



**education**

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL CURRICULUM STATEMENT  
GRADES 10-12 (GENERAL)**

**LEARNING PROGRAMME GUIDELINES**

**HISTORY**

**JANUARY 2008**

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# SECTION 1

## INTRODUCTION

### 1.1 INTRODUCING THE NATIONAL CURRICULUM STATEMENT

#### 1.1.1 BACKGROUND

In 1995 the South African government began the process of developing a new curriculum for the school system. There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21st Century required learners to be exposed to different and higher level skills and knowledge than those required by the existing South African curricula. Second, South Africa had changed. The curricula for schools therefore required revision to reflect new values and principles, especially those of the Constitution of South Africa.

The first version of the new curriculum for the General Education Band, known as Curriculum 2005, was introduced into the Foundation Phase in 1997. While there was much to commend the curriculum, the concerns of teachers led to a review of the Curriculum in 1999. The review of Curriculum 2005 provides the basis for the development of the National Curriculum Statement for General Education and Training (Grades R-9) and the National Curriculum Statement for Grades 10-12.

#### 1.1.2 THE NATIONAL CURRICULUM STATEMENT

The National Curriculum Statement consists of 29 subjects. Subject specialists developed the Subject Statements which make up the National Curriculum Statement. The draft versions of the Subject Statements were published for comment in 2001 and then re-worked to take account of the comments received. In 2002 twenty-four subject statements and an overview document were declared policy through Government Gazette. In 2004 five subjects were added to the National Curriculum Statement. The National Curriculum Statement now consists of the Subject Statements for the following subjects:

- Languages – 11 official languages (each counted as three subjects to cater for the three levels Home Language, First Additional Language and Second Additional Language); 13 non-official languages
- Mathematics; Mathematical Literacy; Physical Sciences; Life Sciences; Computer Applications Technology; Information Technology
- Accounting; Business Studies; Economics
- Geography; History; Life Orientation; Religion Studies
- Consumer Studies; Hospitality Studies; Tourism
- Dramatic Arts; Dance Studies; Design; Music; Visual Arts
- Agricultural Sciences, Agricultural Management Practices, Agricultural Technology

- Civil Technology; Mechanical Technology; Electrical Technology; Engineering Graphics and Design

### **1.1.3 NATIONAL SENIOR CERTIFICATE**

The *National Senior Certificate: A Qualification on Level 4 of the National Qualifications Framework (NQF)* provides the requirements for promotion at the end of Grades 10 and 11 and the awarding of the National Senior Certificate at the end of Grade 12. This document replaces two of the original National Curriculum Statement documents: the *Overview* and the *Qualifications and Assessment Policy Framework*.

### **1.1.4 SUBJECT ASSESSMENT GUIDELINES**

The Subject Assessment Guidelines set out the internal or school-based assessment requirements for each subject and the external assessment requirements. In addition, the *National Protocol for Recording and Reporting (Grades R-12)* (an addendum to the policy, *The National Senior Certificate*) has been developed to standardise the recording and reporting procedures for Grades R to 12. This protocol came into effect on 1 January 2007.

## **1.2 INTRODUCING THE LEARNING PROGRAMME GUIDELINES**

### **1.2.1 PURPOSE AND CONTENT OF THE LEARNING PROGRAMME GUIDELINES**

The Learning Programme Guidelines aim to assist teachers and schools in their planning for the introduction of the National Curriculum Statement. The Learning Programme Guidelines should be read in conjunction with the National Senior Certificate policy and the National Curriculum Statement Subject Statements.

Section 2 of the Learning Programme Guidelines suggests how teaching the particular subject may be informed by the principles which underpin the National Curriculum Statement.

Section 3 suggests how schools and teachers might plan for the introduction of the National Curriculum Statement. The Department of Education encourages careful planning to ensure that the high skills, high knowledge goals of the National Curriculum Statement are attained.

The Learning Programme Guidelines do not include sections on assessment. The assessment requirements for each subject are provided in the Subject Assessment Guidelines which come into effect on 1 January 2008.

### **1.2.2 WHAT IS A LEARNING PROGRAMME**

#### **INTRODUCTION**

A Learning Programme assists teachers to plan for sequenced learning, teaching and assessment in Grades 10 to 12 so that all Learning Outcomes in a subject are achieved in a progressive manner. The following three phases of planning are recommended:

- Phase 1 – develop a *Subject Framework* for grades 10 to 12
- Phase 2 – develop a *Work Schedule* for each grade
- Phase 3 – develop *Lesson Plans*

It is recommended that the teachers of a subject at a school or cluster of schools first put together a broad subject outline (Subject Framework) for the three grades to arrive at an understanding of the content of the subject and the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, teachers of the subject teaching the same grade need to work together to develop a year long Work Schedule. The Work Schedule should indicate the sequence in which the content and context will be presented for the subject in that particular grade (see Section 3.3.2). Finally, individual teachers should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities that reflect the Learning Outcomes and Assessment Standards set out in the Subject Statements (see Section 3.3.3). Learning Programmes should accommodate diversity in schools and classrooms but reflect the core content of the national curriculum.

An outline of the process involved in the design of a Learning Programme is provided on page 6.

## **DESIGNING A LEARNING PROGRAMME**

A detailed description of the process involved in the design of a Learning Programme is provided in Sections 3.3.1 – 3.3.3 of the Learning Programme Guidelines. The first stage, the development of a Subject Framework does not require a written document but teachers are strongly advised to spend time with subject experts in developing a deep understanding of the skills, knowledge and values set out in the Subject Statements. The quality and rigour of this engagement will determine the quality of teaching and learning in the classroom.

Once the Subject Framework has been completed, teachers should develop Work Schedules and Lesson Plans. Examples of Work Schedules and Lesson Plans are provided in the Learning Programme Guidelines. Teachers are encouraged to critically engage with these formats and develop their own.

### **Developing a Subject Framework (Grades 10-12)**

Planning for the teaching of subjects in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the steps recommended should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, requisitioning, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades for each subject
- A three-year assessment plan for the subject
- The list of LTSM required for the subject

## **Designing Work Schedules**

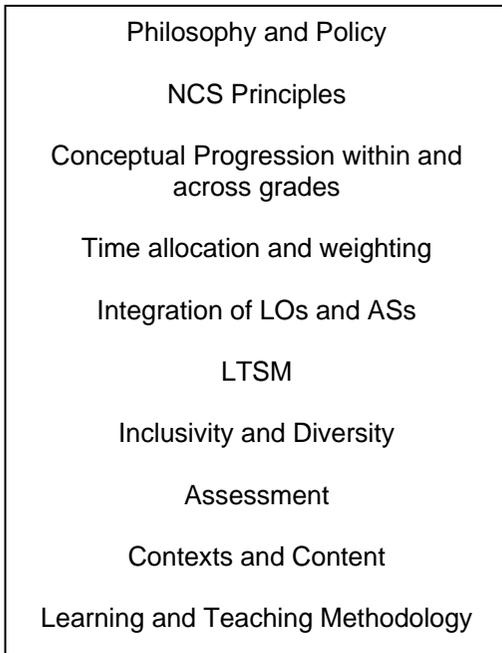
This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 36-40 weeks of the school year.

## **Designing Lesson Plans**

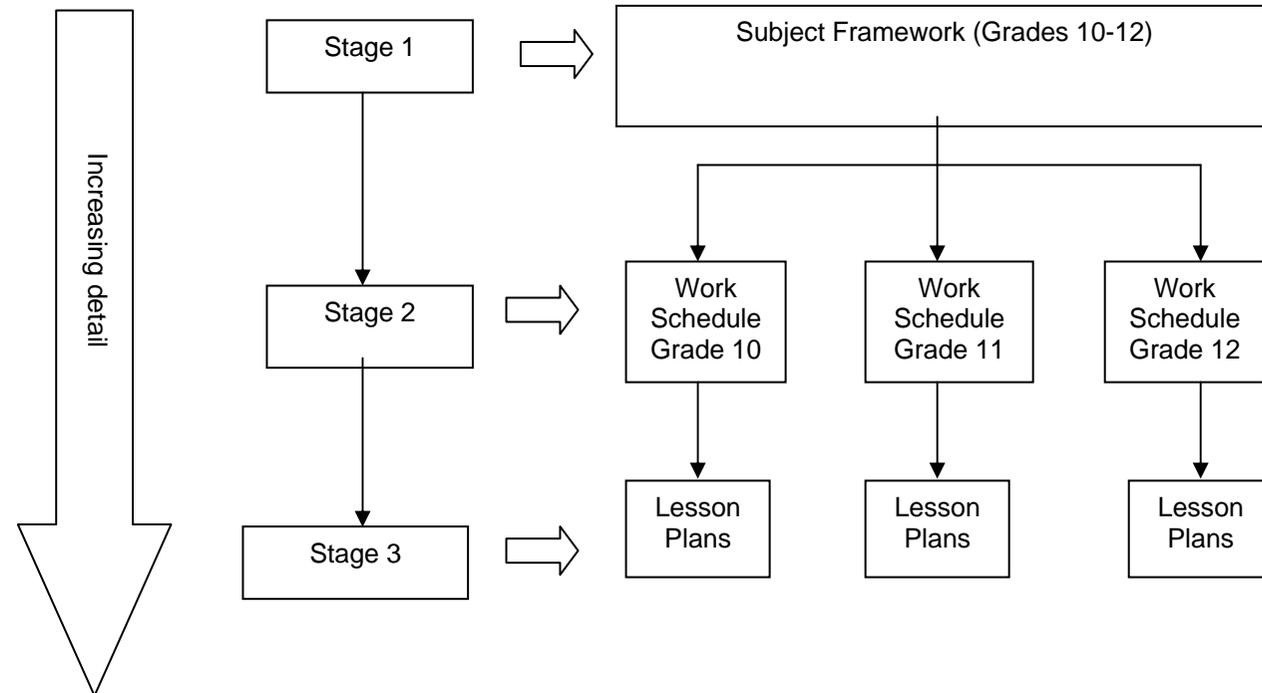
Each grade-specific Work Schedule must be divided into units of deliverable learning experiences, that is, Lesson Plans. Lesson Plans are not equivalent to periods in the school timetable. Each Lesson Plan should contain a coherent series of teaching, learning and assessment activities. A Lesson Plan adds to the level of detail for each issue addressed in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing a subject.

**FIGURE 1: RELATIONSHIP BETWEEN THE 3 STAGES OF PLANNING WHEN DEVELOPING A LEARNING PROGRAMME**

**ISSUES TO BE CONSIDERED**



**STAGES**



## SECTION 2

### INTRODUCING HISTORY

#### 2.1 WHAT IS HISTORY?

History is the study of change and development in society over time and space. This study draws on archaeology, palaeontology and oral history. Through the investigation of the past, history enables us to understand and evaluate how past human action impacts on the present and influences the future.

#### 2.2 WHAT IS THE PURPOSE OF HISTORY?

A study of history builds the capacity of people to make informed choices in order to contribute constructively to society and to advance democracy. History, as a vehicle of personal empowerment, engenders in learners an understanding of human agency, which brings with it the knowledge that, as human beings, they have choices, and that they can make the choice to change the world for the better.

A rigorous process of historical enquiry:

- encourages and assists constructive debate through careful evaluation of a broad range of evidence and diverse points of view
- provides a critical understanding of socio-economic systems in their historical perspective and their impact on people
- supports the view that historical truth consists of a multiplicity of voices expressing varying and often contradictory versions of the same history.

The study of history promotes democracy by:

- engendering an appreciation and an understanding of the democratic values of the Constitution
- encouraging civic responsibility and responsible leadership
- promoting human rights, peace, and democracy education.

##### 2.2.1 History in the South African context

The values of the South African Constitution form the basis of values in History. These values are vital for understanding and addressing human rights in South Africa. History should make a crucial contribution to transforming society by helping learners to apply the values that are embodied in the Constitution to their lives and to those around them.

In teaching History teachers should explore issues of race, gender, class, xenophobia and genocide and the impact that these have had in the past and present. These are critical issues that need to be challenged. When working with content, teachers should raise questions concerning human rights and guide learners to explore issues of power relations, how political power is exercised and how gender relations influence people's lives.

If we teach History well, it should promote non-discrimination, raise debates, confront issues and address current social and environmental concerns.

Learners who study History should use the insights and skills of historians. In that process, they must be given the opportunity to analyse sources and evidence, study different interpretations and divergent opinions and voices, and build historical imagination. This is a central means of imparting the ability to think in a rigorous and critical manner about society.

The History Subject Statement uses conceptual knowledge as a framework of analysis. Learners need to be taught how to use concepts as a means of not only analysing, but also for interpreting and constructing historical knowledge and understanding. Learners should be encouraged to communicate their knowledge in a variety of ways. The skills, knowledge and understanding developed through the first three Learning Outcomes in the Subject Statement will be applied to issues of heritage, which will lead them to appreciate and assist in conserving heritage sites.

### **2.2.2 History and the world of work**

History is an excellent preparation for the world of work. Society values people who are:

- independent thinkers
- open-minded
- good at problem solving
- able to pick out the essential from the trivial.

The study of History develops all of the above. Furthermore, the study of History trains learners to assemble, organise and present information and opinions.

## **2.3 WHAT IS THE RELATIONSHIP BETWEEN HISTORY AND THE NATIONAL CURRICULUM STATEMENT PRINCIPLES?**

The Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa. The National Curriculum Statement Grades 10-12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum. The History curriculum supports the application of the nine NCS principles as follows:

### **2.3.1 Social transformation**

The imperative to transform South African society through various transformation mechanisms stems from the need to address the legacy of apartheid. Social transformation therefore, is aimed at ensuring that the imbalances and discriminations of the past are addressed, and that equal opportunities are provided for all sections of our population. History, and in particular Learning Outcome 2, contributes to social transformation by exploring the dynamics of change in the context of power relations in societies.

### **2.3.2 Outcomes-based education**

The History Subject Statement indicates the Learning Outcomes to be achieved in the subject by the end of Grade 12.

Through the Learning Outcomes and Assessment Standards for the subject, History teaching and learning aims at intellectual accomplishment with acquisition of a broad range of skills, gains in

knowledge and understanding, as well as the ability to apply these competencies to critically analyse society.

### **2.3.3 High knowledge, high skills**

The *National Curriculum Statement Grades 10-12 (Schools)* aims to develop a high level of knowledge and skills for learners. The History Curriculum fulfils this aim by demanding that learners develop enquiry skills, conceptual knowledge and understanding which enable the learner to engage critically with the past and the world around them in constructing their own understanding.

History sets high expectations of what South African learners can achieve. Through the study of history, learners should understand the role of human agency in transforming their society and working for social justice. History aims to develop a commitment in young people to the responsibilities of active critical citizenship.

### **2.3.4 Integration and applied competence**

Integration within History is achieved by the close relationship between the Learning Outcomes, Assessment Standards and the content. It is thus important to note that given this, no one single Learning Outcome can be used on its own.

There are many natural links between History and other subjects, which should be explored with colleagues when planning. The natural integration of knowledge and skills across subjects and terrains of practice is important for achieving applied competence as defined by the NQF.

### **2.3.5 Progression**

Assessment Standards for each History Learning Outcome specify more complex, deeper and broader knowledge, skills, values and understanding to be achieved in each grade. Conceptual progression is a term used to define this feature of the curriculum. Progression by grade is central to the NCS in general, and this framework in particular. Progression in History is addressed through the development of increasing levels of skills, concepts and knowledge construction.

### **2.3.6 Articulation and portability**

The Further Education and Training Band promotes access from the General Education and Training Band to the Higher Education and Training Band. The Learning Outcomes and Assessment Standards of History in Grades 10-12 link closely with those in the Social Sciences learning area in the General Education and Training Band.

The progression in the Learning Outcomes and Assessment Standards is a progression from the NCS Grades R-9 to the NCS Grades 10-12. This is illustrated in the diagram below:

**NCS GRADE R-9 OUTCOMES  
(Grade 9 exit)**

**NCS GRADE 10-12 OUTCOMES  
(Grade 12 exit)**

**Historical Enquiry**

The learner is able to use enquiry skills to investigate the past and present



**Historical knowledge and understanding**

The learner is able to demonstrate historical knowledge and understanding



**Historical Interpretation**

The learner is able to interpret aspects of history

- Identify and formulate questions
- Locate and access a variety of sources (oral, written, visual, archaeological)
- Examine, analyse and evaluate evidence

- Analyse concepts
- Understand and use appropriate concepts to analyse, interpret and organise historical knowledge

- Construct arguments based on evidence
- Justify, give reasons for
- Defend positions
- Variety of written responses
- Visual presentations (maps, diagrams, graphs)
- What is important?
- Analyse public representations of the past
- What can we do about conservation?
- Understanding the skills/tools for conservation of heritage sites
- IKS and oral traditions about heritage sites
- Spiritual aspects of heritage sites

**Enquiry skills**

The learner acquires historical enquiry skills and is able to apply them.



**Historical concepts**

The learner is able to use historical concepts in order to analyse the past.



**Knowledge construction and communication**

The learner is able to construct and communicate historical knowledge and understanding.



**Heritage**

The learner is able to engage critically with heritage issues.

**Fig 2.1: Links between History in the NCS Grades R-9 and the NCS Grades 10-12**

In the NCS subject History the Learning Outcomes, Assessment Standards and content framework allow mobility across and within Grades 10-12. These are also comparable with international curricula.

**2.3.7 Human rights, inclusivity, environmental and social justice**

History promotes human rights, social and environmental justice and an understanding of democracy. It is infused with the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. In particular, the content highlights issues of diversity, poverty, inequality, race and gender.

The National Curriculum Statement adopts an inclusive approach by specifying minimum requirements for all learners. The special educational, social, emotional, spiritual and physical needs of learners will be addressed through the design and development of appropriate learning programmes.

### **2.3.8 Valuing Indigenous Knowledge Systems**

In the 1960s the theory of multiple intelligences forced educationists to recognise that there were many ways of processing information to make sense of the world, and that, if one were to define intelligence anew, one would have to take these different approaches into account. Up until then, the Western World had only valued logical, mathematical, and specific linguistic abilities, and rated people as “intelligent” only if they were adept in these ways. Now people recognize the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years. The National Curriculum Statement Grade 10-12 (Schools) has infused Indigenous Knowledge Systems into the Subject Statements to acknowledge the richness of the history and heritage of this country.

### **2.3.9 Credibility, quality and efficiency**

The NCS History curriculum will ensure that learners are equipped to meet internationally acceptable standards and that there will be comparability in the qualifications gained at various learning sites and institutions. The Assessment Standards outline historical skills and knowledge that are comparable in quality, breadth and depth to those of other countries. This provides a basis for recognition of the National Senior Certificate qualification gained at different sites and transfer within and between sites and countries. Quality is to be assured through national and provincial moderation, among other mechanisms.

The proposed content for History aims at ensuring relevance to the local, national, continental and global levels. The History Subject Statement is also in line with current international standards and developments.

## **2.4 PROFILE OF A HISTORY LEARNER**

The learner who exits Grade 9 and takes History as a subject in Grades 10-12 is able to demonstrate historical enquiry by:

- asking questions about the past based on the sources available or provided
- identifying sources to answer the question
- organising, interpreting and analysing information in the sources at the appropriate level
- answer questions about omissions and gaps in evidence
- showing understanding of why some events in the past have been interpreted differently
- presenting an historical argument and justifying conclusions reached based on the evidence
- communicating knowledge and understanding in a variety of ways.

The learner is further able to demonstrate a basic understanding of the key historical concepts of

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

- change and continuity.

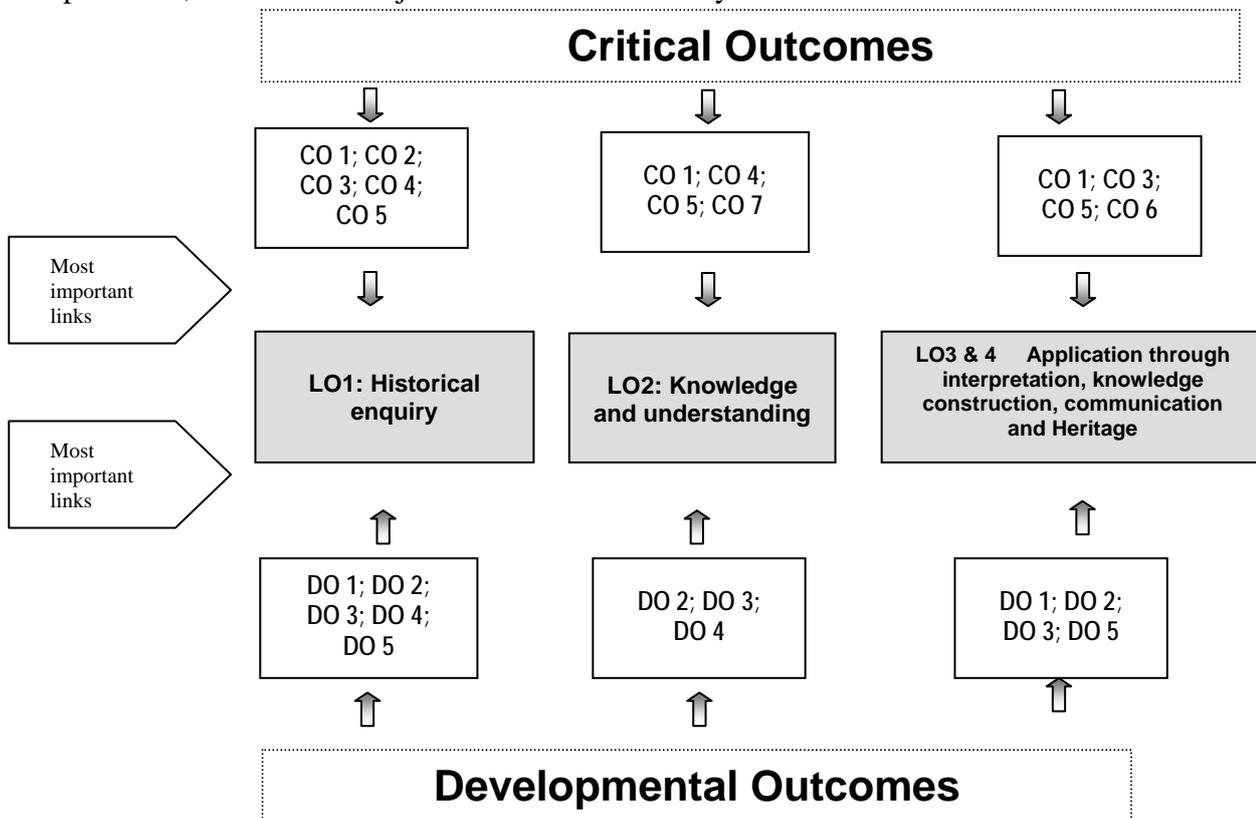
Moreover, the learner is able to demonstrate an ability to interpret aspects of history such as

- interpretation of sources
- identification of the historian’s perspective
- representations of the past including material remains and public history.

## 2.5 RELATIONSHIP BETWEEN HISTORY LEARNING OUTCOMES AND THE CRITICAL AND DEVELOPMENTAL OUTCOMES

The Critical Outcomes are embedded in the Learning Outcomes for History. The relationships between the Learning Outcomes and the Critical and Developmental Outcomes are outlined below and are useful for teachers to consider when planning. It is important to bear in mind that the Critical and Developmental Outcomes are ideals for life-long learning. It should also be noted that History contributes with all other subjects towards the achievement of these outcomes.

The links between the outcomes are illustrated in the diagram below. For further reading and explanation, consult the Subject Statement for History.



**Fig.2.2: Relationship between History Learning Outcomes and the Critical and Developmental Outcomes**

## 2.6 WAYS TO ACHIEVE HISTORY LEARNING OUTCOMES

### 2.6.1 Approach to the teaching of History

The subject History promotes the following:

- **history is a process of enquiry** based on evidence from the past. This means that learners must be given opportunities to engage with authentic sources from the past.
- **knowledge in History** is constructed. The emphasis is on knowledge construction from the evidence derived from historical sources as an approach.
- **South African history within an African continental perspective is prioritised.** South Africa is part of the continent of Africa and Africa has a rich history which school texts and teaching should reflect. History seeks to foreground the wealth of contemporary research in African history, archaeology and palaeontology.

The above approach to the study of history in schools emphasises *doing history*, which entails introducing the historian's craft (how historians work) in the classroom. This approach is learner centred, integrates high skills with content and is resource based (source-based).

### 2.6.2 The nature of History teaching and learning

The diagram that follows illustrates the enquiry process followed in order to construct historical knowledge and understanding. It also shows the way in which the Learning Outcomes of History constantly work together.

The teacher and learner together are the historians in the classroom. The teacher or the learners ask the historical questions that will focus the investigations. These should, where possible and appropriate, reflect Human Rights issues and/or Indigenous Knowledge.

The cycle of enquiry developed by the Learning Outcomes is:

Learning Outcome 1-

- posing/asking questions of the past
- collecting sources which learners interpret by extracting, organising, analysing, and evaluating relevant information in order to address the question. Relevant sources can be located either by teachers or learners, depending on the context of the enquiry.

Learning Outcome 2-

- using the conceptual framework in historical analysis and interpretation.

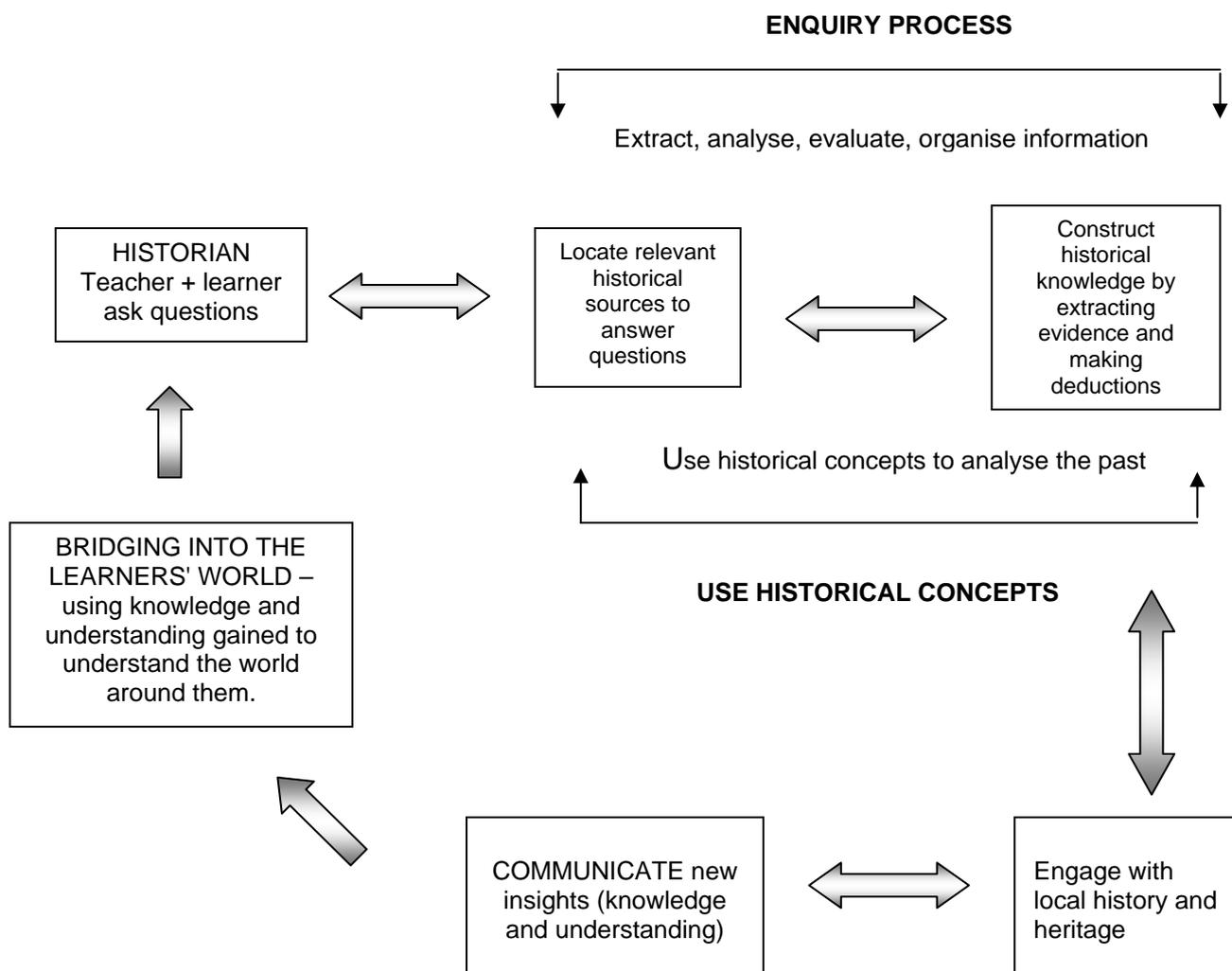
Learning Outcome 3-

- constructing an answer (piece of history) to questions raised based on evidence from the sources
- communicating findings in a logical, systematic manner.

Learning Outcome 4 which focuses on issues of public history and heritage should be incorporated into the above process whenever appropriate. The first three outcomes will also be applied to heritage investigations. The heritage outcome is particularly suited to investigations and projects, and it is also in this outcome that issues of indigenous knowledge can be explored. In each section, it is also important to help learners to see the relevance of the past in their lives and to the world today.

The Learning Outcomes and Assessment Standards introduce teachers and learners in South Africa to a vision of history teaching and learning in schools. The first three outcomes develop historical enquiry skills, conceptual understanding and the ability to construct knowledge based on evidence from the past. The fourth outcome engages learners with heritage issues and raises crucial questions of analysis, interpretation and presentation. This outcome must not be seen as a separate component but needs to be closely linked to the other three. The Assessment Standards related to these outcomes broadly include issues related to human rights and indigenous knowledge systems. The Learning Outcomes for History in Grades 10-12 are the same for all grades. The Assessment Standards show progression in the development of skills, concepts, knowledge and processes from grade to grade. They describe the expected level of performance and range of performance for each Learning Outcome for each grade. The performance of learners in the Learning Outcomes is measured against the Assessment Standards. Each grade builds on the competences developed in the previous grade. See Annexures 1A-1D for further guidelines on teaching approaches in History.

**Fig. 2.3: Diagram illustrating the construction of knowledge in history**



### **2.6.3 Content in History - the relationship between content, Learning Outcomes and Assessment Standards**

Content is important as the context for the achievement of the Learning Outcomes and Assessment Standards in History. See Chapter 3 of the Subject Statement for detail on content and context.

This History curriculum is designed to encourage and support a holistic view of learning and assessment that also moves History beyond the confines of the classroom and engages with public history and heritage.

The NCS History curriculum locates South Africa within Africa and has Africa at the centre of our perspective. It is designed with the aim of making History relevant to young people and of giving them the tools to understand and analyse the modern world.

Content has been arranged in such a way as to highlight the links between countries and continents rather than to view histories as separate or hierarchical. Moreover, the history of South Africa within the African continent has gained its rightful place in the study of history.

The approach to History seeks to address past imbalances by including the histories of marginalised peoples in the South African context, for example, women's history, and labour and rural history. The History of Africa incorporates the independent African pre-colonial societies and deals with colonial transformations and African responses, African independence struggles, post independence and African renewal. The approach highlights the significance of Indigenous Knowledge Systems, heritage and oral history in the understanding of the past and its relationship to the present.

In order to equip learners with an understanding of the contemporary world, the curriculum incorporates many of the emerging issues of the late twentieth century. These include the collapse of communism in Europe, new forms of capital and supra-national corporations, the challenges of gender, human rights, diversity, multiculturalism and internationalism, the new militarism, competing world views and conflict over control of resources, fundamentalist reactions and African renewal.

This curriculum is infused with issues of Human Rights and social justice. In History, this is expressed not only in the Learning Outcomes and Assessment Standards but also in the content. In the content, human rights are reflected in the questions we raise about the past. The key questions are those we should raise about society for example, about power relations, the analysis of colonialism and the consequences of industrialisation as well as raising moral questions on forced removals and genocide.

It needs to be stressed that the approach to content in this History curriculum emphasises the importance of content knowledge for understanding the world around us, our past, and for the demonstration of the skills of enquiry, conceptual understanding, interpretation and knowledge construction.

The four Learning Outcomes which guide the implementation of the History curriculum are:

#### **Learning Outcome 1: Enquiry skills**

The learner acquires historical enquiry skills and is able to apply them.

#### **Learning Outcome 2: Historical concepts**

The learner is able to use historical concepts in order to analyse the past.

**Learning Outcome 3: Knowledge construction and communication**

The learner is able to construct and communicate historical knowledge and understanding.

**Learning Outcome 4: Heritage**

The learner is able to engage critically with issues around heritage.

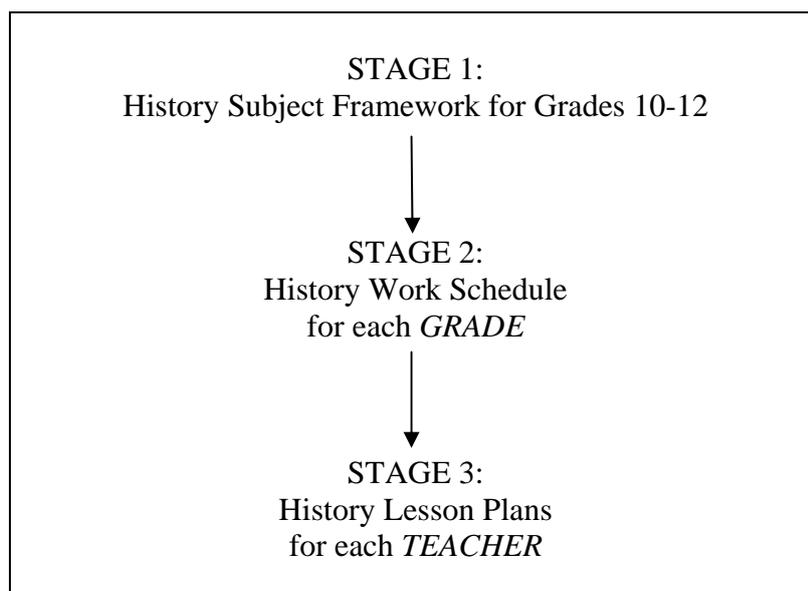
## SECTION 3

### DESIGNING A LEARNING PROGRAMME FOR HISTORY

#### 3.1 INTRODUCTION

A Learning Programme is a tool to plan for sequenced learning, teaching and assessment across Grades 10-12 so that all four Learning Outcomes in History are achieved in a progressive manner. It is recommended that the History teachers at a school first put together a broad subject outline (i.e. Subject Framework) for Grades 10-12 to arrive at an understanding of the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, History teachers teaching the same grade need to work together and draw from the content and context identified for their grade in the Subject Framework, to develop a Work Schedule in which they indicate the sequence in which the content and context will be presented for History in that particular grade (see Section 3.3.2). Finally, the individual History teacher should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities (see Section 3.3.3).

**An outline of the process involved in the design of a Learning Programme for History is provided in the diagram below:**



The process to be followed in the development of a Learning Programme is not a neatly packaged sequence of numbered steps that follow one another in a particular order. Teachers may find themselves moving back and forth in the process as they plan and critically reflect on decisions taken before moving on to the next decision in the process. The process is therefore not strictly linear and is reflective in nature. For this reason the steps provided in this Section are a guide and should be used as a checklist in the planning process.

## 3.2 ISSUES TO ADDRESS WHEN DESIGNING A LEARNING PROGRAMME

The issues to be addressed in the development of a History Learning Programme are presented in a tabular format to indicate the implications of each issue at each of the three stages of the development of a Learning Programme:

- Stage 1 – Subject Framework
- Stage 2 – Work Schedule
- Stage 3 – Lesson Plan

### 3.2.1 Policies and Principles

<b>STAGE 1 Subject Framework</b>	The various Policies that impact on curriculum implementation should be considered throughout the planning process. <i>NCS:</i>
<b>STAGE 2 Work Schedule</b>	<ul style="list-style-type: none"> <li>• Principles: Refer to Section 2.3 to see how History supports the application of the nine principles of the NCS</li> <li>• Critical and Developmental Outcomes: Refer to Section 2.5 to see how History supports the application of the Critical and Developmental Outcomes</li> </ul>
<b>STAGE 3 Lesson Plan</b>	<i>Other Policies and Legislation:</i> <ul style="list-style-type: none"> <li>• White Paper 6, Language in Education Policy, Religion and Education Policy, HIV/AIDS Policy– all have implications for LTSM and teaching methods in History</li> <li>• White Paper 7 – gives an indication on the use of computers in the classroom and therefore has implications for LTSM and teaching methods in History</li> </ul>

### 3.2.2 Content

In the NCS Grades 10-12 content means the combination of knowledge, skills and values.

<b>STAGE 1 Subject Framework</b>	The content is provided by the ASs. These give an indication of the knowledge, skills and values (KSVs) to be covered in each of the three grades. The Subject Framework sets out the content for the three years (i.e. Grades 10, 11 and 12).
<b>STAGE 2 Work Schedule</b>	The Work Schedule sets out the content for one year. Here the focus falls on the grade-specific KSVs required by the NCS.
<b>STAGE 3 Lesson Plan</b>	The Lesson Plans set out the content to be covered in each coherent series of learning, teaching and assessment activities. Each Lesson Plan can be one or more weeks in duration.

### 3.2.3 Integration

Integration involves the grouping of Assessment Standards according to natural and authentic links.

<b>STAGE 1 Subject Framework</b>	Integration within the subject should be considered in broad terms during discussions at this stage. All Grade 10-12 teachers should consider integration of ASs within and across the grades.
<b>STAGE 2 Work Schedule</b>	The integration and sequencing of the ASs is undertaken in the Work Schedule to ensure that all ASs for a particular grade are covered in the 40-week contact period.
<b>STAGE 3 Lesson Plan</b>	The same groupings of LOs and ASs as arrived at in the Work Schedule should be used to develop a coherent series of learning, teaching and assessment activities for each Lesson Plan.

### 3.2.4 Conceptual Progression

<b>STAGE 1 Subject Framework</b>	The Subject Framework should indicate the increasing depth of difficulty across Grades 10-12. Progression across the three grades is shown in the ASs per Learning Outcome.
<b>STAGE 2 Work Schedule</b>	Progression in a grade is evident in the increasing depth of difficulty in that particular grade. Grade-specific progression is achieved by appropriately sequencing the groupings of integrated LOs and AS in the Work Schedule.
<b>STAGE 3 Lesson Plan</b>	In the individual History classroom increasing depth of difficulty is shown in the activities and Lesson Plans. Progression is achieved by appropriately sequencing the activities contained within each Lesson Plan and in the series of Lesson Plans.

### 3.2.5 Time Allocation and Weighting

<b>STAGE 1 Subject Framework</b>	4 hours per week is allocated to History in the NCS. This is approximately 160 hours per year. The teachers of the subject should plan how this time will be used for the teaching of History in the three grades.
<b>STAGE 2 Work Schedule</b>	The groupings of ASs as arrived at in the integration process should be paced across the 40 weeks of the school year to ensure coverage of the curriculum.
<b>STAGE 3 Lesson Plan</b>	The amount of time to be spent on activities should be indicated in the Lesson Plans.

### 3.2.6 LTSM

LTSM refers to any materials that facilitate learning and teaching. LTSM need to be chosen judiciously because they have cost implications for the school and the learner. The NCS provides scope for the use of a variety of resources. All teachers and learners must have a textbook. However, teachers are required to go beyond the textbook. They do not necessarily need exotic, specialised materials. Rather common and readily available items can be used.

<b>STAGE 1 Subject Framework</b>	Compile a list of general LTSM (text books and other resources) that will be necessary and useful in the teaching, learning and assessment of the content. This assists with the requisition and availability of LTSM at a school.
<b>STAGE 2 Work Schedule</b>	List grade-specific LTSM (resources) required in the learning, teaching and assessment process for the grade.
<b>STAGE 3 Lesson Plan</b>	Identify specific resources related to the individual activities contained within a Lesson Plan.

### 3.2.7 Assessment

All Grade 10, 11 and 12 learners are expected to complete seven internal tasks for History. Of the seven tasks, two must be tests, two must be examinations and the remaining three tasks can take any form suitable to the teaching and assessment of History. In addition, Grade 12 learners are expected to complete an external examination. See Section 3 of the Subject Assessment Guidelines for History for further information.

In order to administer effective assessment one must have a clearly defined purpose. It is important that all the tasks are well covered as spelt out in the Subject Assessment Guideline document. By answering the following questions the teacher can decide what assessment activity is most appropriate:

- What concept, skill or knowledge needs to be assessed?
- What should the learners know?
- At what level should the learners be performing?
- What type of knowledge is being assessed: reasoning, memory or process?

**Observation-based** assessment requires that learner performance be assessed while the learner is actually performing a skill in the classroom as there will be no concrete product for the teacher to assess after the performance. Not all observations need culminate in a formally recorded assessment of learner performance. **Performance-based** assessment relies on the availability of a product as evidence of learner performance that can be assessed by the teacher after the completion of the performance. **Test-based** assessment focuses on assessing the presentation and application of knowledge.

<b>STAGE 1 Subject Framework</b>	Develop a three-year assessment plan using the Subject Assessment Guidelines for History. This should ensure the use of a variety of assessment forms relevant to the subject and progression across the three grades.
<b>STAGE 2 Work Schedule</b>	Use the Subject Assessment Guidelines for History to develop a grade-specific assessment plan. The forms of assessment listed must facilitate the achievement of the particular LOs and ASs in each grouping.
<b>STAGE 3 Lesson Plan</b>	Indicate more classroom-specific assessment strategies, by mentioning the methods, forms and tools that will be used to assess learner performance in each activity. HINT: Not all activities need to be assessed – some may just be introductory in nature or for enrichment. The choice of an assessment strategy is determined by the LOs and ASs that have been grouped together for a particular Lesson Plan. The assessment strategy chosen must facilitate the achievement of these particular LOs and ASs in the classroom.

### 3.2.8 Inclusivity and Diversity

The following steps can be taken to effectively address diversity in the classroom when planning History teaching activities:

- consider individual past experiences, learning styles and preferences;
- develop questions and activities that are aimed at different levels of ability;
- provide opportunity for a variety of participation levels such as individual, pairs and small group activities;
- consider the value of individual methods ; and
- assess learners based on individual progress.

<b>STAGE 1 Subject Framework</b>	Teachers should be sensitive to inclusivity and diversity when identifying content, teaching styles and methods, forms of assessment and LTSM (Resources). Diversity should be accommodated in the following areas:
<b>STAGE 2 Work Schedule</b>	<ul style="list-style-type: none"> <li>☞ Learning styles: provide optional activities / different ways of doing same activity</li> <li>☞ Pace of learning: provide for both slower and faster learners by providing optional extra activities, reading or research, as well as multiple assessment opportunities</li> <li>☞ Differences in levels of achievement: provide optional extra activities, challenges and materials that cater for these differences between learners.</li> <li>☞ Gender diversity: ensure that teachers do not inadvertently allow or contribute towards discrimination against boys or girls in the classroom on the basis of gender.</li> <li>☞ Cultural diversity: recognise, celebrate and be sensitive when choosing content, assessment tasks and LTSM.</li> </ul>
<b>STAGE 3 Lesson Plan</b>	This is catered for as EXPANDED OPPORTUNITIES in the Lesson Plan. Enrichment is provided for high achievers and remediation or other relevant opportunities for learners requiring additional support. It is not necessary to develop an activity to cater for each type of diversity which arises in the classroom. Teachers may find it possible to cater for different diversities within one activity with effective planning.

The following are suggested strategies for differentiation in History:

<b>Planning</b>	<ul style="list-style-type: none"> <li>☞ <i>clear Learning Outcomes, shared with learners</i></li> <li>☞ <i>the need to plan small achievable steps</i></li> <li>☞ <i>planning of learning programmes that allow for revisiting</i></li> <li>☞ <i>learning programmes which have a full range of structured and open-ended tasks</i></li> <li>☞ <i>develop a model of core tasks with reinforcement and extension activities</i></li> <li>☞ <i>learning programmes with clear progression</i></li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>☞ <i>using a wide range of activities and teaching styles</i></li> <li>☞ <i>clear instructions, explanations and expectations</i></li> <li>☞ <i>an awareness that each pupil has unique abilities</i></li> <li>☞ <i>the importance of the pace of a learning activity (lesson)</i></li> <li>☞ <i>the need for a balance of questioning techniques</i></li> <li>☞ <i>the use of open-ended questions and enquiries</i></li> <li>☞ <i>flexibility of approach and response to learners</i></li> <li>☞ <i>a supportive classroom atmosphere</i></li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>☞ <i>the importance of clearly designed, uncluttered materials matched to the learner's abilities</i></li> <li>☞ <i>using texts of appropriate reading level</i></li> <li>☞ <i>ease the access to learning resources</i></li> <li>☞ <i>classroom display that encourages learning and reflects high expectations</i></li> </ul>
<b>Learners' needs</b>	<ul style="list-style-type: none"> <li><i>talking with other teachers about their learning</i></li> <li><i>talking to each other about their learning</i></li> <li><i>sufficient repetition to consolidate learning</i></li> <li><i>varied activities to match learner's attention span</i></li> <li><i>the use of learner review to set realistic goals</i></li> <li><i>positive marking (assessment) which points to improvement</i></li> </ul>

### 3.2.9 Learning and Teaching Methodology

<b>STAGE 1 Subject Framework</b>	It is not necessary to record Teaching Methods for either of these stages.
<b>STAGE 2 Work Schedule</b>	
<b>STAGE 3 Lesson Plan</b>	This is catered for as TEACHING METHOD in the Lesson Plan. It provides an indication of how teaching and learning will take place, that is, how each activity will be presented in the classroom.

When the History teacher designs activities it is important to focus on the following:

- The content focus/topic
- The duration of the lesson/series of lessons
- The key questions that need to be asked in terms of content and Assessment Standards.

#### Why is the use of key questions so important in teaching History?

Key questions:

- form an enquiry route through which to study the past
- indicate the aspects that are important in raising issues of human rights
- form an organisational framework through which teachers may plan and teach, as well as learners may learn about the past
- give lessons unity and coherence
- encourage learners to ask questions and think critically

**Example:**

<b>HISTORY</b>	<b>Skills &amp; Language acquisition through ...</b>
What was it? Who/what was involved?	Naming, identifying, defining
Where did it happen?	Locating
What was it like?	Describing, comparing
Why did it happen? Why did it happen at that time? How did it happen?	Reasoning, explaining
What impact did it have? What were the consequences?	Cause and consequence
Did it change? How did it change?	Analysing change, similarity and difference, continuity and change.
How /What do I think and feel about it? How might I have acted in a similar situation?	Empathy, evaluation in terms of human rights principles.

**3.3 DESIGNING A LEARNING PROGRAMME**

The key task in developing a Learning Programme is the selection and sequencing of activities based on the Learning Outcomes, Assessment Standards and content. The History teacher needs to ask the following simple but crucial questions when planning:

- WHAT am I going to do? (content / ASs / activities etc.)
- WHY am I doing this? (LOs / relationship to critical outcomes)
- WHEN am I going to do it? (sequence / time / order of the parts of the lesson)
- WHERE am I going to do it? (classroom / outside / library / special place)
- HOW am I going to do this? (methodology/ organisation)
- WHO are my learners? (make-up of class, specific barriers to learning, previous experience)

A detailed description of the process involved in the design of a Learning Programme for History is provided in this section (see Sections 3.3.1 – 3.3.3). The process presented here is a suggestion of how to go about designing a Learning Programme.

**3.3.1 Subject Framework (Grades 10-12) for History**

Planning for the teaching of History in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the five steps below should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, ordering, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades
- A three-year assessment plan
- The list of LTSM required

**❶ Clarify the Learning Outcomes and Assessment Standards.**

The essential question for History is: What Learning Outcomes do learners have to master by the end of Grade 12 and what Assessment Standards should they achieve to show that they are on their way to mastering these outcomes?

All learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce by the end of Grade 12. The Learning Outcomes and Assessment Standards that learners should master by the end of Grade 12 are specified in the History Subject Statement.

**② Study the conceptual progression across the three grades.**

Study the Assessment Standards for History across the three grades. Progression should be clearly evident across the grades.

**③ Identify the content to be taught.**

Analyse the Assessment Standards to identify the skills, knowledge, attitudes and values to be addressed in each grade. Also consider the content and context in which they will be taught. See Subject Statement for Content Framework.

**④ Identify three-year plan of assessment.**

Use the Subject Assessment Guidelines to guide the three-year assessment plan. Consider what forms of assessment will be best suited to each of the Learning Outcomes and Assessment Standards. This ensures that assessment remains an integral part of the learning and teaching process in History and that learners participate in a range of assessment activities.

**⑤ Identify possible LTSM (resources).**

Consider which LTSM will be best suited to the learning, teaching and assessment of each Learning Outcome in the three grades using the Assessment Standards as guidance.

### **3.3.2 Designing Work Schedules for History**

This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 40 weeks of the school year. See Annexure 2 for examples of Work Schedules for Grade 10, 11 and 12.

The following steps provide guidelines on how to approach the design of a Work Schedule per grade for History:

**① Package the content.**

Study the Learning Outcomes and Assessment Standards prescribed for the particular grade in History and group these according to natural and authentic links.

**② Sequence the content.**

Determine the order in which the groupings of Learning Outcomes and Assessment Standards will be presented in the particular grade in History. Besides the conceptual progression in the Assessment Standards for History, *context* can also be used to sequence groupings in History.

### **③ Pace the content.**

Determine how much time in the school year will be spent on each grouping of Learning Outcomes and Assessment Standards in the particular grade.

### **④ Review forms of assessment.**

Revisit the forms of assessment listed for the particular grade in the Subject Assessment Guidelines, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

### **⑤ Review LTSM.**

Revisit the LTSM (resources) listed for the particular grade in the Subject Framework, and refine them to address each grouping of Learning Outcomes and Assessment Standards as developed in Step 1.

### **3.3.3 Designing Lesson Plans for History**

Each grade-specific Work Schedule for HISTORY must be divided into units of deliverable learning experiences, that is, Lesson Plans. A Lesson Plan adds to the level of detail in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing History.

A Lesson Plan is not equivalent to a subject period in the school timetable. Its duration is dictated by how long it takes to complete the coherent series of activities contained in it. See Annexure 3 for an example of a Lesson Plan for History.

#### **① Indicate the content, context, Learning Outcomes and Assessment Standards.**

Copy this information from the Work Schedule for the particular grade.

#### **② Develop activities and select teaching method.**

Decide how to teach the Learning Outcomes and Assessment Standards indicated in Step 1 and develop the activity or activities that will facilitate the development of the skills, knowledge, attitudes and values in the particular grouping. Thereafter, determine the most suitable teaching method(s) for the activities and provide a description of how the learners will engage in each activity.

#### **How can teachers set up activities to enable learners to achieve the Assessment Standards?**

The Assessment Standards are the core tools for teaching and learning. They are the steps towards achieving the Learning Outcomes and will be used in planning, in devising activities, for developing assessment criteria and for reporting. See the Subject Statement for Learning Outcomes and Assessment Standards. The example that follows shows how all Learning Outcomes can and when possible, should, be used together when designing lessons:

The topic in the content framework is: An analysis of nature of slave owning societies – the impact on slave ownership on social systems in South Africa

We will use Learning Outcomes 1, 2, 3, 4. The Assessment Standards we might choose could be:

LO1 Assessment Standards 10.1.1, 10.1.3

LO2 Assessment Standard 10.2.2 (we could also use Assessment Standard 10.2.3)

LO3 Assessment Standards 10.3.2, 10.3.3

LO4 Assessment Standard 10.4.3 (in terms of slavery)

**Teachers could ask key questions such as:**

- What was the impact of slave ownership on South African society?
- Why is a slave-owning society such a violent society?
- How could resistance to slavery be seen as a struggle for human rights and dignity?

Remember it is important to try to have a human rights or indigenous knowledge focus in the questions.

Thereafter, determine the most suitable teaching method(s) for the activities and provide a description of how the learners will engage in each activity.

The methodology/activities need to link to the Assessment Standards chosen, for example the learners will use the sources to find answers to the questions. They will need to be guided to identify the perspectives in the sources and to suggest whose voices (in this case, slaves) might be missing from the sources. Key questions 2 and 3 provide opportunities to analyse power relations in SA slave-owning societies in terms on a socio-economic as well as political level focusing on race, class, gender, as well as issues around why people in a slave owning society acted as they did (LO 2).

Learning Outcome 3 is the Outcome through which learners demonstrate their knowledge and understanding gained through the inquiry process. They could, for example, be asked to explain/discuss either in writing or orally, why some historians say South African slavery was mild, while others say all slavery is violent (LO 3). This links to LO 1 when learners explain or discuss historical events. This needs to be a planned and well-structured argument based on evidence from the sources to substantiate the argument. This topic also lends itself to structured role-play. After structured role-play, perspectives could be discussed with learners (LO 2).

LO 4 could deal with the heritage and legacies of slavery in South Africa today, as well as with, for example, the legacy of slavery in the United States of America (e.g. jazz, blues, slave songs, gospel and freedom songs). Aspects of Indigenous Knowledge that has informed these legacies should be explored.

### **3 Consider diversity.**

Explore the various options available within each activity that will allow expanded opportunities to those learners that require individual support. The support provided must ultimately guide learners to develop the skills, knowledge, attitudes and values indicated in the grouping of Learning Outcomes and Assessment Standards.

### **4 Review assessment and LTSM.**

Indicate the details of the assessment strategy and LTSM to be used in each activity.

## 5 Allocate time.

Give an indication of how much time will be spent on each activity in the Lesson Plan.

### 3.3.4 Reflection and review of the History Learning Programme

After the Learning Programme has been delivered by means of Lesson Plans in the classroom, the teacher should reflect on what worked, how well it worked and what could be improved. Teachers need to note these while the experience is still fresh in their minds, so that if necessary, they can adapt and change the affected part of the History Learning Programme for future implementation. It is advisable to record this reflection on the Lesson Plan planning sheets.

The ongoing cycle of action research enables teachers to develop a better understanding of their teaching practice and reflect on ways of improving the learning process. In teaching History, action research planning will specifically refer to the three History Learning Outcomes, the Assessment Standards, learning and assessment activities, as well as recording and reporting learner achievement. The purpose of planning in this way is to provide a developmental platform for action i.e. teaching, and reflecting on the process to inform further planning.

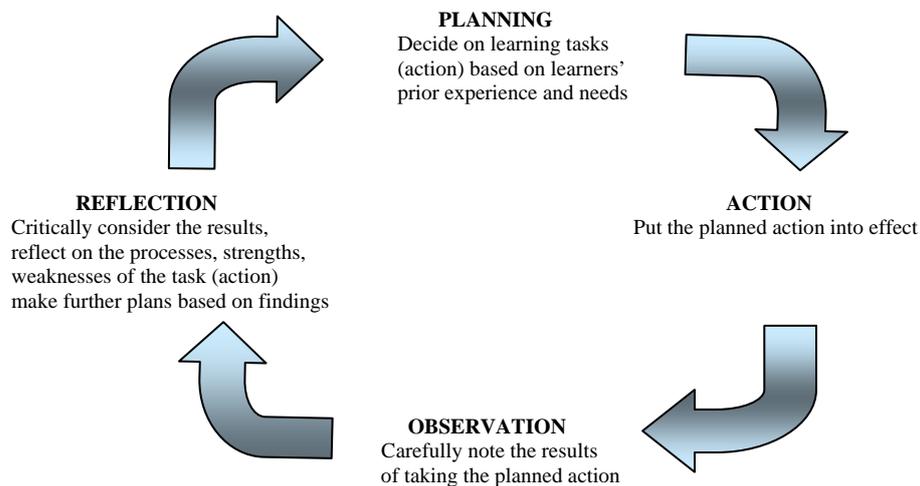


Fig 4: **Stages of Action Research** (adapted from Hillcoat, 1996, p151)

### 3.3.5 Specific challenges to meaningful History teaching and learning

There are some specific challenges facing learners in History to think about in planning. Some of these include:

- **Site and museum visits:** this curriculum suggests site and museum visits. Some learners may not be able to afford the costs that might be involved in going on such visits. How can this be factored into planning?
- **When planning site visits** the needs of learners with physical or visual disabilities must be taken into account. Teachers need to visit sites/museums or gather all relevant information before taking learners to make sure that learners with disabilities will be able to participate fully in the visit. If problems are found, the management of the site/museum should be alerted to the needs of all learners.
- **Resource rich curriculum:** careful thought needs to be given to building up the resources of the school library and media centre and teacher resources.

- School, public, principal perception of the subject: how can the teacher 'sell' history to the school?
- South Africa is moving towards inclusive classrooms so teachers may need to cater for a diversity of learners.
- History is a subject that is strongly language based. How will one support language (literary emphasis), concepts, names, process terminology e.g. justify, evaluate in a multi-lingual classroom?
- If a teacher is teaching in a rural area, what help will be needed to access resources and departmental information and correspondence?

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## ANNEXURE 1A: HISTORICAL ENQUIRY APPROACH

**This is an example of how to conceptualise a lesson plan to teach *historical enquiry* (*Learning Outcome 1*) for Grade 10. This is an example of foregrounding one outcome. Assessment Standards from other outcomes will be used in the lessons e.g. knowledge construction and communication.**

The following lesson plan can be used when teaching any section of History.

In order for learners to develop HISTORICAL ENQUIRY they need to:

- formulate questions about a topic
- identify and select sources relevant to the topic of study
- extract and organise information from the sources
- judge the usefulness of the sources.

Therefore, to get learners to **formulate questions**:

(the aim here is for learners to begin to see that History is a process of enquiry guided by key questions; they begin to distinguish between the different levels of questioning)

1. Give the class the overall key question of the topic studied.
2. Working in groups, learners brainstorm a list of questions which they would see as relevant to investigating the topic. *[You should identify the four/five most important questions that are likely to come up and should come up in advance; do not reveal these to the learners]*
3. Each group reads out their questions to the class. These are noted down on the board/ OHP. A class discussion follows where you help the learners to distinguish between straightforward questions and more probing and significant ones.
4. The class comes up with a list of four questions which help to explore the overall key question. *[You need to prompt and direct the learners so that they include the questions that you came up with in advance]*

To get learners to **identify and select sources**:

- Divide the class into groups of four. [This could change depending on the number of questions the class settled on]
- Hand out 4 pieces of A3 paper to each group. Each group must write the four questions that the class came up with on the pieces of paper (one question per sheet).
- Hand out a pack of sources to each group [These sources should contain information that can be used to answer each of the four questions. You must not identify which sources relate to which question]
- The group divides up the sources amongst themselves. Each member reads through their sources and decides which question they are related to. The members of the group must place their sources on the relevant sheet of A3 paper.
- A class discussion follows - the class and teacher agree on which sources relate to which question.
- Once the class has decided, the group must stick the sources down onto the relevant pieces of paper leaving some space around each source for notes to be made about the sources.

To get learners to **extract and organise information from the sources**:

Extract...

- Each member of the group takes a piece of paper with the sources stuck down.
- Individually the members of the group extract information from each source to answer the question. [The learners should start by underlining relevant and useful information and then re-writing the information from the source in the space around the source. Encourage learners to draw arrows linking the extract in the source and their own words]
- Once everyone has completed the task a class discussion follows. The class decides how each of the questions could be broken down into categories. These categories should be written up onto the board or OHP. Try to limit these categories to four.
- Hand out four new sheets of paper to each group. Each of the four questions is written on the pages. There must only be one question per page. Each group then divides each page into four boxes (the number of boxes on the page should equal the number of categories that the class decided on). At the top of each box, the learners write in the category heading.
- The group deals with each question individually deciding which boxes the extracted information goes into. Once the group is in agreement, the group member who extracted the information for that particular question re-writes it into the relevant box.
- A class discussion follows with each group explaining and justifying the way they organised the information.

To get learners to **judge the usefulness of the sources**:

Learners need to give a rating of usefulness for each source and explain their choice by giving reasons. The ratings could be as follows:

- |   |   |                      |
|---|---|----------------------|
| 1 | - | Not useful at all    |
| 2 | - | Only slightly useful |
| 3 | - | Useful               |
| 4 | - | Extremely useful     |

## **ANNEXURE 1B: GUIDELINES FOR GOOD WRITTEN COMMUNICATION SKILLS**

### **Writing in history**

#### **Two types of writing:**

- Knowledge telling
- Knowledge transforming

Knowledge tellers are the pourers – they write everything down indiscriminately.

Knowledge transformers – arrange information self-consciously. Our education system requires learners to become knowledge transformers.

#### **Two types of relevant information**

- Topic relevance
- Question relevance

We need to help learners distinguish between the two. A knowledge transformer will be able to identify question-relevant information.

### **How to develop good written communication skills in History**

The foundation for this should have been laid in the GET Band. Learners need to be able to adapt writing styles to address different genres and authentic situations. They need to be able to

- write a report
- develop and sustain an argument (using evidence for and against)
- justify a line of argument
- compare points of views, interpretations and historical arguments
- write newspaper articles based on history
- structure an analysis
- create film documentary scripts
- write historical plays
- market heritage sites for tourists e.g. posters, brochures, tourist guides
- analyse specific situations linked to the past and problem solving in the present
- write speeches drawing on the past for e.g. parliament
- write information for museum displays and exhibitions

Steps they need to be taught in this process are how to:

1. formulate key questions/design appropriate headings/introduce the topic
2. choose/select relevant information to answer the question or develop the topic
3. arrange information in a logical order
4. structure writing appropriately, which may include an introduction, body to develop an argument, and conclusion
5. structure paragraphs with a lead-in sentence that links to the paragraph above and to the question/topic
6. set information out logically, using evidence to support the argument being developed/advertisement/brochure etc.

Not all learners are born with good writing skills but these can be acquired through practice and conscious effort. In History learners are taught to combine various intellectual and linguistic skills and to put them to use in the presentation of their own interpretation of history based on evidence

from the past. The skills acquired in history writing and the logical thinking required will stand the learner in good stead in other subjects and real-life situations.

### Learner Checklist for written communication

Learners should be encouraged to take responsibility for their own learning whenever possible. The table below is a checklist they could use before handing in their written work, including research assignments, to decide whether they think they have addressed the question adequately. It could also be used for peer/teacher assessment.

<b>Written communication</b>			
<b>Introduction</b>			
Does the introduction address itself to the question that has been asked?			
Is the introduction free of irrelevant facts and background information?			
Is the introduction of a suitable length?			
<b>Main part of the assignment/writing</b>			
Are the topic areas handled in the body divided up into paragraphs?			
Is there some linking device (e.g. a link sentence) that shows why the topic handled in each paragraph is relevant to the question that has been asked ( <b>focus</b> )?			
Have you justified/supported your argument/point of view with relevant evidence?			
<b>Conclusion</b>			
Does the conclusion refer back to the question that has been asked?			
Does it provide a rounding off of the topic/argument, thereby giving a sense of closure?			
Does the conclusion contain only materials and / or points of view that have already been dealt with in the introduction or body of the essay?			
<b>Content</b>			
Is there evidence that the information/evidence has been <b>selected</b> to answer the question that has been asked? (i.e. Is the information selected <b>relevant</b> to the topic?)			
Have all the content areas one might expect to address in the topic been adequately covered?			
Is the information used accurate?			
Have you studied the topic as widely as possible?			
<b>Language and Expression</b>			
Have you written in a clear and logical way so that it is easy to follow and understand your argument?			

## ANNEXURE 1C: GUIDELINES FOR WORKING WITH SOURCES

- We do not study sources for their own sake. The overall aim of working with sources is to enable learners to extract information in order to write their own piece of history. It is in this context that it is important that they know whether it is a primary or secondary source and for them to understand issues of bias and reliability of sources and so on. What follows will help them acquire the skills to do this.
- Choose sources that will speak to the learners rather than to you as a teacher. Always attempt to use a variety of sources about a particular event or topic, and ensure that they offer different perspectives. Use these perspectives to develop questions around interpretations. Teachers and learners need to be aware of the difference in meaning of an individual perspective in contrast to *bias (subjectivity)* and *prejudice*.
- Sources need to have enough in them to ask significant questions.
- **All sources need to be properly contextualised** - i.e. where they came from, who wrote/created them, if a cartoon, who the people are in the cartoon and so on. **The more information you give about a source, the better the questions that can be asked about the sources.** Learners should not have to guess the origins/context of the source. Identifying people in a cartoon is not an historical skill.
- Try to avoid technical questions about sources that are not related to the ultimate aim of creating a piece of history e.g. Is this a primary or a secondary source? The question in itself is of little value.

### Types of Sources

There are a wide variety of sources, which include written, oral, visual and other material which are all useful to the historian in order to find historical evidence. Questions need to be asked of the sources. The sources need to be analysed and interrogated.

Sources can include letters, documents, books, photographs, drawings and paintings, cartoons, speeches, monuments, statues and buildings, print and electronic media (internet, television etc), tables and graphs, maps, poems and novels, diaries, songs etc.

### Questions the learner might be asked about sources:

The most common types of questions on sources are:

- Obtaining direct information from the source – These are the easiest questions that could be asked.
- Questions requiring learners to show their wider knowledge of the period dealt with by the sources – how the source reflects the time.
- Straightforward interpretation of the sources – what is being said by the originator of the source? – What are the originator's views/ opinions on the issue?
- More complex interpretation involving more than one source – this looks at aspects such as subjectivity/bias and reliability. Learners are often asked to be able to discriminate between or compare and contrast the different views expressed by the originators of the sources and suggest reasons why their views may differ. Empathy questions fall into this category, as they demand a specific interpretation skill from the learners which requires the learners to place themselves into the position of the person/s concerned or the situation and present an empathetic response which reveals an understanding of the situation, its complexities and an understanding of the particular time and place.
- Using the information in the sources to write their own history (knowledge construction). This can be a paragraph, or a piece of extended writing.

## Skills developed in working with sources

Working with sources develops a number of key historical skills. These can be grouped into broad areas:

- Analysis
- Interpretation
- Evaluation
- Synthesis
- Communication

Within these areas are the more specific skills that will enable one to determine, for example:

- Similarity and difference
- Continuity and change
- Cause and effect
- Chronology
- Bias
- Empathy
- Reliability

### Questions to ask of sources:

#### Reliability

A source may be reliable for some purposes but unreliable for others. There are a number of questions, which should be asked of the source:

- Who produced the source and when was it produced?
- Was the person who created the source an eyewitness? (NB. Remember that an eyewitness account does not mean that it is necessarily reliable or accurate. This must be made clear to learners who tend to equate eyewitness accounts with truth/accuracy.)
- What is the perspective/attitude of the creator of the source to the subject matter/topic?
- Is there an alternative point of view to the one in the source?
- Was the source created a long time after the event?
- Why was the source produced?
- How accurate is the information in the source? (This requires the learner to compare the source with others and with their own content knowledge.)
- Does the issue of accuracy tell us anything further about the intention of the person who created the source?
- Remember: A cartoon may be unreliable in telling you the facts about an event, but could be reliable for showing the way people thought about an event at the time it happened.

#### Usefulness

This is similar to asking about reliability. Questions to think about are the same for reliability. If a source is, for example, biased, it may not be useful if you are trying to find out about an event; however that same source might be useful in showing how people felt at the time. A historical map might be useful because of the information on it; an election table is useful for giving the election results and showing, which party/parties people supported; etc. This needs to be considered when using sources to write history.

### **Sources reflecting the time in which they were produced**

Questions may be asked where the evidence in the source and the candidate's own knowledge must be used to explain the answer. In this case the candidates have the opportunity to show what they know about the event and say how or whether the sources reflect the thinking and attitudes and events in the past.

### **Use evidence from the sources to explain the answer.**

It is crucial that learners realise that at all times they must use evidence extracted from the sources to support their answers. This is just as important with source-based work as it is when they are constructing an argument in the essay questions.

### **Using the information from the sources, write a paragraph/extended piece of writing on....**

The ultimate aim of working with sources is to construct knowledge from the evidence and write history. When doing this, learners will need to use their knowledge about bias, reliability, and so on, when writing the paragraph.

### **Hints to assist learners in answering questions**

Some examples:

- **Graphs and tables and maps.**

Candidates may be asked to gather information to answer a question from a graph, election results, tables and maps.

Candidates need to look at these carefully to find out what information the sources contain before answering the questions. e.g. Which direction did the German army have to take to invade Austria? (map) In which election did Hitler gain the most seats in the German parliament? (table) In which year did the American economy slump dramatically? (graph)

- **Cartoons**

Questions will usually be asked about the cartoonist's attitude towards an event. In other words, what does the cartoonist think about what has happened?

- Cartoons need to be studied very carefully.
- What information is written on the cartoon - either the caption or other information?
- The date. If this is not on the cartoon it should be in the contextualisation of the cartoon. (The contextualisation must contain the date, in what publication the cartoon originally appeared, the historical context including the persons represented and the historical event represented in the cartoon.)
- What message/perspective is the cartoonist trying to convey in the cartoon?

- **Photographs**

Although an eyewitness usually takes a photograph, a learner needs to understand that we cannot be certain that the photograph is an accurate reflection of what happened.

Photographers have a purpose in mind when they take photographs. This purpose needs to be questioned. Sometimes photographs are altered to improve the appearance of people; parts of a photograph can be blocked out; or a photograph could even be a fake.

Questions that could be asked of photographs include:

- What is the subject matter? (intention)
- Why was the subject chosen? (purpose of the photograph/motive of the photographer)
- How is the subject matter portrayed? (intention/perspective)
  - Is this a posed photo or is the subject matter unaware of the photographer? (photographer's perspective)

- How is the subject matter arranged – posed, seated, etc? This can tell us of societal roles, gender relations, power relations, etc. (perhaps unintentional on the part of the photographer)
- Why is the photo taken from a particular angle? (perspective)
- Why was it depicted in a particular way? (perspective/motive)
- What mood is reflected in the photo? (motive/perspective)
- What is in the background of the photograph? Do you think that the photographer purposefully intended to include the background? How does it help us to understand the time during which the photograph was taken?
- What was the purpose of the photograph – for sale, publication in a particular newspaper, magazine? Remember that newspapers are written from a particular perspective or view. (motive)
- Who is the intended viewer? (perspective)

### **Documents**

Documents can include extracts from constitutions, speeches, letters, diary entries etc. Even writings of historians or extracts from textbooks could be used. These have to be evaluated in terms of their reliability and bias as well as ascertaining what information can be gained from them. Another important skill is the comparison and contrast of various documents: e.g. stipulations of treaties, eyewitness accounts from various points of view etc.

### **Some points to remember when assessing source-based questions**

Assessing all but the simplest source-based questions is very difficult. Teachers should:

Beware of relying too heavily on the memoranda. There is an almost infinite number of ways of expressing complex answers to complex questions. Furthermore a candidate may see things in a very different light to you, the assessor– this does not necessarily mean that you are right and the candidate wrong. Reward evidence of real thought whenever possible even if you do not agree fully with what the learner is saying. The important thing to look for is whether the learner can support his or her opinion. Unsubstantiated statements of opinion, even if they accord with your own views, indicate a low level of understanding and should not be rewarded with high marks.

## ANNEXURE 1D: TEACHING STRATEGIES

The following range of teaching strategies is useful for Grade 10-12 teachers:

Types of Teaching Skills	Features of Skill Acquisition
1. Cognitive Skills	<ul style="list-style-type: none"> <li>• Teacher makes reference to aspects of content that provide foundational knowledge, skills acquisition and applied competency that impact on historical actions and events e.g. Acts, policies necessary for foundation knowledge etc. Source based knowledge necessary for skills acquisition and applied competency.</li> </ul>
2. Relational Skills	<ul style="list-style-type: none"> <li>• Teacher reinforces skills that learners have developed in interpreting key aspects, themes or events in history in terms of their commonalities and differences.</li> <li>• Teachers also relate different seemingly disparate sections of the curriculum to prevent discontinuity of thought, skill application etc.</li> </ul>
3. Mediation Skills	<ul style="list-style-type: none"> <li>• Teacher mediates the curriculum in terms of key periods of historical struggles, ideological streams, key historical figures, historical sites and key economic, political and social developments that impact on and that are shaped by history.</li> </ul>
4. Orientation Skills	<ul style="list-style-type: none"> <li>• Teacher provides LSM and dialogue on: chronological orientation, map interpretation, source based interpretation, policy making and diction/ conceptual clarity etc that orientates the learner for areas of study and takes into consideration (i) recognition of prior learning and, (ii) clarity seeking.</li> </ul>
5. Facilitation Skills	<ul style="list-style-type: none"> <li>• Teacher constantly reinforces different approaches of assessing sections of the curriculum by articulating synergy between learner participation in the classroom, tests, examinations and research.</li> <li>• Teacher supports the learner by infusing early in the year past papers, a variety of LSM, sources and a variety of remedial programmes.</li> </ul>

## ANNEXURE 2: EXAMPLES OF HISTORY WORK SCHEDULES

### EXAMPLE OF A HISTORY WORK SCHEDULE FOR GRADE 10

#### FIRST TERM

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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LO1: AS2,3,4 LO2: AS1,2,3 LO3: AS2,3,4	LO1: AS1,2,3,4 LO2: AS2,3 LO3: AS2,3 LO4: 2,3	LO1: AS2,3,4 LO2: AS1-3 LO3: AS2-4	LO1: AS1-4 LO2: AS1-3 LO3: 2,3,4 LO4: 1	LO1: AS2-4 LO2: AS1,2,3 LO3: 1,2,3,4 LO4: 1,2,3		LO1: 1-3 LO2: 2,3 LO3: 2-4 LO4: 1,2,3,4	LO1: 1-3 LO2: 2,3 LO3: 2,4 LO4: 1,2,3	LO1: 1-3 LO2: 2,3 LO3: 2,4 LO4: 1,2,3
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What was the world like in the mid-fifteenth century? (What was the basis of power, power relations, technology, economy and trade?)									
What was the world like in the mid-fifteenth century? (What were the bases of power relations, technology, economy and trade: Africa (Songhay))	China (Ming)	India (Mogal)	Ottoman empire	The Americas	<b><u>FORMAL ASSESSMENT</u></b> (Source-based and extended writing)  -Planning heritage investigation	How were the European societies organised at this time?	How were Southern African societies (including Zimbabwe) organised in relation to the above societies?	<b>continuation</b> How were Southern African societies (including Zimbabwe) organised in relation to the above societies?	<b><u>FORMAL ASSESSMENT</u></b> -Controlled Test  -Supervision of heritage investigation
<b>Resources:</b> Text book, World map, Pictures and other relevant sources									
<b>Daily Assessment:</b> Written Work, Presentation, Debates, Essays									

**SECOND TERM**

Week 1	Week 2	Week3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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LO1: AS1,2,3 LO2: AS1,2 LO3: AS2,3,4 LO4: 2	LO1: AS1,2,3 LO2: AS2,3 LO3: AS2,3,4	LO1: AS1,3 LO2: AS1,2,3 LO3:AS2-3	LO1: AS2,3 LO2: AS1-3 LO3: AS2-4 LO4: AS2,3	LO1: AS2,3,4 LO2:AS2-3 LO3:1,2,4 LO4:1,2,3	LO1: AS1,2,3,4 LO2: AS1,2,3 LO3: 2,3,4 LO4: 1,2,3	LO1:AS2,3,3 LO2:AS2,3 LO3:AS,2,3,4 LO4:1	LO1:1,3 LO2:2,3 LO3:2-4 LO4:1,2,3	LO1:1-3 LO2:2,3 LO3:2,4 LO4:1,
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What was the impact of conquest, warfare and early colonialism in the Americas (Spain), Africa (Portugal, Holland) and India (France, Britain)?					Slavery		The quest for liberty		<b>FORMAL ASSESSMENT</b> -Midyear Examination
What was the nature of the shifting dominance by Europe of the world – Portugal?	What was the nature of the shifting dominance by Europe of the world- Spain?	What was the nature of the shifting dominance by Europe of the world - Holland	What was the nature of the shifting dominance by Europe of the world- England	What were the emerging attitudes to race during this period?	What was the connection between slavery and the accumulation of wealth during the Industrial Revolution?	What was the link between the Atlantic slave trade and racism?	How did the American war of Independence challenge the old basis for power? Who benefited?	The French revolution and the ideas of liberty, equality, fraternity and individual freedom: What sort of liberty, equality and fraternity was involved?  Submission of heritage investigation	

**Resources:** Text book, World map, Cartoons, Pictures and other relevant sources

**Daily Assessment:** Written Work, Graphic Representation, Role Play, Drama, Interviews, Field Work

**THIRD TERM**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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LO1: AS1,2,3,4 LO2: AS1,2 LO3: AS2,4	LO1: AS2,3 LO2: AS2,3 LO3: AS2,3	LO1: AS2-4 LO2: AS2,3 LO3:AS2-4	LO1: AS2,3 LO2: AS1-3 LO3: AS2-4	LO1: AS4 LO2:AS1-3 LO3:1,2,4 LO4:12	LO1: AS1-4 LO2:AS1,2 LO3:1	LO1:AS1-3 LO2:AS2,3 LO3:AS1,2	LO1:1-3 LO2:2,3 LO3:2-4 LO4:1	LO1:1-3 LO2:2,3 LO3:2,4 LO4:1,3
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The quest for liberty					Industrial Revolution		What transformation occurred in Southern Africa between 1750 and 1850?		
How did the ideas play out in the relationship between the French and other people (e.g. Africa, Haiti)	The ending of slavery in British colonies (e.g. the Caribbean, the Cape Colony) and the USA: What brought about the end of slavery?	The ending of British colonies: What economic causes were there (new needs of an industrialising economy)?	How important was the role that slaves played in achieving their freedom? How much freedom did they obtain?	<b><u>FORMAL ASSESSMENT</u></b> -Oral history project, or research assignment or enrichment activity	In terms of human rights, power and poverty, did American society change after the Civil War?	Industrial Revolution: How did the industrial revolution lay the foundation for a new world economic system?	How did the industrial revolution change society (mass education, trade unionism, civil movements)?	What transformation occurred in Southern Africa between 1750 and 1850?	<b><u>FORMAL ASSESSMENT</u></b> -Controlled Test
<b>Resources:</b> Text book, Maps, Cartoons, Graphs, Tables, Newspapers and other relevant sources									
<b>Daily Assessment:</b> Written Work, Graphic Representation, Debates, Drama, Interviews, Field Work									

**FOURTH TERM**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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LO1: AS1,2,3,4 LO2: AS1,2 LO3: AS2,4 LO4:1,2,3	LO1: AS2,3 LO2: AS2,3 LO3: AS2,3	LO1: AS2-4 LO2: AS2,3 LO3:AS2-4	LO1: AS2,3 LO2: AS1-3 LO3: AS2-4 LO4: AS1	LO1: AS2,3 LO2: AS1-3 LO3: AS2-4 LO4: AS1	LO1: AS4 LO2:AS1-3 LO3:1,2,4 LO4:12	LO1: AS4 LO2:AS1-3 LO3:1,2,4 LO4:12
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<b><u>CONTINUED</u></b> What transformation occurred in Southern Africa between 1750 and 1850?	How did the world change between 1450 and 1850?	<b><u>CONTINUED</u></b> How did the world change between 1450 and 1850?	What are the constructed heritage icons from the period that are celebrated today? How has and why has Great Zimbabwe become central to Zimbabwean nationalism?	<b><u>CONTINUED</u></b> What are the constructed heritage icons from the period that are celebrated today?	What are the critical issues about humans on display and the way museums depict humans?	<b><u>CONTINUED</u></b> What are the critical issues about humans on display and the way museums depict humans?	<b><u>FORMAL ASSESSMENT</u></b> -End-of-year Exam
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**Resources:** Text Book, Map of Southern Africa, Museum, Cartoons, Photographs, Newspapers and other relevant sources,

**Daily Assessment:** Written Work, Graphic representation, Debates, Essays, Interviews

## EXAMPLE OF A HISTORY WORK SCHEDULE FOR GRADE 11

### FIRST TERM

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LO1: AS1,2,3 LO2: AS1,2, LO3: AS2,4	LO1: AS2,3 LO2: AS2,3 LO3: AS2,3	LO1: AS2-4 LO2: AS2,3 LO3:AS2-4	LO1: AS2,3 LO2: AS1-3 LO3: AS2-4 LO4: AS12,3	LO1: AS4 LO2:AS1-3 LO3:1,2,4 LO4:1,2	LO1: AS1-4 LO2:AS1,2 LO3:1	LO1:AS1-3 LO2:AS2,3 LO3:AS1,2	LO1:1-3 LO2:2,3 LO3:2-4	LO1:1-3 LO2:2,3 LO3:2,4 LO4:1,3	
Challenges to capitalism; Russian Revolution and the establishment of the Communist state: Marxism, Leninism and Stalinism					Crisis of capitalism: The Great Depression in the USA and its wider impact in terms of the emergence of fascist economies and states, e.g. Nazi Germany				
What is capitalism, Marxism, communism and revolution?	The difference between capitalism & communism and why it started in Russia? What was Marxism-Leninism?	How did Lenin implement Leninism in Russia? How did Lenin change Russia?	What was Stalinism? How did Stalin use his power to change Marxism-Leninism?	How did the policies of Lenin and Stalin impact on the rights of the Russian people? How are Stalin and Lenin remembered today?	What was the Great Depression and why did it start in the USA? Why did the Great Depression cause a crisis for capitalism?	How did the Depression spread to other countries? <b>FORMAL ASSESSMENT</b> Source –based and extended writing.	What was the impact of the Great Depression in Germany? How did it influence the rise of Nazism?	What were the differences between the Fascist economies of Italy and Germany?	<b>FORMAL ASSESSMENT</b> -Controlled Test  -Plan the Heritage investigation
<b>Resources:</b> Text book, Maps, Extracts from speeches, Cartoons, Photographs, Video and film and other relevant sources									
<b>Daily Assessment:</b> Written work, Debates, Essays, etc									

**SECOND TERM**

Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LO1: AS1,2,3,4 LO2: AS1,2 LO3: AS2,4	LO1: AS2,3 LO2: AS2,3 LO3: AS2,3	LO1: AS2-4 LO2: AS2,3 LO3:AS2-4	LO1: AS2,3 LO2: AS1-3 LO3: AS2-4 LO4: AS1	LO1: AS4 LO2:AS1-3 LO3:1,2,4 LO4:12	LO1: AS1-4 LO2:AS1,2 LO3:1	LO1:AS1-3 LO2:AS2,3 LO3:AS1,2	LO1:1-3 LO2:2,3 LO3:2-4		
What was the impact of pseudo-scientific racism and Social Darwinism on the 19 <sup>th</sup> and 20 <sup>th</sup> Centuries, including the eugenics movements in the late 19 <sup>th</sup> Century and its impact on ideas of race and racism in the USA, Australia, Europe and particularly leading to genocide in Nazi Germany?					Competing Nationalisms and identities in Africa: The roots of Pan-Africanism to 1945 and South African Nationalism and identities.				
What is Social Darwinism and eugenics? How did these influence the notion of race?	How did the USA apply principles of Darwinism and eugenics during this era? How did these ideas spread to Europe and Australia?	What was the link between US eugenic movements and Hitler’s ideas of racial state, including his ideas of master race?	How did Hitler set up a racial state in Germany? How did Hitler take away the rights of the people of Germany? How did his racial policy lead to persecution and genocide?	How similar or different were racial policies of Nazi Germany before 1938 and the apartheid laws in South Africa?	Explain the concepts African nationalism and Pan-Africanism. What were the roots of African nationalism and Pan-Africanism?	What were the roots of African nationalism in South Africa? What links did it have with Pan Africanism?	Compare and contrast Afrikaner and African nationalism in South Africa. How did they compete with one another? How are African and Afrikaner nationalism commemorated today? How are memorials and commemorations reinterpreted when times change?	<b>FORMAL ASSESSMENT</b> -Research assignment or Oral history project or enrichment assignment	<b>FORMAL ASSESSMENT</b> -Midyear Examination
<b>Resources:</b> Text book, Maps, Extracts from speeches, Letters, Diaries, News papers, Photographs, Cartoons, Tables									
<b>Daily Assessment:</b> Written work, Debates, Essays, Graphic representation, Fieldwork									

**THIRD TERM**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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LO1: AS1,2,3,4 LO2: AS1,2 LO3: AS2,4	LO1: AS2,3 LO2: AS2,3 LO3: AS2,3	LO1: AS2-4 LO2: AS2,3 LO3:AS2-4	LO1: AS2,3 LO2: AS1-3 LO3: AS2-4 LO4: AS1	LO1: AS4 LO2:AS1-3 LO3:1,2,4 LO4:12	LO1: AS1-4 LO2:AS1,2 LO3:1	LO1:AS1-3 LO2:AS2,3 LO3:AS1,2	LO1:1-3 LO2:2,3 LO3:2-4	LO1:1-3 LO2:2,3 LO3:2,4 LO4:1,3
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The impact of World War II: how did the nature of political quest for independence in Africa change from 1945? (The radicalisation of pan-Africanism)	Was segregation a foundation for apartheid? Explain. How did apartheid entrench ideas of race? What was the nature of resistance to apartheid during these decades (to 1960) and how was this resistance part of a wider resistance in the world to human rights abuse?
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Explain the meaning of imperialism, socialism in the context of Africa.	What were the effects of WW2 in Africa?	What was the nature of the fight against colonialism and imperialism in Africa at this time?	How did the struggle against colonialism and imperialism contribute to independence?	How was segregation a foundation for apartheid?	To what extent was apartheid in South Africa part of neo-colonialism in the post World War 2 (1948-1960)?	How did apartheid entrench ideas of race?	<b>CONTINUED</b> How did apartheid entrench ideas of race?	Submission of research assignment or oral history project or enrichment assignment	<b><u>FORMAL ASSESSMENT</u></b>  -Controlled Test
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**Resources:** Text book, Maps, Extracts from constitutions, Speeches, Newspaper articles, Photographs, Interviews, Video/DVD

**Daily Assessment:** Written work, Essays, Debates,

#### FOURTH TERM

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LO1: AS1,2,3,4 LO2: AS1,2 LO3: AS2,3,4	LO1: AS1,2,3,4 LO2: AS2,3 LO3: AS2,3,4	LO1: AS1,2,3,4 LO2: AS2,3 LO3:AS2,3,4	LO1: AS1,2,3, LO2: AS2,3 LO3: AS2,3,4	LO1: AS 1,2,3,4 LO2:AS2,3 LO3:2,3,4					
Was segregation a foundation for apartheid? Explain. How did apartheid entrench ideas of race? What was the nature of resistance to apartheid during these decades (to 1960) and how was this resistance part of a wider resistance in the world to human rights abuse?									
What was the nature of resistance in the 1950s up to and including Sharpville?	How was resistance driven underground after Sharpville?	How did the resistance movements in exile become part of the wider resistance in the world to human rights abuses? Why did some countries continue to support the apartheid government in the 1960s?	How did exiles take the resistance agenda to world organisations to get apartheid declared a crime against humanity?		<b>REVISION WEEK</b>	<b>FORMAL ASSESSMENT</b>  End-of-year Examination			
<b>Resources:</b> Text book, Letters, Diaries, Photographs, Video and film, Interviews, Newspaper articles, Magazines, Published first hand accounts, sound recordings									
<b>Daily Assessment:</b> Written work, Debates, Essays, Role play, Drama, Interviews, Site visits									

## EXAMPLE OF A HISTORY WORK SCHEDULE FOR GRADE 12

### FIRST TERM

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LO1: AS1,2,3,4 LO2: AS1,2 LO3: AS2,4	LO1: AS2,3 LO2: AS2,3 LO3: AS2,3	LO1: AS2-4 LO2: AS2,3 LO3:AS2-4	LO1: AS2,3 LO2: AS1-3 LO3: AS2-4	LO1: AS4 LO2:AS1-3 LO3:1,2,4	LO1: AS1-4 LO2:AS1,2 LO3:1	LO1:AS1-3 LO2:AS2,3 LO3:AS1,2	LO1:1-3 LO2:2,3 LO3:2-4	LO1:1-3 LO2:2,3 LO3:2,4	

What was the impact of the Cold War in forming the world as it was in the 1960s?						How was uhuru realised in Africa in the 1960s and 1970s?			
What was the impact of the Cold War in forming the world as it was in the 1960s? *USSR/ USA-creating spheres of interest.	*What was the role of China?	Areas and forms of conflict: *Vietnam	* Areas and forms of conflict: Cuba	Areas and forms of conflict: *Angola	Areas and forms of conflict: *Middle East <hr/> <b>FORMAL ASSESSMENT</b> *Source –based and extended writing. *Plan the Heritage investigation	What role did the United Nations (UN) and other multi-lateral organisations such as the Organisation of African Unity (OAU) and the Non-Aligned movement (NAM) play in attempting to mediate conflict?	How was <i>uhuru</i> realised in Africa in the 1960s and 1970s? *What were the ideas that influenced the independent states?	<b>CONTINUED</b> *What types of states were set up?	<b>FORMAL ASSESSMENT</b> -Controlled Test
<b>Resources:</b> Text book, Maps, Video filming/DVD, Cartoons, Photographs, Interviews, Newspaper articles, Published stories, Biographies									
<b>Daily Assessment:</b> Written work, Interviews, Essays, Role play, Drama, Site visits									

**SECOND TERM**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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LO1: AS1,2,3,4 LO2: AS1,2 LO3: AS2,4	LO1: AS2,3 LO2: AS2,3 LO3: AS2,3	LO1: AS2-4 LO2: AS2,3 LO3:AS2-4	LO1: AS2,3 LO2: AS1-3 LO3: AS2-4	LO1: AS4 LO2:AS1-3 LO3:1,2,4	LO1: AS1-4 LO2:AS1,2 LO3:1	LO1:AS1-3 LO2:AS2,3 LO3:AS1,2	LO1:1-3 LO2:2,3 LO3:2-4 LO4	LO1:1-3 LO2:2,3 LO3:2,4	
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How was <i>uhuru</i> realised in Africa in the 1960s and 1970s?		What forms of civil society protest emerged from the 1960s up to 1990s?			What was the impact of the collapse of the USSR in 1989?			How did South Africa emerge as a democracy from the crisis of the 1990?	
<b>CONTINUED</b> What were the possibilities and constraints?	What was the impact of internal and external factors on Africa during this time?	What forms of civil society protest emerged from the 1960s up to 1990? *1960s: civil rights, disarmament, student movements, peace movements, Black Power movement, women's movements	<b>CONTINUED</b> *1970:Black Consciousness Movement in South Africa *Apartheid South Africa	<b>CONTINUED</b> Apartheid South Africa and Eastern Europe in the 1980s	What was the impact of the collapse of the USSR in 1989 on South Africa? ----- <b>FORMAL ASSESSMENT</b> Research assignment or Oral history project.	What was the impact of the collapse of the USSR in 1989 on Africa? Reflection and re-imagining countries in the 1990s.  - A case study from Central, West or North Africa.	What was the impact of the collapse of the USSR in 1989 on the dominance of the USA?	The crisis of apartheid in 1980s.	<b>FORMAL ASSESSMENT</b>  Midyear Examination

**Resources:** Text book, Maps, Newspaper articles, Video and film, Tables and graphs, Magazines, Photographs, etc.

**Daily Assessment:** Written work, Diary entries, Essays, Interviews

**THIRD TERM**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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LO1: AS1,2,3,4 LO2: AS1,2 LO3: AS2,4 LO4	LO1: AS2,3 LO2: AS2,3 LO3: AS2,3	LO1: AS2-4 LO2: AS2,3 LO3:AS2-4	LO1: AS2,3 LO2: AS1-3 LO3: AS2-4		LO1: AS4 LO2:AS1-3 LO3:1,2,4 LO4:12	LO1:AS1-3 LO2:AS2,3 LO3:AS1,2 LO4: AS1	LO1:AS1-4 LO2:AS1,2 LO3:AS1,2 LO4: AS2,4
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How did South Africa emerge as a democracy from the crisis of the 1990?					What do we understand by globalisation?			
The collapse of apartheid in South Africa-coming together of internal and external pressures.	How the crises were managed: conflict, compromise, negotiation, settlement, elections.	The Government of National Unity and the making of the new Constitution.	Dealing with the past and facing the future	<b>FORMAL ASSESSMENT</b> Controlled Test	The global economy: new forms of capital (new poverty, new wealth), neo-colonialism (the role of the IMF, the World Bank, multilateral organisations, OPEC)	The information age; Globalisation of culture, Migration of people (e.g. refugees)	The position of Africa in the global world: constraints and initiatives (NEPAD), the African Union, SADC, the African Renaissance	<b>FORMAL ASSESSMENT</b> Trial Examination
<b>Resources:</b> Text book, Maps, Museum, Photographs, Art, Published stories, Music recordings								
<b>Daily Assessment:</b> Written work, Presentations, Interviews, Essays, Field work /Site visits								

**FOURTH TERM**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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LO1: AS2,3 LO2: AS1-3 LO3: AS2-4	LO1: AS2,3 LO2: AS1,3 LO3: AS2-4	LO1: AS4 LO2: AS1-3 LO3:AS2,4 LO4:1-2	LO1:AS1-3 LO2:AS2,3 LO3:AS1,2 LO4: AS1
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<b>What do we understand by globalisation?</b>		<b>What are the ideologies and debates around the constructed heritage icons from the period?</b>					
How different is the world today?	CONTINUED How different is the world today?	New identities and the construction of heritage -What are the ideologies and debates around South African heritage symbols and representations?	How have the findings of palaeontology, archaeology and genetics transformed the notion of race	<b>REVISION</b>	<b>REVISION</b>	<b>END OF YEAR EXAMINATION</b>	
<b>Resources:</b> Text book, Maps, Museum, Photographs, Art, Published stories, Music recordings							
<b>Daily Assessment:</b> Written work, Presentations, Interviews, Essays, Field work / Site visits							

## ANNEXURE 3: EXAMPLE OF A LESSON PLAN FOR HISTORY

**DURATION:**

**GRADE: 10**

<b>CONTENT FOCUS/TOPIC:</b> <i>Analysis of the nature of slave owning societies: the impact of slave ownership on social system in South Africa</i>			
<b>KEY QUESTION/S:</b> 1. <i>What was the impact of slave ownership on the South African society?</i> 2. <i>Why is a slave-owning society such a violent society?</i> 3. <i>How could resistance to slavery be seen as a struggle for human rights and dignity?</i>			
<p><b>LO1 The learner acquires historical enquiry skills and is able to apply them.</b></p> <p><b>We know this when the learner</b></p> <ul style="list-style-type: none"> <li>✓ extracts and organises information and data from the sources (c)</li> <li>✓ identifies points of view or perspectives that inform the sources (d)</li> <li>✓ engages with sources to identify omissions and gaps in the evidence. (e)</li> </ul>	<p><b>LO 2 The learner is able to evaluate and use historical concepts in order to analyse change over time.</b></p> <p><b>We know this when the learner</b></p> <ul style="list-style-type: none"> <li>✓ explains the socio-economic and political power relations in terms of race, class and gender. (b)</li> <li>✓ gives some reasons in an historical context why men, women and children in the past acted as they did. (c )</li> </ul>	<p><b>LO 3 The learner is able to construct and communicate historical knowledge and understanding.</b></p> <p><b>We know this when the learner</b></p> <ul style="list-style-type: none"> <li>✓ describes and analyses why there are different interpretations of historical events, people and changes (a)</li> <li>✓ plans and constructs an argument based on evidence (c)</li> <li>✓ substantiates conclusions reached (d)</li> <li>✓ communicates knowledge and understanding in a variety of ways – written, oral, enactive and pictorial. (e)</li> </ul>	<p><b>LO 4 The learner is able to engage critically with issues around heritage.</b></p> <p><b>We know this when the learner</b></p> <ul style="list-style-type: none"> <li>✓ gives an explanation of what is meant by heritage (a)</li> <li>✓ illustrates orally, in writing or graphically how archaeology, oral history and Indigenous Knowledge Systems contribute to an understanding of our heritage (d)</li> </ul>
<b>KEY QUESTION/S</b>	<b>LEARNING ACTIVITIES</b>		
1	<i>Opportunity to analyse society at the Cape in the past: power relations, violence, class and race and well as the impact it has had in recent history (continuing issues of race and identity)</i>		
2	<i>Questions 2 &amp; 3: Again opportunities to analyse power relations, socio-economic and political</i>		
3	<i>(economic access, race, class, gender) and why people in slave owning societies acted as they did.</i>		
4			
<b>ASSESSMENT ACTIVITY/IES</b>	<b>BRIEF EXPLANATION...</b>		
<ul style="list-style-type: none"> <li>✓ Written work <ul style="list-style-type: none"> <li>Presentations</li> </ul> </li> <li>✓ Role-play <ul style="list-style-type: none"> <li>Drama</li> <li>Journals</li> <li>Logs</li> <li>Graphic representations</li> <li>Tests</li> <li>Essays</li> </ul> </li> <li>✓ Debates <ul style="list-style-type: none"> <li>Interviews</li> <li>Field work/site visits</li> </ul> </li> </ul>	<p><i>Learners asked to explain/discuss. This could be in structured writing or discussion and debate. If role-play is chosen, needs to be carefully managed and firmly based on evidence from source material, either documents or visuals.</i></p>		

**ASSESSMENT CRITERIA (Derived from the Assessment Standards)**

*The written work will be assessed. Basic criteria:*

- *extracted relevant information from the source*
- *the information has been organised in developing the argument*
- *points of view or perspectives in the sources have been identified*
- *the argument is clearly based on evidence from the sources*
- *the conclusion reached has been backed up with the evidence*

<b>DATA COLLECTION METHODS ASSESSMENT</b>	<b>ASSESSOR/S</b>	<b>FEEDBACK/ REPORTING TO</b>
<ul style="list-style-type: none"><li>✓ Observation</li><li>✓ Listening</li><li>✓ Reading<ul style="list-style-type: none"><li>Interpreting</li><li>Reviewing</li><li>Questioning</li><li>Conferencing</li><li>Interviewing</li><li>Listener's written observations</li></ul></li></ul>	<ul style="list-style-type: none"><li>✓ Teacher<ul style="list-style-type: none"><li>Self</li></ul></li><li>✓ Peer<ul style="list-style-type: none"><li>Another teacher</li><li>Outside expert</li><li>Class panel</li></ul></li></ul>	<ul style="list-style-type: none"><li>✓ Learners</li><li>✓ Parents</li><li>✓ Others</li></ul>