

4.1 What is Assessment?

Assessment is a continuous, planned process of identifying, gathering and interpreting information to gauge learners' performance, and can take various forms. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information. Performance information helps teachers and other involved parties to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases, regular feedback should be provided to learners to enhance the learning experience.

4.1.1 Assessment in history

In history, assessment is always based on content knowledge and skills (based on the Specific Aims). Tasks, projects, tests or examinations must always assess both aspects.

Assessment in history usually involves writing. This means that learners should be taught writing skills and they should be helped to practise them. **Oral work**, speaking, debating and drama can also, however, be assessed, and are sometimes very valuable for revision or preparation for written work. An example of an informal oral presentation rubric has been included.

Learners often experience difficulty in writing long pieces, such as essays. They need to be trained to *select* the information they want to include (only to choose what is relevant), to *arrange* the information (to put it in a logical order, together with other information) and to *connect* information (to present a reasonable sequence of facts, or an effective argument).

The quality of learners' work in history depends largely on the care with which their tasks and questions are set. Learners should be given precise and detailed instructions, both to tell them what they must do and to tell them where they can find the information they need. It is often a good idea to break down big questions into a number of smaller ones, or steps.

Plagiarism (using someone else's work and pretending it is your own) is a particular problem in the study of history, whether it involves someone other than the learner doing the work, a learner copying another learner's work, or cutting and pasting from the internet. It is essential that learners be trained to indicate when they quote something and to provide references. Likewise, teachers need to set the example by always giving the references for information and sources that they use.

4.2 Informal or Daily Assessment

Assessment for learning is done to continuously collect information on a learner's achievement. This information is used to improve his or her learning.

Informal assessment relies on a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, and so on. Informal assessment sometimes takes the form of simply stopping during the lesson to observe learners or to discuss with them how learning is progressing. Informal assessment provides feedback to the learners and informs planning for teaching. It is recommended that a minimum of 3 informal tasks be given to learners per week to assist them with the necessary skills. These tasks could include working with sources, paragraph writing or developing a line of argument for essay writing.

It need not be recorded and can be marked by learners or teachers. The results of daily assessment tasks are not taken into account for promotion and certification purposes. Informal assessment should not be seen as separate from learning activities taking place in the classroom.

Self-assessment and peer assessment actively involves learners in assessment. This is important, as it allows learners to learn from and reflect on their own performance.

EXAMPLE OF AN INFORMAL ORAL PRESENTATION RUBRIC

CRITERIA	Level1 (0 – 1)	Level 2 (2 – 3)	Level 3 (4 – 5)
1. Evidence to support line of argument			
2. Sequence of events, factual accuracy, structure			
3. Audibility, cohesion, pace, fluency and tone			
4. Body language, gesture, eye Contact			
5. Creativity, including use of audio visual aids			
6. Self-reflection: skills, knowledge and values learnt in the process			
TOTAL			/30
LEARNER'S NAME: _____			
TEACHER'S COMMENT:			

4.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to **moderation** for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations and performances. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject.

The forms of assessment used should be age and development-level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

4.3.1 Cognitive levels and abilities covered during formal assessment

Formal assessment must cater for a range of cognitive levels and abilities of learners, as shown below:

COGNITIVE LEVELS GRADES 10 – 12

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS	TYPICAL QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources Selection and organisation of relevant information from sources 	Grade 12 30% (15)	<ul style="list-style-type: none"> What information in the source tells you about...? Quote evidence from the source... List reasons from the source.... Mention / Name... Identify ... What, according to the source,
		Grade 11 30% (15)	
		Grade 10 40% (20)	
LEVEL 2	<ul style="list-style-type: none"> Explanation of historical concepts/terms (in the context of ...) Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	Grade 12 40% (20)	<ul style="list-style-type: none"> What do you understand by the term...? What message does the cartoonist convey regarding ...? Explain in your own words ... Why do you think...? Comment on...
		Grade 11 50% (25)	
		Grade 10 40% (20)	
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions Interpretation, evaluation and synthesis of evidence from relevant sources (paragraph writing) 	Grade 12 30% (15)	<ul style="list-style-type: none"> Explain to what extent the evidence in Source 1A... Compare the evidence in Sources 2A and 2B and explain how you would account for the differences... Comment on the usefulness/ limitations/ reliability of the information in Sources 3C and 3D... Using the relevant information from the sources and your own knowledge...
		Grade 11 20% (10)	
		Grade 10 20% (10)	

4.3.2 The weighting of the cognitive levels across the different grades

	Level 1	Level 2	Level 3
Grade 10	40%	40%	20%
Grade 11	30%	50%	20%
Grade 12	30%	40%	30%

4.4 Programme of Assessment

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

4.4.1. Programme of Assessment and weighting of tasks

Grade 10 weighting

TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	2 tasks	1 task
<ul style="list-style-type: none"> Source-based or Essay task (10%) Standardised test, which includes a source-based question and an essay (20%) 	<ul style="list-style-type: none"> Heritage investigation or Oral history with a research component to teach research skills (20%) Mid-year examination (20%) 	<ul style="list-style-type: none"> Essay or Source-based task (10%) Standardised test (20%) 	<ul style="list-style-type: none"> End-of-year examination (150 marks)
25% of total year mark = 100 marks			75% of total exam mark = 300 marks

Grade 10 Mark allocation

TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	2 tasks	1 task
<ul style="list-style-type: none"> Source-based or Essay task 50 marks (reduced to 10) Standardised test which includes a source-based question and an essay. 50 (essay) +50 (source-based)= 100 (reduced to 20) 	<ul style="list-style-type: none"> Heritage investigation or Oral History with a research component 50 marks (reduced to 20) Midyear examination 100 marks (reduced to 20) 	<ul style="list-style-type: none"> Essay or Source-based task 50 marks (reduced to 10) Standardised test 50 + 50 = 100 (reduced to 20) 	<ul style="list-style-type: none"> End-of-year examination (150 marks)

Setting up a heritage assignment

Follow these steps:

1. Class and individual discussions about appropriate monument, museum, tradition, community or chosen heritage example or oral history as heritage.
2. Formulate a key question
3. Do research in the school library, local library or on the internet, if available, about heritage on the particular topic chosen, or provide learners with the sources. Learners must make a selection from the sources that are appropriate for their topic.
4. Learners need to make notes during their research, and they must record information in their own words. Teachers must be particularly vigilant that learners do not simply download and use information from the internet without reworking it. Their assignments must include a list of references consulted.
5. Teachers must provide a clearly worded task for the learners. The task must include time frames for each stage of the assignment and the assessment criteria that will be used for assessment. The dates within the timeframes will include a date for planning to be completed; a date for rough work to be completed; date for final product. Teachers will check the work at each stage.
6. The assignment needs to include the ideologies and debates about heritage, linked to the particular monument or topic chosen. The chosen topic or example must be used to illustrate these debates.

FET GRADE 10
Heritage assignment (compulsory)
The focus and resources for the assignment are heritage sites, museums, monuments, oral histories, commemorative events, family and community traditions and rituals, local history, school history and family history. The content detail is not specified in order to provide the choice to study local, regional or national examples of heritage.
What is heritage? The word 'heritage' can be used in different ways. One use of the word emphasises our heritage as human beings and concerns human origins in Africa. Another use of the word relates to the ways in which people remember the past, through heritage sites, museums, through the construction of monuments and memorials and in families and communities (oral history). Some suggest that heritage is everything that is handed down to us from the past. The content detail is not specified in order to provide the choice to study local, regional or national examples of heritage. Possible themes for assignments, which learners should consider, include: <ul style="list-style-type: none">• what is meant by heritage and public representations?;• memory and oral histories as heritage;• the importance of the conservation of heritage sites, monuments and memorials;• debates about heritage issues and the ways in which the past is represented, for example at heritage sites, in museums, monuments and memorials and in families and communities;• the ways in which memorials are constructed in different knowledge systems, for example monuments, ritual sites and grave sites; and• African origins of humankind as world heritage.
The assignment should include a research component in order to teach research skills in Grade 10.

Grade 11 weighting

Term 1	Term 2	Term 3	Term 4
2 tasks	2 tasks	2 tasks	1 task
<ul style="list-style-type: none"> • Source-based or Essay task (10%) • Standardised Test 1, which includes a source-based section and an essay (20%) 	<ul style="list-style-type: none"> • Research or oral history task (20%) • Mid-year examination (20%) 	<ul style="list-style-type: none"> • Essay or Source-based task (10%) • Standardised Test 2 (20%) 	<ul style="list-style-type: none"> • End-of-year examination
25% of total year mark = 100 marks			75% of total exam mark = 300 marks

Grade 11 Mark allocation

TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	2 tasks	1 task
<ul style="list-style-type: none"> • Source-based or Essay task 50 marks (reduced to 10) • Standardised Test 1 which includes a source-based section and an essay. 100 marks (reduced to 20) 	<ul style="list-style-type: none"> • Research or Oral history task 50 (reduced to 20) • Midyear examination 150 (reduced to 20) 	<ul style="list-style-type: none"> • Essay or Source-based task 50 marks (reduced to 10) • Standardised Test 2 100 marks (reduced to 20) 	<ul style="list-style-type: none"> • End-of-year examination 300 marks

GRADE 12

TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	2 tasks	
<ul style="list-style-type: none"> • Research assignment • Standardised Test which includes a source-based section and an essay. 	<ul style="list-style-type: none"> • Standardised Test which includes a source-based section and an essay. • Mid-year examination (2 papers of 2 hour) (2 topics from each paper to be covered by June; four questions set in each paper: 2 essays and 2 source-based questions; learners answer 2 questions, 1 essay and 1 source-based question on each paper) 	<ul style="list-style-type: none"> • Source-based and Essay task, • September examination (2 papers) 	<ul style="list-style-type: none"> • Final external examination
25% of total year mark = 100 marks			75% of total exam mark = 300 marks

WEIGHTING OF THE ASSESSMENT TASKS FOR GRADE 12

ASSESSMENT ACTIVITY	WEIGHTING	RAW MARKS	CONVERTED MARKS
Research Assignment	20%	100 marks	20
Two Standardised Tests	2 x 10%	100 marks each = 200 marks	20
Mid – year examinations	20%	2 Papers: 100 marks = 200 marks	20
Source-based and essay writing task	1 x 10%	100 marks	10
September examinations	30%	2 Papers: 150 marks = 300 marks	30
		Total SBA	100
		Final Exam mark	300
		Total mark	400

4.4.2 Examinations

Grade 10

The suggested format for Grade 10 examinations is as follows.

Examination	Marks
<p>Grade 10:</p> <p>One two hour (2) paper mid-year:</p> <p>Two questions to be answered. Each question counts 50 marks. Learners must answer one essay and one source-based question.</p>	100
<p>One three-hour paper at the end of the year:</p> <p>Learners will be required to answer three out of four questions. Each question counts 50 marks. Learners must answer one source-based, one essay and one other question (either essay or source-based).</p> <p>Topics for the papers will be selected by the teachers.</p> <p>Topics examined in June need not be repeated for examinations at the end of the year.</p>	150

Grade 11

The suggested format for Grade 11 examinations is as follows.

MID - YEAR AND END- OF- YEAR EXAMINATIONS	
Examination	Marks
Grade 11: One paper mid-year: One three-hour paper consisting of at least three questions. Each question counts 50 marks. Learners answer three questions.	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 are set on all sections. Three questions must be answered in each paper. Paper 1: 150 marks. Each question counts 50 marks. Paper 2: 150 marks. Each question counts 50 marks. In each of the papers, learners must answer one source-based question, one essay question and one other question.	300

Grade 12

Format of Grade 12 examinations

This examination includes two papers; each paper has six questions: three source-based questions (one set on each topic) and three essay questions (one set on each topic). Candidates must answer three questions: one source-based question, one essay question and one other question in each paper. Candidates may answer an essay and a source-based question on the same topic.

Allocation of content per question paper

The mark allocation is 50 marks per question, with a total of 150 marks per paper.

PAPER 1

SOURCE-BASED QUESTIONS	
Question 1	The Cold War: How did the Cold War period shape international relations after the Second World War? Question focus: Origins, Cold War in Europe and the Cuban crisis
Question 2	Independent Africa: How was independence realised in Africa in the 1960s and 1970s? Question focus: Africa in the Cold War
Question 3	Civil society protests, 1950s to 1970s: What forms of civil society protest emerged from the 1950s to 1970s? Question focus: Civil rights and Black Power movements

ESSAYS	
Question 4	The Cold War: How did the Cold War period shape international relations after the Second World War? Question focus: China or Vietnam (questions will be alternated)
Question 5	Independent Africa: How was independence realised in Africa in the 1960s and 1980s? Question focus: Successes and challenges faced by the Congo or Tanzania (questions will be alternated)
Question 6	Civil society protests from the 1950s to the 1970s: What forms of civil society protest emerged from the 1950s to 1970s? Question focus: Civil rights and Black Power movements

PAPER 2

SOURCE-BASED QUESTIONS	
Question 1	Civil resistance, 1960s to 1980s: What forms of civil society protest emerged from the 1960s to 1980s? Question focus: The challenge of Black Consciousness in the 1970s
Question 2	The coming of democracy in South Africa and South Africans coming to terms with the past: How did South Africa emerge as a democracy from the crises of the 1990s and come to terms with the Apartheid past? Question focus: The TRC
Question 3	The end of the Cold War and a new world order: How has the world changed since the 1960s? Question focus: A new global world order

ESSAYS	
Question 4	Civil resistance, late 1960s to 1980s: What forms of civil society protest emerged from the late 1960s to 1980s? Question focus: The crisis of Apartheid in the 1980s and nature of resistance
Question 5	The coming of democracy in South Africa, and South Africans coming to terms with the past: How did South Africa emerge as a democracy from the crises of the 1990s, and how did South Africans come to terms with the Apartheid past? Question focus: Negotiated settlement and the government of national unity
Question 6	The end of the Cold War and a new world order: How has the world changed since the 1980s? Question focus: The end of the Cold War and the events of 1989



Assessment of essay questions

Essays must have a formal structure that includes an introduction, which introduces the point of view or the explanation; a main body, which develops an argument; and a conclusion. Credit will be given for this structure. Candidates will be asked to discuss explain or assess the accuracy of a statement, or to express an opinion.

Candidates will be assessed on their ability to

- demonstrate thorough knowledge and understanding of the topic; use relevant information to answer the question;
- plan and structure an essay;
- use evidence to support an argument;
- develop and sustain an independent and well-balanced argument; and
- write chronologically, coherently and logically

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>PRESENTATION</p> <p align="center"></p> <p>CONTENT</p> <p align="center"></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.</p>	<p>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.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence is used to some extent to support the line of argument Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion</p>	<p>Little or no attempt to structure the essay.</p>
<p>LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p>LEVEL 6 Question has been answered. Content selection relevant to the line of argument.</p>	43–46	40–42	38–39				
<p>LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p>LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p>LEVEL 3 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>LEVEL 2 Question inadequately addressed. Sparse content.</p>					20 –23	18–19	14–17
<p>LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						14 –17	0–13

***Guidelines for allocating a mark for Level 1:**

- Question not addressed at all / totally irrelevant content / no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1 - 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

4.4.4 Assessment of source-based questions

Sources will be grouped around a key question. The context of the sources will be provided so that learners can use the sources to answer questions. Contextualisation includes the author or creator of the source, the title of the publication in which the source appeared, and the date and place of publication. Learners will therefore have the information to enable them to discuss the reliability or usefulness of each source. All people in cartoons or photographs will be identified. Each source will be a single source; no sources will be combined into a composite source.

Candidates will be assessed on their ability to:

- demonstrate thorough knowledge and understanding of the topic;
- extract information from sources;
- interpret information from sources;
- identify and compare different perspectives within sources and between sources;
- explain the different perspectives within the sources in the context of the period studied;
- draw conclusions about the reliability and usefulness of sources; and
- synthesise information from a range of sources.

4.4.5 Guidelines for Grade 12 examination papers

Format of the question paper: Example

There are two question papers. Each question paper consists of the question paper and an addendum containing sources. Each paper has six questions: three source-based questions and three essay questions. Learners must answer three questions: one source-based, one essay and one other question. Learners may answer two questions on the same topic.

Instructions and information

1. This question paper consists of **SIX (6)** questions

Questions 1 and 4

The Cold War: How did the Cold War period shape international relations after the Second World War?

Questions 2 and 5

Independent Africa: How was independence realised in Africa in the 1960s and 1980s?

Questions 3 and 6

Civil society protests, 1950s to 1970s: What forms of civil society protest emerged from the 1950s to 1970s?

2. Each question counts 50 marks.
3. Candidates are required to answer THREE questions, ONE (1) source-based question, ONE (1) essay question and ONE (1) other, either an essay or a source-based question.
4. Learners may answer two questions on the same topic.
5. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight
6. Rewriting of the sources as answers will be to the disadvantage of candidates.
7. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Question 1: The Cold War - origins, Cold War in Europe and the Cuban Crisis

Question 2: Case study Angola

Question 3: Civil society protests, 1950s to 1970s: Case Study - Black Power Movement

SECTION B: ESSAY QUESTIONS

Question 4: Cold War - China or Vietnam

Question 5: Independent Africa – Case studies: Congo or Tanzania

Question 6: Civil society protests 1950s to 1970s: Case Study - US Civil Rights Movement

An example of possible source-based questions

In this section, we provide an example of a source-based question.

SECTION A: SOURCE-BASED QUESTIONS - 50 MARKS Question 1

The scaffolding of questions should be from simple to complex (level 1 to level 3)

This is how Source – Based questions should be arranged:

1. Study Sources 1A, 1B, 1C and 1D to answer the questions that follow:

1.1 Refer to Source 1A.

1.1.1

1.1.2

1.2 Consult Source 1B.

1.2.1

1.2.2

1.3 Read Source 1C.

1.3.1

1.3.2

1.4 Use Source 1D.

1.4.1

1.4.2

LEVEL 1 Questions can be formulated as follows:

- What information in the source tells you about...?
- Quote evidence from the source...
- List reasons from the source....
- Mention / Name...
- Identify ...
- What, according to the source,?

LEVEL 2 Questions can be formulated as follows:

- What do you understand by the term...?
- What message does the cartoonist convey regarding ...?
- Explain in your own words ...
- Why do you think...?
- Comment on...

LEVEL 3 Questions can be formulated as follows:

- Explain to what extent the evidence in Source 1A...
- Compare the evidence in Sources 2A and 2B and explain how you would account for the differences/ similarities
- Explain the usefulness/ limitations/ reliability/ validity/ justification of the Source ... regarding ...
- Using the relevant information from the sources and your own knowledge...

Allocation of content to essay and source-based questions:

Topic	Content	Question number and types of questions
<p>The Cold War</p>	<p>How did the Cold War period shape international relations after World War II? The origins of the Cold War (Overview– a broad narrative)</p> <ul style="list-style-type: none"> • End of Second World War (introduction) – why did a Cold War develop? • USSR and USA and the creation of spheres of interest: <ul style="list-style-type: none"> -- Installation of Soviet friendly governments in satellite states -- USA’s policy of containment: Truman Doctrine; Marshall Plan -- Berlin Crises 1949–1961 (broad understanding of the crises- overview) -- Opposing Military alliances: NATO and Warsaw Pact (broadly) • Containment and brinkmanship: the Cuban crisis (as an example of containment and brinkmanship) • Who was to blame for the Cold War? (Interpretation – differing points of view – needs to be highlighted in the introductory overview to Grades 10- 12) 	<p>Paper 1: Questions 1 & 4</p> <p>Source-Based questions</p>
	<p>Extension of the Cold War: case studies (Either China or Vietnam) CHINA (examined each year as an alternative to Vietnam) <i>How did China rise as a world power after 1949?</i> This section includes the following:</p> <ul style="list-style-type: none"> • Introduction: Establishment of Communist China in 1949: events leading up to 1949 (not examinable) • Cultural revolution • Chinese relations with the Soviet Union and the USA from 1949 to 1973 (clash of ideologies more than individual events) • China’s changing relationships with neighbouring states: Tibet, India, Vietnam, Taiwan • To what extent was China established as a superpower by the time of Mao’s death? • Explain why China tried to improve relations with the USA after 1970 • Conclusion: impact of China’s economic liberalisation on relations with the rest of the world since Mao’s death until present. 	<p>Essay Question</p>

	<p>VIETNAM (examined each year as an alternative to China) <i>How was a small country like Vietnam able to win a war against the USA?</i> <i>(1954–1975)?</i> This section includes the following:</p> <ul style="list-style-type: none"> • Background: overview of the struggle against colonial powers prior to WW2 • Immediate post-war period in Vietnam <p>Stages in the war:</p> <ul style="list-style-type: none"> • 1957–1965 Struggle in Vietnam between the South Vietnamese army and communist-trained rebels (also known as the Viet Cong) • 1965–1969 North Vietnamese-USA struggle (include the nature of the Vietnamese war against the USA) • The War from a Vietnamese and USA perspective • The War as a world issue • 1969–1975 USA withdrawal from Vietnam (Impact on USA politics – student movements – link to Topic 3) • Conclusion: How the war is remembered today in the USA and Vietnam? 	<p>Essay Question</p>
<p>Independent Africa</p>	<p>How was independence realised in Africa in the 1960s and 1980s? What were the ideas that influenced the independent states</p> <ul style="list-style-type: none"> • Forms of government: political ideologies and economies - African Socialist/ capitalist/Democratic /one-party states <p>The focus of the case studies is to provide examples of the processes discussed under the successes and challenges of independent Africa. The case studies should be examined separately and to alternate every year.</p> <ul style="list-style-type: none"> • Congo • Tanzania (African socialism) <p>The successes and challenges faced by the countries:</p> <ul style="list-style-type: none"> • The kind of states: their aims/visions (political ideologies) • Political <ul style="list-style-type: none"> -- Types of leaders: Lumumba, Mobuto Sese Seko, Nyerere (What are the qualities of a good leader?) -- Legacies of colonialism -- Types of government -- Political stability and instability • Economic <ul style="list-style-type: none"> -- Types of economies (as third world countries) • Social and cultural <ul style="list-style-type: none"> -- Benefits of independence -- Education -- Africanisation 	<p>Paper 1: Questions 2 and 5</p> <p>Essay Question</p> <p>(ideas that influenced independent states included as introduction to the topic)</p>

	<p>What was the impact of the internal and external factors on Africa during the time?</p> <p>Africa in the Cold War: USSR, USA, Cuba, China and South Africa</p> <p>Case study: Angola</p> <ul style="list-style-type: none"> • Introduction: how Africa was drawn into the Cold War (Broadly) • Competing spheres of influence: trade, conflict, aid • Angola: colonialism and independence (Broad overview) • Outbreak of civil war 1974 <ul style="list-style-type: none"> -- MPLA -- UNITA • Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa) • Impact on regional stability • Significance of the Battle of Cuito Cuanavale 1987/1988 • The changing nature of international relationships after 1989 	<p>Source-based questions</p>
<p>Civil society protests 1950s-1970s</p>	<p>What forms of civil society protest emerged from the 1950s to 1970s</p> <p>Overview of civil society protests:</p> <ul style="list-style-type: none"> • Women’s liberation and feminist movements in the 1960s and 1970s: a middle class movement in the industrialised countries. • Women’s identity in South Africa from the 1950s to 1970s: trade unionism, workers, their economic role in the rural areas and in the informal sector; as political anti-pass campaigners, initiatives taken within the liberation struggle including the middle class Black Sash • The peace movements: Disarmament; Students and anti-War movements • Civil rights movements 	<p>Paper 1: Questions 3 and 6</p> <p>Research SBA (School based Assessment Task)</p>

	<p>Case Study:</p> <p>The US Civil Rights Movement</p> <ul style="list-style-type: none"> • Reasons and origins of Civil Rights Movement in the USA (background information only) 1. Role, impact and influence of Martin Luther King Jr <ul style="list-style-type: none"> -- The influence of passive resistance (Gandhi) on Martin Luther King • Forms protest through civil disobedience: Montgomery bus boycott, sit-ins, marches including to Lincoln Memorial, Birmingham campaign, Selma- Montgomery marches • School desegregation: case study Little Rock, Arkansas • Short-term and long-term gains <p>Black Power Movement</p> <ul style="list-style-type: none"> • Reasons for the movement • Black Panther • Roles of Stokely Carmichael and Malcolm X • Short-term and long-term gains <p>Conclusion: This includes an overview of the progress, if any, that was made towards equality and civil rights by the civil rights and Black Power</p>	<p>Source-based and essay questions</p>
<p>Civil Resistance late 1960s-1980s: South Africa</p>	<p>What was the nature of resistance by the civil society movements after the 1960s?</p> <p>Introduction (Not for exam purposes)</p> <ul style="list-style-type: none"> • Nature of the apartheid state in the late 1960s and 1980s • Opposition: underground, in prison and in exile <p>The challenge of Black Consciousness to the apartheid state</p> <ul style="list-style-type: none"> • The nature and aims of Black Consciousness • The role of Steve Biko with the emphasis on his ideas and writing (personal complexes are confining – people empower themselves) • Black Consciousness Movement (BCM) • Black Consciousness at first perceived by the government as in accord with apartheid theories of 'own affairs; the challenge posed by the ideas of Black Consciousness to the state • The 1976 Soweto uprising – briefly, relating to the influence of BCM on the students • The legacy of Black Consciousness on South African politics. 	<p>Paper 2: questions 1 and 4</p> <p>Source-based questions</p>

	<p>The crisis of apartheid in the 1980s Government attempts to reform apartheid</p> <ul style="list-style-type: none"> • The 1982 urban Bantu Authorities Act attempt to give more power to local councilors in the townships; the tri-cameral system <p>Internal resistance to reforms</p> <ul style="list-style-type: none"> • Growing power of Trade Union Movement from 1973: black workers rediscovered their power of labour; rapidly growing membership; political alliance formed with communities and liberation movements • Response to Botha's "reforms": new methods of mobilisation; labour's 'rolling mass action'; mass civic action to make the country ungovernable (role of civics, UDF, Mass Democratic Movement, End Conscription Campaign) <p>International response</p> <ul style="list-style-type: none"> • International anti-apartheid movements -- Anti-Apartheid Movements in Britain and Ireland -- Activities of the Movements: sports boycott; cultural boycott; academic boycott; consumer boycott; disinvestment; sanctions; release Mandela campaign -- Support for the anti-apartheid struggle in Africa: Frontline states (Angola, Botswana, Mozambique, Tanzania, Zambia and Zimbabwe) <p>Beginning of the end</p> <ul style="list-style-type: none"> • South African economy in trouble feels the bite of international sanctions, disinvestment and boycotts coinciding with internal mass resistance • Secret negotiations with the ANC-in-exile and negotiations with Mandela 	<p>Essay Questions</p>
<p>The coming of democracy in SA and coming to terms with the past</p>	<p>How did South Africa emerge as a democracy from the crises of the 1990s and come to terms with the apartheid past?</p> <p>The negotiated settlement and Government of National Unity</p> <ul style="list-style-type: none"> • Beginning of negotiations 1990–1991: Unbanning of organisations; Debates around negotiations: talks about talks, including Chris Hani's objection to the talks; CODESA I; Role of the labour movement in negotiations; ANC gives up the armed struggle • Breakdown of negotiations: "Whites only" referendum (March) – de Klerk solution; Violence in the 1990s – 	<p>Paper 2:</p> <p>Questions 2 and 5</p> <p>Essay questions</p>

	<p>debates around the violence; CODESA breaks down; Record of Understanding; Joe Slovo and the Sunset Clause</p> <ul style="list-style-type: none"> • Multi-party negotiation process resumes: Formal multi-party negotiations resumed in April; Murder of Chris Hani – significance to the process – date of elections set; ongoing violence; Attempts to derail negotiations; AWB invasion of World Trade Centre; St James Massacre; killing at the Heidelberg Tavern • Final road to democracy 1994: Violence again - Fall of Mangope and Gqozo and the Bophuthatswana shootings; Inkatha Freedom Party March to Shell House and Shell House Massacre; The Constitution and the Bill of Rights; Freedom Front and IFP join elections; 27 April election; The Government of National Unity 	
	<p>How has South Africa chosen to remember the past?</p> <p>The Truth and Reconciliation Commission</p> <ul style="list-style-type: none"> • Various forms of justice: retributive justice and Nuremberg; restorative justice and the TRC. • Reasons for the TRC • Hearings • The debates concerning the TRC <ul style="list-style-type: none"> -- Positive aspects: TRC as an instrument of reconciliation -- Amnesty provisions and problems with amnesty -- Focus on gross human rights of 1980s and ignoring institutional violence and the whole human rights abuses of apartheid -- Reparations • Responses of political parties and reasons for the responses to the TRC and the final report of the TRC: National Party, Inkatha Freedom Party, African National Congress 	<p>Source-based questions</p>
	<p>How has the world changed since the 1980s?</p> <p>The end of the Cold War: The events of 1989</p> <ul style="list-style-type: none"> • Gorbachev's reforms in the Soviet Union • Eastern Europe <ul style="list-style-type: none"> -- Events in Poland – significance of 'Solidarity' -- Significance of events in Poland for the decline of Soviet influence in Eastern Europe -- Germany: The fall of the Berlin Wall 	<p>Paper 2</p> <p>Questions 3 and 6</p> <p>Essay question</p>

	<ul style="list-style-type: none"> • The disintegration of the Soviet Union: to what extent were Gorbachev's reforms responsible? • Turning point in South Africa: the collapse of the Soviet Union and its impact on SA; Cuito Cuanavale and its impact; De Klerk and the release of political prisoners in 1989 and unbanning of organisations and the release of Nelson Mandela in 1990 	
<p>The end of the Cold War and a new global world order</p>	<p>A new world order</p> <ul style="list-style-type: none"> • What is globalisation? • Balance of power and impact on Africa: North-South and South-South relations • Dominance of global capitalism: USA; Bretton Woods, IMF and World Bank; World Trade Organisation; Civil society resistance to global capitalism; IT revolution • Emerging economies and different forms of capitalism: BRICS: Brazil, Russia, India, China and South Africa • South Africa's success in avoiding outright civil war and President Mandela's policy of reconciliation inspire the world, but the process of liberation in South Africa is unfinished: <ul style="list-style-type: none"> -- Challenges of poverty and gross inequality, redress of past injustices, nation building and temptations of a liberation movement in power – the developmental state is one attempt to solve these problems • Responses to globalisation, heralding an age of economic insecurity: nationalism, localisation (for example, the break-up of former Yugoslavia); extremism (for example, religious fundamentalism such as the Christian right and Islamic fundamentalism - 9/11 and the consequences – the war on terror, Iraq); environmental movements. 	<p>Source-based questions</p>

4.5 Recording and Reporting

Recording is a process during which the teacher documents a learner's performance level in a specific assessment task. The teacher thereby indicates learner progress towards the achievement of the knowledge, as prescribed in the Curriculum and Assessment Policy Statements. Records of a learner's performance should provide evidence of his or her conceptual progression within a grade, as well as his or her readiness to progress or to be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools and other stakeholders. Learner performance can be reported in a number of ways, including report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters and class or school newsletters. Teachers in all grades report in percentages against the subject.

The various achievement levels and their corresponding percentage bands are shown in the table that follows.

4.5.1 Codes and percentages for recording and reporting

Rating code	Description of competence	Percentage
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

Teachers record actual marks against the task by using a record sheet; however, they report percentages against the subject on the learners' report cards.

4.6 Moderation of Assessment

Moderation ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

4.6.1 Moderation in history

Moderators should pay particular attention to the instructions for tasks and projects, as well as to the wording of questions in examinations, and they should ask: Is it absolutely clear what learners are expected to do? Can it be explained better? Is there further information that will assist learners to complete the tasks or question? They should also insist that references are provided for all sources used.

The table for the *Global Assessment of Essays*, which is provided for Grade 12 examinations, should be adapted and used for the marking of all written work and projects in all three grades, whenever possible. If rubrics are used, teachers should ask: Is it necessary to use a rubric, as many tasks and projects can be marked better using a marking scheme? If a rubric is necessary, does it adequately measure the achievement of the task or project?

Moderators should ensure that assessment tasks and projects comply with the following:

- They include information about where and how learners are realistically expected to find information
- They warn learners to avoid plagiarism; and
- They provide instructions for how references are to be written

4.7 General

This document should be read in conjunction with:

4.7.1 National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

4.7.2 The policy document, National Protocol for Assessment Grades R-12

