 11
Core assessment criteria for assessing research assignments (Criteria might be added to make the core criteria more appropriate for specific tasks.)
<p>Criterion 1 Formulate questions about critical issues within the chosen topic</p> <ul style="list-style-type: none"> • Key issues within the chosen topic (which relates to the Grade 11 content framework) have been identified – See Appendix 5. • Questions of How ..., Why ..., What ..., Where ..., are used relating to the issues.
<p>Criterion 2 Identify and select sources of information from those provided</p> <ul style="list-style-type: none"> • Selected sources are all relevant to the chosen research topic. • Different categories of sources have been used. • Sources used have been evaluated for their appropriateness.
<p>Criterion 3 Knowledge and understanding of the period</p> <ul style="list-style-type: none"> • There is clear understanding of the key issues related to the area of research. • Information has been used in a way that shows knowledge and understanding of the area of research.
<p>Criterion 4 Historical concepts and interpretation (where appropriate)</p> <ul style="list-style-type: none"> • Historical concepts relevant to the topic have been used and explained. • Significant power relations (socio-economic and political) have been analysed. • Various interpretations and points of view have been identified and explained. • Actions of key people in the topic under research have been explained.
<p>Criterion 5 Historical enquiry and communication</p> <ul style="list-style-type: none"> • The information and data selected from the sources is relevant. • Information and data have been analysed. • Information is coherent and presented logically and chronologically. • The argument is well planned and constructed. • The line of argument is clearly based on the evidence from the sources consulted. • The conclusion reached is based on the evidence and shows independent reasoning.
<p>Criterion 6 Presentation</p> <ul style="list-style-type: none"> • Illustrations, if any, are contextualised and reasons given for including them • The source of all illustrations and quotes are acknowledged, either in a footnote or at the end of the assignment. • Bibliography is correctly set out and all sources (including Internet sources) that were consulted are properly acknowledged.
<p>Criterion 7 Plagiarism</p> <ul style="list-style-type: none"> • Own words, apart from quotations, have been used throughout the assignment. • None of the assignment has been plagiarised, either from a peer, traditional printed texts or the Internet.

GRADE 12
Core assessment criteria for assessing research assignments (Criteria might be added to make the core criteria more appropriate for specific tasks.)
<p>Criterion 1 Formulate questions about concepts within the chosen topic</p> <ul style="list-style-type: none"> • Key concepts within the chosen topic (which relates to the Grade 12 content framework) have been identified – see Appendix 5. • Questions of How..., Why ..., What ..., Where ... are used relating to the concepts and/or issues.
<p>Criterion 2 Identify and access a variety of sources of information</p> <ul style="list-style-type: none"> • A variety of possible sources have been identified. • The sources were all relevant to the research topic. • Sources used have been evaluated for their appropriateness. • Bias/stereotypes/possible gaps have been identified in the sources if appropriate.
<p>Criterion 3 Knowledge and understanding of the period</p> <ul style="list-style-type: none"> • There is clear understanding of the key issues and concepts related to the area of research. • Information has been used in a way that shows knowledge and understanding of the area of research.
<p>Criterion 4 Historical concepts and interpretation (where appropriate)</p> <ul style="list-style-type: none"> • Historical concepts relevant to the topic have been analysed. • Dynamics of change have been identified and explained. • Various interpretations and points of view have been compared and contrasted.
<p>Criterion 5 Historical enquiry and communication</p> <ul style="list-style-type: none"> • The information and data selected from the sources is relevant. • Information and data have been analysed and controversial issues noted where appropriate. • Information is coherent and presented logically and chronologically. • Argument is well planned and constructed and shows independent thinking. • Evidence has been used to highlight and support a logical and sustained argument or analysis. • Quotations have been used to support an argument or analysis.
<p>Criterion 6 Presentation</p> <ul style="list-style-type: none"> • Illustrations, if any, are correctly contextualised and reasons given for including them. • The source of all illustrations and quotes are acknowledged, either in a footnote or at the end of the assignments • Footnotes and bibliography are clear and consistent. • Bibliography and footnotes are correctly set out and all sources (including Internet sources) that were consulted are properly acknowledged.
<p>Criterion 7 Plagiarism</p> <ul style="list-style-type: none"> • Own words, apart from quotations, have been throughout the assignment. • All quotations are acknowledged. • None of the assignment has been plagiarised.

TASK 3: ENRICHMENT ACTIVITY CRITERIA

Scope of the enrichment activity

Learners may choose between a research assignment, oral history assignment and enrichment assignment. An enrichment activity is a creative, original, new, fresh way of presenting investigations in History or research work that cannot be categorised as a traditional or conventional research assignment. The assignment will follow all the steps of the research assignment with the difference that the ultimate presentation of the investigation or research will have creative elements, for example documentaries, videos, biographies, multimedia presentations, posters, public history, investigation of heritage, festivals and related values, poems and local histories. This type of assignment provides for different learning styles.

Elements of an enrichment activity:

- Enquiry skills should be reflected: learners must extract and organise evidence and transform it to present it in a different format.
- The activities should provide opportunities for learners to demonstrate a range of historical skills, which could vary considerably from task to task.
- All enrichment activities must show evidence of understanding the historical period and should be based on sources.
- Sources consulted should be acknowledged –on the back or on an accompanying sheet of paper.
- Assessment should reflect both process and product.
- Learners' progress should be monitored as they work on the assignment.
- Assessment criteria need to be developed according to the specific tasks.

A collection of pictures or pieces of writing pasted onto a sheet of paper or something downloaded from the Internet is not an enrichment assignment and should not be accepted.

There will be a core set of criteria for assessing. Each form of enrichment activity will then have an additional set of criteria to assess that particular form of communication.

GRADES 10 – 12
Core assessment criteria for all enrichment assignments
Criterion 1 Clear evidence of planning and research <ul style="list-style-type: none">• There is an overall key question for the assignment.• The assignment shows evidence of planning.• Sources on which the assignment is based have been identified.• The presentation reflects the evidence or information from the sources.• Sources have been acknowledged in a correctly written bibliography attached to the assignment.• The presentation is clear and coherent and has a clear message.• There is evidence of creative, original, new, fresh way of presenting investigations.
Criterion 2 Historical context <ul style="list-style-type: none">• The product clearly relates to the historical period under study.

GRADES 10 – 12
The following are criteria for guiding learners in creating a poster and for assessing a poster – different criteria will be needed for other forms of presentation, e.g. models, role play, etc.:
Criterion 1 Target audience <ul style="list-style-type: none"> • The target audience has been clearly identified.
Criterion 2 Slogan or written message <ul style="list-style-type: none"> • If there is a slogan, the slogan/words effectively communicate the poster’s message. • Does the poster have an overt or literal message (in-your-face message)? • Does the poster have a covert or hidden message?
Criterion 3 Visual images or message <ul style="list-style-type: none"> • The choice of visual images effectively supports the poster’s message. • The images reflect the historical period.
Criterion 4 Design features of the poster <ul style="list-style-type: none"> • There is evidence of planning and thought in the design of the poster. • The design of the poster clearly supports the overt and covert messages. • The use of font style and the size of the writing and variations support the message of the poster. • The use of design elements, namely line, tone, colour, shape, space (depth) and pattern support the message of the poster. • The use of symbols is appropriate to the message of the poster.
Criterion 5 Creativity <ul style="list-style-type: none"> • The poster is original (evidence of own work) and eye-catching (design features).

Note: Learning Outcome 3: Assessment Standard 4 deals with effective communication. This will be different according to the type of communication and criteria will need to be developed to suit the task. Here, the second set of criteria spell out effective communication in terms of this particular task – that is, the design of an effective poster to communicate information.

TASK 4: ORAL HISTORY PROJECT

Scope of the oral history project

Learners may choose between a research assignment, oral history assignment and enrichment assignment. Oral history projects in Grades 10 – 12 should have a number of components: key question to focus the research; background research to set interviews in context; interviews and transcription of the interviews; a written discussion about how the information in the interviews relates to the period and, at Grade 12 level, an evaluation of the interviews as sources about the past. Optional self-reflection can be included at the end: what has doing this project meant to me [the learner] in terms of personal growth and knowledge and understanding of the period? This self-reflection could also focus on more direct questions, especially in Grade 10, such as: What was the most important thing you learned from the oral histories? Having done the project, what would you like to know more about?

GRADES 10 – 12:
Core assessment criteria for research section: Use the criteria for each grade as outlined for the research assignment (Criteria might be added to make the core criteria more appropriate for specific tasks.)
Criterion 1 Formulate questions for the project
Criterion 2 Identify and access a variety of sources of information
Criterion 3 Knowledge and understanding of the period
Criterion 4 Historical enquiry
Criterion 5 Presentation

GRADES 10 – 12
Criteria for assessing an oral history project
<p>Criterion 1 Interview questions</p> <ul style="list-style-type: none"> • The questions were focused and open ended. • The questions were appropriate and elicited information relevant to the overall question. • There were sufficient questions.
<p>Criterion 2 Interviewee</p> <ul style="list-style-type: none"> • Person(s) interviewed was (were) appropriate. • The biographical details of the interviewee(s) was (were) given.
<p>Criterion 3 Preparation and planning</p> <ul style="list-style-type: none"> • There is evidence of careful preparation for the interviews. • There is evidence of project planning. • All preparation and planning notes are included in the project.
<p>Criterion 4 Presentation of the information from the interviews</p> <ul style="list-style-type: none"> • The interviewee(s) was (were) placed into historical context. • The context for understanding the interview(s) was given. • The information from the interviews was placed in historical context. • The information from the interviews was accurately transcribed (if a tape recorder was used). • The information from the interviews was analysed and organised coherently, showing different points of view if appropriate. • The presentation of the project to the class was clear and effective.
<p>Criterion 5 Self-reflection</p> <ul style="list-style-type: none"> • Comments show depth of thought about the process and the product.

TASK 5: INVESTIGATION OF HERITAGE

Scope of the heritage assignment

This is a compulsory task. Activities linked to Learning Outcome 4 might take the form of problem solving linked to current issues around heritage and public representations where learners could be asked to present plans for community memorials, heritage sites, museums, etc. or more straightforward investigations into local or national heritage sites. This could be linked to indigenous knowledge about a place or area or to tourism, national commemoration days and so on. The main idea is to broaden learners' understanding of the past and how it is represented and to take History out of the confines of the classroom. The heritage assignment in Grade 12 could be an extension of the practical assignment carried out in Grade 11. However, if teachers wish and time allows it, a new assignment can be completed. The Assessment Standards in Grade 12 require learners to understand and discuss ideologies and debates around heritage issues; to compare memorials linked to different knowledge systems and to understand the contribution of archaeology and palaeontology to our understanding of heritage. This could form an introduction added to the Grade 11 practical project.

The Assessment Standards of Learning Outcome 4 will need to be adapted to suit individual heritage assignments. It is not possible to have all aspects of the last *criterion*, for example, in one heritage assignment. Those not included will need to be addressed separately.

GRADE 10:
Core assessment criteria from Learning Outcome 1 (Criteria might be added to make the core criteria more appropriate for specific tasks.)
Criterion 1 Formulate questions for the research project <ul style="list-style-type: none">• There is an overall key question.• Questions are appropriate to the investigation.
Criterion 2 Historical enquiry <ul style="list-style-type: none">• The information and data selected from the heritage sources is relevant.• Information is coherent and presented logically and chronologically.• Discussion is well planned and constructed.• Discussion is based on the evidence from the sources consulted.• A conclusion has been reached based on the evidence.

GRADE 10
Learning Outcome 4
<ul style="list-style-type: none">• The meaning of heritage and public representations has been explained.• The importance of conservation of heritage sites and public representations has been explained.• The meaning of knowledge systems, including indigenous knowledge systems has been explained.• <i>Ways in which archaeology, oral history and indigenous knowledge systems contribute to an understanding of our heritage have been identified.</i>

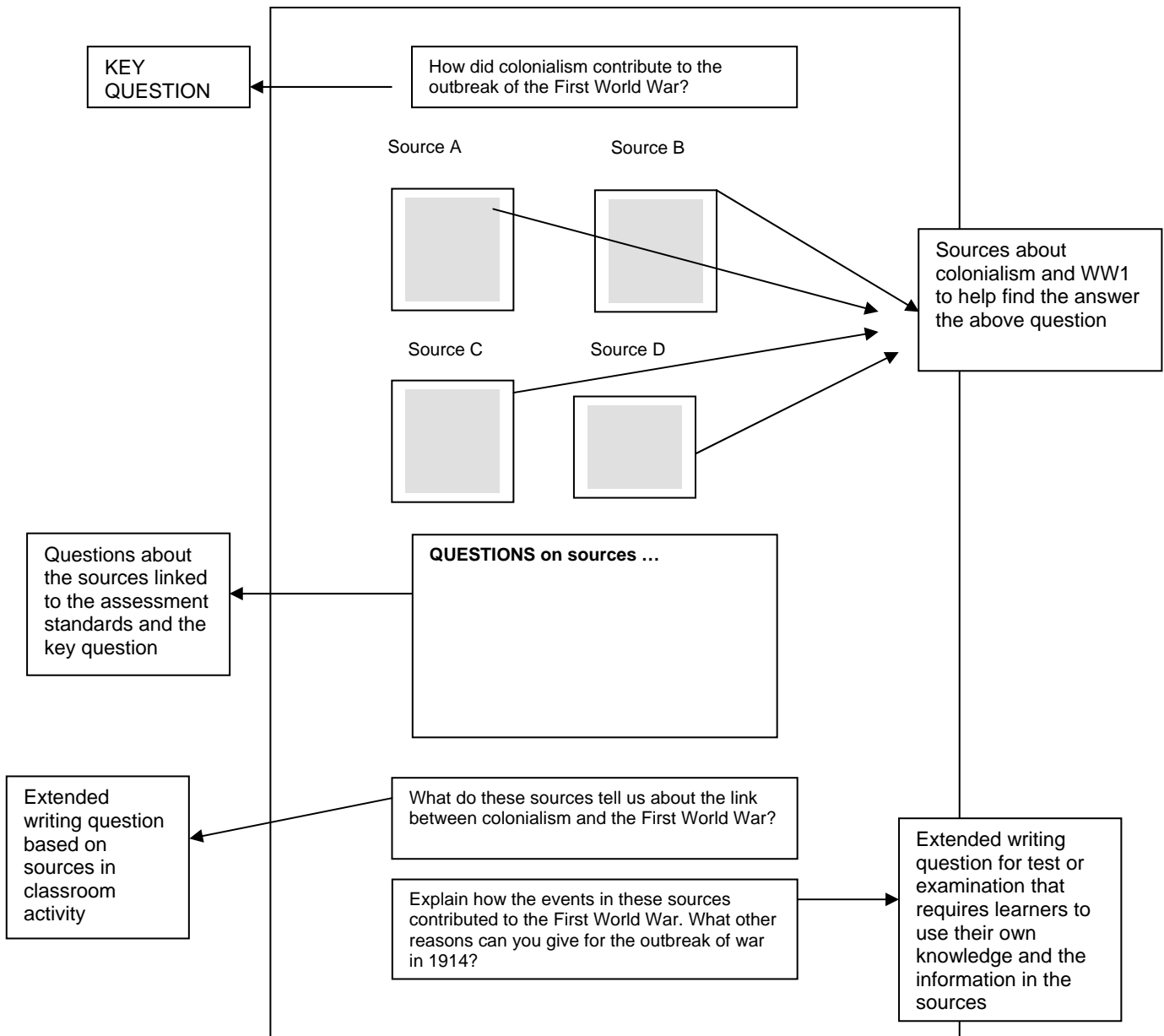
GRADE 11
Core assessment criteria from Learning Outcome 1 (Criteria might be added to make the core criteria more appropriate for specific tasks.)
Criterion 1 Formulate questions about critical issues within the chosen topic <ul style="list-style-type: none"> • Key issues within the chosen heritage topic have been identified. • There is an overall key question.
Criterion 6 Historical enquiry <ul style="list-style-type: none"> • The information and data selected from the heritage sources is relevant. • Information and data have been analysed. • Information is coherent and presented logically and chronologically. • The argument is well planned and constructed. • The line of argument is clearly based on the evidence from the heritage sources consulted. • The conclusion reached is based on the evidence and shows independent reasoning.

GRADE 11
Learning Outcome 4
<ul style="list-style-type: none"> • Public representations and commemoration of the past, e.g. monuments and museum displays, have been analysed.
<ul style="list-style-type: none"> • Debates around knowledge systems have been identified.
<ul style="list-style-type: none"> • <i>The significance of archaeology and palaeontology in understanding the origins of humans has been analysed.</i>

GRADE 12
Core assessment criteria from Learning Outcome 1 (Criteria might be added to make the core criteria more appropriate for specific tasks.)
Criterion 1 Formulate questions about concepts within the chosen topic <ul style="list-style-type: none"> • Key concepts within the chosen topic have been identified. • There is an overall key question.
Criterion 6 Historical enquiry <ul style="list-style-type: none"> • The information and data selected from the heritage sources is relevant. • Information and data have been analysed and controversial issues noted where appropriate. • Information is coherent and presented logically and chronologically. • The argument is well planned and constructed and shows independent thinking. • The evidence has been used to highlight and support a logical and sustained argument or analysis.

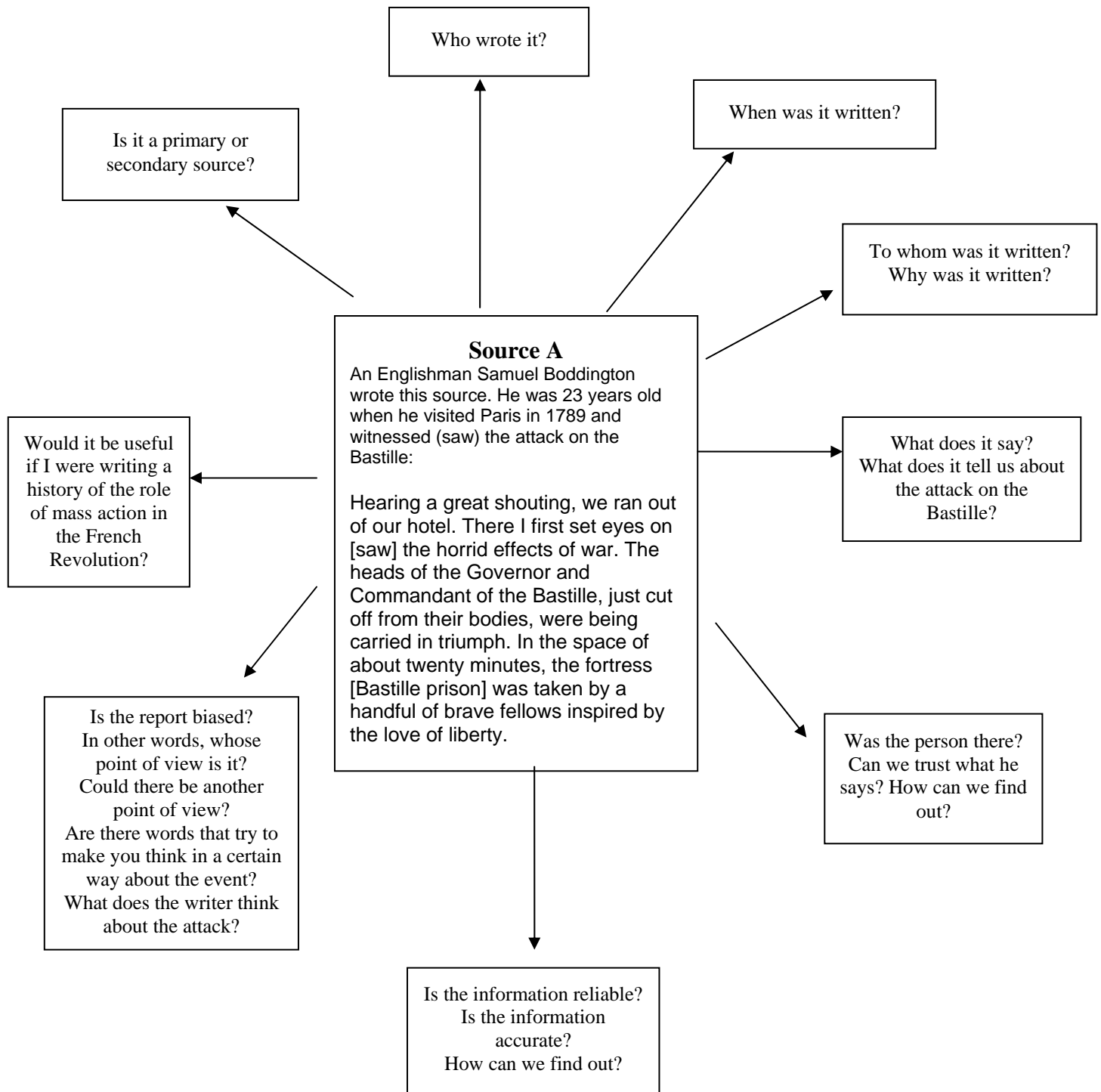
GRADE 12
Learning Outcome 4
<ul style="list-style-type: none"> • Ideologies and debates around heritage issues and public representations have been explained.
<ul style="list-style-type: none"> • Ways in which memorials are constructed in different knowledge systems have been compared.
<ul style="list-style-type: none"> • <i>The relationship between archaeology, palaeontology and other knowledge systems in understanding heritage has been investigated.</i>

APPENDIX 2: EXAMPLE OF HOW TO DEVELOP SOURCE-BASED QUESTIONS



Note: In examination conditions there will not be time for candidates to answer two extended writing questions. In Grade 10, the extended writing question should be based on the sources and include their own historical knowledge. By Grade 12, the extended writing included in Paper 1 questions must require candidates to use their own knowledge as well as aspects of information from or about the sources.

EXAMPLES OF QUESTIONS TO ASK ABOUT HISTORICAL SOURCES



APPENDIX 3: LEVELS OF QUESTIONS FOR SOURCE-BASED EXTENDED WRITING

1. GRADE 10

Working with sources

LEVEL OF QUESTIONS	PERCENTAGE
Level 1 <ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts. 	30%
Level 2 <ul style="list-style-type: none"> • Engage with sources of information to judge their usefulness for the task. • Identify the socio-economic and political power relations operating in societies. 	40%
Level 3 <ul style="list-style-type: none"> • Explain why there are different interpretations of historical events, peoples' actions and changes. • Understand and convert statistical information (data) to graphical or written information. 	30%

Extended writing

Extended writing questions could include two levels: the straightforward development of the given line of argument and the development of an independent line of argument. In Grade 10, most essays, particularly in the beginning, will be the former.

LEVEL OF QUESTIONS
Level 1 <ul style="list-style-type: none"> • Discuss or describe according to a given line of argument set out in the extended writing question.
Level 2 <ul style="list-style-type: none"> • Plan and construct an argument based on evidence, using the evidence to reach a conclusion. • Communicate the argument clearly and coherently.

2. GRADE 11

Working with sources

LEVEL OF QUESTIONS	PERCENTAGE
Level 1 <ul style="list-style-type: none"> • Extract relevant information and data from the sources. • Organise information logically. • Explain historical concepts. 	20%
Level 2 <ul style="list-style-type: none"> • Categorise appropriate or 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. • Use historical concepts to structure information about a period or issue. 	40%
Level 3 <ul style="list-style-type: none"> • 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. 	40%

Extended writing

Extended writing questions could include two levels: the straightforward development of the given line of argument and the development of an independent line of argument. In Grade 11, learners' skills need to be expanded to include more Level 2 essays.

LEVEL OF QUESTIONS	
Level 1	<ul style="list-style-type: none">• Discuss or describe according to a given line of argument set out in the extended writing question.• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
Level 2	<ul style="list-style-type: none">• Use evidence to formulate an argument and reach an independent conclusion.• Use the evidence to substantiate the independent conclusions reached, including the appropriate means of communicating knowledge and understanding suited to a particular purpose, e.g. report or essay.• Use a clear structure and coherent argument.

3. GRADE 12

LEVEL OF QUESTIONS	PERCENTAGE
Level 1 <ul style="list-style-type: none">• Extract relevant information and data from the sources.• Organise information logically.• Explain historical concepts.	10%
Level 2 <ul style="list-style-type: none">• Categorise appropriate or 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.	40%
Level 3 <ul style="list-style-type: none">• Interpret and evaluate information and data from the sources.• Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available.• Analyse historical concepts 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 peoples' actions or events and changes 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.	50%

Extended writing

Extended writing questions could include two levels: the straightforward development of the given line of argument and the development of an independent line of argument. In Grade 12, learners' skills need to be expanded further, again increasing the number of Level 2 essays.

LEVEL OF QUESTIONS	
Level 1	<ul style="list-style-type: none">• Discuss or describe according to a given line of argument set out in the extended writing question.• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
Level 2	<ul style="list-style-type: none">• Synthesise information to construct an original argument using evidence to support the argument.• Sustain and defend a coherent and balanced argument with evidence.• Write clearly and coherently in constructing the argument.

APPENDIX 4: ASSESSMENT MATRIX FOR ASSESSMENT OF EXTENDED WRITING

Grade 10 (midyear and end-of-year) and Grade 11 (midyear) matrix: Total 20

PRESENTATION	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support the argument.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an argument. Evidence used to support the argument.	LEVEL 5 Writing structured. Constructed an argument. Evidence used to support argument.	LEVEL 4 Clear attempt to construct an argument. Evidence used to a large extent to support the argument.	LEVEL 3 Some attempt to organise the information into an argument. Evidence not well used in supporting the argument.	LEVEL 2 Largely descriptive/ with little/ some attempt to develop an argument.	LEVEL 1 Answer not at all well structured.
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	Code 7 ⁺ 18-20	Code 7 16-17					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	Code 7 16-17	Code 6 ⁺ 15	Code 6 14				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		Code 6 14	Code 5 ⁺ 13	Code 5 12			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			Code 5 12	Code 4 ⁺ 11	Code 4 10		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				Code 4 10	Code 3 ⁺ 9	Code 3 8	
LEVEL 2 Sparse content. Question inadequately addressed					Code 3 8	Code 2 ⁺ 7	Code 2 6
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						Code 2 6	Code 1 0-4

**Grade 11 (end-of-year) and Grade 12 (all examinations) extended writing matrix: Total 30
(Paper 1)**

PRESENTATION	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an original argument. Well-balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well-balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Reached independent conclusion. Conclusion not clearly supported by evidence.	LEVEL 3 Plans and constructs an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	Code 7 ⁺ 27-30	Code 7 24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	Code 7 24-26	Code 6 ⁺ 23	Code 6 21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		Code 6 21-22	Code 5 ⁺ 20	Code 5 18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			Code 5 18-19	Code 4 ⁺ 17	Code 4 15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				Code 4 15-16	Code 3 ⁺ 14	Code 3 12-13	
LEVEL 2 Sparse content. Question inadequately addressed					Code 3 12-13	Code 2 ⁺ 11	Code 2 9-10
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance/ No relevance						Code 2 9-10	Code 1 0-8

**Grade 11 (end-of-year) and Grade 12 (all examinations) extended writing matrix: Total 25
(Paper 2)**

PRESENTATION	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an original argument. Well-balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well-balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Reached independent conclusion. Conclusion not clearly supported by evidence.	LEVEL 3 Plans and constructs an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	Code 7 ⁺ 22½-25	Code 7 20-22					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	Code 7 20-22	Code 6 ⁺ 19	Code 6 17½-18				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		Code 6 17½-18	Code 5 ⁺ 17	Code 5 15-16			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			Code 5 15-16	Code 4 ⁺ 14	Code 4 12½-13		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				Code 4 12½-13	Code 3 ⁺ 12	Code 3 10-11	
LEVEL 2 Sparse content. Question inadequately addressed					Code 3 10-11	Code 2 ⁺ 9	Code 2 7½-8
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance/ No relevance						Code 2 7½-8	Code 1 0-7

APPENDIX 5: CONTENT FRAMEWORK

GRADE 10

1. 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?
2. 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)?
3. 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?
4. 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 industrializing 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?
5. 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)?
6. What transformations occurred in Southern Africa between 1750 and 1850?
7. How did the world change between 1450 and 1850?
8. 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

1. What was the world like by 1850?
 - African state formations;
 - the Americas;
 - Europe;
 - Asia.
2. 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?
3. 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).
4. Challenges to capitalism: the Russian Revolution and the establishment of the communist state (Marxism-Leninism and Stalinism).
5. 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).
6. 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)?
7. 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?
8. 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?
9. How did the world change between 1850 and 1950?
10. How has the South African past been publicly represented (e.g. in museums and monuments)?

GRADE 12

1. 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?
2. 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?
3. 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.
4. 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.
5. 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.
6. What do we understand by globalisation?
 - the global economy: new forms of capital (new poverty, new wealth), neo-colonialism (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?
7. 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?

APPENDIX 6: EXAMPLE OF A MODERATION TOOL

School:

Teacher:

Grade:

Subject:

Subject Head:

Date:

TEACHER PORTFOLIO

General

	YES	NO	COMMENTS
Has the Programme of Assessment been submitted?			
Does the Programme of Assessment include all relevant information?			
Have the expected heritage and/or other history-related outings been planned for?			
Have all teachers of the subject in the grade met and planned together?			

Internal assessment items

	YES	NO	COMMENTS
Does the portfolio contain the Subject Framework and Work Schedule?			
Is there a full set of activities in the portfolio?			
Do all tasks have clear instructions to the learners?			
Were the assessment instruments made available to the learners?			
Does the portfolio contain the mark lists?			
Was there evidence of an intervention strategy?			
Were any irregularities recorded?			

EVIDENCE OF LEARNER PERFORMANCE

	YES	NO	COMMENTS
Have the formal tasks been assessed and allocated marks?			
Have the formal tasks been clearly indicated?			
Have all school-based assessment items been included?			
Is there evidence of feedback to the learner on the completed tasks?			
Were statements of authenticity included with the tasks?			
Did the evidence of learner performance meet internal assessment requirements?			