



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**National
Curriculum Statement
Assessment Guidelines**

for

**General Education and Training
(Intermediate and Senior Phases)**

Social Sciences

PREAMBLE

The Assessment Guidelines are part of a developmental process that is aimed at increasing the capacity of the education system, teachers, school management teams and departmental officials to enhance the effective implementation of the National Curriculum Statements and the *National Policy on Assessment and Qualifications for Schools in the General Education and Training Band* by developing an authentic assessment system that is congruent with outcomes based education in general and the NCS in particular.

We expect a critical engagement with these documents, as they do not reflect a "zero defect" nor a "one answer" solution and we encourage all who use these documents to alert the Department of Education to any inconsistencies, highly impractical suggestions or any other elements that may detract from the goal of establishing an effective assessment system. We also appeal to you to offer alternative solutions, ideas and suggestions you may have for dealing with issues you may have raised in your input. In particular, examples of good assessment tasks that enhance classroom teaching and learning will be valued.

We encourage you to be as rigorous and as vigorous as you can and have complete faith in your professionalism to expect that your responses, however critical, would be framed in a constructive manner that is geared towards arriving at a shared solution and is not a simplistic listing of problems and concerns.

We look forward to an exciting, growth promoting and stimulating engagement with you all.

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1. INTRODUCTION TO THE SOCIAL SCIENCES LEARNING AREA

This document provides guidelines for assessment in the Social Sciences in the intermediate and senior phases of the National Curriculum Statement (NCS). It provides teachers with information on assessment, as well as, ways of implementing assessment in Social Sciences. The assessment guidelines for the Foundation Phase is a separate document.

This document should be read in conjunction with the *Social Sciences Learning Area Statement*, the *National Policy on Assessment and Qualifications for Schools in the General Education and Training Band*; *Teacher's Guide for the Development of Learning Programmes in Social Sciences* and any other current assessment policies.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

Assessment in the National Curriculum Statement (NCS) is an integral part of teaching and learning and should be included at all levels of planning. In the NCS, assessment is not an 'add on' or 'something that happens at the end of the learning process'. The assessment standards in each learning area define the minimum requirement for achieving the learning outcome at a specific grade. We teach towards the learning outcome and the learning activities we create serve the purpose of enabling learners to achieve a certain assessment standard or a group of clustered assessment standards. Please note that various assessment standards can be clustered together. At the same time we assess in many different ways depending on what we want to assess.

Assessment is a **process** of making decisions about a learner's performance. It involves gathering and organising information (**evidence of learning**), in order to review what learners have achieved. It informs decision making in education, and helps teachers to establish whether learners are performing according to their full potential and are making progress towards the required levels of progression (or **standards**), as outlined in the **Assessment Standards** of the NCS.

Before addressing the different *types* of assessment, it is helpful to list some general purposes of assessment. In terms of the NCS, assessment in the GET Band should achieve at least one of the following purposes:

- Development of learners' knowledge, skills and values.
- Identify the needs of learners.
- Enable teachers to reflect on their own practice.
- Identify learners' strengths and weaknesses.
- Provide additional support to learners.
- Revisit or revise sections that learners have difficulties with.
- Motivate and encourage learners.

- Provide information or data to a variety of stakeholders.
- Demonstrate the effectiveness of the curriculum or a teaching strategy.

The purposes of assessment can be linked to different types of assessment of which the following five are listed in the National Curriculum Statement (GET: Grades R – 9)

Table 1: Types, descriptions and uses of assessments

Type of assessment	Description and uses
Baseline Assessment	Baseline assessment is usually used at the beginning of a phase, grade or learning experience to establish what learners already know, can do or value. It assists educators with the planning of learning programmes and learning activities. It can also be used for benchmarking.
Formative Assessment	Formative assessment is developmental and is used to inform both teachers and learners about how the learner has progressed (or not). It enhances both teaching and learning as it gives teachers direction and suggestions for how learning activities can be adapted to suit learners' needs. Formative assessment is also known as 'assessment for learning'. A crucial feature of this type of assessment is the involvement of both teacher and learner in a process of sustained reflection and self-assessment. Formative assessment is interactive by nature, with the use of thought provoking questions designed to stimulate learner thinking and promote discussion.
Summative Assessment	Summative assessment gives an overall and final picture of the achievements of a learner at a given time. A typical example would be an assessment task at the end of a term. If formative assessment could be thought of as a type of "video" of a learner's progress, summative assessment resembles a "snapshot" of where the learner is at, at a particular point in time. As it often results in judgements being made about learner performance it is a "high stakes" situation for learners (an example of such is the Senior Certificate). Although the NCS identifies a significant role for summative assessment, the increased importance of CASS has reduced its dominance.
Diagnostic Assessment	Diagnostic assessment is a specific type of formative assessment, namely one that always leads to some form of intervention, remedial action or revision programme. It identifies both the strengths and weaknesses of either the learner or the teaching methodology. It can be used to identify the nature and cause of medical barriers to learning, but if this is the case, then it must be administered by suitably qualified specialists and the results must be followed by expert guidance, support and intervention strategies to address the needs of the learner.
Systemic Assessment	Systemic assessment is an external way of monitoring the education system by comparing learners' performance to national indicators of learner achievement. It involves monitoring learner attainment at regular intervals, using nationally or provincially defined measuring instruments. This form of evaluation compares and aggregates information about learner achievements in order to assist with curriculum development and the evaluation of teaching and learning. For the General Education and Training Band, Systemic Evaluation will be conducted at the phase exit levels i.e. Grade 3, Grade 6 and Grade 9.

2.1 Language

Assessment must always be fair to learners and all possible barriers preventing learners from expressing their knowledge, skills and values in an assessment task, must be considered when creating, marking and moderating the assessment task. Such barriers may include an inability to express themselves in the language in which the learning, teaching and assessment is done. Learning in your second language is a recognised barrier to learning and all teachers who have such learners in their class should take cognizance of this. Such learners could be assisted, for example, with the provision of translations or the allocation of additional time in formal assessment conditions, for example. You can also require learners to use demonstrations and samples of work that do not rely on speaking and writing.

3. THE NATURE OF ASSESSMENT IN THE SOCIAL SCIENCES LEARNING AREA

Assessment in the NCS is integral to teaching and learning. Furthermore, assessment must reflect the integrity of the **learning area**.

The Social Sciences comprises the study of relationships between people, as well as, between people and their environment. These interactions are contextualised in space and time and have social, political, economic, environmental and spiritual dimensions.

The Social Sciences learning area contributes to the development of responsible citizens who operate effectively in a culturally diverse, democratic society and interdependent world. The Social Sciences equips learners to make sound judgements and take the necessary appropriate actions to achieve the sustainable development of society and the biophysical environment.

The Social Sciences enables learners to develop distinctive skills and a critical awareness of social and environmental patterns, processes and events, based on appropriate investigations and reflection within and across related foci.

Teaching, learning and assessment in Social Sciences evolves around the achievement of two main purposes:

- Developing knowledge and understanding, values (attitudes); and
- Application of acquired skills and techniques in different contexts (transfer).

This national guideline document aims to contribute towards the successful implementation of assessment in Social Sciences by:

- Providing a structure for the components of assessment;
- Providing schools with a common framework for administering the assessment of learners e.g. a portfolio; and
- Providing examples of forms of assessment, techniques, methods and tools for use in assessment activities.

3.1 Learning Outcomes and Assessment Standards in the Social Sciences

Table 2: The Learning Outcomes for all Phases

LO	History	Geography
1 Enquiry	The learner will be able to use enquiry skills to investigate the past and present.	The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.
2 Knowledge and Understanding	The learner will be able to demonstrate historical knowledge and understanding.	The learner will be able to demonstrate geographical and environmental knowledge and understanding.
3 Exploring Issues	The learner will be able to interpret aspects of history.	The learner will be able to make informed decisions about social and environmental issues and problems.
Please note: The Social Science outcomes are all equally weighted.		

3.2 Interrelatedness of Learning Outcomes

A major change in the structuring of Social Sciences compared to its predecessor, *viz* HSS, is in the interrelatedness of the Learning Outcomes. Correct application of the Social Science Learning Outcomes and Assessment Standards in teaching, learning and assessment activities means a significantly change in the way the Learning Area is taught and assessed will be rendered.

Understanding this interrelatedness will certainly assist teachers in planning integrated assessment tasks. It is recommended that History and Geography LO1 be used in conjunction with at least one other outcome in an assessment task. There should also be times when History and Geography and integrated, so that learners can see the strong links between these two disciplines.

3.3 Assessment Standards

Each learning outcome has a number of ASSESSMENT STANDARDS. The assessment standards are the core planning tools for teaching, learning and assessment. They:

- Guide us so that we will know when learners have achieved a learning outcome. In a way they make meaning of the learning outcome.
- Show us the **minimum** level at which the learning outcome must be achieved in a particular year, and how the learners must progress from year to year, so as to attain the learning outcome in greater depth and breadth over time.

The Social Sciences **does not** entail the learning of historical and geographical facts off by heart or by rote. That is so say, the ability to pose thoughtful QUESTIONS, as well as, answer in-depth and difficult questions and think in a CRITICAL MANNER are central to the learning area. These skills are crucial to the development of young people as critically responsible citizens. These skills support our democracy and so their development within this learning area is essential.

3.4 The Knowledge Focus Framework

In order to give meaning to the skills and concepts within the Assessment Standards, a minimum core content (**Knowledge Focus Framework**) has been set out. The selection of content is designed to give a broad overview and understanding of important knowledge, concepts, skills and values rather than a detailed examination of any particular topic. Thus, this section must be read in conjunction with the NCS for Social Sciences (p. 81–94).

In the *Overview* (page 10) of the NCS, it states that:

'Outcomes-based education considers the process of learning (to be) as important as the content. Both the process and the content are emphasised by spelling out the outcomes to be achieved at the end of the process.'

Certainly, the emphasis on key questions and enquiry in Social Sciences gives high priority to the processes of learning. However, the 'Knowledge Focus Framework' is equally important and must be given due consideration when planning learning programmes and the assessment thereof. While historical and geographical knowledge is important in realising skills and values (as components of SKVs) it should not be considered necessary to subject the knowledge to excessively detailed examination.

The LOs, ASs and the knowledge focus framework are interrelated and work closely together. The ASs of LO1 will generally be relevant to any topic in the content. However, some content topics are also suited to working with LO2 and LO3. In planning assessment tasks during the Work Schedule stage of curriculum planning, teachers should give careful consideration to how the content or knowledge focus can provide a suitable context to ensure the realisation of LOs and ASs during teaching, learning and assessment.

4. CONTINUOUS ASSESSMENT IN SOCIAL SCIENCES

4.1 Characteristics of Continuous Assessment

Continuous assessment (CASS) involves assessment activities that are undertaken throughout the year, using **various** kinds of assessment, methods and tools. The following characteristics of CASS can be found on page 97 of the Social Sciences Learning Area Statement (NCS Policy)

- Takes place over a period of time and is ongoing.
- Supports the growth and development of learners.
- Provides feedback from learning and teaching.
- Allows for integrated assessment.
- Uses strategies that cater for a variety of learner needs.
- Allows for summative assessment.

CASS in Social Sciences is school-based and must be managed and designed by the Social Sciences teachers using the National Curriculum Statement (GET: Grades R to 9) and these National Curriculum Statement Assessment Guidelines. The CASS component should comprise a **variety** of forms of assessment (strategies for collecting evidence) to ensure a **fair** and **representative sampling** of the learning outcomes and assessment standards covered in Social Sciences.

4.2 Continuous Assessment: Grades 4–8

In Grades 4–8 (Intermediate Phase and parts of the Senior Phase) continuous assessment comprises 100 percent of the final mark. CASS comprises two different, but related, activities: (a) informal daily assessment and (b) a formal 'Programme of Assessment for Social Sciences'.

Only formal recorded **tasks** are used to determine progression to the next grade. A number of **forms** of assessment should be reflected in the teacher's portfolio, which includes, among others, a collection of evidence of learner performance. Although examinations (control tests) may be set and written, careful consideration must be given to examinations before making use of traditional examinations in the Intermediate Phase, *as a variety of methods is needed to give learners an opportunity to demonstrate their abilities more fully* (Social Sciences Learning Area Statement, page 98). Crucially, teachers must ensure that learners are assessed using more than just examinations and that the examinations do not themselves become barriers to learning. Not all learners perform well in examinations and so other opportunities to demonstrate achievement need to be used as well.

What constitutes a task?

- ▶ Can vary in form and nature
- ▶ Can include one or more pieces of evidence
- ▶ Can include one or more forms of assessment
- ▶ Can be administered over different periods of time/stages
- ▶ Can include process, product, performance or combination thereof
- ▶ Should address a substantial volume of content (i.e. KSVs) and be comprehensive in scope

Table 3: Number of Formal Recorded Assessment Tasks for Grades 4–8

Learning Area	Term 1	Term 2	Term 3	Term 4	Total
Grades 4–6 Social Sciences	1	2	1	2	6
Grades 7–8 Social Sciences	2	2	2	2	8

4.3 Continuous and External Assessment: Grade 9

In Grade 9, the CASS component consists of tasks undertaken during the school year (terms 1 to 3) and counts 75% of the final Grade 9 mark. The other 25% of the final Grade 9 mark is made up of externally set assessment tasks or Common Tasks for Assessment (CTA). As with Grades 4 to 8, CASS comprises two different, but related, activities: (a) informal daily assessment and (b) a formal 'Programme of Assessment'. The strategies and forms of assessment used should be appropriate for:

- 1) the knowledge, skills, and/or values;
- 2) the range of competencies to be assessed; and
- 3) the age and developmental needs of the learners.

Table 4: Number of Formal Recorded Assessment Tasks for Grade 9

Learning Area	Term 1	Term 2	Term 3	Term 4	Total
Grades 9 Social Sciences	2	2	2	CTA (25%)	6

4.3.1 Common Tasks for Assessment in Grade 9

The nationally set Common Task for Assessment (CTA) will be used as the external summative assessment instrument at the end of Grade 9. The CTA will sample learner performance against the Assessment Standards and learning outcomes in all Learning Areas. It will be moderated and approved by Umalusi and will contribute 25% to the final Grade 9 mark. The CTA is designed to sample learner achievement in each Learning Area through tasks that encompass a range of appropriate and relevant assessment techniques and activities. The CTA will consist of two parts. The first part is performance-based. Examples of performance-based tasks include role plays, model building, experiments and oral presentations. This first part can also include pen-and-paper tasks, such as cartoon analysis and map interpretation. The first part is designed to be completed or administered over a period of time and not as a once-off event. The second part is entirely pen-and-paper and is conducted under controlled conditions following a national timetable. ALL Grade 9 learners in ALL schools will be assessed through the CTA in ALL 8 Learning Areas including the Additional Language. This instrument will be administered during the fourth term.

In order to adequately prepare learners for the CTA, performance-based tasks should form an integral part of the normal teaching and learning school programme for terms 1 to 3. Such tasks could be done in the classroom or as homework. These tasks could include projects, orals and pen-and-paper activities. Learners should practice doing these tasks as individuals, in pairs and in groups.

4.3.2 Administering the Common Task for Assessment

It is important that the administration of the CTA be planned carefully. The CTA must be integrated into the normal teaching and learning time as regulated by the school's regular timetable. No school can stop teaching in order to administer the CTA.

The CTA consists of two books, the Teacher's Guide and the Learner's Guide.

Learning Area-specific guidance is included in the teacher's guide. This includes detailed information on how to administer each task of the CTA. Teachers should read these instructions before the CTA administration starts. The learners guide has clear instructions for the learners and includes all the activities the learners must do.

4.3.3 Roles and responsibilities of the teacher with regard to the CTA

The teacher's role is to initiate and facilitate discussions and reflections which acknowledge and value the prior knowledge and experiences of the learners. At the same time, teachers must challenge learners to make new ways of making meaning. Thus, in a CTA, the teacher will:

- ▶ Contextualise the CTA.
- ▶ Discuss the flow chart with the learners.
- ▶ Explain the criteria for assessment to all learners before the commencement of each activity.
- ▶ Guide brainstorming sessions.
- ▶ Organise manageable groups.
- ▶ Help allocate group roles.
- ▶ Ensure that activities are completed within specified time frames.
- ▶ Supervise the process.
- ▶ Intervene and troubleshoot where and when necessary.
- ▶ Be responsible for the inclusion of tasks and the various forms of assessment in the learners' portfolios.
- ▶ Engage interactively with learners.
- ▶ Distribute the worksheets provided to learners per activity.
- ▶ Mark the relevant sections of the CTA.
- ▶ Ensure that the integrity of the CTA remains intact, so that it remains a fair and valid assessment of learner performance.

4.3.4 Management of the Common Task for Assessment

The Department of Education, in collaboration with the Provincial Departments of Education, will develop a management plan in respect of the CTA process. The management plan will ensure that the CTAs are properly secured and kept confidential and will indicate which sections must be conducted in the classrooms and which at home. The management plan will indicate those sections, if any that must be stored and conducted under examination conditions, such as prevail for the National Senior Certificate examination. Where necessary, schools may be supplied with a timetable for conducting one or both sections of the CTA. Any such timetable must be adhered to strictly. (par. 105: *National Policy on Assessment – Gr. R–9*)

4.4 Strategies for Interactive Formative Assessment in Social Sciences

Honing in on formative assessment focuses on the following:

- Formative assessment does raise academic standards.
- Formative assessment works best when it is continually reviewed and revised.

The following principles guide formative assessment:

1. *Learning from development*: Learners who can reflect on their own development definitely grow as learners.

2. *Dissemination*: No formative assessment task can fulfil its purpose unless the results are disseminated to stakeholders, discussed and used by the stakeholders to revise and reflect on practices.
3. *Reducing obstacles*: Any feature of the education system that obstructs the development of effective formative assessment should be examined in order to mitigate its effects.

4.5 Informal and Formal Assessment

Both informal and formal assessment is used in CASS, but it is formal tasks or activities that are recorded for purposes of progression and promotion. The characteristics of informal and formal assessment are described in paragraphs 9–10 (p.5) of the: *National Policy on Assessment and Qualifications for Schools in the General Education and Training Band*. Informal assessment is very important, but is not used for formal recording. It is used strictly for formative purposes to support teachers in their daily planning and to assist teachers to make professional judgments on learner performance.

4.5.1 Informal daily assessment and the implementation thereof

In the Social Sciences, learner progress is monitored during learning activities. Informal daily monitoring of progress can be done through formative question and answer sessions; formative reflection, short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises. Teacher lesson planning should incorporate such informal assessment tasks and activities.

Self-assessment, peer assessment and group assessment are crucial as they actively involve learners in assessment. This enables learners to reflect on their own performance and learn from it. Formative reflection activities should not be formally recorded. The results of other informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of these assessment tasks cannot be taken into account for promotion and certification purposes. Teachers should provide learners with verbal and/or written feedback on the informal assessment tasks. This feedback can also be provided to the School Management Team and parents if necessary, for example, when significant barriers to learning are encountered or poor levels of participation are experienced.

4.5.2 Formal assessment

The various learning areas have different approaches to formal assessment and the teacher must take cognisance of the process used by the Social Sciences.

4.5.2.1 *Assessment using the enquiry processes*

The Social Sciences promotes the development of enquiring minds, guided by the Critical and Developmental Outcomes and The Social Sciences *Teacher's Guide for the Development of Learning Programmes* (page 19). All the learning outcomes in Social Sciences relate to various enquiry processes and all the assessment standards are linked to various enquiry processes. However, these enquiry processes are, in addition, closely linked to LO1 (History and

Geography), as LO1 deals specifically with enquiry skills. Pointers to these links are shown in brackets alongside the ASs – for example: [cause and effect]. The *Social Sciences Teacher Guide for the Development of Learning Programmes* (page 24–25) provides a detailed step-by-step enquiry process that is universally applicable. It should prove useful when developing assessment tasks involving investigation or research.

4.5.2.2 *Assessment and the use of key questions*

Integral to enquiry skills, is the skill of 'questioning'. An important feature of the Social Sciences Learning Area Statement is the inclusion of some key questions with LO 1 that are to be asked by both the teacher and learners. These key questions give direction during teaching, learning and assessment activities, but they are 'not meant to be assessed'. They help to guide the enquiry process and create links to values.

If learners develop the skill of creating and framing their own key questions around an assessment task, they will certainly be on their way to developing the higher order critical thinking skills, including those of analysis, synthesis and evaluation.

4.5.3 Promotion and progression

The requirements for promotion in Grade 9 are currently prescribed in the interim *Framework for the Assessment and Promotion of Learners in Grade 9 (2003)*. Learners require a minimum of 'partially achieved' in Social Sciences, which translates to a rating of "At least a "moderate achievement" or level 3 rating" (*National Policy on Assessment and Qualifications for Schools in the General Education and Training Band*) page 25.

4.5.4 Planning for assessment

Teachers plan for assessment at all three planning levels, that is, at the level of the Learning Programme, the Work Schedule and individual Lesson Plans. Thus, assessment is planned for at the same time as the teaching and learning activities are planned for.

4.5.4.1 *On Learning Programme level*

In the *Learning Programme*, schools give an indication of resources and time required for assessment in each phase. Teachers stipulate what knowledge, skills and values the learners are expected to possess and create an integrated teaching, learning and assessment programme. Thus, teachers need to:

- ❖ **Mention all the possible forms** of assessment they are likely to use in determining the achievement of the Learning Outcomes. In doing so, teachers take the Assessment Standards into consideration.
- ❖ **Mention the resources** they are likely to need (including assistive devices).
- ❖ Take the **context and core knowledge and concepts** into consideration.
- ❖ Indicate the **time** that will be needed.

Although a Learning Programme depicts the planning for a phase, we will hone in on one grade only in the example given.

Example of an Intermediate Phase Learning Programme Social Sciences – Grade 4						
This Learning Programme sequences the History and Geography components of the Learning Area. Special Days to be celebrated are <i>italicised</i>						
Weeks	LOs & ASs	Content focus	Types of assessment	Who assesses	Forms of assessment	Possible resources
1	Geography LO 1 AS 1-7 LO 2 AS 1	Mapwork	Baseline Formative	Self Educator	Map reading Test	Atlases Textbooks Map workbooks Models
2						
3						
4						
5	History LO 1 AS 1-3 LO 2 AS 1-3 LO 3 AS 1-2	History of the local area	Formative	Peer	Investigation Case studies	Textbooks Interviews Surveys Museums
6						
7						
8						
9	Geography LO 1 AS 1,2,6,7 LO 2 AS 2 LO 3 AS 1-3	Resources and Services <i>Celebrate: 22nd March World Water Day</i>	Formative Summative	Educator	Map reading Case studies Test	Textbooks Pamphlets Videos Internet Field excursions Atlas
10						
11						
12						
13	History LO 1 AS 1-3 LO 2 AS 1-3 LO 3 AS 1	Democracy and Human Rights <i>Celebrate 1st May Workers Day</i>	Formative	Group	Project	Textbooks Newspapers Pamphlets Interviews
14						
15						
16						
17	History LO 1 AS 1-3 LO 2 AS 1-3 LO 3 AS 1	History of transport	Formative Summative	Peer	Assignments Test	Textbooks Internet Resource books
18						
19						
20	Geography LO 1 AS 1-7 LO 2 AS 1 LO 3 AS 1	Settlement Features	Formative	Educator	Case studies	Textbooks Map work books Atlas
21						
22						
23						
24	History LO 1 AS 1-3 LO 2 AS 3 LO 3 AS 1	Origins of major world religions	FormativeSum mative	Group Educator	Map reading Investigation	Textbooks Videos Resource books Internet Atlas
25						
26						
27						
28						

Example of an Intermediate Phase Learning Program Social Sciences Grade 4 (continued)						
This Learning Programme sequences the History and Geography components of the Learning Area. Special Days to be celebrated are <i>italicised</i>						
Weeks	LOs & ASs	Content focus	Types of assessment	Who assesses	Forms of assessment	Possible resources
29	Geography LO 1 AS 1-7 LO 2 AS 1-3 LO 3 AS 1-3	Food production in South Africa	Formative	Self	Map reading and map analysis Research task	Textbooks Farming magazines Atlas Primary evidence
30						
31						
32						
33	History LO 1 AS 1-3 LO 2 AS 1,2 LO 3 AS 1	Leaders	Formative	PeerEducator	Project	Textbooks Videos Magazines Newspapers Interviews
34						
35						
36						
37	Geography LO 1 AS 1,2,6,7 LO 2 AS 2,3 LO 3 AS 1-3	Access to food and water	FormativeSum mative	Peer Self	Case studies Test	Textbooks Govt brochures Newspapers
38						
39						
40						

4.5.4.2 On Work Schedule level

When Social Science teachers of a particular grade meet to plan their work schedules they also need to plan the **formal assessment tasks** that the learners undertake during the year. These assessment tasks refer to an assessment activity that is designed to assess a range of skills and competencies. Thus, the formal assessment tasks form part of the work schedule and is known as the **Teacher Assessment Plan**. The number of formal assessment tasks is prescribed in the *National Policy on Assessment and Qualifications for Schools in the General Education and Training Band* and is listed in tables 3 and 4 in this document. When planning a Work Schedule considerations should be given to the following:

- ❖ The guidance given by the Learning Outcomes as to **what** skill should be assessed.
- ❖ The **level**, as stipulated by the Assessment Standards, at which the LO should be assessed.
- ❖ Which **assessment strategies** or different assessment forms are to be used.
- ❖ The **resources** teachers will use.
- ❖ How the **diverse needs** of the learners will be taken into consideration.

**Example of a Work Schedule with a built in teacher assessment plan
Grade 8 Social Science History**

Teaching time available (6 weeks): 2 hours per week Knowledge Focus Framework: Revolutions					
Week 1 France before the Revolution	Week 2 Causes of the Revolution	Week 3 Changes in France	Week 4 Changes in France	Week 5 The changing technology of the industrial revolution	Week 6 The changing technology of the industrial revolution
Learning Activities 1. Compare the different Estates in France (Ind) 2. Interpreting a cartoon (Pair)	Learning Activities 1. Discussion of financial crisis (Group) 2. Weighing up the causes (Class)	Learning Activities 1. Analysis of reasons behind the creation of the Declaration of the Rights of Man (Class) 2. Comparison of Rights of Man to International (UN) Declaration of Human Rights (Pair)	Learning Activities 1. Nationalisation of Church land (Ind) 2. Rise of Robespierre and the Reign of Terror (Group and Class)	Learning Activities 1. Rise of the textile industry (Pair) 2. Harnessing steam (Group)	Learning Activities 1. Agricultural change (Ind) 2. Life in the early factories (Class)
History LO 1 AS 1-2, 4-5 LO 2 AS 1-3 LO 3 AS 1, 3 and 7			Integration: EMS LO 1 AS 3 LOR LO 2 AS 1, 4 FAL LO 1 AS 3		
Types of assessment: Formative Summative Individual Group Peer	Links to Geography: Maps of France and Europe – map reading and map analysis Resources: Textbooks Political cartoons Maps Primary and secondary source material				
Forms of assessment Contextual analysis Map reading Investigation Assignments Test	Informal assessments Contextual analysis Map reading Assignment Investigation	Formal assessments Test Skills to be tested: Contextual analysis Cartoon analysis Map reading		Level Learners must perform at Level 3 or be provided with alternative/additional assessment opportunities to demonstrate achievement at this level.	

Rubric for assessing the learner's performance				
Learning Outcome used in the lesson	Level 4 Learner's performance has exceeded the Learning Outcome for the grade.	Level 3 Learner's performance has satisfied the Learning Outcome for the grade.	Level 2 Learner's performance has partially satisfied the Learning Outcome for the grade.	Level 1 Learner's performance has not satisfied the Learning Outcome for the grade.
LO 1: The learner will be able to use enquiry skills to investigate the past and present	The learner is well able to use sources such as letters, books to obtain evidence about the causes and consequences of revolutions.	The learner is mostly able to use sources such as letters, books, pictures to obtain evidence about the causes and consequences of revolutions.	The learner is well able to use sources such as letters, books, pictures to obtain evidence about the causes and consequences of revolutions.	The learner is well able to use sources such as letters, books, pictures to obtain evidence about the causes and consequences of revolutions.
	S/he is able to communicate knowledge and understanding with ease by producing excellent notes.	S/he is also able to communicate knowledge and understanding satisfactory by producing notes.	S/he has difficulty communicating knowledge and understanding and his/her notes are only partially satisfactory.	S/he has difficulty communicating knowledge and understanding and his/her notes do not meet the requirements of the assessment standards for the grade.
LO 2: The learner will be able to demonstrate historical knowledge and understanding	The learner is highly skilled at drawing conclusions based on texts/pictures in order to make links between the reasons for and results of revolutions.	The learner is fairly capable of drawing conclusions based on texts/pictures in order to make links between the reasons for and results of revolutions.	The learner still struggles with drawing conclusions based on texts/pictures texts/pictures in order to make links between the reasons for and results of revolutions.	The learner is unable to draw conclusions based on texts/pictures in order to make links between the reasons for and results of revolutions.
LO 3: The learner will be able to interpret aspects of history	S/he is able to understand how and why some events in the past have been interpreted differently	S/he is fairly able to understand how and why some events in the past have been interpreted differently	S/he has difficulty to understand how and why some events in the past have been interpreted differently	S/he is unable to understand how and why some events in the past have been interpreted differently

4.5.4.3 On Lesson Plan level

In a *Lesson Plan* teachers should:

- ❖ Indicate **how** the Learning Outcomes would be assessed.
- ❖ Consider the **level** at which the Learning Outcomes would be assessed using the Assessment Standards.
- ❖ Also consider the **context**, the availability of **resources** and the **diverse needs** of learners.
- ❖ Give a **detailed description** of how they plan to use the **various assessment strategy(ies) or different form(s) of assessment** and how these will be integrated with teaching and learning.

Example of a Lesson Plan Constructing a working wetland model			
Learning Area/s:	Social Science (Geography)	Grade:	6
Duration:	2 hours	Week:	1
Learning Outcomes:	Assessment Standards:	Integration:	
LO 1: Geographical Enquiry	<ul style="list-style-type: none"> - Identifies sources of information to help answer the question about an environmental issue - Records information from sources. - Reports on enquiries. 	<p>Natural Science LO 1 Scientific investigation.</p> <p>Languages LO 1 Listening LO 2 Speaking LO 4 Writing LO 5 Thinking and Reasoning</p>	
LO 2: Knowledge and Understanding	<ul style="list-style-type: none"> - Describes some ways in which society has changed the environment. 		
Looking backward at:		Looking forward to:	
Work covered in Grade 5 on water resources in South Africa		Discovering more about wetlands in terms of their ability to store water and prevent flooding.	
Context:			
The activity is designed to give learners without access to a wetland (and even those who do have access to a wetland) an idea on how a wetland actually works. Once learners have such an understanding, it is then easier to conceive both how and why wetlands should be conserved. Raising awareness of the need to conserve wetlands is the primary aim of World Wetlands Day. The model must be used to conduct experiments. If the instructions are followed correctly, the learners will see that wetlands retain water (store water) which can be used in drought periods and also reduce flood damage during periods of heavy rainfall.			
Assessment activities:			
<p>Activity outcomes:</p> <ol style="list-style-type: none"> 1. Follow instructions and use a diagram to construct a working model of a wetland. 2. Conduct experiments on the wetland model. 3. Write up the results of the experiments, draw conclusions and communicate findings. 	<p>The activity comprises five steps:</p> <ol style="list-style-type: none"> 1. Unpack the instructions and examine the diagram provided. 2. Gather together the equipment listed. 3. Make the model. 4. Conduct the experiments. 5. Write up the results of the experiment. 6. Draw conclusions from the results. 7. Communicate the findings to the rest of the class. 	<p>Classroom organisation:</p> <ul style="list-style-type: none"> - Learners will work in groups of four to six. 	
Type of assessment: formative and summative		Resources:	
Form of assessment: Investigation (performance task) of making a model, using a rubric.		Attached resource sheet, with the instructions and diagram for making the wetland model.	

Example of a Lesson Plan: Constructing a working wetland model			
Learning Area/s:	Social Science (Geography)	Grade:	6
Duration:	2 hours	Week:	1
Expanded opportunities:		Teacher reflection:	
<ul style="list-style-type: none"> - Learners can rewrite the instructions to make them clearer (if necessary). - Adapt the model using the new instructions. - Use a strong solution of Rooibos tea (to simulate pollution) to conduct experiments for the effect of water pollution on a wetland. 		<ul style="list-style-type: none"> - Did the groups work efficiently together, sharing the workload? - Did learners respect each other's inputs when constructing the model? - What is the level of learners ability to follow instructions? - Were the learners able to get the experiments to work? - How well did my learning program prepare learners towards the achievement of the desired outcomes? - What should be strengthened and how should it be strengthened? - Was there a proper link between this task and the next one? 	

Assessment Rubric for the wetland model for Grade 6				
Criteria	Level 4 70 %–100% Achieved with excellence	Level 3 50%–69% Achieved	Level 2 40%–49% Partly achieved	Level 1 0–39% Not achieved
Make a model	Follow detailed stages using all the techniques, tools and materials to realise the wetland model.	Follow detailed stages using most of the techniques, tools and materials to realise wetland model.	Follow a limited range of techniques, tools and materials to realise the wetland model.	Follow an inappropriate range of techniques, tools and materials to realise the wetland model.
Conduct experiments using the model	Carry out all of the various experiments to determine how a wetland works.	Carry out some of the various experiments to determine how a wetland works.	Partially carried out some of the various experiments to determine how a wetland works.	Unable to carry out any of the various experiments to determine how a wetland works.
	Analyse the experiment results and suggested valid reasons for the results.	Analysis of the experiment results. Suggested reasons for the results partly valid.	Partial analysis of the experiment results. Suggested reasons for the results partly valid.	No analysis of the experiment results and suggested reasons for the results are invalid.
Record and communicate the process	Used an excellent method to record and communicate the results of the experiments.	Used a method to record and communicate the results of the experiments.	Partial recording of result with no obvious use of a particular method.	No recording of results.

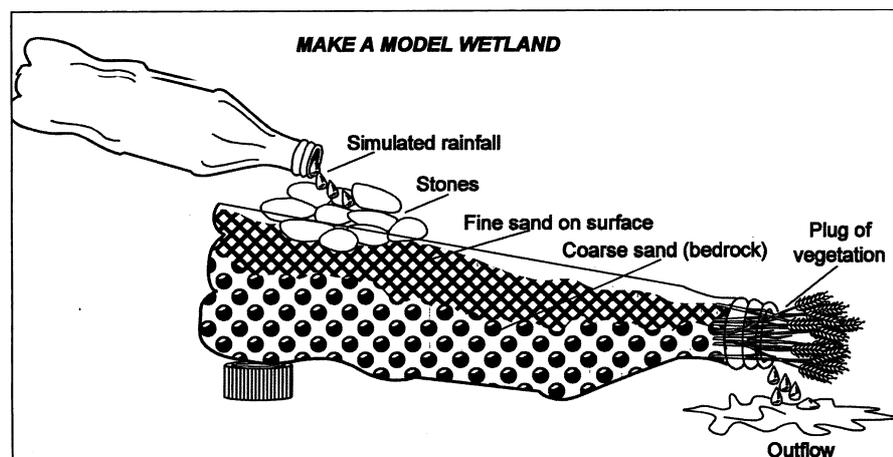
A working model of a wetland

You will need:

- ❖ Coarse sand (cleaned)
- ❖ Fine sand (cleaned)
- ❖ Oasis sponge (obtain from a florist or plant nursery)
- ❖ Scissors or craft knife
- ❖ Stones
- ❖ Measuring jug or another measuring bottle e.g. 1l cold drink bottle
- ❖ Container to catch the water
- ❖ Clean water
- ❖ 2l used cool drink bottle
- ❖ Lid of cool drink bottle
- ❖ Dried grass clippings

Use the diagram below to make your model. Once the model is complete, place the oasis sponge on top of the fine sand, wedged between the stones and the plug of vegetation.

Wedge the oasis sponge in here:



Step 1: Add 1 litre of water to the model. Record the time it takes for water to come out. Measure the amount of water that came out.

Step 2: Remove the oasis sponge.

Step 3: Add another 1 litre of water to the model. Does the same amount come out as before? Does it take the same amount of time to come out?

4.5.4.4 On integration

So far we have examined examples where History and Geography are taught separately. However, in the Social Sciences there is also room for an integrative approach. The example given below, illustrates how the two can be integrated:

Planning in Social Sciences:		History and Geography
Duration: One week		Grade: 8
Content focus/Topic: <i>Settlement patterns in South Africa: the effect of forced removals on the settlement patterns of South Africa. A case study of Botshabelo in the Free State.</i>		
Key questions: <ol style="list-style-type: none"> 1. Why did the Apartheid government force people to move? 2. Who was forced to move under the forced removals? 3. What were the effects of this policy? 4. What is the learner's interpretation of the forced removals and their effects today? 		
LO 1 The learner is able to use enquiry skills to investigate the past and the present.	LO 2 The learner is able to demonstrate historical knowledge and understanding.	LO 3 The learner is able to interpret aspects of history.
LO 1 The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.	LO 2 The learner will be able to demonstrate geographical and environmental knowledge and understanding.	
We know this when the learner is able to: SS GEO: <ol style="list-style-type: none"> 1. Interpret map and atlas information, graphical and statistical sources SS HIST: <ol style="list-style-type: none"> 1. Investigate a topic by asking key questions and identify a variety of relevant sources to explore this topic. 2. Ask significant questions to evaluate the sources e.g. identify bias and stereotypes, omissions and gaps. 3. Analyse the information in the sources. 4. Present an independent line of argument in answering questions posed and justify using evidence, the conclusions reached. 	We know this when the learner is able to: SS GEO: <ol style="list-style-type: none"> 1. Identifies factors that influence the formation of settlement patterns. 2. Identifies critical factors that have led to changes in settlement patterns in South Africa SS HIST: <ol style="list-style-type: none"> 1. Identify causes and effects such as immediate, long-term, direct and indirect. 2. Explain and analyse the reasons for and results of events in history. 3. Recognise that change and development does not always mean progress. 	We know this when the learner is able to: SS HIST: <ol style="list-style-type: none"> 1. Construct an interpretation based on sources, giving reasons for his/her interpretation.

Possible links with other Learning Areas

FAL: Reads for information (LO3, AS4) and writes to communicate information (LO4, AS1).

MATHS: Critically reads and interprets data presented in a variety of ways in order to draw conclusions and make predictions (LO5, AS9).

LOR: Critically evaluates changes in cultural norms and values in relation to personal and community issues (LO2, AS4).

NS: Interprets information by translating tabulated data into graphs, by reading data off graphs and by making predictions from patterns (LO2, AS3).

Critical Outcomes: 1, 3, 4, 5

Resources: Learner's activity book, pen, source material for the activities.

Developmental Outcome: 1

Links to previous lessons:

- Why settlements develop.
- The different types of settlements
- Form, function and size of settlements.

Link to next lesson:

- Urban settlements in South Africa.

Prior knowledge:

- Working with written text.
- Extracting information from sources.
- Working with graphs and maps.

Learning activities

1. Extracting information from written sources on the effect of apartheid on settlement patterns.
2. Map analysis of former homeland areas of South Africa.
3. Collating information into an interpretation of the effect of forced removals on Botshabelo (area and its people) using written texts, graphs and a map of the area.

Assessment tasks

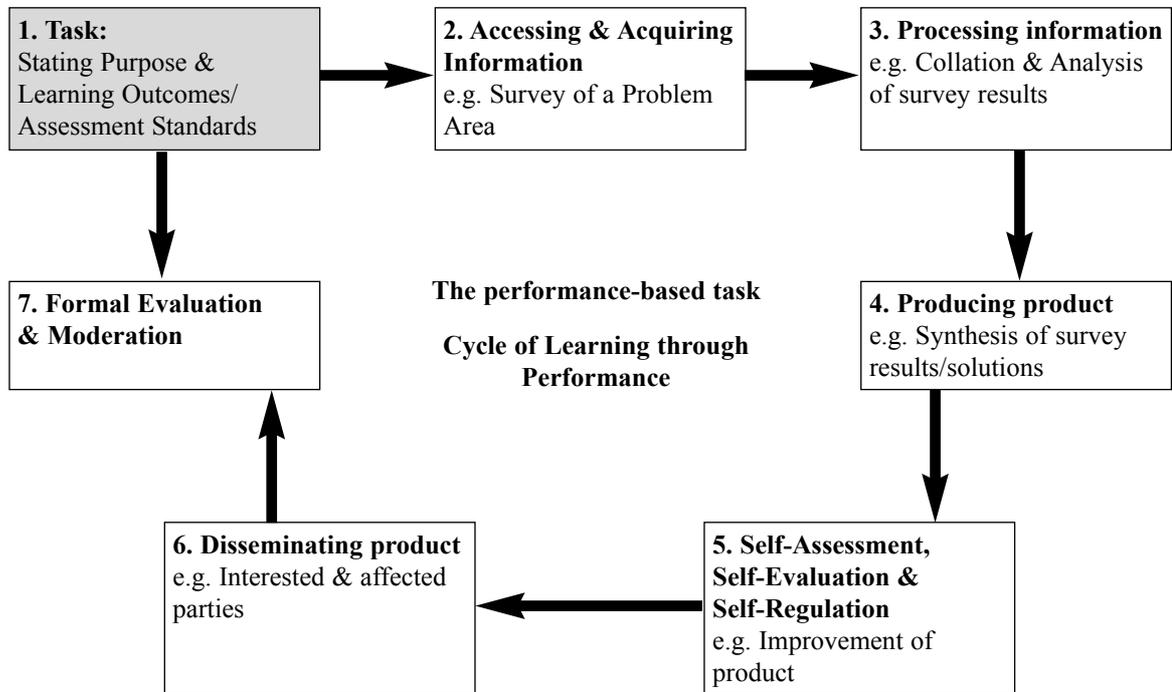
1. Pen-and-paper task: Answers given in groups to questions based on information supplied in primary and secondary source material (informal).
2. Performance task: Learners work in pairs to analyse a map of the former homelands and key questions are both addressed and asked by the learners (informal).
3. Individual learners construct a written interpretation (essay) of the effects on Botshabelo, based on source material (formal).
Homework activity

Who will assess?

1. Peer assessment of group task. Each group will assess the work of another group. Formative assessment with feedback to groups on suggestions for improvement.
2. Self assessment using model answers provided by teacher. Informal formative assessment by teacher, with suggestions and comments.
3. Teacher assessment of essay. Formal and contributing to the compilation of the CASS mark for the term.

4.5.4.5 The performance-based task

A process model for a performance-based task follows below:



5. FORMS OF ASSESSMENT IN THE SOCIAL SCIENCES LEARNING AREA

This section deals with the following forms of assessment:

- Investigations/Projects
- Map-reading and map analysis tasks
- Assignments (including research tasks)
- Case Studies (contextual analysis)
- Tests and examinations

The first four of the five forms of assessment listed in the table above are highly recommended for use in Social Sciences. Teachers should guard against the overuse of tests and examinations as forms of formal assessment. Map work is a form of assessment that **must** be used **at least once** during the year, but it is recommended that map reading and analysis is also integrated into other assessment tasks where possible. Teachers can also use other forms of assessment, such as debates, demonstrations, role plays, presentations, quizzes and the like, if they are appropriate to the circumstances. Be sure that the form of assessment chosen is age-appropriate.

Creative responses and data handling activities can be used in conjunction with a number of different forms of assessment and should be incorporated into more than one assessment task used for formal recording of evidence.

The National Policy on Assessment and Qualification for Schools in the General Education and Training Band states:

Assessment should take many forms, gather information from several contexts, and include a range of competencies and uses; (National Policy on Assessment and Qualifications; paragraph 8 (e))

'The strategies and forms of assessment used should be appropriate for the knowledge, skills, or attitudes and the range of competencies being assessed as well as for the age and the developmental needs of the learners. These assessment tasks should be carefully designed to cover the Learning Outcomes and Assessment Standards of the Learning Programme. These tasks should therefore be designed in such a way as to ensure that a variety of skills are assessed' (National Policy on Assessment and Qualifications; paragraph 12)

'The recorded pieces of evidence should reflect a variety of forms of assessment.' (National Policy on Assessment and Qualifications; paragraph 35 (g))

Number of assessment tasks in Social Sciences

The following framework illustrates an example of the possible breakdown of school based assessment tasks in a Social Sciences 'Programme of Assessment' in terms of the recommended forms of assessment. It also includes a **suggested weighting** of assessment tasks for CASS.

Possible forms of assessment	Possible number of tasks	Term	Context	Weighting. % of CASS
Tests/examinations	3	Terms 1,2 & 4	Guided by Work Schedule Planning	40
Research/Assignment	1	Term 2	Guided by Work Schedule Planning	15
Investigation/Project	1	Term3	Guided by Work Schedule Planning	15
*Map reading & analysis	1	Term1	Guided by Work Schedule Planning	10
Case Study	2	Terms 3 & 4	Guided by Work Schedule Planning	20
*Map work should be integrated into other tasks.				

5.1 Data-handling using Statistics and Graphical information

5.1.1 Description

Data-handling relates to the learner dealing with different forms of data in a variety of contexts so as to construct knowledge and develop appropriate values and attitudes. In the Social Sciences learning area learners are expected to work with a wide range of sources and evidence (i.e. oral, written, visual, archaeological, physical, landscape) as they construct knowledge. You can use data-handling for both informal and formal assessment. Such activities are also suitable to both performance and pen-and-paper tasks. Finally, you can make use of data-handling in investigations, projects, assignments, case studies, tests and examinations.

5.1.2 Examples of data-handling activities could include

- ▶ Reading, analysing and interpreting data represented in different formats e.g. graphical, text, etc.
- ▶ Presenting the findings of an investigation in different formats e.g. graphs, maps, biography, etc.
- ▶ Translating data from one format (e.g. daily temperature data of an area) to other formats (e.g. temperature graph; synoptic weather map; written report, etc.)
- ▶ Understanding bias in differently represented data dealing with the same issue.
- ▶ Evaluating data so as to make deductions, predictions or recommendations.

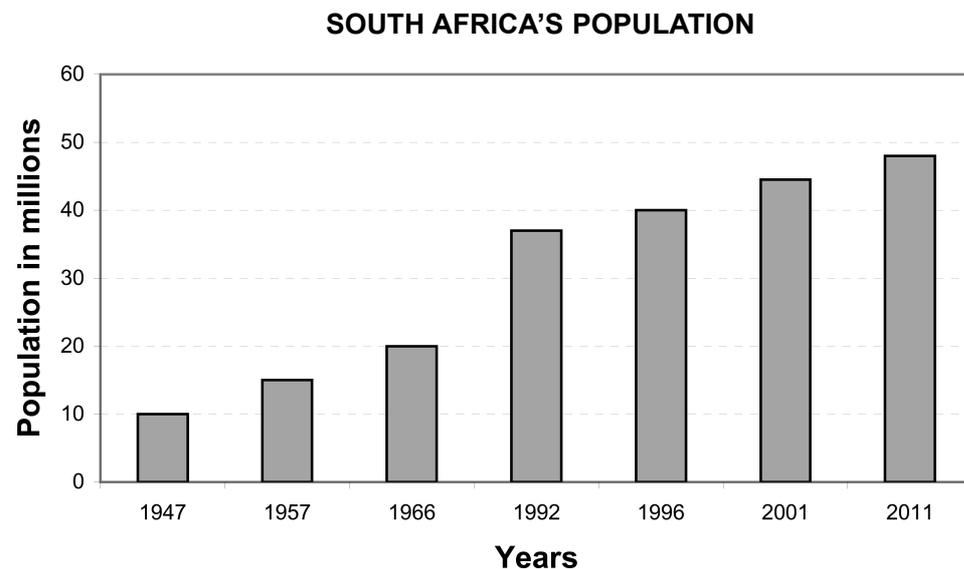
5.1.3 Planning of data-handling tests or assignments

In data-handling tasks, the specific skills and techniques involved in completing the task may constitute all or most the criteria. These criteria must be informed by the relevant LOs and ASs (Grade specific) as set out in the Learning Area Statement.

5.1.4 Examples of a data-handling tasks

Example 1

The following task is set in the context of a study of resources focussing on the human resource base in South Africa. Through **handling the statistical and graphical data** [the application of SS skills and techniques (Geography LO1 and LO3)], learners are assisted in gaining knowledge and understanding, as well as forming values (attitudes) relating to human resources in the context of South Africa.



(With acknowledgement to South Africa Survey 2004/5, South African Institute of Race Relations, 2006)

The following are examples of questions in various grades and on different levels. These examples only show what could be an adequate mark for such a question. This might differ once a memorandum is added to this suggestion.

Grade 5 questions:

1. What was South Africa's population in 2001? (2 marks)
2. What was the population in 1992? (2 marks)
3. By how much did the population grow between the years 1992 and 2001? (2 marks)

Grade 7 questions:

4. Compare the projected increase in population numbers between 2001 and 2011 with the actual increase between 1992 and 2001. (5 marks)
5. How will an increase in the number of people living in South Africa impact on the use of natural resources such as water? (7 marks)

Grade 9 questions:

6. Using what you already know about South Africa's history between the years 1960 and 1990, explain why there is such a big gap in available data on South Africa's population for that time period. (5 marks)
7. South Africa's population growth rate is predicted to decline between 2001 and 2011. Give reasons for why we will have fewer babies and more deaths in the future. (10 marks)

Example 2

The following table illustrates the under-five mortality rate by province in South Africa. This data is recorded as the number of deaths per thousand per year.

Province	1998	2002	% increase
Eastern Cape	80.5	112.0	39.1
Free State	72.0	106.0	47.2
Gauteng	45.3	82.0	81.0
KwaZulu-Natal	74.5	124.0	66.4
Limpopo	52.3	87.0	66.3
Mpumalanga	63.7	106.0	66.4
North West	56.0	95.0	69.6
Northern Cape	55.0	72.0	29.7
Western Cape	39.0	46.0	17.9
South Africa	61.0	100.0	63.9

(With acknowledgement to Dorrington, Bradshaw and Budlender, 2002)

Grade 7 questions:

1. Draw two line graphs illustrating under-five mortality rates. Use blue to indicate 1998 data and red to indicate 2002 data. (15 marks)
2. What is the increase in under-five mortality for your province? (2 marks)

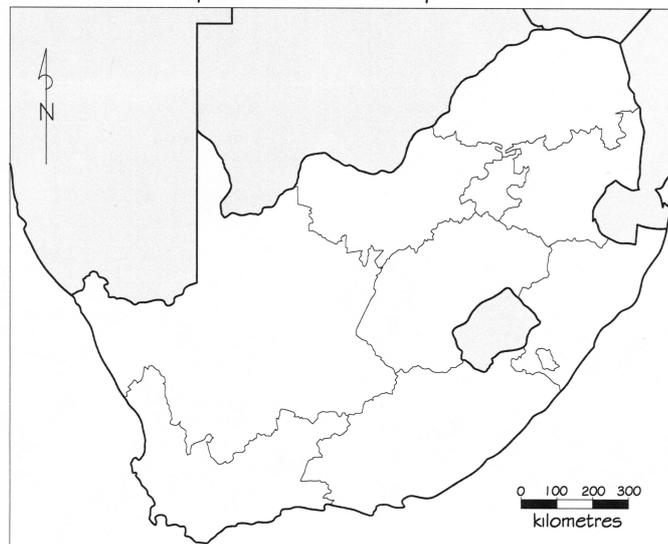
Grade 8 questions:

3. What is the overall trend in under-five mortality? Use examples from the table to illustrate your points. (4 marks)
4. What possible reasons could there be for the Western Cape's lower than average under-five mortality? Explain your opinions. (4 marks)

Grade 9 questions:

5. Child mortality is a key indicator of standards of living. Despite a growth in South Africa's economy between 1998 and 2002, the number of children under-five who die has increased. What possible reasons could there be for this overall increase child mortality, which has occurred despite the average person being richer in 2002 than in 1998? (10 marks)
6. Using the map of South Africa provided below, transfer the information from the table to create a new map that displays the differences between mortality rates between more rural provinces and more urbanised provinces. (15 marks)

A Map of South Africa post 1994



5.1.5 Assessment of the data-handling examples

- ▶ Note: The two examples given here do not constitute a task if presented separately and in isolation of other activities. Such short tasks may, however, form part of the informal assessment component of CASS.
- ▶ The most sensible way to mark short questions is by using a mark memorandum
- ▶ Questions worth a substantial number of marks, such as question 5 in Example 2, may be marked using a rubric.
- ▶ Good rubrics are used to address specific criteria, so it is advisable to incorporate the criteria into the question, or at least list the criteria to ensure transparency. Assessment is only **criterion-referenced** if the criteria are stated up front.

The rubric below was developed for possible use to mark Example 1 Question 5.

Assessment criteria	Level 1 Not achieved 0 to 2 marks	Level 2 Partially achieved 3 marks	Level 3 Achieved 4 or 5 marks	Level 4 Outstanding 6 or 7 marks
Impact on water resources: 1) Examples of resources given (knowledge) 2) Reasoning ability in terms of impact (skill) 3) Use of evidence to back up opinion – examples (skills of analysis, synthesis & evaluation) 4) Social implications (values)	1) No examples given or poor examples given. 2) Reasoning absent or weak. 3) No opinion or poorly expressed opinion in terms of impact. No evidence cited. 4) Social issues ignored.	1) At least one relevant example given. 2) Reasoning not strongly backed up by evidence from prior knowledge. 3) In terms of impact, opinion limited or not well articulated. Skill of evaluation not well developed. 4) Social implications ignored or poorly expressed.	1) More than one example given. 2) Opinion based on good reasoning and backed up by evidence from prior knowledge. 3) Shows some ability to analyse, synthesise and evaluate. 4) Some understanding of social issues relating to population growth and sustainable development.	1) Many appropriate examples given. 2) Outstanding skills of analysis, synthesis and evaluation shown resulting in articulated reasoning. 3) Use of evidence clearly supports formulation of a mature opinion. Use of good examples as a basis for opinion. 4) Very good understanding of social issues relating to population growth and sustainable development.

5.2 Tests and Examinations

5.2.1 Description

Tests focus on measuring the level of achievement relative to the particular Learning Outcome(s) and Assessment Standards. Although the main emphasis of this form of assessment could well be on knowledge and understanding, skills and values (attitudes) are

equally important in assessment through tests. Tests and examinations may make up a part of your formal assessment programme for CASS, but you could use short tests in the informal component of your programme as well. These informal tests may be recorded, but would not be used to compile the final year mark for progression. It is imperative to design tests that are not only based on simple factual recall. Tests should have a range of questions that assess skills and levels of cognitive understanding. Tests usually have a specific time limit e.g. 30 minutes. However, it may be necessary, when taking the developmental level of your learners into account and/or designing for inclusivity, that the time period be made more flexible. For example, a learner with a writing or reading disability may be given additional time to complete the test.

5.2.2 Policy requirements

The number of tests/examinations to be completed in the course of the year for CASS may be prescribed in the School Assessment Programme or Policy. Grade 9 learners will participate in the externally set Common Tasks for Assessment, as directed by the DoE or Provincial Departments of Education.

5.2.3 Examples of/Suggestions for tests as form of assessment

5.2.3.1 Short answer items

The learner is required to supply a missing word, complete an incomplete statement or answer a direct question requiring a brief response. The response may be in the form of a word, a number, a phrase or a symbol.

The following action word(s), for example, could be used with short answer items: name, list, identify, classify, fill in the missing words and extrapolate, etc.

Short answer items could also be used to assess learners' responses to data. Data provided will serve as stimulus for the meaningful application of **knowledge**, **skills**, and **values** in a particular context. However, try to ensure that short questions constitute no more than 40 percent of the total value of the test.

Possible Grade 6 question:

"A number of problems exist in our society today. We need to understand why they occur and how we can solve them. **Highlight** an **environmental problem** in your **community**. State the problem, give the reason and suggest a solution." (This example relates to Geography LO1 – 3 and is integrated with History LO2).

(3 marks)

An example of a response could be:

Problem	Reason	Solution/Response
<i>Air pollution</i>	<i>Un-regulated industry</i>	<i>Enforce pollution control legislation</i>

A rubric that could be used for the assessment of responses and change them to data:

Level	Level descriptor
1	No response or an incorrect response.
2	Incomplete, identified problem but provided no reason or solution.
3	Identified a problem, provided a reason and offered a solution.

The following is a further example of a simple one-word answer test:

Information given:

In 1994 South Africa had the first **democratic election** in its history. This led to a number of changes, e.g. a change of national symbols, the national anthem and the number of new provinces. (This relates to History LOs and can be adapted to suit any Grade from Grade 4 to Grade 9)

Grade 4 questions:

1. Give an example of one **national symbol** that changed after 1994. (1 mark)
2. How many languages are used in the **national anthem**? (1 mark)
3. **List** the 9 provinces in order of land area size. (3 marks)

All the above questions could be assessed by means of the rubric given below:

Level	Level descriptor
1	No response or an incorrect response.
2	Gave some of the expected responses by listing the languages and provinces but did not arrange them in order of land area size and could not identify a national symbol.
3	Gave all the expected responses correctly and was able to identify all the provinces but not in order of land area size. Showed limited understanding of what a national symbol is.
4	Gave all the expected responses correctly and was able to identify all the provinces in order of land area size. Showed a clear understanding of what a national symbol is.

5.2.3.2 True/False items

True/False question items require an alternative response (true or false) from the learner. Uses include the assessment of learners' ability to recall information and to discriminate between the application of different sets of skills, knowledge and values.

This form of assessment could test knowledge, understanding and values as is illustrated by the following examples. Question 1 of the example assesses knowledge whereas Question 2 assesses knowledge, understanding and values. The questions used to assess knowledge, understanding and values must be relevant to the needs and context of the learner.

Grade 6 questions:

1. In a democratic election in South Africa all the citizens above the age of 18 have the right to vote. **True/False. Give a reason for your answer.**
2. Providing medication for pregnant mothers who are HIV positive is a democratic right. **True/False. Give a reason for your answer.**

Level	Level descriptor
1	Incorrect response or no response.
2	Incomplete response.
3	Gave the expected response.
4	Gave the expected response and presented supportive information.

5.2.3.3 *Matching items*

Matching items can be used at all levels in the GET Band. Use is made of two columns. The first column (usually "Column A") contains stimuli – the information items that should prompt thinking and response. The second column (usually "Column B") lists possible responses.

This form of assessment is appropriate for testing concepts as is illustrated by the following example:

Grade 7 question:

Match the concepts listed in **Column A** with the descriptions in **Column B**.

Column A	Column B
A system of government where all the citizens are treated as equals	Globalisation
An urban area that is unplanned and where the residents do not own the land	Reconciliation
	Oligarchy
A uniting of different political views	Informal settlement
A relationship between one's country and the rest of the world	Democracy

Note: The following suggestions could be made to add to the effectiveness of matching items:

- ❖ More responses than stimuli should be added to assess learning accuracy.
- ❖ This kind of test should not be too long (five or six items).
- ❖ Both columns should appear on the same page.
- ❖ Avoid irrelevant cues.
- ❖ These tests are seldom suitable if you want to discern learners who have rote learnt the work from those who have conceptual understanding.

Responses are usually assessed using a memorandum, but it is possible to design an appropriate rubric, such as:

Level	Level descriptor
1	Incorrect matching of data.
2	Correct matching of some of the concepts which reveals an inadequate understanding of the concepts assessed.
3	Correct matching of most of the concepts which reveals a adequate understanding of the concepts assessed.
4	Correct matching of all concepts which reveals a clear understanding of the concepts assessed.

5.2.3.4 *Longer responses*

While assessment tasks can have one-word/ letter answers, items requiring a longer response are essential if you want to test for critical thinking, conceptual understanding and promote cognitive development. Longer responses that test cognitive skills ask learners to: appraise; analyse; classify; compare; contrast; defend; critique; judge or make assertions supported with reasons. Longer responses take the form of sentences, paragraphs or essays. The length of the response will vary according to the grade and the level of complexity you expect. Longer responses require the learner to substantiate or provide a reason for his/her views. Evidence of addressing the Critical Outcomes, for example responsible decision-making, presumes the presence of a framework of skills, knowledge and values which forms the basis for decision-making. As knowledge is contestable, you should note that no two learners will ever produce the exact same answer in a longer response. This is to be expected and is in the nature of the task.

In Social Sciences it is possible to implement criterion-referenced tests in both the Senior and Intermediate Phases. Ultimately, criterion-referenced assessment should dominate your 'programme of assessment'. Examples of criterion-referenced tasks are to be found in this Guideline.

Here is an example of a test that requires longer responses:

Natalie du Toit: A wonder(ful) woman
Adapted from FAIR LADY magazine from a report by Mike Behr
April 2004
Natalie is a young disabled swimmer, who is proudly South African and inspiring thousands of people around the world. Natalie's nickname is "Machine" because of her physical and mental strength, determination to win and willingness to work hard.
At the age of 17, Natalie had already won many provincial gold swimming medals. She was hoping to swim for South Africa in the Olympic Games. But in 2001, she had a motorbike accident and lost her leg from below the knee. Although the loss of the leg meant that she could not try for the Olympic team, Natalie does not cry about it.
Natalie says that her life is better now, without the leg, than it ever was before. She is glad to be here and she works hard everyday, enjoying life and being able to work towards her dreams.

Today, Natalie is a leading swimmer in South Africa, and uses her ability to swim to raise money for children in need. In 2003, Natalie represented South Africa at the Commonwealth Games, winning two silver and one bronze medal, beating many other swimmers (who are able-bodied, they have both legs). She also won two gold medals for the 50m and 100m freestyle events for multi-disability swimmers. Natalie was voted the most "Outstanding Athlete of the Games".

She hopes, one day, to represent South Africa at the Olympic Games.

Grade 4 questions:

1. What personal characteristics does Natalie have that help her make a success of her life?
2. Is Natalie a talented swimmer? Look for evidence in the text to support your answer.

Grade 5 questions:

3. Why is Natalie glad to be alive?

Grade 6 questions:

4. Do you think other people could easily copy Natalie's achievements? Give a reason for your answer.
5. What did you find interesting about this story?
6. In what way does Natalie act like a leader?

5.3 Map Reading and Analysis

5.3.1 Description

Map reading and analysis is a crucial life skill. Creating assessment tasks involving map reading and map analysis provides learners with the opportunity to demonstrate their ability to read and interpret different types of maps. Learners also need to be able to make deductions in different contexts. Maps that can be used include relief maps, historical maps, political maps, spatial distribution maps, population density maps, topographical maps, orthophoto maps, synoptic charts, as well as, satellite images and photos – both vertical and oblique.

5.3.2 Requirements

Learners must complete at least ONE assignment on map reading and map analysis. This form of assessment, by its very nature, relates to the NCS first principle, which has *environmental* and *human rights components*. However, the issue of *inclusivity* must be given careful consideration when designing a map work task. Furthermore, learners may require additional teaching support before they can successfully complete such a task. This is especially true for map reading tasks that involve the use of scale.

5.3.3 Examples of map reading and analysis skills and activities

- ▶ Learners glean information from maps by reading the map symbols. With this information, learners can:
 - ❖ make informed decisions e.g. where to locate a caravan park;
 - ❖ demonstrate critical thinking e.g. understand the role railways play in a transport network;
 - ❖ make an analysis and interpretation of a situation e.g. the effect an urban settlement will have on a nearby river;
 - ❖ determine cause & effect e.g. the location of settlements within the 1 in 50 year flood line; can give the reason why houses are washed away in flood events.
 - ❖ identify similarities & differences e.g. between a rich and a poor urban settlement;
 - ❖ problem-solve e.g. identify the best place to locate a landfill;
 - ❖ ascertain impact e.g. the impact of a harbour on ecotourism;
 - ❖ evaluate and assess information e.g. evaluate the suitability of an area for agriculture.
- ▶ Learners use (and make) maps to develop spatial orientation. This includes working with:
 - ❖ scale;
 - ❖ symbols and signs;
 - ❖ compass directions;
 - ❖ aspect and relief; and
 - ❖ orientation within a local region, a province, country, continent and globally.
- ▶ Learners use maps to ascertain impacts in different contexts, such as:
 - ❖ the Earth as a life sustaining system;
 - ❖ political – land disputes, restitution;
 - ❖ environmental – destruction & conservation of resources;
 - ❖ economic – trade, transport, distribution of economic activities, location of raw materials and related resources;
 - ❖ religion;
 - ❖ impact of human activities on natural systems; and
 - ❖ social and environmental issues related to development and social justice.

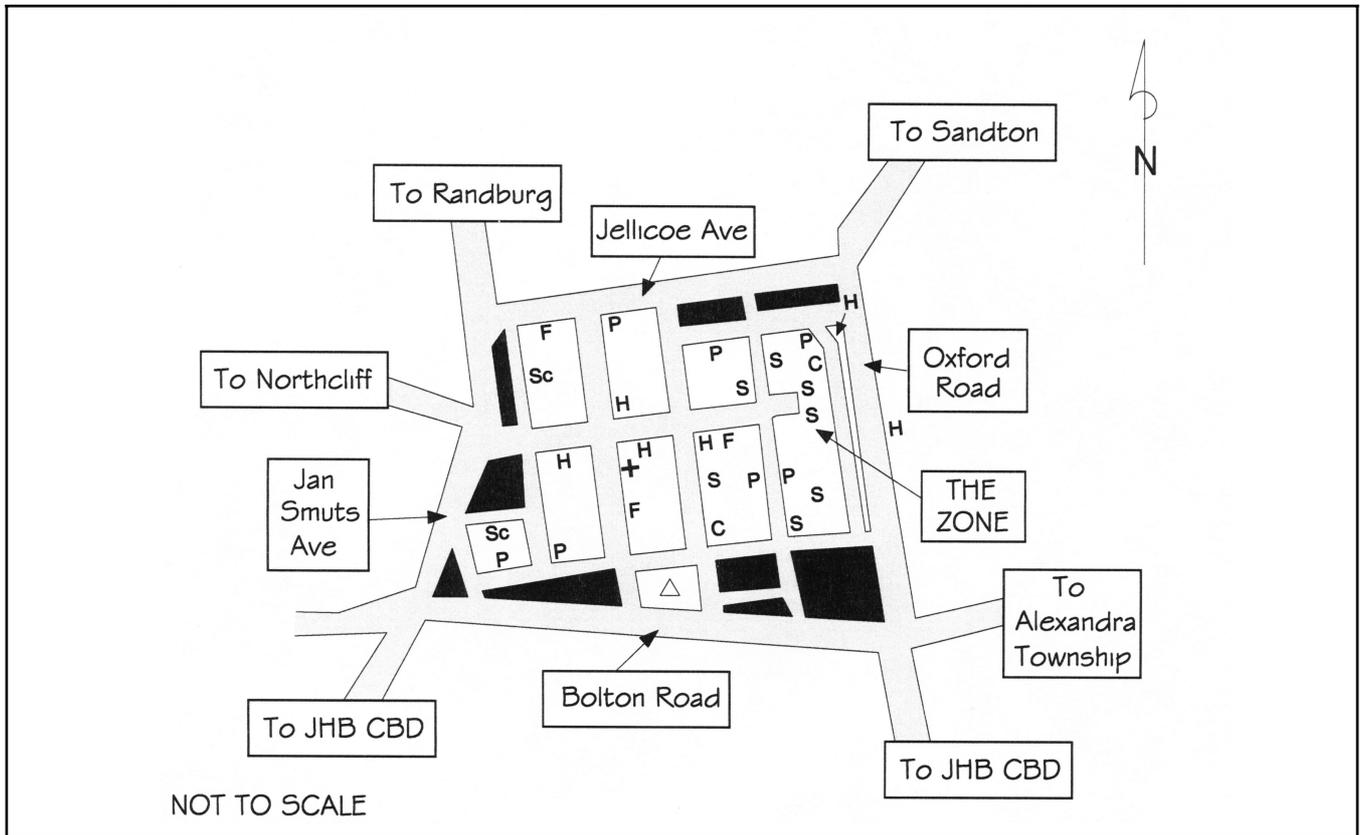
Map reading and map analysis tasks require:

- ▶ *completion over a shorter period of time (compared to projects). These assignments are usually started in class and if required, completed at home.*
- ▶ *clear and detailed guidance be given to learners before starting with the task; and*
- ▶ *monitoring of learner progress by the teacher and the provision of effective feedback.*

The following serves as an example of a map reading and map analysis task.

Example: Map reading and map analysis

Learners are given a street map of ROSEBANK (in Johannesburg). They are required to study the map (symbols and all other information) in order to develop an understanding of the mapped area.



Map 1: Street map of Rosebank

Key:

H	Hotel	△	Fire Station
+	Clinic	S	Shopping Centre
P	Parking Garage	C	Cinema
Sc	School	■	Offices with staff parking
F	Block of flats where people live		

The objective of the following instrument is to assess the progress learners have made in reading maps and analysing maps. This instrument also serves as a control mechanism to ensure that the following knowledge, skills and values (as indicated) are being attained.

Questions		Marks	K	S	V
Grade 4 questions					
1.	Count the number of shopping centres shown on the map.	1	✓	✓	
2.	What services could the Clinic offer the people of Rosebank?	3	✓	✓	✓
Grade 5 questions					
3.	Using evidence from the map, list three things a person visiting Rosebank could do.	3	✓	✓	
4.	The area is popular with tourists. In how many places could these tourists stay?	1	✓	✓	
Grade 6 questions					
5.	Using evidence from the map, decide if parking is or is not a problem in Rosebank. Give reasons for your answer.	3	✓	✓	
6.	Use the map to decide if the area is (a) a residential area (where people live) or (b) a commercial area (with shops and offices) or (c) a mixed use area where people can live, work and shop. Give reasons for your decision.	4	✓	✓	
Grade 7 questions					
7.	On this map, letters of the alphabet have been used to represent things. For each of these letters, create your own set of map symbols that are glyphs rather than letters or numbers.	12	✓	✓	
Grade 8 questions					
8.	You are an entrepreneur wishing to open a new restaurant in Rosebank. Indicate where on the map you would locate this restaurant and then write down an explanation for your choice of location.	6	✓	✓	✓
Grade 9 questions					
9.	This map cannot be used to determine the distance between two points. Why?	3	✓		
10.	You have been appointed the marketing manager for Rosebank. You need to design a poster that encourages people to visit the area. The poster will be used to market the place.	15	✓	✓	✓

Note: Using a mark memorandum is a traditional and common way to assess map reading and map analysis. This method is still acceptable within the current assessment policy. However, you could also experiment with rubrics and other assessment tools.

5.4 Assignments

5.4.1 Description

Assessment activities that focus on problem solving are essential if we are to enable learners to construct their knowledge and develop values and attitudes based on evidence and ideals. This entails the learner conducting analysis and interpretation of data stimuli such as cartoons, extracts, pictures, historical maps and sources, photographs, etc in order to make informed decisions and come to personal understandings of the world that they live in.

5.4.2 Requirements

It is recommended that learners complete at least **ONE** assignment task during the year. This assessment activity will pertain to the focus dealing with Social Processes, Organisation and Citizenship.

5.4.3 Potential resources and themes for problem-solving assignments:

- ▶ *Cartoons emanating from different contexts e.g.*
 - ❖ Important achievements;
 - ❖ The outcome of an election;
 - ❖ Slavery across the world; and
 - ❖ Meanings conveyed by cartoons .
- ▶ *Textual extracts and newspaper clippings on e.g.*
 - ❖ Events in various contexts;
 - ❖ Matters taken to the Constitutional Court; and
 - ❖ Land claims and restitution issues.

5.4.4 Example of a contextual analysis approach

<p>Implementing children's rights History LO 1 and LO 2 Grade 4 Knowledge focus: Democracy and human rights in the school and community</p>
<p>Section 28 of the Constitution, the Bill of Rights entitled "Children"</p> <p>1. Every child has the right to –</p> <ol style="list-style-type: none"> a. a name and a nationality from birth; b. family care or parental care, or to appropriate alternative care when removed from the family environment; c. basic nutrition, shelter, basic health care services and social services; d. be protected from maltreatment, neglect, abuse or degradation; e. be protected from exploitative labour practices f. not be required or permitted to perform work or provide services that – <ol style="list-style-type: none"> i. are inappropriate for a person of that child's age; or ii. place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development;

- g. not be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35, the child may be detained only for the shortest appropriate period of time, and has the right to be –
- i. kept separately from detained persons over the age of 18 years; and
 - ii. is treated in a manner, and kept in conditions, that take account of the child's age;
- h. have a legal practitioner assigned to the child by the state, and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and
- i. not be used directly in armed conflict, and to be protected in times of armed conflict.
2. A child's best interests are of paramount importance in every matter concerning the child.
3. In this section 'child' means a person under the age of 18 years.

Task and suggested steps in progression of activity:

Note: You may want to translate the extract into the home language of your learners or scaffold it to enable them to understand it easily.

1. In small groups, learners must **discuss** all of the rights (1 to 3) until they feel that they have come to a mutual understanding of what each one means. Teacher to facilitate this discussion.
2. Individually, each learner must **select** ONE of the rights as defined in the Bill of Rights that they think is the most important one. They must write an explanation of their choice and read it back to their group. The teacher can informally assess this and give feedback to the learner.
3. Within their group, they can now re-order the rights. This re-ordering will be done in order to **RANK** the rights, from the ones that the group thinks is the most important to the ones that they think are the least important to them. The group must be able to explain their choice.
4. Drawing from their own experience or from what they have seen or heard, learners (individually) **create** a small (A4) poster that reflects how ONE of the rights is been violated. The context for the violation will either be their own community, the school community, television or based on what they have read in newspapers. Illustrations and pictures, newspaper cuttings or other articles can be part of the final product.
5. Learners can then **present** their posters and explain it to the rest of the class.

Note: Be aware of adaptations required in order to accommodate learners with barriers. The following adaptations are suggested, for example:

► **Physically handicapped**

Adapt the task so that the end product is such that the learners are able to present their identified problem and proposed solution.

► **Partially-sighted learner**

Enlargement of visual stimuli is required. Pictures and texts must be enlarged.

5.4.5 The assessment of a problem-solving assignment (case study/contextual analysis)

Criteria	Not achieved (1%–34%) Level 1	Partially achieved (35–49%) Level 2	Achieved (50–69%) Level 3	Outstanding/ Excellent achievement (70%–100) Level 4
Reaching a common understanding	Not able to find any common ground	Can find some common ground	Was able to achieve a workable mutual understanding	Complete mutual agreement was reached after discussion, negotiation and mediation.
Critical appraisal results in effect value judgement	Unable to critically appraise the rights in order to identify the most important one for them.	Did identify the most important one, but unable to explain it to others.	Can identify the most important one and effectively explain their choice to others.	Evidence of in-depth critical appraisal and good explanation of choice.
Making value judgements in order to rank rights	Unable to rank the rights based on values and attitudes	Could rank the rights, but not able to articulate how and why the ranking was done	Rights are ranked and a good explanation provided for how the ranking occurred	Ranking of rights shows insight and understanding of their own personal situations, empathy for others and can explain the ranking in-depth.
Evidence (via poster) of violation of rights.	No able to produce a poster that demonstrates the violation of children's rights.	The poster does not effectively demonstrate the violation of children's rights.	The poster displays the violation of children's rights effectively.	The demonstration of the violation of children's rights is done with insight.
Present orally in class	Not able to present orally in class	Did present orally, but needs more support to achieve this criteria.	Able to orally present their poster to the class and convey their understanding to their peers.	Effective oral presentation that spoke to the audience.

5.4.6 Project: Oral History research in the Intermediate Phase

5.4.6.1 Description

An oral history project contains a number of components and relates to all three HISTORY learning outcomes. However, a well planned oral history project can also include key geographical concepts such as settlements, the movement of people and environmental issues. It, then, provides you with an excellent opportunity to integrate History and Geography.

The first, and essential, component is to identify a key question (based on the LOs and ASs) to focus the research in which the learners will engage (refer to page 42 of the Learning Area Statement). The project should involve interviews, collation of interviews, as well as a report back component that is appropriate to the grade. At the end of the enquiry process, the teacher should guide the learners through a

reflection exercise in order to consolidate the learning that has taken place during the enquiry process. Reflection questions might include questions such as, 'What was the most interesting thing you learnt while listening to the oral histories?'

5.4.6.2 *The process (planning)*

No project can be successfully undertaken by a learner if there is no scaffolding provided by the teacher. Furthermore, the lower the grade, the more scaffolding and support a learner will need. The scaffolding includes:

- ❖ ***Creating a framework for the project***
 - Stipulate what the investigation will cover.
 - Indicate which LOs and ASs will be covered.
 - Identify what knowledge, skills and values will be assessed.
- ❖ ***Discuss the project with the learners***
 - Reach a common understanding of what oral history is.
 - Give and explain the criteria (criterion-referenced) that will be used to evaluate the project.
- ❖ ***Identify who is to be interviewed***
 - For example: older people (grandparents) or substitute older people if the learners cannot access them themselves.
 - How are the interviews to be conducted?
 - How will safety of the learners be ensured?
- ❖ ***Draw up the questionnaire***
 - Give guidance to the learners on the type of questions, the sequence of the questions and the number of questions to be asked.
 - Give learners the opportunity to identify and ask key questions (the Enquiry Process).
- ❖ ***Plan the interviews***
 - Date, time, venue
 - Teach the learners interview skills and allow them to practice them before the real interview starts.
 - Cross check all arrangements (use a checklist is necessary).
- ❖ ***Set the context (local and historical background)***
 - Relate to Knowledge Focus Framework
- ❖ ***Conduct the interviews***
 - Learners must write or record the answers. Explain how to do this.
- ❖ ***Collate the interview results (if necessary)***
 - If this is a group effort, then results need to be collated.

❖ **Present the findings**

- How will this be done e.g. written report, journal, poster, role-play etc
Assessment tool for evaluation of evidence (rubric?)

Note: Monitor learner progress and set due dates within the broader project in order to help learners with time management.

5.4.6.3 The task

N.B. Formulation of key questions and use of an enquiry process are important in Social Sciences

Identify an important or interesting event that took place in the area some years ago. Perhaps the event changed the course of history (e.g. Sharpeville or forced removals) or had a significant impact on the economy of the area. It may have been a catastrophic flood or earth tremor (e.g. Laingsburg or Tulbagh). Possibly the event or series of events was just of local interest. People still living remember the event/events and have interesting stories to tell the learners. Learners have the opportunity to record these oral histories and to use them to gain a better understanding of their own heritage. They may be kept for the school records. Using an enquiry process, guide the learners through a research project using interviews (possibly with tape recorders) to gather information, record and collate it and give feedback.

Hints for the teacher

It is crucially important in research assignments:

- ▶ to complete the task over a longer period of time (compared to assignments) to provide learners with the opportunity of executing all the steps making up the enquiry process (identified below as assessment criteria);
- ▶ to ensure that the task and criteria are age appropriate;
- ▶ to ensure the safety of the learners.

The following, therefore, requires particular attention:

- ▶ Give clear and detailed guidance to learners before they start the project; and
- ▶ Monitoring the progress of the learner in providing effective feedback.

5.4.6.4 Stabilising criteria and providing background information

A research project that is for formal assessment, such as an oral history project, must have transparent criteria set prior to enquiry process beginning. Furthermore, in the Intermediate Phase it is advisable that the teacher supplies sufficient background information to the project i.e. provide a suitable context for the project. The local area is most likely to be the most appropriate and convenient setting for the interviews.

Grades 4–6	
Criteria for assessing an oral history project	LOs and ASs
Criterion 1: Interview questions <ul style="list-style-type: none"> • The questions were clear and to the point? • There were sufficient questions? 	List relevant LOs and ASs for the Grade in this column
Criterion 2: Interviewee <ul style="list-style-type: none"> • Person(s) interviewed was (were) appropriate. • The details of the interviewee(s) was (were) given. 	List relevant LOs and ASs for the Grade in this column
Criterion 3: Preparation and planning <ul style="list-style-type: none"> • There is evidence of careful preparation for the interviews? • All preparation and planning notes are included in the project. 	List relevant LOs and ASs for the Grade in this column
Criterion 4: Presentation of the information from the interviews <ul style="list-style-type: none"> • The interviewee(s) was (were) placed into historical context? • The information from the interviews was placed in historical context? • The information from the interviews was effectively recorded (age appropriate)? • The information from the interviews was analysed and organised coherently (age appropriate), showing different points of view (if applicable) • The presentation of the project to the class was clear and effective? 	List relevant LOs and ASs for the Grade in this column
Criterion 5: Self-reflection <ul style="list-style-type: none"> • Comments show depth of thought about the process and the product? 	List relevant LOs and ASs for the Grade in this column

5.5 Project: Research Task for the Senior Phase

5.5.1 Description

This type of assessment activity is developed around a specific Social Sciences key question/statement that must be researched. It normally encompasses not only one, but a number of different skills and techniques that the learner must apply in order to answer the research question.

5.5.2 Examples of research projects in the Senior Phase

Examples may include the following:

- ▶ Natural or human disaster analysis, impact and management.
- ▶ Biographical study of a community or political leader.
- ▶ Investigation in a particular historical context.
- ▶ Study of comparisons in local, national, regional, continental and global contexts.
- ▶ Use or abuse of natural or human resources and its impact on economic activity.
- ▶ Causes and the impact of population movements.
- ▶ Basic needs of people and development strategies.
- ▶ Controversial issues in the constitution i.e. when legal rights are not in line with the personal or religious opinions of some citizens. The death penalty is a good example. The constitution guarantees the right to life, but many South Africans want the death penalty reinstated.
- ▶ Inquiry into climatic or geomorphological phenomena and processes in a particular geographical context.

5.5.3 Assessment of a research project

The assessment of a research project may be based on the use of a rubric that will include both assessment criteria (not to be confused with C2005) and level descriptors.

An example (Grade 9)

The following serves as an example of a research project that will be used for formal assessment of the learner. A rubric for the assessment of this research project is also included. It is performance-based and is informed by Grade 9 Geography LOs in particular, but can be integrated with History LOs and the History knowledge focus framework.

Time: 1 week of class time and 3 weeks homework time

Marks: 60

N.B. Formulation of key questions and use of an enquiry process are important in Social Sciences

The task (in summary)

Conduct an analysis of how domestic waste in your area (where you live) is collected and disposed of. You need to:

- ▶ Interview people who work in the waste disposal business and/or people who work in the waste division of your local government.
- ▶ Find and use written and digital sources of information, such as books, newspapers, leaflets and the internet.

Once you have determined how the waste is collected and disposed of, you must write up your research findings. The final research report should be no more than 10 (ten) pages long and include photographs or hand-drawn pictures. You also need to include at least one graph (which you have drawn yourself) and a map of your area (drawn by yourself), showing the waste collection process and the disposal site. This map must have a heading, a key, indicate North and be as accurate as possible. It does not need to be drawn to scale. In addition, the report should include a section where you offer a critique of the waste collection process in your area and make suggestions on how it could be improved (e.g. made less expensive, more often, more sustainable etc). Finally, indicate what additional follow up research you would like to conduct to find out more about the topic.

The final product that the learner produces should reflect the steps of the enquiry process as used in Social Sciences. The steps making up the enquiry process will then also serve as criteria (and by implication level descriptors) for the presented final product.

The Criteria that the learners will be assessed on are:

- ▶ Asking a valid Social Science Research Question (or formulation of the problem or issue).
- ▶ Planning and identification of sources.
- ▶ Gathering of Information (Research).

- ▶ Organising information.
- ▶ Analysis and synthesis of Information.
- ▶ Communicating your research results.

Due to the size and complexity of the task, it has a number of activities:

The research can also be conducted in a group, or pair or by an individual

- ▶ Formulation of research question and gathering sources – group activity
- ▶ Research questionnaire (not always needed) – group activity
- ▶ Gathering information through research – group or individual activity
- ▶ Organising information into final product – individual activity
- ▶ Presentation of product to audience – individual activity

Hints for the teacher

It is crucially important in research assignments:

- ▶ to complete the task over a longer period of time (compared to assignments) to provide learners with the opportunity of executing all the steps making up the enquiry process (identified below as assessment criteria);
- ▶ to ensure that the task and criteria are age appropriate;
- ▶ to ensure the safety of the learners.

The following, therefore, requires particular attention:

- ▶ Give clear and detailed guidance to learners before they start the project; and
- ▶ Monitoring the progress of the learner in providing effective feedback.

A rubric for the above project is given below.

Criteria	0 to 3 marks	4 to 5 marks	6 to 7 marks	8 to 10 marks
Formulation of problem or issue	Unable to formulate a key (research) question or come up with a realistic problem or issue.	Incomplete and unclear question/problem/issue. Relied on teacher for the formulation or identification of the above.	The question/ problem/ issue is clear and well focussed. It requires moderately high level thinking skills to do the research.	The question/ problem/ issue is clear, well focussed and requires high level thinking skills in order to do research.
Planning & identification of sources	No organised plan and did not work within time-limits.	Required teacher assistance to list and organise what s/he needed to do. Some steps are missing in the planning. Revisions made with the teacher's help.	The learner was able to work within the time-frame given. Developed a system to organise the information. Was able to make revision with the help of the teacher.	The learner made excellent use of the time available. S/he remained focussed on the task and made changes when necessary. A clear method of organising the information was developed. Revisions in plan where made when needed.

Criteria	0 to 3 marks	4 to 5 marks	6 to 7 marks	8 to 10 marks
Gathering information	Focus during the process of gathering information was lost. Information collected was inaccurate and incomplete.	Needed some teacher's assistance to find information. Some steps missing in the planning. Made revisions with the teacher's help.	Used many resources to find information that answered the question. Search was revised, but not with ease. Work was completed within the specified time-frame. Revisions made with the assistance of the teacher.	A variety of resources was carefully selected to directly address the question. The search was continually revised on the basis of new and additional information.
Organising information	Unable to sort and organise the information found to answer the question.	The learner organised the information found, but made some mistakes. Unable to remain completely focussed on information in order to address the question.	Information was organised systematically. Information was sorted and organised to address the question. Only a few errors.	Information was selected and collated in a coherent, methodical. Only appropriate information was selected.
Analysis & synthesis	Incomplete product, details are missing	Product is incomplete and answers only part of the question.	The product answers the question in a way that reflects learning. Some detail and accuracy.	An original product was created, by making meaningful use of information. The question was answered accurately, in detail and with understanding.
Communication of findings	Information and ideas communicated with limited or no clarity.	Communicates information and ideas with some clarity.	Communicates information and ideas with the expected clarity.	Communicates information and ideas with a high degree of clarity and confidence.

5.6 Case Study – Intermediate Phase

5.6.1 Description

Case studies are an essential form of assessment in the Geography component of Social Sciences they provide an ideal opportunity to integrate the Geography component with the History, as well as integrate across learning areas. Languages, EMS, Natural Sciences and Arts and Culture all offer ideal opportunities for integration of knowledge and skills.

5.6.2 Task: The value of compost

Design, plan and implement a composting system at your school.

- ▶ Learners explore what compost is and why it has value.
- ▶ In groups, learners investigate the current composting situation at their school.
- ▶ Learners design and make models or diagrams, instructions and/or prototypes of a composting system for the school.
- ▶ Learners select the best system for a pilot project.
- ▶ They implement the pilot project and monitor it.
- ▶ The pilot project is evaluated for effectiveness in selecting and producing organic waste for composting, as well as, its ability to produce compost.



Description of Composting Project	
Name of school:	Grade: 6
1. Project: The value of compost	
2. Outcomes of the project (What do we want to achieve?)	
2.1 Implement Local Agenda 21 principles. 2.2 Reduce the amount of waste that has to be disposed of in the municipal waste stream. 2.3 Harvest the hidden financial value of compost.	
3. Content of the Project viz. outcomes (What do we want to do?)	
3.1 Learn about compost and composting. 3.2 Reduce the volume of waste that must be disposed of. 3.3 Implement a pilot composting system for the school. 3.4 Evaluate the pilot composting system.	
4. Participants (Who is working together)	
School Management Team, Grade 6 teachers, Grade 6 learners, janitors, ground staff, waste disposal unit of local government, NGOs, CBOs and local nurseries.	
5. Implementation (How do we want to proceed?)	
Develop a set of action steps based on the task instructions.	
6. Documentation (What do we want to write down)	
<ul style="list-style-type: none"> • Our understanding of composting and compost. • Results of our research • Our composting system • The pilot composting system and the results of the pilot. 	
7. Evaluation (What can be changed?)	
How can the pilot be improved, can it be implemented? What are the obstacles and the advantages?	
8. Profitability of the Project (Was the input worth the while?)	
<ul style="list-style-type: none"> • Outcome: Can we make money out of compost? • Outcome: can we save money on our refuse bill from the local municipality if we reduce the volume of refuse we send for disposal? 	

Assessment strategy:

In analogy to the generic rubric previously used (p.41ff), create a rubric using the following headings:

- ▶ Knowledge/Understanding
- ▶ Thinking/Inquiry
- ▶ Synthesis and Application
- ▶ Communication

5.7 Assessments Focussing on a Creative Response

5.7.1 Description

Creative response activities provide learners with opportunities to demonstrate creativity. Such activities can include making models, creating posters or collages and role play. In a creative activity learners demonstrate their understanding of what they have learned in a particular context in the Social Sciences learning area. This is no more a form of assessment in itself, but can be used within other projects.

5.7.2 Requirements

Learners are expected to complete at least **ONE** creative response activity in Grade 9. The choice of this activity is linked to the research project. If for example, the research project is completed in the context of the Environment, Resources and Development focus, the creative response activity should be related to the Social Processes, Organisation and Citizenship focus, and vice versa.

5.7.3 Examples of creative response activities

- ▶ ***Model-making***
 - ❖ Learners may be asked to show the different strata in a mineshaft by means of cardboard material and a paper maché that could represent the layers of the earth.
 - ❖ Showing how people lived in the past e.g. the San (Khoisan). A further example could relate to weaponry used in past societies.
 - ❖ Illustrating the topography of South Africa in terms of coastal plains, the escarpment, plateaus, drainage systems, etc. by means of a paper maché or wire/wood model.
 - ❖ Showing urban or rural settlements.
- ▶ ***Poster making***
 - ❖ This activity entails organising information in a logical way on a specific topic.
 - ❖ Learners should be given clear guidelines of what is expected in terms of different criteria e.g. the material to be used (text, pictures, graphs, two-dimensional (2D) & three-dimensional (3D) objects).
- ▶ ***Developmental creative response activities***
 - ❖ In this activity learners are given the opportunity to respond to audio or visual and tactile elements.

5.7.4 Assessment of creative response activities

The assessment of creative response activities should be based on the use of a rubric that will include both assessment criteria and level descriptors of achievements. The following are assessment criteria that should be regarded as important.

For example:

- ▶ How the learner presents his/her creative ability;
- ▶ The ability to discriminate between materials in the making of models;
- ▶ The logical development of project – whether it is a 2-D or 3-D model;
- ▶ The correlation of theory and reality; and
- ▶ The communication of findings.

The following pages have examples of an assessment tool that could be used for the assessment of creative response activities.

Description of activity	Not achieved (1%–34%) Level 1	Partially achieved (35%–49%) Level 2	Achieved (50%–69%) Level 3	Outstanding achievement (70%–100%) Level 4
Focus	The topic is poorly formulated or not formulated at all.	Poor topic formulation and no coherence.	The formulation of the topic is in aligned with the expected achievement at this level.	The topic is clearly formulated and well stated.
Main Ideas	Inappropriate ideas not applicable to the topic. Poor or no presentation at all.	Some of the ideas are appropriate/ applicable to the topic. Presentation not coherent.	The appropriateness and applicability of ideas and the quality of presentation are in accordance with expected achievements at this level.	The main ideas are appropriate, applicable to the topic and correctly presented.
Connection to the curriculum	LOs and ASs are poorly identified and have limited applicability or are not applicable at all.	Some of the LOs and ASs have been identified, but not all are applicable.	The identification and applicability of the LOs and ASs are in line with expected achievements at this level.	LOs and ASs are clearly identified and applicable.
Purpose	The poster does not achieve its purpose.	The poster partially achieves its purpose.	The purpose of the poster has been accomplished in accordance with expected achievements at this level.	The purpose of the poster has been accomplished in an original and creative manner.
Drawings and illustrations	Illustrations, photos, drawings and graphics are irrelevant.	A number of the illustrations, photos and drawings are relevant to the purpose. No coherence.	Illustrations, photos, drawings and graphics are relevant to the purpose and in accordance with expected achievements at this level.	All the illustrations, photos, drawings, graphics, enhance the purpose and interest of the piece.

Description of activity	Not achieved (1%–34%) Level 1	Partially achieved (35%–49%) Level 2	Achieved (50%–69%) Level 3	Outstanding achievement (70%–100%) Level 4
Design and layout	Poor or no design and layout.	Limited design/layout visible. No coherence.	Design and layout in accordance with expected achievements at this level.	Overall design, use of colour, organisation etc. support the message
Creativity	Little or no evidence of creativity.	Limited evidence of creativity.	Evidence of creativity is consummate with expected achievements at this level.	All the ideas in the product are original and the creativity of the learner is evident.
Presentation	The poster is messy and not presented professionally.	The poster has limited presentability.	The presentability of the poster is in accordance with expected achievement at this level.	The poster is neat and presentable in an original way.
Use of language	Poor language with gross linguistic and spelling errors.	Language and spelling sloppy and used indiscriminately in the presentation.	Language and spelling is on a standard consummate with expectations at this level.	Correct, appropriate and descriptive language is used without any errors.
Audience	The presentation was delivered without any audience in mind.	The audience was only partially considered in the delivery of the presentation.	The link between audience and presentation is in accordance with expected achievements at this level.	The product specifically addresses the target audience.

An alternative rubric could be:

Theme	Not achieved (1%–34%) Level 1	Partially achieved (35%–49%) Level 2	Achieved (50%–69%) Level 3	Outstanding/ Excellent achievement (70%–100%) Level 4
Pictures: Variety and suitability of pictures. The number of pictures used. The style of the pictures and the symbols and words that support the pictures. Differentiation between the number of pictures as well as the types, style and the development according to the theme				
Materials used: The materials should have a definite connotation to the theme. The applicability of the materials used should be in accordance with the theme.				
Arrangement/presentation and creativity: Initiative, the use of personal and unique ideas should be present throughout the presentation. This will be evident if original ideas were used.				
Report of final product: Completeness and applicability of the information in the report is evident throughout. The information is sufficient and there are no uncertainties.				

Example

The following serves as an example of a project requiring a creative response from the learner(s). A rubric for the assessment of this project is also included.

Of utmost importance with this type of project is:

- ▶ *To remember that it is conventionally completed over a longer period of time (compared to assignments) to provide learners with the opportunity of exploring different types of creative response activities;*
- ▶ *The necessity of giving clear and detailed guidance to learners before starting with the project; and*
- ▶ *Monitoring the progress of the learner by the teacher through giving of effective feedback.*

Task: Senior Phase

"You are all researchers working for a parliamentarian in the National Parliament. You have been tasked with developing a charter on environmental rights that expand and deepen the environmental rights that are already embedded in our Constitution. Make use of information from South Africa, as well as internationally to develop your list of environmental rights.

Develop a collage that:

- ▶ Illustrates the additional rights that you suggest;
- ▶ Makes use of pictures, text and colour to explain your points; and
- ▶ Has the maximum impact on your audience.

The following rubric may serve as a tool for assessment:

Assessment criteria	Not achieved (1%–34%) Level 1	Partially achieved (35%–49%) Level 2	Achieved (50%–69%) Level 3	Outstanding/Excellent achievement (70%–100%) Level 4
Group dynamics	No presence of a common goal to direct activities. Open conflict within the group.	Learner involvement limited. Conflict rather than co-operation	Co-operation rather than conflict at most times. Learners are involved in the activities of the group.	Shared goal directs and motivate activities. Co-operation extends beyond set goals.
Identification and motivation	Haphazard identification of rights. No motivation presented for choices.	Limited identification of rights. Haphazard/unstructured motivation presented.	Evidence of structure in the identification of rights. Motivation in respect of choices applicable.	Excellent identification and creative motivation.
Choice of pictures	Poor choice of pictures. No attempt is made to illustrate choices. Pictures do not relate to choices.	Some variety in pictures, but very few pictures. Some pictures support choices made.	Evidence of variety. Most pictures relate to choices.	Striking use of colour in pictures.
Change brought about	Boring and dull presentation.	Some evidence of change brought about, but this is not coherent.	Goal of presentation achieved.	Excellent and striking presentation served to motivate change.

6. ACHIEVEMENT CHART: SENIOR PHASE – SOCIAL SCIENCES

Determining achievement

The following achievement chart indicates four categories of achievement in Social Sciences – **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. These categories encompass all the curriculum expectations in the various components of the learning area. For each of the category statements in the left-hand column, the levels of learner achievement are described in the next range of columns.

The generic achievement chart is meant to guide teachers in:

- Planning instruction and learning activities that will lead to the achievement of curriculum expectations in the learning area;
- Planning assessment strategies that will accurately assess learner achievement relative to the Learning Outcomes;
- Selecting samples of learner work that provide evidence of achievement at particular levels;
- Providing descriptive feedback to learners on their current achievement and suggesting strategies for improvement;
- Determining, towards the end of the Grade 9 year, the learner's most consistent level of achievement of the Learning Outcomes as reflected by his/ her work in the course of the year; and
- Assigning a final assessment/ evaluation for the learning area.

The achievement chart can guide learners in:

- Assessing their own learning; and
- Planning, with the assistance of the teacher, strategies for improvement.

The achievement chart provides a method for teachers to utilise in the assessment and evaluation of learner achievement. Utilisation of an achievement chart will ensure consistency in assessment and reporting across the country.

Teachers, in planning learning programmes and assessment, need to be aware of and sensitive to the required curriculum expectations. All curriculum expectations must be accounted for in instruction (teaching). The achievement of these expectations needs to be assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the learner has achieved the expectations.

Learners should be given numerous and varied opportunities to demonstrate their achievement of expectations across the four categories. Teachers may find it useful to provide learners with examples of work at different levels of achieve

ANNEXURES

ANNEXURE A

Achievement Chart

ANNEXURE B

Senior Phase: History – Learning Outcomes and Assessment Standards

ANNEXURE C

Senior Phase: Geography – Learning Outcomes and Assessment Standards

ANNEXURE A

Achievement Chart

Categories	Not achieved (1%–34%) Level 1	Partially achieved (35%–49%) Level 2	Achieved (50%–69%) Level 3	Outstanding/Excellent achievement (70%–100%) Level 4
Knowledge/Understanding				
	The learner:			
<ul style="list-style-type: none"> knowledge of facts and terms 	<ul style="list-style-type: none"> demonstrates no or insufficient knowledge of facts and terms 	<ul style="list-style-type: none"> demonstrates limited knowledge of facts and terms 	<ul style="list-style-type: none"> demonstrates expected knowledge of facts and terms 	<ul style="list-style-type: none"> demonstrates thorough knowledge of facts and terms
<ul style="list-style-type: none"> understanding of concepts, principles, and theories 	<ul style="list-style-type: none"> demonstrates no or insufficient understanding of concepts, principles, and theories 	<ul style="list-style-type: none"> demonstrates limited understanding of concepts, principles, and theories 	<ul style="list-style-type: none"> demonstrates expected understanding of concepts, principles, and theories 	<ul style="list-style-type: none"> demonstrates thorough understanding of concepts, principles, and theories
<ul style="list-style-type: none"> understanding the relationship among concepts, principles, and theories 	<ul style="list-style-type: none"> demonstrates no or insufficient knowledge of relationships among concepts, principles, and theories 	<ul style="list-style-type: none"> demonstrates limited knowledge of relationships among concepts, principles, and theories 	<ul style="list-style-type: none"> demonstrates expected knowledge of relationships among concepts, principles, and theories 	<ul style="list-style-type: none"> demonstrates thorough knowledge of relationships among concepts, principles, and theories
Thinking/Inquiry				
	The learner:			
<ul style="list-style-type: none"> critical and creative thinking skills (decision-making; problem-solving skills) 	<ul style="list-style-type: none"> does not use critical and creative thinking skills 	<ul style="list-style-type: none"> uses critical and creative thinking skills with moderate effectiveness 	<ul style="list-style-type: none"> uses critical and creative thinking skills with expected effectiveness 	<ul style="list-style-type: none"> uses critical and creative thinking skills with a high degree of effectiveness
<ul style="list-style-type: none"> inquiry and research skills base (e.g. formulating questions, selecting strategies and resources, analysing information) 	<ul style="list-style-type: none"> applies no or an unacceptable w number of skills involved in the inquiry/research process 	<ul style="list-style-type: none"> applies some of the skills involved in the inquiry/research process 	<ul style="list-style-type: none"> applies most of the skills involved in the inquiry/research process 	<ul style="list-style-type: none"> applies all or almost all the skills involved in the inquiry/research process
<ul style="list-style-type: none"> organisation of information/evidence 	<ul style="list-style-type: none"> does not identify important evidence relevant to the problem/issue 	<ul style="list-style-type: none"> identifies some of the relevant evidence but omits other evidence 	<ul style="list-style-type: none"> identifies and logically organises most of the relevant evidence 	<ul style="list-style-type: none"> identifies and logically organises all relevant evidence

Categories	Not achieved (1%–34%) Level 1	Partially achieved (35%–49%) Level 2	Achieved (50%–69%) Level 3	Outstanding/Excellent achievement (70%–100%) Level 4
Synthesis and Application	The learner:			
<ul style="list-style-type: none"> evaluation and synthesis 	<ul style="list-style-type: none"> reaches no or incomplete conclusions based on the evidence 	<ul style="list-style-type: none"> reaches some conclusions based on the evidence 	<ul style="list-style-type: none"> reaches the expected conclusions based on the evidence 	<ul style="list-style-type: none"> reaches informed conclusions based on the evidence
<ul style="list-style-type: none"> application of ideas 	<ul style="list-style-type: none"> applies ideas and skills to familiar contexts with no or limited effectiveness 	<ul style="list-style-type: none"> applies ideas and skills to familiar contexts with moderate effectiveness 	<ul style="list-style-type: none"> applies ideas and skills to familiar contexts with the expected effectiveness 	<ul style="list-style-type: none"> applies ideas and skills to familiar contexts with a high degree of effectiveness
<ul style="list-style-type: none"> transfer of concepts, skills and procedures in new contexts 	<ul style="list-style-type: none"> transfers concepts, skills and procedures in new contexts with no or limited effectiveness 	<ul style="list-style-type: none"> transfers concepts, skills and procedures in new contexts with moderate effectiveness 	<ul style="list-style-type: none"> transfers concepts, skills and procedures in new contexts with the expected effectiveness 	<ul style="list-style-type: none"> transfers concepts, skills and procedures in new contexts with a high degree of effectiveness
<ul style="list-style-type: none"> application of procedures, equipment and technology 	<ul style="list-style-type: none"> uses procedures, equipment, and technology safely and correctly only with supervision 	<ul style="list-style-type: none"> uses procedures, equipment, and technology safely and correctly with some supervision 	<ul style="list-style-type: none"> uses procedures, equipment, and technology safely and correctly to the expected standards 	<ul style="list-style-type: none"> demonstrates and promotes the safe and correct use of procedures, equipment, and technology
<ul style="list-style-type: none"> making connections (e.g., between personal experiences & LA, between different LA's and between the LA and the world outside the school) 	<ul style="list-style-type: none"> makes connections with no or limited effectiveness 	<ul style="list-style-type: none"> makes connections with moderate effectiveness 	<ul style="list-style-type: none"> makes connections with the expected effectiveness 	<ul style="list-style-type: none"> makes connections with a high degree of effectiveness

ANNEXURE A (continued)

Categories	Not achieved (1%–34%) Level 1	Partially achieved (35%–49%) Level 2	Achieved (50%–69%) Level 3	Outstanding/Excellent achievement (70%–100%) Level 4
Communication				
The learner:				
• communication of information and ideas	<ul style="list-style-type: none"> communicates information and ideas with limited or no clarity 	<ul style="list-style-type: none"> communicates information and ideas with some clarity 	<ul style="list-style-type: none"> communicates information and ideas with the expected clarity 	<ul style="list-style-type: none"> communicates information and ideas with a high degree of clarity, and with confidence
• use of language, symbols and visuals	<ul style="list-style-type: none"> uses language, symbols and visuals with limited or no accuracy and effectiveness 	<ul style="list-style-type: none"> uses language, symbols and visuals with some accuracy and effectiveness 	<ul style="list-style-type: none"> uses language, symbols and visuals with the expected accuracy and effectiveness 	<ul style="list-style-type: none"> uses language, symbols and visuals with a high degree of accuracy and effectiveness
• communication for different audiences and purposes	<ul style="list-style-type: none"> communicates with a limited or no sense of audience and purpose 	<ul style="list-style-type: none"> communicates with some sense of audience and purpose 	<ul style="list-style-type: none"> communicates with the expected sense of audience and purpose 	<ul style="list-style-type: none"> communicates with a strong sense of audience and purpose
• use of various forms of communication (e.g. reports, presentations)	<ul style="list-style-type: none"> demonstrates limited or no command of the various forms 	<ul style="list-style-type: none"> demonstrates moderate command of the various forms 	<ul style="list-style-type: none"> demonstrates the expected command of the various forms 	<ul style="list-style-type: none"> demonstrates extensive command of the various forms

Senior Phase: History – Learning Outcomes and Assessment Standards

Senior Phase: History Learning Outcomes and Assessment Standards				
The enquiry process in History and Geography is closely linked in this outcome. Asking key questions is critical to this process.				
Learning Outcome 1	Enquiry process	Grade 7	Grade 8	Grade 9
Historical Enquiry: The learner will be able to use enquiry skills to investigate the past and present. We know this when the learner:	Key question(s) to be asked by teacher and/or learner but <i>not assessed</i>.	Continue to ask questions about aspects of the past. Ask questions to begin an investigation of a topic.	Continue to ask questions about aspects of the past. Ask questions to begin an investigation of a topic.	Continue to ask questions about aspects of the past. Ask questions to begin an investigation of a topic.
	Find sources: teacher/learner	1 Identifies and selects a variety of historical and archaeological sources relevant to an inquiry.	1 Continues to identify and select a variety of historical and archaeological sources relevant to an inquiry.	1 Investigates a topic by asking key questions and identifies a variety of relevant sources to explore this topic
	Work with the sources: ask questions of sources, find info in sources, organise, analyse, synthesise info	2a Compiles and organises information from a number of sources to obtain evidence about aspects of the past. 2b Interprets and finds information from simple graphical and statistical sources (e.g. graphs, population figures, census returns and tables).	2a Evaluates the sources used (e.g. 'Who created the source?' 'Is it reliable?' 'How useful is the information?'). 2b Interpret graphical and statistical sources.	2a Asks significant questions to evaluate the sources, for example, to identify bias and stereotypes, omissions and gaps. 2b Analyse the information in the sources.
Write a piece of history (answers the question)	3 Uses the information from the sources to present well-thought-out answers to questions.	3 Presents an original idea as part of an answer to questions posed.	3 Presents an independent line of argument in answering questions posed and justifies, using evidence, the conclusions reached.	3 Presents an independent line of argument in answering questions posed and justifies, using evidence, the conclusions reached.

ANNEXURE B (continued)

Senior Phase: History Learning Outcomes and Assessment Standards				
The enquiry process in History and Geography is closely linked in this outcome. Asking key questions is critical to this process.				
Learning Outcome 1	Enquiry process	Grade 7	Grade 8	Grade 9
	Communicate historical knowledge and understanding (communicates the answer)	4 Communicates knowledge and understanding by formulating arguments based on evidence from the sources either in a debate, by producing longer pieces of historical writing, through artwork, graphics and drama. Uses information technology where available and appropriate	4 Communicates knowledge and understanding by constructing his/her own interpretation and argument based on the historical sources. This should include extended writing, artwork, graphics and drama. Uses information technology when available and appropriate.	4 Communicates knowledge and understanding by constructing his/her own interpretation and argument based on the historical sources. This should include extended writing, artwork, graphics and drama. Use IT when available and appropriate.
Learning Outcome 2	Grade 7	Grade 8	Grade 8	Grade 9
Historical Knowledge and Understanding: The learner is able to demonstrate historical knowledge and understanding We know this when the learner is able to:	1 Develops timelines and creates diagrams to illustrate periods and events in the past [chronology and time]	1 Begins to make links between historical events and processes in different contexts in the same period [chronology and time]	1 Places events, people and changes in the periods of history studied within a chronological framework [chronology and time]	
	2 Describe and make links between reasons for and results of key events and changes [cause and effect]	2 Recognise that causes and effects of events vary in importance [cause and effect]	2a Identifies categories of causes and effects such as immediate and long-term, direct and indirect [cause and effect] 2b Explains and analyses the reasons for and results of events in history [cause and effect]	
	3 Explains why certain aspects of society in different contexts have or have not changed over time [change and continuity]	3 Explains changes in a wider historical and environmental context [change and continuity]	3 Recognises that change and development does not always mean progress [change and continuity]	

<p>Learning Outcome 3</p> <p>Historical Interpretation:</p> <p>The learner is able to interpret aspects of history</p> <p>We know this when the learner:</p>	<p>Interpretation based on historical sources</p>	<p>Grade 7</p> <p>1a Understands how and why some events in the past have been interpreted differently.</p> <p>1b Recognises that accounts written some time after the event may differ from contemporary accounts [source interpretation]</p>	<p>Grade 8</p> <p>1a Examines historical interpretation by asking relevant questions about the author of an historical source.</p> <p>1b Identifies and gives reasons for the different ways that the past is represented and interpreted. [source interpretation]</p> <p>1c Explains why history is not objective or neutral [source interpretation]</p>	<p>Grade 9</p> <p>1a Understands the contested nature of content and that historians construct histories when writing about events from the past. [source interpretation]</p> <p>1b Constructs an interpretation based on sources, giving reasons for own interpretation [source interpretation]</p>
	<p>Issues which influence interpretation</p>	<p>2 Recognises that different value systems and traditions may influence the way events in the past are interpreted [influences on interpretation]</p>	<p>2 Recognises that sense of identity may influence the way events in the past are interpreted [influences on interpretation]</p>	<p>2 Analyses issues which influence the way history has been written [influences on interpretation]</p>
	<p>Interpreting public representation of the past, archaeology and memory</p>	<p>3a Describes how archaeologists work with material remains of the past and makes deductions from selected material remains of the past [representation of the past]</p> <p>3b Explains the ways in which people remember events in the past [representation of the past]</p>	<p>3a Describes main features and uses of material remains of the past in a given context [representation of the past]</p> <p>3b Explains the importance of conserving our natural and cultural heritage [e.g. objects, buildings, heritage sites].</p> <p>3c Explain how and why people's memories of the past might differ [representation]</p>	<p>3a Explains the ways in which symbols are used to remember events and people from the past and how oral histories can contribute to our understanding of the symbols [representation of the past]</p>

Senior Phase: Geography – Learning Outcomes and Assessment Standards

Senior Phase: Geography – Learning Outcomes and Assessment Standards				
The enquiry processes in Geography and History are closely linked in this outcome. Asking questions is critical to this process.				
Learning Outcome 1	Enquiry process	Grade 7	Grade 8	Grade 9
Geographical Enquiry The learner is able to use enquiry skills to investigate geographical and environmental concepts and processes We know this when the learner:	Key question(s) to be asked by teacher and/or learner <i>but should not be assessed:</i>	Formulate questions to guide an enquiry concerning issues and problems.	Formulate a questions to guide an enquiry concerning social and environmental issues and problems.	Formulate some critical questions about aspects of the interrelationships between people, places and the environment.
	Finds sources relevant to the enquiry: Teacher/learner	1. Identifies a variety of geographical and environmental sources relevant to an enquiry. [finds source]	1. Identifies and selects a variety of geographical and environmental sources relevant to an enquiry (use fieldwork and other enquiry methods). [works with sources]	1. Carries out independent enquiries about aspects of the interrelationships between people, places and the environment (use fieldwork). [finds sources]
	Works with the sources: asks questions, finds information, organises, analyses, synthesises info.	2a. Organises and interprets information relevant to the enquiry from simple graphs, maps, and statistical sources. [works with sources] 2b. Measures distances on globes, atlases and maps using line scales. [works with sources] 2c. Uses local maps and/or orthophoto maps to locate and investigate the issue and its context (compare with field observations). [works with sources]	2a. Interprets maps and atlas information, graphical and statistical sources. 2b. Identifies some physical and constructed features from aerial and/or orthophoto maps of local and other areas. 2c. Measures distances on orthophoto maps and/or maps of local and other areas and compare map distances with distances in reality. 2d. Observe and record information in the field.	2a. Asks significant questions to evaluate sources, for example, to identify bias and stereotypes, omissions and gaps. [works with sources] 2b. Analyses and reaches conclusions about information from sources such as photos, maps and atlases, graphs and statistics. [works with sources] 2c. Correlates information from various sources with information from maps, atlases, satellite images or orthophotos. [works with sources] 2d. Observe and record information in the field. [works with sources]

Learning Outcome 1	Enquiry process	Grade 7	Grade 8	Grade 9
Geographical Enquiry (continued)	Make decisions/find alternatives, seek solutions	3. Uses information to suggest answers, propose alternatives and possible solutions. [answers the question]	3. Presents an original idea as part of an answer to the questions posed in the enquiry.	3. Uses 1, 2 and 3 above to justify the answer, decision or solution relating to the enquiry.
	Communicates geographical and environmental knowledge and understanding	4. Reports on the enquiry using evidence from the sources including maps, diagrams and graphics. Where possible uses computers in the presentation. [communicates the answer]	4. Reports on the knowledge gained in the enquiry by constructing an argument based on sources of information, in a variety of ways. Use maps, diagrams and graphics. Where possible use computers in the presentation. [communicates the answer]	4. Reports on the knowledge gained in the enquiry by constructing an interpretation and argument based on sources of information. Uses maps, diagrams and graphics. Where possible use computers in the presentation. [communicates the answer]

Learning outcome 2	Grade 7	Grade 8	Grade 9
Geographical Knowledge and Understanding The learner is able to demonstrate geographical and environmental knowledge and understanding We know this when the learner is able to:	1. Describe and explain how natural hazards such as volcanoes, earthquakes and flooding occur and the impact on human lives and socio-economic activities (people and places)	1. Identify and compare different types of settlement patterns (people and places)	1. Provide a reasoned explanation of some approaches to development (people and places)
	2. Investigate and explain why some people face a higher risk than others with respect to natural hazards (people and resources)	2. Identify factors that influence the formation of settlement patterns (natural, economic, social/political) (people and resources)	2. Identify ways in which science and technology have contributed positively and negatively to development (people and resources)
	3. Identify how risks and hazards can be managed (people and environment)	3. Identify critical factors that have led to changes in settlement patterns in South Africa, Africa and elsewhere (people and environment)	3. Explain how sustainable development could impact positively on people, places and environments (people and environment)

ANNEXURE C (continued)

Learning outcome 3		Grade 7	Grade 8	Grade 9
<p>Exploring Issues</p> <p>The learner is able to make informed decisions about social and environmental issues and problems</p> <p>We know this when the learner:</p>	<p>Identify the issue by either teacher and/or learner</p>	<p>1. Identifies challenges to societies and settlements, with a focus on population growth and change [identifies the issue]</p> <p>2a. Identifies the factors that contribute to population growth and change. [factors affecting the issue]</p> <p>2b. Identifies processes that affect population growth and change in various places [factors affecting issue]</p>	<p>1. Identifies challenges to societies and settlements associated with the use and abuse of people and natural resources [identifies the issue]</p> <p>2. Examines the unequal distribution of, and access to, resources in different contexts [factors affecting the issue]</p>	<p>1. Identifies social and environmental conflicts in South Africa and compare with other contexts [identify the issue]</p> <p>2. Identifies factors affecting selected social and environmental disputes including rights, gender, social, economic and political demands in a particular context [factors the affecting issue]</p>
	<p>Factors affecting the issue or problem</p>			
	<p>Make choices/provide decisions/provide alternatives</p>	<p>3. Suggests ways of responding to issues associated with population growth and change in a particular context. [makes choices]</p>	<p>3a. Investigates possible ways of reducing resource consumption [makes choices]</p> <p>3b. Makes suggestions to guide sustainable living practices in a particular context. [makes choices]</p>	<p>3a. Analyses the causes of disputes or conflicts.</p> <p>3b. Makes informed decisions about various solutions to social and environmental conflicts. [makes choices]</p>