



# Revised National Curriculum Statement Grades R-9 (Schools)

## Social Sciences



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This document must be read as part of the  
Revised National Curriculum Statement Grades R-9 (Schools).

This Revised National Curriculum Statement Grades R-9 (Schools) includes:

1. An Overview
2. Eight Learning Area Statements:
  - Languages
  - Mathematics
  - Natural Sciences
  - Social Sciences
  - Arts and Culture
  - Life Orientation
  - Economic and Management Sciences
  - Technology

## HOW TO USE THIS BOOK

- For general information see:
  - *Introducing the National Curriculum Statement in Chapter 1* - This will provide information on Outcomes-based Education, the Revised Curriculum Statement for Grades R-9 (Schools), and Learning Programmes.
  - *Introducing the Learning Area in Chapter 1* - This will provide an introduction to the Learning Area Statement including its features, scope and Learning Outcomes.
  - *Learner Assessment* - This chapter provides guidelines to assessment principles in Outcomes-based Education, discusses continuous assessment, and provides examples of record-keeping.
  - The *Reference Lists* provide both a general Curriculum and Assessment Glossary and a specific Learning Area Glossary.
- The body of this book is divided into several chapters. There is one chapter for each of the Phases of the General Education and Training Band - Foundation Phase, Intermediate Phase, Senior Phase. Each of these chapters has a brief introductory section, followed by the Assessment Standards for the Phase. There is also a chapter on Learner Assessment.
- The Assessment Standards for each Phase are presented in a way that makes it possible to track progression. That is, similar Assessment Standards for each grade are lined up with each other so that the teacher will be able to compare progression over the years. This results in some blank spaces, as not every Assessment Standard has its match in every grade.
- Certain symbols are used throughout this book to guide the reader in finding the information she or he is looking for. These symbols are:



Assessment Standard



Grade



Learning Outcome

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# CHAPTER 1

## INTRODUCTION

### INTRODUCING THE NATIONAL CURRICULUM STATEMENT

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

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

Education and the curriculum have an important role to play in realising these aims. The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa.

### Outcomes-based Education

Outcomes-based education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve to their maximum ability. This it does by setting the outcomes to be achieved at the end of the process. The outcomes encourage a learner-centred and activity-based approach to education. The Revised National Curriculum Statement builds its Learning Outcomes for the General Education and Training Band for Grades R-9 (for schools) on the critical and developmental outcomes that were inspired by the Constitution and developed in a democratic process.

The critical outcomes envisage learners who are able to:

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

The developmental outcomes envisage learners who are also able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national, and global communities;

- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

Issues such as poverty, inequality, race, gender, age, disability and challenges such as HIV/AIDS all influence the degree and way in which learners can participate in schooling. The Revised National Curriculum Statement Grades R-9 (Schools) adopts an inclusive approach by specifying the minimum requirements for all learners. All the Learning Area Statements try to create an awareness of the relationship between social justice, human rights, a healthy environment and inclusivity. Learners are also encouraged to develop knowledge and understanding of the rich diversity of this country, including the cultural, religious and ethnic components of this diversity.

### Revised National Curriculum Statement: Learning Area Statements

The Revised National Curriculum Statement Grades R-9 (Schools) consists of an Overview and eight Learning Area Statements for:

- Languages;
- Mathematics;
- Natural Sciences;
- Social Sciences;
- Arts and Culture;
- Life Orientation;
- Economic and Management Sciences; and
- Technology.

Each Learning Area Statement identifies the main Learning Outcomes to be achieved by the end of Grade 9. Each Learning Area Statement also specifies the Assessment Standards that will enable the Learning Outcomes to be achieved. Assessment Standards are defined for each grade and describe the depth and breadth of what learners should know and be able to do. Each Learning Area Statement's Assessment Standards show how conceptual and skill development can take place over time. Assessment Standards can be integrated within grades as well as across grades. The achievement of an optimal relationship between integration across Learning Areas (where necessary and educationally sound), and conceptual progression from grade to grade, are central to this curriculum.

### Revised National Curriculum Statement: Learning Programmes

The Revised National Curriculum Statement is aimed at promoting commitment as well as competence among teachers, who will be responsible for the development of their own Learning Programmes. In order to support this process, the Department of Education will provide policy guidelines based on each Learning Area Statement. Provinces will develop further guidelines where necessary in order to accommodate diversity.

The underlying principles and values of the Revised National Curriculum Statement Learning Area Statements underpin the Learning Programmes. Whereas the Learning Areas stipulate the concepts, skills and values to be achieved on a grade by grade basis, Learning Programmes specify the scope of learning and assessment activities for each phase. Learning Programmes also contain work schedules that provide the pace and sequence of these activities each year, as well as exemplars of lesson plans to be implemented in any given period.

In the Foundation Phase, there are three Learning Programmes: Literacy, Numeracy and Life Skills. In the Intermediate Phase, Languages and Mathematics are distinct Learning Programmes. Learning Programmes must ensure that the prescribed outcomes for each learning area are covered effectively and comprehensively. Schools may decide on the number and nature of other Learning Programmes in the Intermediate Phase based on the organisational imperatives of the school, provided that the national priorities and developmental needs of learners in a phase are taken into account. In the Senior Phase, there are eight Learning Programmes based on the Learning Area Statements. Time allocations for each Learning Area are prescribed for all Grades and Phases.

### Time Allocations

In terms of Section 4 of the Employment of Educators Act, (1998), the formal school day for teachers will be seven hours. In terms of the National Education Policy Act, (1996), the formal teaching time per school week is 35 hours. This is set out in:

- (i) Overview Document ISBN 1-919917-08-X, pages 17 & 18.
- (ii) Government Gazette No. 23406, Vol. 443, May 2002, pages 26 & 27

### Assessment

Each Learning Area Statement includes a detailed section on assessment. An outcomes-based framework uses assessment methods that are able to accommodate divergent contextual factors. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply skills. Assessment should also help students to make judgments about their own performance, set goals for progress and provoke further learning.

### The Kind of Teacher that is Envisaged

All teachers and other educators are key contributors to the transformation of education in South Africa. This Revised National Curriculum Statement Grades R-9 (Schools) envisions teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and Learning Area or Phase specialists.

### The Kind of Learner that is Envisaged

The promotion of values is important not only for the sake of personal development, but also to ensure that a national South African identity is built on values very different from those that underpinned apartheid education. The kind of learner that is envisaged is one who will be inspired by these values, and who will act in the interests of a society based on respect for democracy, equality, human dignity, life and social justice. The curriculum seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen.

## INTRODUCING THE SOCIAL SCIENCES LEARNING AREA

### Definition

The Social Sciences Learning Area studies relationships between people, and between people and the environment. These relationships vary over time and space. They are also influenced by social, political, economic and environmental contexts, and by people's values, attitudes and beliefs.

The concepts, skills and processes of History and Geography form key elements of the Social Sciences Learning Area in the school curriculum. Environmental education and human rights education are integral to this Learning Area.

The Social Sciences Learning Area is concerned both with what learners learn and how they learn and construct knowledge. Learners are encouraged to ask questions and find answers about society and the environment in which they live.

This Learning Area contributes to the development of informed, critical and responsible citizens who are able to participate constructively in a culturally diverse and changing society. It also equips learners to contribute to the development of a just and democratic society.

### Purpose

The Social Sciences Learning Area aims to develop an awareness of how we can influence our future by confronting and challenging economic and social inequality (including racism and sexism) to build a non-racial, democratic present and future.

History and Geography are presented in Social Sciences as separate but linked disciplines.

A study of History within the General Education and Training Band enables learners progressively to develop:

- a general knowledge and understanding of the history of all people who reside in South Africa;
- an understanding of our diverse past and a mutual grasp of how that informs our present reality (historical consciousness);
- an understanding of the interpretation of heritage and its role in constructing identity;
- an appreciation of the special contribution of oral tradition and archaeology, and of the impact of the environment on historical developments;
- the ability to become critically responsible citizens within a context where human and environmental rights are fostered;
- an understanding of patterns of social development and the impact of technology on society and the environment;
- an understanding of organisations and how to interact with and participate in them; and
- the skill of interacting critically with information from a range of sources, including sources that offer different perspectives of the same event or issue.

A study of Geography within the General Education and Training Band enables learners progressively to develop:

- a knowledge and understanding of the place in which they live, of other people and places, the significance of location and of how people and places interrelate and interconnect;
- an understanding of the ways in which people and the environment interact in response to physical and human processes;
- an awareness of spatial relationships and an understanding of the changing world in a balanced, critical and empathetic way;
- an informed concern for the world around us and an ability and willingness to participate in actions for a sustainable environment; and
- attitudes, values and actions in a world of constant social, economic, political and environmental change.

## Unique Features and Scope

### History

The Social Sciences (History) Learning Outcomes promote:

- enquiry skills to investigate the past and present;
- historical knowledge and understanding; and
- historical interpretation skills.

The Assessment Standards emphasise the historical skills and conceptual knowledge that are needed for teaching and assessing. In order to give meaning to these skills and concepts, Chapter 5 sets out the minimum core content that will provide the context in which learners will achieve the Learning Outcomes and Assessment Standards. The selection of content for each grade is designed to give a broad overview rather than a detailed examination of any particular topic. Some of these topics may be covered in greater depth in the Further Education and Training Band.

The skills and knowledge highlighted here allow the teacher to encourage values and use approaches which promote social justice and human rights at school and in the wider society.

Overall, History emphasises:

- the experiences of ordinary people;
- events of historical significance;
- important historical processes (e.g. industrialisation);
- an approach which locates South Africa in Africa and the wider world;
- local studies which integrate history, geography, environmental education and democracy education; and
- inclusion of lost voices and processes in history.

### Geography

The Social Sciences (Geography) Learning Outcomes promote:

- enquiry skills to investigate key concepts and processes in Geography;
- knowledge and understanding of the interrelationships between people, resources and the environment; and
- critical analysis of development issues on a local, national and global scale.

As in the History component, the Assessment Standards focus on the skills teachers need to teach and assess. The minimum core content is set out to provide a context for achieving the Learning Outcomes and Assessment Standards (see Chapter 5). Content areas include climatology, geomorphology, hazards, population dynamics, settlement and development.

In Geography, learners will explore:

- social inequality and forms of exploitation with regard to environmental and land issues;
- the decreasing availability of resources;
- the deteriorating quality of the environment; and
- strategies for change.

To do this effectively, learners must have adequate knowledge and understanding of Physical Geography and the impact of physical processes on people and the environment.

### Values, human rights issues and teaching approach

The Social Sciences Learning Area makes a crucial contribution to understanding and transforming society and the environment.

The values of our Constitution form the basis of all values in the Social Sciences Learning Area. These values, together with human rights and environmental issues, are integral to teaching and learning in Social Sciences. They should influence the way key questions are formulated and, through this, focus the content.

When working with History and Geography within Social Sciences, various issues should be explored - race, gender, class, xenophobia, genocide and the impact these have had in the past and the present. It is important to examine power relations in the past and present, including access to and distribution of resources, the exercising of political power, gender relations, and the influence they have had and continue to have on people's lives.

The Social Sciences Learning Area Statement:

- has been designed to give space to the silent voices of history and to marginalised communities.
- aims to develop a sense of agency in learners. It is important that young people understand that they are able to make choices in order to make a difference for positive change. They should be encouraged to do this not only in an historical context of learning from the past, but also to make choices in the present and for the future, for the development of an ethic of sustainable living.
- aims to provide learners with knowledge, understanding and skills which will enable them to make judgements. Respect for and appreciation of all cultures and languages is integral to this Learning Area. It promotes critical questioning as a basis for developing responsible citizens in a democracy. In exploring the causes of conflict - both political and environmental, in the past and present - learners should gain insights that will contribute to peace and the development of non-violent responses to conflict.
- separates content from the Assessment Standards. However, both are closely linked, and are designed to be used together. Content cannot be assessed on its own, nor can the Assessment Standards be assessed on their own. The two work together and must be assessed together. Competence in the knowledge, understanding and skills outlined by the Assessment Standards can only be demonstrated in terms of the content.



## Social Sciences Learning Outcomes

The Social Sciences Learning Area has six Learning Outcomes - three for History and three for Geography.

### History



#### Learning Outcome 1: Historical Enquiry

**The learner will be able to use enquiry skills to investigate the past and present.**



#### Learning Outcome 2: Historical Knowledge and Understanding

**The learner will be able to demonstrate historical knowledge and understanding.**



#### Learning Outcome 3: Historical Interpretation

**The learner will be able to interpret aspects of history.**

### Geography



#### Learning Outcome 1: Geographical Enquiry

**The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.**



#### Learning Outcome 2: Geographical Knowledge and Understanding

**The learner will be able to demonstrate geographical and environmental knowledge and understanding.**



#### Learning Outcome 3: Exploring Issues

**The learner will be able to make informed decisions about social and environmental issues and problems.**



## CHAPTER 2

### FOUNDATION PHASE

#### (GRADES R-3)

## HISTORY

### Introduction

Learners in this Phase should be able to ask basic questions and find simple answers to questions about aspects of their personal lives, those of others, and experiences relating to the past and present. Learners ask such questions about people, objects and places. They respond to stories told about the past and retell such stories, giving their own opinions about the stories and events. They are able to distinguish between fantasy and reality. In this Phase, learners begin to develop a sense of chronology and time, are able to give simple reasons for and results of events in the past, describe events and make comparisons. They can identify different ways in which the past is represented (e.g. pictures, written accounts, photographs, oral accounts, objects).

Learning Outcome 1 has been designed to facilitate natural integration and links between History and Geography within the Social Sciences Learning Area. Natural links also occur between some of the Assessment Standards of the other outcomes and the content areas.

### Learning Outcomes

#### Learning Outcomes for the Foundation Phase



#### Learning Outcome 1: Historical Enquiry

**The learner will be able to use enquiry skills to investigate the past and present.**

Important enquiry processes for this Learning Outcome include:

- finding sources;
- working with sources - asking questions, finding information, and organising, analysing and synthesising information;
- writing a piece of history (answering a question); and
- communicating historical knowledge and understanding (communicating an answer).



#### Learning Outcome 2: Historical Knowledge and Understanding

**The learner will be able to demonstrate historical knowledge and understanding.**

Important enquiry processes for this Learning Outcome include dealing with and understanding:

- chronology and time;
- cause and effect; and
- similarity and difference.



### Learning Outcome 3: Historical Interpretation

**The learner will be able to interpret aspects of history.**

Important enquiry processes for this Learning Outcome include:

- interpretation based on historical sources;
- understanding that there are issues which influence interpretation; and
- interpreting public representation of the past, archaeology and memory.

#### Knowledge focus for Grades R and 1

The knowledge focus for achieving the Learning Outcomes in Grades R and 1 covers the same areas, and is reflected in:

- stories of the learner's own life, the way of life of own family or that of others around the learner, including aspects that have changed over time;
- stories about people of interest (women and men, boys and girls) at different times (e.g. ordinary people, famous people);
- social experiences over time (e.g. games, toys, in own and different societies); and
- telling about objects and personal belongings that the learner values, and telling why these objects are valued.

#### Knowledge focus for Grade 2

The knowledge focus for achieving the Learning Outcomes in Grade 2 is reflected in:

- stories of the learner's own life, family life and school life, including aspects that have changed over time;
- stories about the way of life of people in the past who lived in the local area or elsewhere in South Africa;
- social experiences over time (e.g. homes, food and dress in different societies);
- telling about objects and personal belongings that the learner values and explaining why these objects are valued;
- an awareness of the existence of the national government and president; and
- a knowledge of national symbols such as the South African flag.

#### Knowledge Focus for Grade 3

The knowledge focus for achieving the Learning Outcomes in Grade 3 is reflected in:

- stories about people of interest (women and men, boys and girls; ordinary people, famous people) at different times from the history of South Africa and the wider world;
- stories about past events from the history of South Africa and the wider world that are commemorated (e.g. the Olympics, Freedom Day, June 16, Poppy Day);
- different places of historical significance in the learner's life (e.g. where the learner has lived, places of worship, historical landmarks);
- describing and telling about objects and personal belongings that the learner values and explaining why these objects are valued;
- stories from the past and present in South Africa and the wider world about respect for and violation of children's rights;
- social experiences over time (e.g. artworks, music and dance in different societies);
- awareness of the existence of the learner's own province and premier; and
- national symbols such as the South African bird, flower, animal or fish.

## Assessment Standards

### Notes:

- Teachers need to remember that not all learners will have attended Grade R. Concepts, skills and strategies for Grade R need to be taught and consolidated in Grade 1.
- The enquiry processes in History and Geography are closely linked in Learning Outcome 1; this Learning Outcome feeds the enquiry processes in Learning Outcomes 2 and 3. The main enquiry processes for this Phase are given above, with the Learning Outcomes. Pointers to these enquiry processes are given within the Assessment Standards, and are shown within square brackets - for example: [finds sources].
- It is critical to begin any enquiry process with key questions. Therefore, some key questions - to be asked by the teacher and/or the learner - are presented with the Assessment Standards for Learning Outcome 1. (The key questions appear in italics.) *These questions are meant to give direction, but are not meant to be assessed.*

## Grade R



### Learning Outcome 1

#### **HISTORICAL ENQUIRY**

The learner will be able to use enquiry skills to investigate the past and present.



### Assessment Standards

We know this when the learner:

- Answers simple questions about stories of the past [answers the question].
- Retells stories about the past and draws pictures illustrating these stories [communicates the answer].

## Grade R



### Learning Outcome 2

#### **HISTORICAL KNOWLEDGE AND UNDERSTANDING**

The learner will be able to demonstrate historical knowledge and understanding.



### Assessment Standards

We know this when the learner:

- Discusses personal experiences in the past and present [chronology and time].
- Discusses own age in years [chronology and time].

## Grade R



### Learning Outcome 3

#### **HISTORICAL INTERPRETATION**

The learner will be able to interpret aspects of history.



### Assessment Standards

We know this when the learner:

- Responds to stories about the past (e.g. listens to a story about the past and makes comments) [source interpretation].





## Grade 1



### Learning Outcome 1

#### HISTORICAL ENQUIRY

The learner will be able to use enquiry skills to investigate the past and present.



### Assessment Standards

We know this when the learner:

- Answers simple questions about stories of the past [answers the question].
- Retells stories about the past, with guidance writes short sentences about the past, draws pictures, makes models, and acts [communicates the answer].

## Grade 2



## Assessment Standards

*The learner asks 'what', 'when', and 'where' questions about aspects of the past.*

We know this when the learner:

- Obtains information from historical sources provided by the teacher (e.g. pictures, photographs, objects, people) [works with sources].
- Answers simple questions about stories of the past [answers the question].
- Describes orally and in short sentences aspects of the past that have been learned from sources, makes models, creates drawings, acts and dances [communicates the answer].

## Grade 3



## Assessment Standards

*The learner asks 'what', 'when', 'where' and 'why' questions about aspects of the past.*

We know this when the learner:

- Obtains information from historical sources (e.g. simple written accounts, visual sources, objects) [works with sources].
- Answers questions about aspects of the past [answers the question].
- Describes orally and in sentences aspects of the past, discusses stories and events from the past as a class or in small groups, makes models, creates drawings, etc. [communicates the answer].

## Grade 1



### Learning Outcome 2

#### **HISTORICAL KNOWLEDGE AND UNDERSTANDING**

The learner will be able to demonstrate historical knowledge and understanding.



### Assessment Standards

We know this when the learner:

- Discusses own and other people's experiences in the past and present [chronology and time].
- Compares own age with the ages of others, and explains concepts such as old, young, older than, younger than [chronology and time].

## Grade 2



### Assessment Standards

We know this when the learner:

- Understands the difference between past and present, then and now [chronology and time].
- Explains concepts such as old, new, past, present, future [chronology and time].

## Grade 3



### Assessment Standards

We know this when the learner:

- Arranges events and objects in order, to develop a sense of the passing of time [chronology and time].
- Gives simple reasons for some events in the past [cause and effect].
- Describes and makes comparisons using pictures and objects [similarity and difference].

## Grade 1



### Learning Outcome 3

#### **HISTORICAL INTERPRETATION**

The learner will be able to interpret aspects of history.



### Assessment Standards

We know this when the learner:

- Responds to stories about the past (e.g. listens to a story about the past and makes comments) [source interpretation].
- Begins to distinguish between fantasy and reality [source interpretation].
- Chooses and talks about an object that represents the past (e.g. photographs or an item used in the home for social or cultural activities) [representation of the past].

## Grade 2



## Assessment Standards

We know this when the learner:

- Retells a story about people and events in the past [source interpretation].
- Begins to distinguish between fantasy and reality [source interpretation].
- Chooses, describes and talks about an object that represents the past (e.g. photographs or pictures of grandparents, or items used for cultural celebrations or for specific purposes) [representation of the past].

## Grade 3



## Assessment Standards

We know this when the learner:

- Discusses and gives own opinion about stories and events in the past [source interpretation].
- Handles, observes and draws objects from the past and present [representation of the past].
- Identifies, displays and discusses objects that represent own and family's past [representation of the past].

## GEOGRAPHY

### Introduction

Learners in this Phase should be able to develop basic spatial and social literacy skills by asking simple questions, seeking explanations, describing observations, and identifying important or significant places and resources in the local area or region. Learners should also be able to identify and use simple geographic terms to describe geographic features and concepts. Learners are encouraged to express their ideas and observations through drawings and simple stories, thereby becoming aware of issues in the local environment. They should be able to identify important or significant places and geographic features using appropriate maps, photographs and vocabulary.

Learning Outcome 1 has been designed to facilitate natural integration and links between History and Geography within the Social Sciences Learning Area. Natural links also occur between some of the Assessment Standards of the other Learning Outcomes, as well as in the content areas.

### Learning Outcomes

#### Learning Outcomes for the Foundation Phase



#### Learning Outcome 1: Geographical Enquiry

**The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.**

Important enquiry processes for this Learning Outcome include:

- finding sources relevant to the enquiry;
- working with the sources - asking questions, finding information, and organising, analysing and synthesising information;
- answering questions and considering practical actions where possible; and
- reporting on the findings of the enquiry process using different communication skills.



#### Learning Outcome 2: Knowledge and Understanding

**The learner will be able to demonstrate geographical and environmental knowledge and understanding.**

Important enquiry processes for this Learning Outcome include dealing with and understanding:

- people and places;
- people and resources; and
- people and the environment.





### Learning Outcome 3: Exploring Issues

**The learner will be able to make informed decisions about social and environmental issues and problems.**

Important enquiry processes for this Learning Outcome include:

- identifying the issue;
- understanding factors affecting the issue; and
- making choices or decisions or providing alternatives.

#### Knowledge focus for Grade R

The knowledge focus for achieving the Learning Outcomes in Grade R is reflected in:

- the difference between needs and wants;
- stories about objects and personal belongings that the learner values and why these objects are valued;
- stories about familiar places in the area where the learner lives or places the learner has visited; and
- direction (e.g. left, right, in front, behind, on top of), and objects in relation to self and in relation to other objects.

#### Knowledge focus for Grade 1

The knowledge focus for achieving the Learning Outcomes in Grade 1 is reflected in:

- safe and unsafe places:
  - actions to prevent danger,
  - where and how to get help in various places (e.g. home, school, community),
  - contact details - place of residence;
- people's experience of places:
  - places that they value and why,
  - stories about the places that the other people live in - in Africa and one other continent;
- basic needs such as eating, breathing, drinking and shelter, and the resources that help to meet these needs; and
- objects in relation to self and one another: importance, distance, shapes, size, direction, height, width.

#### Knowledge focus for Grade 2

The knowledge focus for achieving the Learning Outcomes in Grade 2 is reflected in:

- a variety of housing types and their immediate environments;
- availability of resources such as space, water, electricity and transport;
- important places in the learner's community and obvious physical features;
- the concept of a resource and the daily use of resources such as water, air and energy (e.g. wood, paraffin, coal, oil, electricity, food);
- personal transport routes and communications networks for various purposes;
- actions that could be taken to improve places in the local environment; and
- picture maps of places showing key features and connections between them.

### Knowledge focus for Grade 3

The knowledge focus for achieving the Learning Outcomes in Grade 3 is reflected in:

- different types of land such as farms, residential area, forest, nature reserves, open spaces, recreational sites;
- items that the learner and family use regularly, and the resources and processes from which they are obtained;
- location of places on simple maps and position of places in relation to other places (e.g. beach, mountain, river);
- change in the local environment:
  - buildings, roads, houses and other infrastructure,
  - natural features;
- concept of pollution and broad effects;
- managing waste - concepts of reducing, recycling and re-using waste;
- direction - the four cardinal points.

### Assessment Standards

#### Notes:

- Teachers need to remember that not all learners will have attended Grade R. Concepts, skills and strategies for Grade R need to be taught and consolidated in Grade 1.
- The enquiry processes in History and Geography are closely linked in Learning Outcome 1; this Learning Outcome feeds the enquiry processes in Learning Outcomes 2 and 3. The main enquiry processes for this Phase are given above, with the Learning Outcomes. Pointers to these enquiry processes are given within the Assessment Standards, and are shown within square brackets – for example: [finds sources].
- It is critical to begin any enquiry process with key questions. Therefore, some key questions – to be asked by the teacher and/or the learner – are presented with the Assessment Standards for Learning Outcome 1. (The key questions appear in italics.) *These questions are meant to give direction, but are not meant to be assessed.*



## Grade R



### Learning Outcome 1

#### **GEOGRAPHICAL ENQUIRY**

The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.



### Assessment Standards

(There are no Assessment Standards for this Learning Outcome in Grade R.)

## Grade R



### Learning Outcome 2

#### **GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING**

The learner will be able to demonstrate geographical and environmental knowledge and understanding.



### Assessment Standards

We know this when the learner:

- Discusses personal experiences of familiar places [people and places].

Grade R



Learning Outcome 3

**EXPLORING ISSUES**

The learner will be able to make informed decisions about social and environmental issues and problems.



Assessment Standards

(There are no Assessment Standards for this Learning Outcome in Grade R.)



## Grade 1



### Learning Outcome 1

#### GEOGRAPHICAL ENQUIRY

The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.



### Assessment Standards

*Where are important things located in the local area?*

We know this when the learner:

- Indicates direction and position of objects in relation to self (e.g. left, right, in front, behind) [answers the question].



## Grade 2



## Assessment Standards

*How do different places compare with others?*

We know this when the learner:

- Observes and records what people do at various places [works with sources]
- Identifies and describes significant features of places in the local context [answers the question].

## Grade 3



## Assessment Standards

*With guidance, the learner asks 'where', 'why', 'what' and 'how' questions about people and places in a particular context.*

We know this when the learner:

- Finds information on people and places using a range of sources [finds sources].
- Links information to places on simple maps, globes, drawings, photographs and charts [works with sources].
- Answers questions about key features of people, places, resources and changes in the environment [answers the question].
- Uses symbols and identifies basic features of a place on a simple map [communicates the answer].

## Grade 1



### Learning Outcome 2

#### GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

The learner will be able to demonstrate geographical and environmental knowledge and understanding.



### Assessment Standards

We know this when the learner:

- Describes own experience of a place, and compares it to someone else's experience of a similar or different place [people and places].
  
- Describes own likes and dislikes about a local area or place [people and the environment].

## Grade 2



## Assessment Standards

We know this when the learner:

- Describes key features of different places, including people's interactions with the places [people and places].
- Identifies some resources that are available and are used in the local area (e.g. water, minerals), and explains where they come from [people and resources].
- Identifies and describes links and networks in the local area (e.g. transport routes) [people and the environment].

## Grade 3



## Assessment Standards

We know this when the learner:

- Observes and names different ways land is used in the local area and compares with examples from other places [people and places].
- Explains where different products are made and grown in the local area and how they are used [people and resources].
- Describes how and why places are changing in the local environment [people and the environment].

## Grade 1



### Learning Outcome 3

#### EXPLORING ISSUES

The learner will be able to make informed decisions about social and environmental issues and problems.



### Assessment Standards

We know this when the learner:

- Identifies and describes issues affecting personal health or safety in the school and/or home environment [the issue].
- Identifies the factors which make certain places harmful or unsafe in the school and/or home environment [factors affecting the issue].
- Suggests ways to improve personal health or safety by proposing solutions or alternatives that will reduce the risk to personal health or safety [making choices].

## Grade 2



## Assessment Standards

We know this when the learner:

- Identifies and describes environmental issues in the place where the learner lives or goes to school [the issue].
- Describes the factors leading to the problem or issue [factors affecting the issue].
- Identifies the impact of the issue on the place and on people (home, school, local environment) [factors affecting the issue].
- Suggests things that could be done to solve the problem and improve the place in which the learner lives or goes to school [making choices].

## Grade 3



## Assessment Standards

We know this when the learner:

- Identifies one or more pollution issues in a particular context (e.g. wasting water, energy or physical resources; safe disposal of refuse or chemicals) [the issue].
- Describes the factors leading to the pollution problem in the local context [factors affecting the issue].
- Identifies the impact of the pollution on the local environment [factors affecting the issue].
- Suggests ways to reduce the pollution problem being investigated [factors affecting the issue].
- Proposes solutions to reduce the pollution problem being investigated [making choices].



## CHAPTER 3

### INTERMEDIATE PHASE

#### (GRADES 4-6)

## HISTORY

### Introduction

Learners in this Phase can place events, people and changes within a chronological framework by using time-related terms such as ‘BCE’ and ‘century’. By selecting and accessing various types of sources that provide information about the past, learners can record, organise and categorise information. They begin to distinguish between opinions, facts and information. Not only do they give reasons for events, but they can also explain the results of an event (for example, how the event has affected people’s lives).

Learners begin to explore similarities and differences between the ways of life in different places, and why some aspects of society have changed over time and other aspects have not. They begin to recognise different viewpoints about the past and compare versions of the past. Learners begin to contribute actively to the establishment of a school and community archive and oral history project.

Learning Outcome 1 has been designed to facilitate natural integration and links between History and Geography within the Social Sciences Learning Area. Natural links also occur between some of the Assessment Standards of the other Learning Outcomes as well as in the content areas.

### Learning Outcomes

#### Learning Outcomes for the Intermediate Phase



#### Learning Outcome 1: Historical Enquiry

**The learner will be able to use enquiry skills to investigate the past and present.**

Important enquiry processes for this Learning Outcome include:

- finding sources;
- working with sources - asking questions, finding information, and organising, analysing and synthesising information;
- writing a piece of history (answering a question); and
- communicating historical knowledge and understanding (communicating an answer).



## Learning Outcome 2: Historical Knowledge and Understanding

**The learner will be able to demonstrate historical knowledge and understanding.**

Important enquiry processes for this Learning Outcome include dealing with and understanding:

- chronology and time;
- cause and effect; and
- similarity and difference.



## Learning Outcome 3: Historical Interpretation

**The learner will be able to interpret aspects of history.**

Important enquiry processes for this Learning Outcome include:

- interpretation based on historical sources;
- understanding that there are issues which influence interpretation; and
- interpreting public representation of the past, archaeology and memory.

### Knowledge focus for Grade 4

The knowledge focus for achieving the Learning Outcomes in Grade 4 is reflected in:

- The history of the local area or district:
  - people, places, resources, beliefs linked to natural features, buildings, the school, sites, symbols and monuments, museums;
  - oral histories and traditions: finding out about place names, names of rivers, mountains and other landmarks and indigenous environmental practices;
  - people as historical sources: interviewing members of the community;
  - stories of families and communities which express human values of concern for others, triumph over obstacles, resistance against wrong, valuing human rights.
- Learning from leaders in all spheres of life:
  - what makes a good or great leader;
  - stories of leaders from South Africa and around the world over time.
- The history of transport and travel over time: from the earliest ways of transporting goods and people to the most modern on land, sea and in the air, including the environmental impact of different types of transport.
- Broad historical overview of the origins of major world religions reflected in South Africa:
  - African traditional religion;
  - Judaism;
  - Christianity;
  - Hinduism;
  - Islam;
  - Buddhism.



- Democracy and human rights in the school and the community.

### Knowledge focus for Grade 5

The knowledge focus for achieving the Learning Outcomes in Grade 5 is reflected in:

- Early civilisations:
  - an early African civilisation: Egypt/Nubia; and
  - one example from the rest of the world:
    - ▶ Mesopotamia,
    - ▶ Indus River Valley,
    - ▶ China,
    - ▶ the Americas.
  - why these civilisations occurred where they did;
  - the key characteristics of these societies (e.g. the role of the environment in shaping the societies, use of resources, farming, the development of cities, technology, trade, communication, belief systems).
- Early Southern African societies until 1600: how the environment shaped these societies, social organisation, appropriate technologies, stories exploring systems of belief, co-operation and conflict:
  - hunter-gatherer societies;
  - herders;
  - African farmers.
- Provincial histories:
  - heritage and identity;
  - tradition and indigenous knowledge of the significance of place names, rivers, mountains and other landmarks, including indigenous environmental practices;
  - provincial government and symbols;
  - role of democratically-elected leaders;
  - how to participate in a democracy.

### Knowledge focus for Grade 6

The knowledge focus for achieving the Learning Outcomes in Grade 6 is reflected in:

- Organisation of African societies:
  - kingdoms of southern Africa: Mapungubwe, Thulamela, Great Zimbabwe;
  - cattle, gold, ivory and iron.
- Exploration and exploitation from the fourteenth century onwards:
  - early mapping: representations of Africa;
  - science and technology: investigating contributions from different parts of the world;
  - examples of exploration from Europe, Asia, the Americas, and Africa, and its impact on indigenous people.

- The history of medicine:
  - important medical discoveries;
  - indigenous medicine and traditional healing.
  
- Democracy in South Africa:
  - What is democracy?
  - How is South Africa governed?
  - national symbols such as the Coat of Arms and the National Anthem;
  - the Children’s Charter;
  - the Earth Charter.

### Assessment Standards

#### Notes:

- The enquiry processes in History and Geography are closely linked in Learning Outcome 1; this Learning Outcome feeds the enquiry processes in Learning Outcomes 2 and 3. The main enquiry processes for this Phase are given above, with the Learning Outcomes. Pointers to these enquiry processes are given within the Assessment Standards, and are shown within square brackets – for example: [cause and effect].
- It is critical to begin any enquiry process with key questions. Therefore, some key questions - to be asked by the teacher and/or the learner - are presented with the Assessment Standards for Learning Outcome 1. (The key questions appear in italics.) *These questions are meant to give direction, but are not meant to be assessed.*



## Grade 4



### Learning Outcome 1

#### **HISTORICAL ENQUIRY**

The learner will be able to use enquiry skills to investigate the past and present.



### Assessment Standards

*The learner asks questions about aspects of the past using objects, pictures, written sources, buildings, museum displays and people (oral history).*

We know this when the learner:

- Records and organises information from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums) [works with sources].
- Uses information from sources to answer questions about people, events, objects and places in the past [answers the question].
- Communicates knowledge and understanding in a variety of ways, including discussion, writing a paragraph, constructing a book, collage, poster, artwork, drama, dance and music [communicates the answer].

## Grade 5



## Assessment Standards

*The learner asks questions about aspects of the past, present and future, using objects, pictures, written sources, buildings, museum displays and people (oral history).*

We know this when the learner:

- With guidance, selects sources useful for finding information on the past (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums) [finds sources].
- Records and categorises information from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums) [works with sources].
- Continues to use information from sources to answer questions about people, events, objects, and places in the past [answers the question].
- Communicates knowledge and understanding in a variety of ways, including presenting historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork, posters, music, drama and dance; uses information technology where available and appropriate [communicates the answer].

## Grade 6



## Assessment Standards

*The learner asks questions about aspects of the past, present and future, using objects, pictures, written sources, buildings, museum displays and people (oral history).*

We know this when the learner:

- Identifies sources to help answer the question about the topic (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums) [finds sources].
- Selects and records relevant information for specific purposes from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums) [works with sources].
- Arranges information logically and chronologically in answering questions about people, events, objects, and places in the past [answers the question].
- Communicates historical knowledge and understanding by discussion and guided debate, through structured writing, by using graphs, tables, maps and diagrams, and through artwork and drama; uses information technology where available and appropriate [communicates the answer].

## Grade 4



### Learning Outcome 2

#### **HISTORICAL KNOWLEDGE AND UNDERSTANDING**

The learner will be able to demonstrate historical knowledge and understanding.



### Assessment Standards

We know this when the learner:

- Uses common words and phrases relating to the passing of time (e.g. old, new, before, after, months, years) [chronology and time].
- Gives reasons for and explains the results of actions of people in the past in a given context [cause and effect].
- Identifies similarities and differences between past and present ways of doing things in a given context [similarity and difference].

## Grade 5



## Assessment Standards

We know this when the learner:

- Uses dates and terms relating to the passing of time (e.g. decade, century), and arranges them in order [chronology and time].
- Gives reasons for and explains the results of events that have changed the ways that people live in a given context [cause and effect].
- Identifies similarities and differences between ways of life in different places at different times [similarity and difference].

## Grade 6



## Assessment Standards

We know this when the learner:

- Places events, people and changes on a timeline which includes terms such as 'BC', 'AD' and 'BCE' [chronology and time].
- Gives reasons for and explains the results of key events and changes in more than one context [cause and effect].
- Identifies some aspects of society which have changed and some which have stayed the same over time in more than one context [change and continuity].

## Grade 4



### Learning Outcome 3

#### **HISTORICAL INTERPRETATION**

The learner will be able to interpret aspects of history.



### Assessment Standards

We know this when the learner:

- Recognises that there can be two points of view about the same event in the past [source interpretation].
- Selects and gives reasons for the selection of key objects which represent an aspect of the past of the local area being studied [representation of the past].



## Grade 5



### Assessment Standards

We know this when the learner:

- Recognises that there can be more than one version of an historical event (e.g. that there can be two accounts of the same story) [source interpretation].
- Identifies and selects items which represent an aspect of the past being studied, to contribute to a class display or school museum [representation of the past].

## Grade 6



### Assessment Standards

We know this when the learner:

- Compares two versions of an historical event using visual or written sources [source interpretation].
- Distinguishes opinions from facts and information source interpretation].
- Identifies and selects items which represent an aspect of the past being studied, to contribute to a class display, school museum or community archive [representation of the past].

## GEOGRAPHY

### Introduction

Learners in this Phase are encouraged to ask key questions about the environment and resources and to seek suitable answers, propose solutions and make appropriate decisions. Learners should be able to write simple descriptions, present comparisons, express views and put forward personal opinions about the relationship between the environment and human activity. Fieldwork forms an important learning opportunity in this phase; learners are encouraged to ‘see things with their own eyes’ and to observe and record information. Learners are also expected to sort, list, describe, compare and match information through the use of simple graphs, maps and pictures through which they communicate their understanding and knowledge of the environment, resources and social issues. Furthermore, learners are encouraged to participate in ways that will contribute toward a sustainable social and biophysical environment.

Learning Outcome 1 has been designed to facilitate natural integration and links between History and Geography within the Social Sciences Learning Area. Natural links also occur between some of the Assessment Standards of the other Learning Outcomes as well as in the knowledge focus areas.

### Learning Outcomes

#### Learning Outcomes for the Intermediate Phase



#### Learning Outcome 1: Geographical Enquiry

**The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.**

Important enquiry processes for this Learning Outcome include:

- finding sources relevant to the enquiry;
- working with the sources - asking questions, finding information, and organising, analysing and synthesising information;
- answering questions and considering practical actions where possible; and
- reporting on the findings of the enquiry process using different communication skills.



#### Learning Outcome 2: Knowledge and Understanding

**The learner will be able to demonstrate geographical and environmental knowledge and understanding.**

Important enquiry processes for this Learning Outcome include dealing with and understanding:

- people and places;
- people and resources; and
- people and the environment.



### Learning Outcome 3: Exploring Issues

**The learner will be able to make informed decisions about social and environmental issues and problems.**

Important enquiry processes for this Learning Outcome include:

- identifying the issue;
- understanding factors affecting the issue; and
- making choices or decisions or providing alternatives.

#### Knowledge focus for Grade 4

The knowledge focus for achieving the Learning Outcomes in Grade 4 is reflected in:

- Settlement features:
  - types of buildings;
  - roads;
  - types of facilities;
  - business;
  - industries;
  - classification (urban, rural);
  - functions of settlement;
  - range of settlement sizes (village, town, city).
- Resources and services within a settlement (e.g. land, water, sewerage, waste services, education, medical services, green/open spaces), and difficulties faced by those without access to resources and services.
- Food production in South Africa:
  - subsistence and commercial farming;
  - main crops grown and animals reared (including fish harvesting) in South Africa;
  - location and processes.
- Access to food and water:
  - consequences of lack of access to food and proper nutrition;
  - ways of accessing food and water in different contexts, past and present;
  - wise use and management of these resources.
- Mapwork:
  - map symbols and key, plan views, grid systems and referencing, directions (8 points of the compass), physical and political features on large-scale maps;
  - the map of South Africa showing provinces;
  - a basic map of the world (including continents and oceans);
  - concepts of continents, oceans, countries, provinces, capital cities and boundaries.

## Knowledge focus for Grade 5

The knowledge focus for achieving the Learning Outcomes in Grade 5 is reflected in:

- The physical structure of South Africa:
  - location of physical features: mountains, highveld plateau, coastal plains, rivers and other features of the landscape, also oceans;
  - relationships between physical features and human activities, including ways in which human activity is changing physical landscapes.
- Climatic regions of South Africa and their temperature, rainfall and vegetation characteristics, as well as links to economic activities and settlement.
- Resources:
  - links between natural resources and economic activities (like mining and manufacturing) in South Africa, as well as the impact of these activities on settlement now and in the past;
  - renewable and non-renewable resources: use and abuse of natural resources in South Africa, with a focus on water and energy resources.
- Population: distribution and density patterns in South Africa, as well as natural and social factors (such as forced removals) affecting them.
- Health and welfare:
  - distribution of diseases: disease types including cholera, malaria and others such as tuberculosis and diseases related to mining;
  - explore why some people are more at risk than others;
  - ways of reducing risks associated with disease (such as contracting and spreading disease), taking precautions and preventative actions.
- Mapwork: field sketches, drawing maps, using indexes, map scale, cross-referencing information on different maps.

## Knowledge focus for Grade 6

The knowledge focus for achieving the Learning Outcomes in Grade 6 is reflected in:

- Population distribution and density on a global scale: identify key cities, regions, countries and make comparisons.
- Climate and vegetation regions of the world: cold and warm climates, temperature and rainfall conditions, biomes; link climatic regions to population distribution and the use of resources in these regions.

- Trade and development: ways in which primary products and exploitation of resources and labour in developing countries support the economies of the rich, developed countries; trade of raw materials (from the South) and finished products (from the North).
- Development issues:
  - causes of poverty, such as exploitation, disrespect for human rights, environmental destruction, lack of access to resources and other opportunities, and unemployment;
  - case studies of positive development projects that exemplify ways of sharing resources and reducing poverty.
- Environmental issues: the contribution of societies to the loss of biodiversity, such as disappearing wetlands, soil erosion, deforestation and extinction of plants and animals.
- Mapwork: location using latitude and longitude (degrees and minutes), basic map projections, and the location of different countries, major cities and trade or air routes.

## Assessment Standards

### Notes:

- The enquiry processes in History and Geography are closely linked in Learning Outcome 1; this Learning Outcome feeds the enquiry processes in Learning Outcomes 2 and 3. The main enquiry processes for this Phase are given above, with the Learning Outcomes. Pointers to these enquiry processes are given within the Assessment Standards, and are shown within square brackets – for example: [people and places.]
- It is critical to begin any enquiry process with key questions. Therefore, some key questions - to be asked by the teacher and/or the learner - are presented with the Assessment Standards for Learning Outcome 1. (The key questions appear in italics.) *These questions are meant to give direction, but are not meant to be assessed.*

## Grade 4



### Learning Outcome 1

#### GEOGRAPHICAL ENQUIRY

The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.



### Assessment Standards

*The learner asks questions about the location of geographical features at various scales.*

We know this when the learner:

- Identifies information from various sources (maps, atlases, books) [finds sources].
  
- Organises information under given headings [works with sources].
- Identifies symbols used in different kinds of maps (including plan view, grids and map keys) [works with sources].
- Locates places using a simple grid referencing system and directions [works with sources].
  
- Identifies important political boundaries and key human and physical features on large-scale maps [works with sources].
- Uses information from sources (including own observations) to answer questions about people and places (e.g. ‘Why is it like that?’) [answers the question].
- Uses geographical and environmental concepts and terms to report on enquiries in different ways (e.g. writing a paragraph, using a poster, artwork) [communicates the answer].

## Grade 5



## Assessment Standards

*The learner asks questions about the location of geographical features at a provincial and national scale.*

We know this when the learner:

- With guidance, selects and uses sources of useful geographical information (including graphs, maps and fieldwork outside the classroom) [finds sources].
- Distinguishes between facts and opinions [works with sources].
- Categorises information [works with sources].
- Draws sketch maps and/or plans from field observation and measurements [works with sources].
- Uses an index to find places on global atlas maps [works with sources].
- Identifies and explores possible solutions to problems [answers the question].
- Demonstrates knowledge and understanding of the issue through projects, discussion, debate and charts [communicates the answer].

## Grade 6



## Assessment Standards

*The learner asks questions in order to begin investigating an issue or a problem.*

We know this when the learner:

- Identifies sources of information, including simple statistics, to help answer the question about a social or environmental issue or problem [finds sources].
- Selects and records relevant information from sources for specific purposes (including recording and observing in the field) [works with sources].
- Locates relevant places on maps using latitude and longitude (degrees and minutes) [works with sources].
- Uses information to propose solutions to problems [answers the question].
- Reports on enquiries through discussion, debate, structured writing, graphs, tables, maps and diagrams [communicates the answer].

## Grade 4



### Learning Outcome 2

#### GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

The learner will be able to demonstrate geographical and environmental knowledge and understanding.



### Assessment Standards

We know this when the learner:

- Describes the features of the local settlement, including land uses, and compares them with examples from other places [people and places].
- Describes the importance of access to resources and services for people living in settlements [people and resources].
- Describes how basic human needs were met in the past and at present [people and the environment].



## Grade 5



## Assessment Standards

We know this when the learner:

- Identifies and describes major physical features of South Africa, including those of the home province [people and places].
- Identifies links between natural resources and economic activities in South Africa [people and resources].
- Describes ways in which the physical environment influences human activity and how human activity is influenced by the physical environment [people and the environment].

## Grade 6



## Assessment Standards

We know this when the learner:

- Explains why more people live in some places than others [people and places].
- Identifies how access to different kinds of resources influences development in different places [people and resources].
- Describes some ways in which society has changed the environment [people and the environment].

## Grade 4



### Learning Outcome 3

#### EXPLORING ISSUES

The learner will be able to make informed decisions about social and environmental issues and problems.



### Assessment Standards

We know this when the learner:

- Identifies issues associated with resources and services in a particular context [identify the issue].
- Identifies the factors that influence why some people have better access to resources compared to others in a particular context [factors affecting the issue].
- Suggests ways to improve access to resources in a particular context [makes choices].

## Grade 5



## Assessment Standards

We know this when the learner:

- Identifies challenges to societies and settlements, with a focus on the spread of diseases [identifies the issue].
- Explains the factors that cause some people to be more at risk of disease than others [factors affecting the issue].
- Suggests the best way, from a range of alternatives, to reduce risks of disease [makes choices].

## Grade 6



## Assessment Standards

We know this when the learner:

- Identifies inequalities within and between societies [identifies the issue].
- Analyses some of the factors that lead toward social and environmental inequality at different geographical scales and in different places [factors affecting the issue].
- Evaluates actions that lead to the sharing of resources and reducing poverty in a particular context [makes choices].



## CHAPTER 4

### SENIOR PHASE

#### (GRADES 7-9)

## HISTORY

### Introduction

Learners in this Phase can access and place historical information within historical context. For example, they can place events, people and changes in the periods of history studied within a chronological framework, reach valid conclusions based on comparisons, and relate these conclusions to their historical contexts.

Learners can identify categories of causes and effects - such as immediate and long-term, direct and indirect - and explain and analyse the reasons for and results of events in history. They demonstrate a more critical understanding of the reliability and usefulness of sources (e.g. they can identify omissions, bias and stereotypes), of historical interpretation (e.g. values and methods of investigation of the historian), and of the use and abuse of history (e.g. the influence of issues of race, class and gender on the way history has been written). In short, learners are able to explain and demonstrate why history is not neutral or objective.

They also demonstrate a critical knowledge and understanding of change and progress, and of the causes and importance of events. At the end of this Phase, and with increasing confidence, learners should be able to debate historical issues, and produce well-structured pieces of historical narrative, description and explanation, giving their own interpretations of sources within the context of the South African Constitution and the Universal Declaration of Human Rights. They can initiate and establish history projects (e.g. oral history projects and community archives), making use of various forms of information available to them.

Learning Outcome 1 has been designed to facilitate natural integration and links between History and Geography within the Social Sciences Learning Area. Natural links also occur between some of the Assessment Standards of the other Learning Outcomes and the knowledge focus areas.

### Learning Outcomes

#### Learning Outcomes for the Senior Phase



#### Learning Outcome 1: Historical Enquiry

**The learner will be able to use enquiry skills to investigate the past and present.**

Important enquiry processes for this Learning Outcome include:

- finding sources;
- working with sources - asking questions, finding information, and organising, analysing and synthesising information;

- writing a piece of history (answering a question); and
- communicating historical knowledge and understanding (communicating an answer).



### Learning Outcome 2: Historical Knowledge and Understanding

**The learner will be able to demonstrate historical knowledge and understanding.**

Important enquiry processes for this Learning Outcome include dealing with and understanding:

- chronology and time;
- cause and effect; and
- similarity and difference.



### Learning Outcome 3: Historical Interpretation

**The learner will be able to interpret aspects of history.**

Important enquiry processes for this Learning Outcome include:

- interpretation based on historical sources;
- understanding that there are issues which influence interpretation; and
- interpreting public representation of the past, archaeology and memory.

### Knowledge focus for Grade 7

The knowledge focus for achieving the Learning Outcomes in Grade 7 is reflected in:

- Human evolution:
  - early hominid discoveries in South Africa and East Africa;
  - becoming human in southern Africa;
  - rock art as an expression of hunter-gatherer society and world-view.
- A broad overview of early trading systems:
  - Indian Ocean and East Africa: Arab trade, Swahili coastal communities, and links with Great Zimbabwe - ninth to sixteenth centuries;
  - West Africa and trans-Saharan trade: salt, gold, slaves and ancient trade routes, centres of learning, historical reporting - ninth to sixteenth centuries;
  - European trading systems in the Middle Ages - fourteenth to sixteenth centuries;
  - Dutch settlement, the Indian Ocean slave trade and slavery at the Cape - seventeenth and eighteenth centuries;
  - Africa and the Atlantic slave trade - sixteenth to nineteenth centuries.
- Moving frontiers:
  - contact, conflict and dispossession on the Cape eastern or northern frontiers in the nineteenth century;
  - contact, conflict and dispossession: frontiers in America in the nineteenth century.
- Systems of democracy: the American Revolution.

### Knowledge focus for Grade 8

The knowledge focus for achieving the Learning Outcomes in Grade 8 is reflected in.

- Changing worlds: the French Revolution.
- Changing worlds: industrialisation.
  - the Industrial Revolution in Britain: changing technology, agriculture and trade, exploitation and the new world of work, trade unionism, the growth of urban areas, social problems and political rights;
  - industrialisation in South Africa: diamonds and gold, and changing work and lives in South Africa on the mines, the land and in the cities (including the 1913 Land Act);
  - sugar and labour in Natal;
  - early trade union movements.
- Resisting British control:
  - examples could include the wars between the Zulu and the British, the Pedi and the British, or a regional example;
  - the South African War: who was involved and how did it affect their lives?
- The experience of colonialism in the nineteenth and twentieth centuries:
  - the Industrial Revolution and colonial expansion;
  - how African societies experienced and responded to colonialism: a British, Belgian or Portuguese colony;
  - colonialism and the exploitation of resources.
- Changing ideas and technologies – World War I:
  - how industrialisation, growing nationalism in Europe, and conflict over colonies contributed to the outbreak of World War I;
  - trench warfare;
  - changing roles: women in World War I;
  - the impact of World War I on South Africa.

### Knowledge focus for Grade 9

The knowledge focus for achieving the Learning Outcomes in Grade 9 is reflected in:

- Human rights issues during and after World War II:
  - Nazi Germany: How did the Nazis construct an Aryan identity? How did the Nazis use this ‘identity’ to define and exclude others? How and why did the Holocaust happen? What choices did people have in Nazi Germany?
- The end of World War II and the struggle for human rights:
  - United Nations Universal Declaration of Human Rights (including crimes against humanity);
  - United States civil rights movement;
  - human rights and anti-colonial struggles in Africa.

- Apartheid in South Africa:
  - impact of World War II;
  - What was apartheid?;
  - How did it affect people's lives?;
  - repression and resistance to apartheid in the 1950s (e.g. the Defiance Campaign, the Freedom Charter and popular culture);
  - repression and the armed struggle in the 1960s;
  - divide and rule: the role of the homelands;
  - repression and the growth of mass democratic movements in the 1970s and 1980s: external and internal pressure;
  - building a new identity in South Africa in the 1990s: pre-1994 negotiations, the first democratic elections and South Africa's Constitution.
  
- The Nuclear Age and the Cold War:
  - Hiroshima and Nagasaki: the changing nature of war;
  - ideologies: capitalism and communism;
  - United States vs. the Soviet Union as superpowers: the arms race, conflict over territory, the space race;
  - the collapse of communism;
  - the collapse of apartheid.
  
- Issues of our time:
  - dealing with crimes against humanity: apartheid and the Truth and Reconciliation Commission compared with the Holocaust and the Nuremberg Trials;
  - xenophobia and genocide (e.g. Rwanda, the Balkans);
  - the effects of globalisation on Africa.
  
- A new vision for Africa: Africa's economic recovery.

## Assessment Standards

### Notes:

- The enquiry processes in History and Geography are closely linked in Learning Outcome 1; this Learning Outcome feeds the enquiry processes in Learning Outcomes 2 and 3. The main enquiry processes for this Phase are given above, with the Learning Outcomes. Pointers to these enquiry processes are given within the Assessment Standards, and are shown within square brackets – for example: [source interpretation].
- It is critical to begin any enquiry process with key questions. Therefore, some key questions - to be asked by the teacher and/or the learner - are presented with the Assessment Standards for Learning Outcome 1. (The key questions appear in italics.) *These questions are meant to give direction, but are not meant to be assessed.*





## Grade 7



### Learning Outcome 1

#### **HISTORICAL ENQUIRY**

The learner will be able to use enquiry skills to investigate the past and present.



### Assessment Standards

*The learner continues to ask questions about aspects of the past, and asks questions to begin an investigation of a topic.*

We know this when the learner:

- Identifies and selects a variety of historical and archaeological sources relevant to an inquiry [finds sources].
- Compiles and organises information from a number of sources to obtain evidence about aspects of the past [works with sources].
- Interprets and finds information from simple graphical and statistical sources (e.g. graphs, population figures, census returns and tables) [works with sources].
- Uses the information from the sources to present well-thought-out answers to questions [answers the question].
- 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 [communicates the answer].

## Grade 8



## Assessment Standards

*The learner continues to ask questions about aspects of the past, and asks questions to begin an investigation of a topic.*

We know this when the learner:

- Continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources].
- Evaluates the sources used (e.g. ‘Who created the source?’, ‘Is it reliable?’, ‘How useful is the information?’) [works with sources].
- Interprets graphical and statistical sources [works with sources].
- Presents an original idea as part of an answer to questions posed [answers the question].
- Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

## Grade 9



## Assessment Standards

*The learner continues to ask questions about aspects of the past, and asks questions to begin an investigation of a topic.*

We know this when the learner:

- Investigates a topic by asking key questions and identifies a variety of relevant sources to explore this topic [finds sources].
- Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps) [works with sources].
- Analyses the information in the sources [works with sources].
- Presents an independent line of argument in answering questions posed, and justifies (using evidence) the conclusions reached [answers the question].
- Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].

## Grade 7



### Learning Outcome 2

#### **HISTORICAL KNOWLEDGE AND UNDERSTANDING**

The learner will be able to demonstrate historical knowledge and understanding.



### Assessment Standards

We know this when the learner:

- Develops timelines and creates diagrams to illustrate periods and events in the past [chronology and time].
- Describes and makes links between reasons for and results of key events and changes [cause and effect].
- Explains why certain aspects of society in different contexts have or have not changed over time [change and continuity].

## Grade 8



## Assessment Standards

We know this when the learner:

- Begins to make links between historical events and processes in different contexts in the same period [chronology and time].
- Recognises that causes and effects of events vary in importance [cause and effect].
- Explains changes in a wider historical and environmental context [change and continuity].

## Grade 9



## Assessment Standards

We know this when the learner:

- Places events, people and changes in the periods of history studied within a chronological framework [chronology and time].
- Identifies categories of causes and effects (e.g. immediate and long-term, direct and indirect) [cause and effect].
- Explains and analyses the reasons for and results of events in history [cause and effect].
- Recognises that change and development does not always mean progress [change and continuity].

## Grade 7



### Learning Outcome 3

#### **HISTORICAL INTERPRETATION**

The learner will be able to interpret aspects of history.



### Assessment Standards

We know this when the learner:

- Understands how and why some events in the past have been interpreted differently [source interpretation].
- Recognises that accounts written some time after the event may differ from contemporary accounts [source interpretation].
- Recognises that different value systems and traditions may influence the way events in the past are interpreted [influences on interpretation].
- Describes how archaeologists work with material remains of the past, and makes deductions from selected material remains of the past [representation of the past].
- Explains the ways in which people remember events in the past [representation of the past].

## Grade 8



## Assessment Standards

We know this when the learner:

- Examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation].
- Identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation].
- Explains why history is not objective or neutral [source interpretation].
- Recognises that sense of identity may influence the way events in the past are interpreted [influences on interpretation].
- Describes main features and uses of material remains of the past in a given context [representation of the past].
- Explains the importance of conserving our natural and cultural heritage (e.g. objects, buildings, heritage sites) [representation of the past].
- Explains how and why people's memories of the past might differ [representation of the past].

## Grade 9



## Assessment Standards

We know this when the learner:

- Understands the contested nature of content, and that historians construct histories when writing about events from the past [source interpretation].
- Constructs an interpretation based on sources, giving reasons for own interpretation [source interpretation].
- Analyses issues which influence the way history has been written [influences on interpretation].
- 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].

## GEOGRAPHY

### Introduction

Learners are able to discuss problems and suggest possible solutions to social and environmental issues and problems that occur at a variety of scales and in different contexts, by debating and considering various options and choices.

Learners can compose a proposal and use a range of methods in the accurate presentation of information - in graphic and tabular format, and by using a variety of maps, photographs and images to provide explanations and support generalisations. They can use more advanced mapwork skills (e.g. latitude and longitude, scale, symbols, key and direction indicators), and can make calculations to analyse data.

Moreover, learners are expected to assess critically the value and use of geographic information, to participate in projects to address social issues such as inequality and poverty, to become involved in environmental conservation, and to participate in organisations and activities that strive toward the goals of sustainability.

Learning Outcome 1 has been designed to facilitate natural integration and links between History and Geography within the Social Sciences Learning Area. Natural links also occur between some of the Assessment Standards of the other Learning Outcomes as well as in the content areas.

### Learning Outcomes

#### Learning Outcomes for the Senior Phase



#### Learning Outcome 1: Geographical Enquiry

**The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.**

Important enquiry processes for this Learning Outcome include:

- finding sources relevant to the enquiry;
- working with the sources - asking questions, finding information, and organising, analysing and synthesising information;
- answering questions and considering practical actions where possible; and
- reporting on the finding of the enquiry process using different communication skills.



#### Learning Outcome 2: Knowledge and Understanding

**The learner will be able to demonstrate geographical and environmental knowledge and understanding.**

Important enquiry processes for this Learning Outcome include dealing with and understanding:

- people and places;
- people and resources; and
- people and the environment.





### Learning Outcome 3: Exploring Issues

**The learner will be able to make informed decisions about social and environmental issues and problems.**

Important enquiry processes for this Learning Outcome include:

- identifying the issue;
- understanding factors affecting the issue; and
- making choices or decisions or providing alternatives.

#### Knowledge focus for Grade 7

The knowledge focus for achieving the Learning Outcomes in Grade 7 is reflected in:

- Natural hazards (e.g. drought, floods, earthquakes, volcanoes and tropical cyclones):
  - simple explanations of how natural hazards occur - physical processes, climate change, poor environmental management;
  - the impact of hazards on people's lives - distinguish between disasters and hazards;
  - why some people are more at risk than others;
  - who is at risk;
  - management of risks and risk reduction - preventative measures (e.g. with regard to flooding, measures such as catchment management to improve the quality of rivers, vleis and wetlands and to reduce risks to human life and ecosystems).
- Population growth and change:
  - factors affecting population growth and change (e.g. age and gender structures, population movement, life expectancy, mortality, fertility, aging populations);
  - processes affecting population growth and change (e.g. disease, poverty, attitudes to birth and death, conflict and war, genocide, forced migrations, rural-urban migration, cause-and-effect relationships on different scales (e.g. South Africa compared to Africa, Africa compared to the world), focus on the impact of HIV/AIDS).
- Mapwork:
  - extracting information from maps and photos;
  - measuring distances on maps, atlases and globes and converting to reality;
  - comparing orthophotos with reality where possible.

#### Knowledge focus for Grade 8

The knowledge focus for achieving the Learning Outcomes in Grade 8 is reflected in:

- Settlement:
  - functions of cities;
  - settlement patterns, including internal structures of settlements and location patterns in South Africa and elsewhere;
  - factors affecting settlement patterns, including physical, environmental, social, political and economic (e.g. legacy of colonialism and apartheid, rural depopulation, effect of globalisation).

- Transportation:
  - effect on trade;
  - response to demand for trade;
  - role in providing access to opportunities;
  - effect on the shape and structure of settlements;
  - transport between settlements.
  
- Patterns of social inequalities in South Africa:
  - status of women;
  - exploitation of labour (including child labour);
  - access to education and training, housing and other services and resources - who gets what;
  - comparison with other developing and developed parts of the world.
  
- Natural resources (e.g. types of marine life, water, air, forests and soil) in South Africa and worldwide.
  - how they are being used;
  - conservation and protection of resources (including wildlife);
  - why conservation is necessary;
  - threats to conservation;
  - new opportunities to conserve resources (e.g. community development, eco-tourism, ways to share resources in a sustainable manner).
  
- Mapwork:
  - extracting information from maps and photos;
  - identifying features on maps and orthophotos;
  - comparing distances on maps and orthophotos.

### Knowledge focus for Grade 9

The knowledge focus for achieving the Learning Outcomes in Grade 9 is reflected in:

- Development issues:
  - approaches to development:
    - ▶ concepts of developing, developed, sustainable development and sustainability,
    - ▶ applicability to South Africa and elsewhere;
  - the role of science and technology:
    - ▶ effect on development,
    - ▶ the Green Revolution,
    - ▶ modification of crops,
    - ▶ use of appropriate technology.
  
- Sustainable use of resources:
  - principles of Agenda 21, such as the need for everybody to participate in the management of resources;
  - the dependence of all people on natural resources for their livelihoods and survival;
  - the need for all our actions to ensure future sustainability;

- the need for everybody to be actively involved in addressing environmental problems (e.g. pollution, waste disposal).
- Social and environmental conflicts in South Africa:
  - comparison with other countries in Africa and elsewhere;
  - the role of power, control and discrimination (including racism and xenophobia) in shaping access to and use of resources such as land, food, water, housing and jobs;
  - use of relevant case studies.
- Mapwork:
  - extracting, analysing and comparing information from maps, atlases, satellite images, aerial photographs;
  - correlating information with observations in the field.

## Assessment Standards

### Notes:

- The enquiry processes in History and Geography are closely linked in Learning Outcome 1; this Learning Outcome feeds the enquiry processes in Learning Outcomes 2 and 3. The main enquiry processes for this Phase are given above, with the Learning Outcomes. Pointers to these enquiry processes are given within the Assessment Standards, and are shown within square brackets – for example: [makes choices].
- It is critical to begin any enquiry process with key questions. Therefore, some key questions - to be asked by the teacher and/or the learner - are presented with the Assessment Standards for Learning Outcome 1. (The key questions appear in italics.) *These questions are meant to give direction, but are not meant to be assessed.*

## Grade 7



### Learning Outcome 1

#### GEOGRAPHICAL ENQUIRY

The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.



### Assessment Standards

*The learner formulates questions to guide an enquiry concerning issues and problems.*

We know this when the learner:

- Identifies a variety of geographical and environmental sources relevant to an enquiry [finds sources].
  
- Organises and interprets information relevant to the enquiry from simple graphs, maps and statistical sources [works with sources].
  
- Measures distances on globes, atlases and maps using line scales [works with sources].
  
- Uses local maps and/or orthophoto maps to locate and investigate the issue and its context (compares with field observations) [works with sources].
  
- Uses information to suggest answers, propose alternatives and possible solutions [answers the question].
  
- Reports on the enquiry using evidence from the sources including maps, diagrams and graphics; where possible, uses computers in the presentation [communicates the answer].

## Grade 8



## Assessment Standards

*The learner formulates questions to guide an enquiry concerning social and environmental issues and problems.*

We know this when the learner:

- Identifies and selects a variety of geographical and environmental sources relevant to an enquiry (uses fieldwork and other enquiry methods) [finds sources].
- Interprets maps and atlas information, graphical and statistical sources [works with sources].
- Measures distances on orthophoto maps and/or maps of local and other areas and compares map distances with distances in reality [works with sources].
- Identifies some physical and constructed features from aerial and/or orthophoto maps of local and other areas [works with sources].
- Observes and records information in the field [works with sources].
- Presents an original idea as part of an answer to the questions posed in the enquiry [answers the question].
- Reports on the knowledge gained in the enquiry by constructing an argument based on sources of information, in a variety of ways; uses maps, diagrams and graphics; where possible uses computers in the presentation [communicates the answer].

## Grade 9



## Assessment Standards

*The learner formulates some critical questions about aspects of the interrelationships between people, places and the environment.*

We know this when the learner:

- Carries out independent enquiries about aspects of the interrelationships between people, places and the environment (uses fieldwork) [finds sources].
- Asks significant questions to evaluate sources, for example, to identify bias and stereotypes, omissions and gaps [works with sources].
- Analyses and reaches conclusions about information from sources such as photos, maps and atlases, graphs and statistics [works with sources].
- Correlates information from various sources with information from maps, atlases, satellite images or orthophotos [works with sources].
- Observes and records information in the field [works with sources].
- Uses the Assessment Standards above to justify the answer, decision or solution relating to the enquiry [answers the question].
- 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 uses computers in the presentation [communicates the answer].

## Grade 7



### Learning Outcome 2

#### GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

The learner will be able to demonstrate geographical and environmental knowledge and understanding.



### Assessment Standards

We know this when the learner:

- Describes and explains how natural hazards such as volcanoes, earthquakes and flooding occur, and their impact on human lives and socio-economic activities [people and places].
- Investigates and explains why some people face a higher risk than others with respect to natural hazards [people and resources].
- Identifies how risks and hazards can be managed [people and the environment].

## Grade 8



### Assessment Standards

We know this when the learner:

- Identifies and compares different types of settlement patterns [people and places].
- Identifies factors that influence the formation of settlement patterns (natural, economic, social/political) [people and resources]
- Identifies critical factors that have led to changes in settlement patterns in South Africa, Africa and elsewhere [people and the environment].

## Grade 9



### Assessment Standards

We know this when the learner:

- Provides a reasoned explanation of some approaches to development [people and places].
- Identifies ways in which science and technology have contributed positively and negatively to development [people and resources].
- Explains how sustainable development could impact positively on people, places and environments [people and the environment].

## Grade 7



### Learning Outcome 3

#### EXPLORING ISSUES

The learner will be able to make informed decisions about social and environmental issues and problems.



### Assessment Standards

We know this when the learner:

- Identifies challenges to societies and settlements, with a focus on population growth and change [identifies the issue].
- Identifies the factors that contribute to population growth and change [factors affecting the issue].
- Identifies processes that affect population growth and change in various places [factors affecting the issue].
- Suggests ways of responding to issues associated with population growth and change in a particular context [makes choices].



## Grade 8



## Assessment Standards

We know this when the learner:

- Identifies challenges to societies and settlements associated with the use and abuse of people and natural resources [identifies the issue].
- Examines the unequal distribution of, and access to, resources in different contexts [factors affecting the issue].
- Investigates possible ways of reducing resource consumption [makes choices].
- Makes suggestions to guide sustainable living practices in a particular context [makes choices].

## Grade 9



## Assessment Standards

We know this when the learner:

- Identifies social and environmental conflicts in South Africa and compares with other contexts [identifies the issue].
- Identifies factors affecting selected social and environmental disputes including rights, gender, social, economic and political demands in a particular context [factors affecting the issue].
- Analyses the causes of disputes or conflicts [makes choices].
- Makes informed decisions about various solutions to social and environmental conflicts [makes choices].



## CHAPTER 5

### KNOWLEDGE FOCUS FRAMEWORK



#### GRADE R

##### History

- Stories of the learner's own life and the way of life of the family or others around the learner, including aspects that have changed over time.
- Stories about people of interest (women and men, boys and girls) at different times (e.g. ordinary people, famous people).
- Social experiences over time (e.g. games and toys in the learner's own and other societies).
- Telling about objects and personal belongings that the learner values and why these objects are valued.

##### Geography

- The difference between needs and wants.
- Stories about objects and personal belongings that the learner values and why these objects are valued.
- Stories about familiar places in the area where the learner lives or places visited.
- Direction (e.g. left, right, in front of, behind, on top of), objects in relation to self and in relation to other objects.



#### GRADE 1

##### History

- Stories of the learner's own life and the way of life of the family or others around the learner, including aspects that have changed over time.
- Stories about people of interest (women and men, boys and girls) at different times (e.g. ordinary people, famous people).
- Social experiences over time (e.g. games and toys in the learner's own and other societies).
- Telling about objects and personal belongings that the learner values and why these objects are valued.

## Geography

- Safe and unsafe places:
  - actions to prevent danger;
  - where and how to get help in various places (e.g. home, school, community);
  - contact details - place of residence.
- People's experience of places:
  - places people value and why;
  - stories about the places where other people live - in Africa and one other continent;
  - basic needs (e.g. eating, breathing, drinking and shelter), and the resources that help to meet these needs.
- Objects in relation to self and one another - importance of distance, shapes, size, direction, height and width.



## GRADE 2

## History

- Stories of the learner's own life, family life and school life, including aspects that have changed over time.
- Stories about the way of life of people in the past who lived in the local area or elsewhere in South Africa.
- Social experiences over time (e.g. homes, food and dress in different societies).
- Telling about objects and personal belongings that the learner values and why these objects are valued.
- Awareness of the existence of the learner's own province and premier.
- National symbols such as the South African flag.

## Geography

- A variety of housing types and their immediate environments.
- Availability of resources such as space, water, electricity and transport.
- Important places in the learner's community and obvious physical features.
- The concept of a resource and the daily use of resources such as water, air, energy (wood, paraffin, coal, oil, electricity, food).
- Personal transport routes and communication networks for various purposes.

- Actions that could be taken to improve places in the local environment.
- Picture maps of places showing key features and connections between them.

 **GRADE 3**

## History

- Stories about people of interest (women and men, boys and girls, ordinary people, famous people) at different times from the history of South Africa and the wider world.
- Stories about past events from the history of South Africa and the wider world that are commemorated (e.g. the Olympics, Freedom Day, June 16, Poppy Day).
- Different places of historical significance in the learner's life (e.g. where the learner has lived, places of worship, historical landmarks).
- Describing and telling about objects and personal belongings that the learner values and why these objects are valued.
- Stories from the past and present in South Africa and the wider world about respect for and violation of children's rights.
- Social experiences over time (e.g. artworks, music and dance in different societies).
- Awareness of the existence of the learner's own province and premier.
- National symbols such as the South African bird, flower, animal or fish.

## Geography

- Different types of land use in the local area (e.g. farms, residential area, forest, nature reserves, open spaces, recreational sites).
- Items the learner and family use regularly, and the resources and processes from which these items are obtained.
- Location of places on simple maps, and the position of places in relation to other places (e.g. beach, mountain, river).

- Change in the local environment:
  - buildings, roads, houses and other infrastructure;
  - natural features.
- Concepts of pollution and its broad effects.
- Managing waste: concepts of reducing, recycling and re-using waste.
- Direction: the four cardinal points.



## GRADE 4

### History

- History of local area or district:
  - people, places, resources, beliefs linked to natural features, buildings, the school, sites, symbols and monuments, museums;
  - oral histories and traditions: finding out about place names, names of rivers, mountains and other landmarks and indigenous environmental practices;
  - people as historical sources: interviewing members of the community;
  - stories of families and communities which express human values of concern for others, triumph over obstacles, resistance against wrong, valuing human rights.
- Learning from leaders in all spheres of life:
  - what makes a good or great leader;
  - stories of leaders from South Africa and around the world over time.
- The history of transport and travel over time: from the earliest ways of transporting goods and people to the most modern on land, sea and in the air, including the environmental impact of different types of transport.
- Broad historical overview of the origins of major world religions reflected in South Africa:
  - African traditional religion;
  - Judaism;
  - Christianity;
  - Hinduism;
  - Islam;
  - Buddhism.
- Democracy and human rights in the school and the community.

## Geography

- Settlement features:
  - types of buildings;
  - roads;
  - types of facilities;
  - business;
  - industries;
  - classification (urban, rural);
  - functions of settlement;
  - range of settlement sizes (village, town, city).
- Resources and services within a settlement (e.g. land, water, sewerage, waste services, education, medical, green/open spaces), and difficulties faced by those without access to resources and services.
- Food production in South Africa:
  - subsistence and commercial farming;
  - main crops grown and animals reared (including fish harvesting);
  - location and processes.
- Access to food and water:
  - consequences of lack of access to food and proper nutrition;
  - ways of accessing food and water in different contexts, past and present;
  - wise use and management of these resources.
- Mapwork:
  - map symbols and key;
  - plan views;
  - grid systems and referencing;
  - directions (eight points of compass);
  - physical and political features on large-scale maps.
- The map of South Africa showing provinces, and a basic map of the world (including continents and oceans).
- Concepts of continents, oceans, countries, provinces, capital cities and boundaries.



GRADE 5

## History

- The study of early civilisations:
  - an early African civilisation: Egypt/Nubia;

- and one example from the rest of the world:
    - ▶ Mesopotamia,
    - ▶ Indus River valley,
    - ▶ China,
    - ▶ the Americas.
  - why these civilisations occurred where they did;
  - the key characteristics of these societies: for example, the role of the environment in shaping the societies and use of resources, farming, the development of cities, technology, trade, communication and belief systems.
- Early Southern African societies until 1600: how the environment shaped these societies, social organisation, appropriate technologies, stories exploring systems of belief, co-operation and conflict:
- hunter-gatherer societies;
  - herders;
  - African farmers.
- Provincial histories:
- heritage and identity;
  - oral tradition and indigenous knowledge of the significance of place names, rivers, mountains and other landmarks, including indigenous environmental practices;
  - provincial government and symbols;
  - role of democratically-elected leaders;
  - how to participate in a democracy.

## Geography

- The physical structure of South Africa:
- location of physical features: mountains, highveld plateau, coastal plains, rivers, other features of the landscape, oceans;
  - relationships between physical features and human activities, including ways in which human activity is changing physical landscapes.
- Climatic regions of South Africa:
- the climatic regions;
  - their temperature, rainfall and vegetation characteristics;
  - links to economic activities and settlement.
- Resources:
- links between natural resources and economic activities (like mining and manufacturing) in South Africa, and the impact of these activities on settlement now and in the past;
  - renewable and non-renewable resources:
    - ▶ use and abuse of natural resources in South Africa,
    - ▶ focus on water and energy resources.



- Population: distribution and density patterns in South Africa, and the natural and social factors (such as forced removals) affecting them.
- Health and welfare:
  - distribution of disease types including cholera, malaria, tuberculosis and diseases related to mining;
  - exploring why some people are more at risk than others;
  - ways of reducing risks associated with disease (such as contracting and spreading disease);
  - taking precautions and preventative actions.
- Mapwork:
  - field sketches;
  - drawing maps;
  - using indexes;
  - map scale;
  - cross-referencing information on different maps.



## GRADE 6

### History

- Organisation of African societies:
  - kingdoms of southern Africa:
    - ▶ Mapungubwe,
    - ▶ Thulamela,
    - ▶ Great Zimbabwe;
  - cattle, gold, ivory and iron.
- Exploration and exploitation from the fourteenth century onwards:
  - early mapping: representations of Africa;
  - science and technology: investigating contributions from different parts of the world;
  - examples of exploration from Europe, Asia, the Americas, and Africa, and its impact on indigenous people.
- The history of medicine:
  - important medical discoveries;
  - indigenous medicine and traditional healing.
- Democracy in South Africa:
  - What is democracy;
  - how South Africa is governed;
  - national symbols such as the Coat of Arms and the National Anthem;
  - the Children's Charter;
  - the Earth Charter.

## Geography

- Population distribution and density on a global scale (identifying key cities, regions, countries and making comparisons).
- Climate and vegetation regions of the world:
  - cold and warm climates;
  - temperature and rainfall conditions;
  - biomes;
  - linking climatic regions to population distribution and the use of resources in these regions.
- Trade and development:
  - ways in which primary products and exploitation of resources and labour in developing countries support the economies of the rich, developed countries;
  - trade of raw materials (from the South) and finished products (from the North).
- Development issues:
  - causes of poverty:
    - ▶ exploitation;
    - ▶ disrespect for human rights;
    - ▶ environmental destruction;
    - ▶ lack of access to resources and other opportunities;
    - ▶ unemployment;
  - case studies of positive development projects that exemplify ways of sharing resources and reducing poverty.
- Environmental issues - the contribution of societies to the loss of biodiversity:
  - disappearing wetlands;
  - soil erosion;
  - deforestation;
  - extinction of plants and animals.
- Mapwork:
  - location using latitude and longitude (degrees and minutes);
  - basic map projections;
  - location of different countries, major cities, and trade or air routes.



## History

- Human evolution:
  - early hominid discoveries in South Africa and East Africa;
  - becoming human in southern Africa;
  - rock art as an expression of hunter-gatherer society and world-view.
- A broad overview of early trading systems:
  - Indian Ocean and East Africa: Arab trade, Swahili coastal communities and links with Great Zimbabwe (ninth to sixteenth centuries);
  - West Africa and trans-Saharan trade: salt, gold, slaves and ancient trade routes, centres of learning, historical reporting (ninth to sixteenth centuries);
  - European trading systems in the Middle Ages (fourteenth to sixteenth centuries);
  - Dutch settlement, the Indian Ocean slave trade and slavery at the Cape (seventeenth and eighteenth centuries);
  - Africa and the Atlantic slave trade (sixteenth to nineteenth centuries).
- Moving frontiers:
  - contact, conflict and dispossession on the Cape eastern or northern frontiers in the nineteenth century;
  - contact, conflict and dispossession: frontiers in the United States in the nineteenth century.
- Systems of democracy: the American Revolution.

## Geography

- Natural hazards (e.g. drought, floods, earthquakes, volcanoes and tropical cyclones):
  - simple explanations of how natural hazards occur - physical processes, climate change, poor environmental management;
  - the impact of hazards on people's lives - distinguish between disasters and hazards;
  - why some people are more at risk than others;
  - who is at risk;
  - management of risks and risk reduction - preventative measures (e.g. with regard to flooding, measures such as catchment management to improve the quality of rivers, vleis and wetlands, and reduce risks to human life and ecosystems).
- Population growth and change:
  - factors affecting population growth and change:
    - ▶ age and gender structures,
    - ▶ population movement,
    - ▶ life expectancy,
    - ▶ mortality,

- ▶ fertility,
- ▶ aging populations;
- processes affecting population growth and change:
  - ▶ disease,
  - ▶ poverty,
  - ▶ attitudes to birth and death,
  - ▶ conflict and war,
  - ▶ genocide,
  - ▶ forced migrations,
  - ▶ rural-urban migration,
  - ▶ cause-and-effect relationships at different scales (e.g. South Africa compared to Africa; Africa compared to world),
  - ▶ focus on the impact of HIV/AIDS.
- Mapwork:
  - extracting information from maps and photos;
  - measuring distances on maps, atlases and globes and converting to reality;
  - comparing orthophotos with reality where possible.



## GRADE 8

### History

- Changing worlds: the French Revolution.
- Changing worlds - industrialisation:
  - the Industrial Revolution in Britain:
    - ▶ changing technology,
    - ▶ agriculture and trade,
    - ▶ exploitation,
    - ▶ the new world of work,
    - ▶ trade unionism,
    - ▶ the growth of urban areas,
    - ▶ social problems,
    - ▶ political rights;
  - industrialisation in South Africa: diamonds and gold and changing work and lives in South Africa on the mines, the land and in the cities (including the 1913 Land Act);
  - sugar and labour in Natal;
  - early trade union movements.

- Resisting British control:
  - could include the wars between the Zulu and the British, the Pedi and the British, or a regional example;
  - the South African War: who was involved and how it affected their lives.
- The experience of colonialism in the nineteenth and twentieth centuries:
  - the Industrial Revolution and colonial expansion;
  - how African societies experienced and responded to colonialism: a British, Belgian or Portuguese colony;
  - colonialism and the exploitation of resources.
- Changing ideas and technologies - World War I:
  - how industrialisation, growing nationalism in Europe, and conflict over colonies contributed to the outbreak of World War I;
  - trench warfare;
  - changing roles: women in World War I;
  - impact of World War I on South Africa.

## Geography

- Settlement:
  - functions of cities;
  - settlement patterns (including internal structures of settlements and location patterns) in South Africa and elsewhere;
  - factors affecting settlement patterns, including:
    - ▶ physical,
    - ▶ environmental,
    - ▶ social,
    - ▶ political and economic (e.g. the legacy of colonialism and apartheid),
    - ▶ rural depopulation,
    - ▶ effects of globalisation.
- Transportation:
  - effect on trade;
  - response to demand for trade;
  - role in providing access to opportunities;
  - effect on the shape and structure of settlements;
  - transport between settlements.
- Patterns of social inequalities in South Africa:
  - status of women;
  - exploitation of labour, including child labour;
  - access to education and training;
  - housing and other services and resources;

- who gets what;
- comparison with other developing and developed parts of the world.
- Natural resources (such as types of marine life, water, air, forests and soil) in South Africa and worldwide:
  - how they are being used;
  - conservation and protection of resources (including wildlife);
  - why conservation is necessary;
  - threats to conservation;
  - new opportunities to conserve resources such as community development, eco-tourism, ways to share resources sustainably.
- Mapwork:
  - extracting information from maps and photos;
  - identifying features on maps and orthophotos;
  - comparing distances on maps and orthophotos.



## GRADE 9

### History

- Human rights issues during and after World War II:
  - Nazi Germany;
  - how the Nazis constructed an Aryan identity;
  - how the Nazis used this 'identity' to define and exclude others;
  - how and why the Holocaust happened;
  - what choices people had in Nazi Germany.
- The end of World War II and the struggle for human rights:
  - United Nations Universal Declaration of Human Rights (including crimes against humanity);
  - United States civil rights movement;
  - human rights and anti-colonial struggles in Africa.
- Apartheid in South Africa:
  - impact of World War II;
  - what was apartheid;
  - how it affected people's lives;
  - repression and resistance to apartheid in the 1950s (e.g. the Defiance Campaign, the Freedom Charter and popular culture);
  - repression and the armed struggle in the 1960s;
  - divide and rule: the role of the homelands;

- repression and the growth of mass democratic movements in the 1970s and 1980s: external and internal pressures;
  - building a new identity in South Africa in the 1990s: pre-1994 negotiations, the first democratic elections and South Africa's Constitution.
- The Nuclear Age and the Cold War:
    - Hiroshima and Nagasaki: the changing nature of war;
    - ideologies: capitalism and communism;
    - USA vs. the Soviet Union as superpowers: the arms race, conflict over territory, the space race;
    - the collapse of communism;
    - the collapse of apartheid.
- Issues of our time:
    - dealing with crimes against humanity: apartheid and the Truth and Reconciliation Commission compared with the Holocaust and the Nuremberg Trials;
    - xenophobia and genocide (e.g. Rwanda, the Balkans);
    - the effects of globalisation on Africa;
    - a new vision for Africa: Africa's economic recovery.

## Geography

- Development issues:
  - approaches to development:
    - ▶ concepts of developing, developed, sustainable development and sustainability,
    - ▶ applicability to South Africa and elsewhere;
  - the role of science and technology:
    - ▶ effect on development,
    - ▶ the Green Revolution,
    - ▶ modification of crops,
    - ▶ use of appropriate technology.
- Sustainable use of resources:
  - principles of Agenda 21, such as the need for everybody to participate in the management of resources;
  - the dependence of all people on natural resources for their livelihood and survival;
  - the need for all our actions to ensure future sustainability;
  - the need for everybody to be actively involved in addressing environmental problems (e.g. pollution, waste disposal).
- Social and environmental conflicts in South Africa:
  - comparison with other countries in Africa and elsewhere;
  - the role of power, control and discrimination (including racism and xenophobia) in shaping access to and use of resources such as land, food, water, housing and jobs;
  - use of relevant case studies.

- Mapwork:
  - extracting, analysing and comparing information from maps, atlases, satellite images, aerial photographs;
  - correlating information with observations in the field.



## CHAPTER 6

# LEARNER ASSESSMENT

### INTRODUCTION

The assessment framework of the Revised National Curriculum Statement for Grades R-9 (Schools) is based on the principles of outcomes-based education. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply knowledge and skills. Assessment should also help students to make judgements about their own performance, set goals for progress, and provoke further learning.

To assist in the process of learner assessment, this Revised National Curriculum Statement:

- outlines the Learning Outcomes and their associated Assessment Standards in each Learning Area and for each grade in the General Education and Training (Grades R-9) band;
- contextualises the Critical and Developmental Outcomes within the Learning Outcomes and Assessment Standards; and
- places Assessment Standards at the heart of the assessment process in every grade. Assessment Standards describe the level at which learners should demonstrate their achievement of the Learning Outcome(s) and the ways (depth and breadth) of demonstrating their achievement.

The following diagram illustrates the interaction between the design elements of this Revised National Curriculum Statement:



## ASSESSMENT PRINCIPLES USED IN OUTCOMES-BASED EDUCATION

### Definition

Assessment in the Revised National Curriculum Statement for Grades R-9 (Schools) is a continuous, planned process of gathering information about the performance of learners measured against the Assessment Standards of the Learning Outcomes. It requires clearly-defined criteria and a variety of appropriate strategies to enable teachers to give constructive feedback to learners and to report to parents, and other interested people.

### Key Elements

Outcomes-based education is a way of teaching and learning which makes it clear what learners are expected to achieve. The principle by which it works is that the teacher states beforehand what the learners are expected to achieve. The teacher's task is to teach in order to help learners to satisfy the requirements of the Assessment Standards in the curriculum; the learners' task is to learn or do what the Assessment Standards expect. Assessment is essential to outcomes-based education because it must be possible to assess when a learner has achieved what is required in each grade.

To help learners to reach their full potential, assessment should be:

- transparent and clearly focused;
- integrated with teaching and learning;
- based on predetermined criteria or standards;
- varied in terms of methods and contexts; and
- valid, reliable, fair, learner-paced, and flexible enough to allow for expanded opportunities.

### Purposes of Assessment

The main purpose of assessing learners should be to enhance individual growth and development, to monitor the progress of learners and to facilitate their learning. Other uses of assessment include:

- *baseline assessment of prior learning*  
Baseline assessment usually takes place at the beginning of a grade or phase to establish what learners already know. It assists teachers to plan learning programmes and learning activities.
- *diagnostic assessment*  
Diagnostic assessment is used to find out about the nature and cause of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies.
- *formative assessment*  
Formative assessment monitors and supports the process of learning and teaching, and is used to inform learners and teachers about learners' progress so as to improve learning. Constructive feedback is given to enable learners to grow.

- *summative assessment*

Summative assessment gives an overall picture of learners' progress at a given time, for example, at the end of a term or year, or on transfer to another school.

- *systemic assessment*

Systemic assessment is a way of monitoring the performance of the education system. One component of this is the assessment of learner performance in relation to national indicators. Systemic assessment is conducted at the end of each phase of the General Education and Training band. A representative sample of schools and learners is selected provincially or nationally for systemic assessment.

## CONTINUOUS ASSESSMENT

### Characteristics of Continuous Assessment

Continuous assessment is the chief method by which assessment takes place in the Revised National Curriculum Statement. It covers all the outcomes-based education assessment principles and ensures that assessment:

- *takes place over a period of time and is ongoing*: Learning is assessed regularly and the records of learners' progress are updated throughout the year.
- *supports the growth and development of learners*: Learners become active participants in learning and assessment, understand the criteria that are used for assessment activities, are involved in self-evaluation, set individual targets for themselves, reflect on their learning, and thereby experience raised self-esteem.
- *provides feedback from learning and teaching*: Feedback is a crucial element in formative assessment. Methods of feedback include appropriate questioning, focusing the teacher's oral and written comments on what was intended to be achieved by an assessment activity, and encouragement to a learner.
- *allows for the integrated assessment*: This may include assessing a number of related Learning Outcomes within a single activity, and combining a number of different assessment methods. Competence in particular Learning Outcomes can be demonstrated in many different ways, and thus a variety of assessment methods and opportunities must be provided through which learners can demonstrate their ability.
- *uses strategies that cater for a variety of learner needs (language, physical, psychological, emotional and cultural)*: Continuous assessment allows teachers to be sensitive to learners with special education needs and to overcome barriers to learning through flexible approaches. In any group of learners, there are different rates and styles of learning. All learners do not need to be assessed at the same time and in the same way.
- *allows for summative assessment*: The accumulation of the results of continuous assessment activities provides an overall picture of a learner's progress at a given time. Summative assessment needs to be planned carefully from the beginning of the year, to include a variety of assessment strategies - for example, exercises, tasks, projects, school and class tests - which will provide learners with a range of opportunities to show what they have learned.

## Assessment Strategies

The choice of what assessment strategies to use is a subjective one, unique to each teacher, grade and school, and dependent on the teacher's professional judgement. The availability of space and resources influences this decision, but even when resources are similar, teachers differ in the way that they make their choices.

The methods chosen for assessment activities must be appropriate to the Assessment Standards to be assessed, and the purpose of the assessment must be clearly understood by all the learners and teachers involved. Competence can be demonstrated in a number of ways. Thus a variety of methods is needed to give learners an opportunity to demonstrate their abilities more fully.

## Common Tasks for Assessment

The purpose of Common Tasks for Assessment is to:

- ensure consistency in teacher judgements;
- promote common standard setting;
- strengthen the capacity for school-based continuous assessment;
- increase the accuracy of the assessment process and tools;
- ensure that the school-based assessment tasks properly assess competencies and achievements; and
- ensure expanded opportunities for learners.

Common Tasks for Assessment may be set at national, provincial, district or cluster level, are conducted at school level, and are moderated externally.

## MANAGING ASSESSMENT

### People Involved in Assessment

The school and the teachers have overall responsibility for the assessment of learners. Teachers are expected to create a valid, reliable and credible assessment process. Provincial policies should ensure the involvement of learners, school assessment teams, district support teams, support services, and parents, as appropriate.

### School Assessment Programme

Each school must develop an assessment programme based on provincial and national assessment guidelines. It needs to have a School Assessment Plan and a team to facilitate the implementation of this policy. The team should have representatives from each Phase and Learning Area.

To ensure a professional approach to assessment, the school assessment programme must outline clearly:

- the way continuous assessment is planned and implemented;
- how record books are to be kept, their accessibility and security;
- the assessment codes determined by the province;
- internal verification of assessment;
- how moderation takes place in the school;
- the frequency and method of reporting;

- the monitoring of all assessment processes; and
- the training of staff in areas of assessment.

Areas where in-school training needs to take place include:

- how to use criteria/rubrics to assess;
- finding agreement between teachers in the same grade about what is considered necessary to satisfy the Learning Outcomes;
- how to write comments for assessment results and reports; and
- achieving a common understanding of the school's assessment programme.

## KEEPING RECORDS

### Record Books

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Learning Areas or Learning Programmes;
- comments for support purposes.

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process.

The school assessment programme determines the details of how record books must be completed. The assessment codes are used to express how the learner is performing against the Learning Outcomes. Codes used must be clear and understood by learners and parents.

### Codes to Use for Assessment

There are many ways in which feedback from assessment can be provided to learners and recorded by teachers. Choosing the best way to do so for an assessment activity will depend on a number of factors, such as:

- the number of learners in the class and the amount of time available to the teacher;
- the complexity and the length of the assessment activity;
- the learning content or skills being assessed (e.g. Mathematics or writing);
- how quickly feedback is given;
- how individualised the feedback is;
- the criteria (or rubrics) used by the teacher to describe learners' performances and
- whether learners' performance is to be compared to peers, to previous performance, and/or the requirements of the Assessment Standards and Learning Outcomes.

Some assessment codes are better for some purposes than for others. For example, comments can be detailed, individual and provide suggestions for improvement. Comments are also useful for reporting on learner performance against Assessment Standards. However, comments take long to write and are not very easy to

record. Codes such as 'Excellent', 'Very Good', 'Good', 'Competent', and 'Insufficient' are much quicker to write and allow assessment of progress against previous work and against Assessment Standards. However, they do not provide the detail made possible by comments. Marks, on the other hand, are quickly recorded and can be added together, multiplied and divided. They are useful for assessing learners' performance in relation to others in the class, and to other grades or schools. However, they provide little information on learners' performance against the Assessment Standards.

Examples, among many others, of further assessment codes are:

- not yet achieved, almost there, achieved;
- satisfactory performance, needs support;
- A, B, C; and
- phrases (or rubrics) designed especially for the assessment activity or report.

Whatever assessment code is used, feedback is more effective when combined with comments. There is more likely to be an improvement in achievement when learners are given written feedback rather than marks only. Although marks and percentages are very useful for recording purposes, as it is easy to write marks into a record book, they are often not useful for feedback and reporting. Other problems presented by marks are that they can be aggregated and manipulated and that they hide much about learners' achievement and progress. If learners have completed more than one assessment activity there is a temptation to use the marks arithmetically, to add and to average. When this is done, marks lose their usefulness to feed back information. An average or aggregate mark hides the fact that a learner might have achieved the intended learning well in one aspect but not in another.

Marks give an overall impression of achievement but hide the reasons for the assessment of the achievement (or lack of achievement) from the learner, and prevent a focus on learning something from the assessment. They also do not describe learner progress in the curriculum well. In many cases maintaining the same mark (provided it is a satisfactory one) is regarded as an indication of good progress. A mark of 70 against the Grade 5 Assessment Standards and a mark of 70 against the Grade 6 Assessment Standards disguises completely the progress a learner might have made during the year, which is best described in a statement, code, or comment(s).

### National Codes

In recording or reporting on learner achievement in the Learning Outcomes specific to a grade, the following codes are to be used:

- 4 = Learner's performance **has exceeded** the requirements of the Learning Outcome for the grade.
- 3 = Learner's performance **has satisfied** the requirements of the Learning Outcome for the grade.
- 2 = Learner's performance **has partially satisfied** the requirements of the Learning Outcome for the grade.
- 1 = Learner's performance **has not satisfied** the requirements of the Learning Outcome for the grade.

### Progression Schedules

At the end of each year, a progression schedule must be completed, and signed by the principal and a departmental official. The progression schedule is a record with summary information about the progress of all learners in the grade in the school.

The progression schedule should include the following information:

- name of the school and school stamp;
- list of learners in each grade;
- codes for progress in each Learning Area (National Coding System);
- codes for progress in each grade (progress to the next grade or stay in the same grade);
- comments on strengths and areas for support in each Learning Area; and
- date and signature of principal, teacher or other educator, and departmental official.

## Learner Profiles

A learner profile is a continuous record of information that gives an all-round impression of a learner's progress, including the holistic development of values, attitudes and social development. It assists the teacher in the next grade or school to understand the learner better, and therefore to respond appropriately to the learner. The profile must be safeguarded for every learner and should accompany learners throughout their school careers.

The following kinds of information should be included in a learner profile:

- personal information;
- physical condition and medical history;
- schools attended and record of attendance;
- participation and achievements in extra-curricular activities;
- emotional and social behaviour;
- parental involvement;
- areas needing additional support;
- summative end-of-year overall report; and
- progression summary records of the schooling years.

### Notes:

- The learner profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards and Edlab cards. The central purpose of a learner profile is to assist the learner by having access to the variety of information it includes.
- Personal information in a profile should never be used to discriminate unfairly against a learner.
- Learner profiles should not be confused with portfolios. A portfolio is a method of assessment that gives the learner and teacher together an opportunity to consider work done for a number of assessment activities. The work is placed in a folder, file or box. The learner profile, on the other hand, is a record containing information about a learner.

## REPORTS

### Information to be Included in Reports

Teachers need to be accountable to learners, parents, the education system and the broader community in assessing their learners. This takes place through reporting. In addition to written reports, oral or practical presentations, displays of learners' work and exhibitions might be used.

Every report on a learner's overall progress should include information on:

- the learning achieved;
- the learner's competencies;
- support needed; and
- constructive feedback, which should contain comments about the learner's performance in relation to peers and the learner's previous performance in relation to the requirements of the Learning Areas.

Reporting to parents should be done on a regular basis to encourage their involvement and participation. Teachers must report at the end of each term using formal report cards.

It will usually not be possible to give information on achievement in each Learning Outcome. However, reports should give information on achievement in each of the Learning Areas or Learning Programmes (in the case of the Foundation Phase).

## Report Cards

The minimum requirements for a report card are:

### 1) Basic information

- name of school;
- name of learner;
- grade of learner;
- date of birth of learner;
- year and term;
- date and signature of parent or guardian;
- date and signature of teacher;
- date and signature of principal;
- dates of closing and opening of school;
- school stamp;
- school attendance profile; and
- the explanation of the codes of the national coding system.

### 2) Strengths and needs

- Give a description of the strengths, developmental needs, or areas of support required by the learner in each Learning Area or Learning Programme.
- Use the national coding system to evaluate performance against the Assessment Standards and the Learning Outcomes covered thus far - it is not necessary to give a code for each Learning Outcome. In an end of year report, the overall performance of the learner in the Learning Areas must be shown.

### 3) Comments on each Learning Area or Learning Programme

Give comments on each Learning Area or Learning Programme, with special emphasis on students who have exceeded the requirements or need further support. Comments on specific strengths and areas of support should be linked to the Assessment Standards. These comments will allow parents, learners and other educators to gain an understanding of what support the learner needs.



## REFERENCE LISTS

### CURRICULUM AND ASSESSMENT GLOSSARY

*This is an alphabetical list of key terms used in designing the Revised National Curriculum Statement Grades R-9 (Schools) and its learner assessment principles.*

**assessment** – a continuous planned process of gathering information on learner performance, measured against the Assessment Standards

**Assessment Standards** – the knowledge, skills and values that learners need to show to achieve the Learning Outcomes in each grade

**baseline assessment** – initial assessment used to find out what learners already know

**continuous assessment** – assessment model that encourages integration of assessment into teaching and the development of learners through ongoing feedback

**critical outcomes** – together with the Developmental Outcomes, key outcomes of Revised National Curriculum Statement Grades R-9 (Schools), that are inspired by the Constitution; they include core life skills for learners, such as communication, critical thinking, activity and information management, group and community work, and evaluation skills

**Curriculum 2005** – the first version of the post-apartheid National Curriculum Statement. That 1997 education policy document gives a framework for Early Childhood Development, General Education and Training, Further Education and Training, and Adult Basic Education and Training. This Revised National Curriculum Statement Grades R-9 (Schools) aims to strengthen Curriculum 2005.

**developmental outcomes** – together with the Critical Outcomes, key outcomes of the Revised National Curriculum Statement Grades R-9 (Schools) that are inspired by the Constitution; they include enabling learners to learn effectively and to become responsible, sensitive and productive citizens

**exit-level** – when learners complete Grade 9 and are awarded the General Education and Training Certificate

**formative assessment** – a form of assessment that assesses learner progress during the learning process in order to provide feedback that will strengthen learning

**Foundation Phase** – the first phase of the General Education and Training Band: Grades R, 1, 2 and 3

**General Education and Training Band** – the ten compulsory schooling years, made up of the Foundation, Intermediate and Senior Phases

**General Education and Training Certificate** – the certificate obtained on successful completion of the General Education and Training Band

**integration** – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools), that requires learners to use their knowledge and skills from other Learning Areas, or from different parts of the same Learning Area, to carry out tasks and activities

**Intermediate Phase** – the second phase of the General Education and Training Band: Grades 4, 5 and 6

**language of learning and teaching** – the language that is most used in a particular learning and teaching environment; some learners experience learning and teaching in an additional language (not their home language).

**learning areas** – the eight fields of knowledge in the Revised National Curriculum Statement Grades R-9 (Schools): Languages, Mathematics, Natural Sciences, Technology, Social Sciences, Arts and Culture, Life Orientation, and Economic and Management Sciences

**learning area statements** – the statement for each Learning Area that sets out its Learning Outcomes and Assessment Standards

**learner profile** – an all-round record of a learner’s progress, including personal information, social development, support needs, samples of work and annual reports

**learning programmes** – programmes of learning activities, including content and teaching methods; these are guided by the Revised National Curriculum Statement Grades R-9 (Schools) but developed by provinces, schools and teachers

**national coding system** – a standard national system of performance codes used to report on a learner’s progress

**outcomes** – the results at the end of the learning process in outcomes-based education; these outcomes help shape the learning process

**outcomes-based education** – a process and achievement-oriented, activity-based and learner-centred education process; in following this approach, Curriculum 2005 and the Revised National Curriculum Statement Grades R-9 (Schools) aim to encourage lifelong learning

**portfolio** – individual file or folder of each learner’s work

**progression** – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools) that enables the learner to gradually develop more complex, deeper and broader knowledge, skills and understanding in each grade

**progression schedules** – end-of-year tool for recording the progress of all learners in a grade, including codes

for progress in each Learning Area and grade, and comments on support needed

**summative assessment** – different from formative assessment, as it is about regular reports of a learner’s progress, usually at the end of the term or year

## SOCIAL SCIENCES LEARNING AREA GLOSSARY

**archaeological site** - a place where material remains (e.g. tools, jewellery) and fossils (e.g. human or animal bones) are found that tell us something about life and living in the past

**archaeology [arrowheads]** - the study of ancient human times, usually by digging up archaeological sites

**armed struggle** - a struggle which uses weapons instead of only peaceful means; see also **passive resistance**

**artefacts** - objects made by people that tell us something about the how they lived in the past (e.g. pottery, carvings, arrowheads, stone tools)

**bias** - a one-sided view of events

**conservation** - protection of the natural environment (e.g. soils, plants, animals) from damage or loss

**construct (verb)** - fit together, build or interpret (e.g. construct history = fitting together and/or interpreting historical information; can also be used as ‘construct identity’ or ‘construct knowledge’)

**contested** - something not agreed on, something argued about

**current events** - events happening within the present

**development** - improving something; if used about a country, it usually means improving social and economic conditions

**discrimination** - treating people unfairly on the basis of race, class, sexual orientation, culture, religion, etc.

**dispossession** - taking away things owned by others (e.g. land); casting people out of their own place or land

**ecological process** - the way in which interrelationships between living organisms and the environment change over time

**empathy** - the ability to understand another person's actions, ideas or feelings (e.g. being able to understand how people felt who had to carry passes during apartheid)

**enquiry skills** - the abilities needed to find out about something (that is, asking questions and trying to find answers to them)

**equality** - being at the same level or having the same things

**equity** - fairness; equal opportunity

**evolution** - development in stages from an original form into something more advanced

**exploitation** -

(i) using something (positive meaning) (e.g. exploiting the growing power of good soil to feed the population, or exploiting minerals by mining them)

(ii) using something for one's own benefit (negative meaning); often used of workers or resources (e.g. exploiting labour = using workers for profit without paying them adequately for their work)

**exploration** - investigation or examination; travel for the purpose of discovery

**gender** - the differences between women and men that are socially and historically created; 'sex' (that is, male or female) refers to biological differences between men and women

**genocide** - wilful killing of many people belonging to a certain group

**geomorphological features** - landforms on the Earth's surface

**globalisation** - the increasing economic, political and cultural integration of the world in such a way that nations become more and more interdependent on each other and are less and less able to take decisions that affect only themselves; this trend has meant an increase in the dominance of richer countries

**heritage sites** - places of historical, cultural or environmental importance (e.g. Robben Island Museum, St. Lucia wetlands)

**historical consciousness** - having an informed understanding of the meaning of the past and how it affects the present

**historical context** - the historical circumstances in which an event took place (e.g. the Truth and Reconciliation Commission was formed after the founding of a democratic South Africa in 1994)

**historical interpretation** - an explanation of an event based on selected evidence (e.g. how and why an event happened and its consequences)

**historical landmark** - place, structure or event that has cultural and historical value

**historical significance** - the historical importance of an event or person

**hypothesis** - an assumption made as the starting point for further investigation

**identity** - the different ways in which people understand or describe themselves (e.g. as Hindu, as African, as gay, as female); the condition of being a specified person

**ideology** - the political ideas of people (e.g. liberal, socialist, radical, conservative)

**indentured labour** - contract labour

**informed judgement** - judgement based on knowledge and understanding of the issue(s)

**integration** -

- (i) combining parts into a whole
- (ii) coming into equal membership of society, specifically without regard to race or religion
- (iii) the ending of racial segregation

**interrelationships** - the relationships that things and/or people have with each other

**landmark** - a conspicuous or important object in an area; see also **historical landmark**

**land restitution** - restoring (giving back) land to its rightful owners or compensating them for such loss (e.g. through cash payment)

**livelihood** - means of making a living (e.g. a job)

**myth** -

- (i) a traditional belief or story, usually with some religious significance (positive meaning)
- (ii) an untruth or distortion (negative meaning)

**narrative** - spoken or written account (of how something happened)

**neocolonialism** - a new form of colonialism, in which one country is dominated by another through economic means rather than by direct political rule

**non-renewable resource** - a natural resource which, once depleted, is unlikely to be available again (e.g. coal which is gone once it has all been mined; a species which might become extinct)

**objective** - not being influenced by personal feelings or opinions

**oppression** - subjecting a person or a group or a country to cruelty or injustice (e.g. apartheid, colonialism, fascism, gender oppression)

**oral account** - a story told or historical evidence given through the spoken word (rather than being written down)

**oral testimony** - evidence given by use of the spoken word

**passive resistance** - opposing a government or system through non-violent means (e.g. peaceful protest); see also **armed struggle**

**persecution** - harsh treatment and harassment of individuals or groups of people

**post-colonial** - after colonialism has come to an end

**prejudice** - unfair judgement and treatment

**propaganda** - a programme designed to persuade people to believe certain things or to support certain actions; often (but not always) has a negative meaning

**racism** - a belief that people belong to inferior or superior races; attitude or prejudice based on such a belief

**redress** -

(i) (verb) to set right or make up for wrongs or injustices

(ii) (noun) a programme or policy to do this (e.g. affirmative action in employment to correct past job discrimination)

**renewable resource** - a natural resource that renews itself within a reasonable length of time (e.g. a forest can be harvested for timber but new trees can be planted for future harvesting)

**resource** - something that can be used to fulfil needs (e.g. labour, minerals, food, technology, medicine)

**rural** - in the countryside, not in a city or town (e.g. farming areas)

**segregation** - enforced separation (e.g. of different racial groups)

**sexism** - discrimination based on gender differences (e.g. believing that only men or women can do certain jobs)

**silenced voices** - voices and experiences of certain groups left out of the writing of histories (e.g. slaves, women, workers)

**simulation** - to act out a scene from the past by using historical imagination (e.g. 'it is the year 1976; you are one of the protesters in the student uprising...')

**societies** - communities of people with their own culture and system of laws

**space** (geographic) -

(i) an area or place that is occupied by a physical or constructed feature

(ii) the distance between these features or objects

**spatial patterns** - ways in which people, places and the environment relate to each other

**state repression** - a system of control through harsh government actions and laws

**statutory** - required by law(s) passed by a country's parliament

**stereotype** - a prejudiced and fixed idea of people (e.g. 'all people from Africa are uncivilised' or 'all blondes are stupid')

**sustainable development** - development that meets the needs of the present generation without harming the ability of future generations to meet their own needs

**tolerance** - respect for and acceptance of others

**urban** - living or situated in a city or town

**urbanisation** - the movement of people to urban areas

**violation of rights** - lack of respect for someone else's rights

**xenophobia** - a dislike and rejection of people from other places or countries

