

National Curriculum Statement (NCS)

*Curriculum and Assessment
Policy Statement*



*General Education and Training
Phase
Grades 4-6*





basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 4-6**

HISTORY

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FOREWORD

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy, we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

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

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the Revised National Curriculum Statement Grades R-9 and the National Curriculum Statement Grades 10-12 (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the Revised National Curriculum Statement (2002) to produce this document.

From 2012 the two 2002 curricula, for Grades R-9 and Grades 10-12 respectively, are combined in a single document and will simply be known as the National Curriculum Statement Grades R-12. The National Curriculum Statement for Grades R-12 builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The National Curriculum Statement Grades R-12 accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

- (a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;
- (b) National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and
- (c) National Protocol for Assessment Grades R-12.

MS SIVIWE GWARUBE, MP

MINISTER OF BASIC EDUCATION

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SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR HISTORY GRADES 4-6

1.1 Background

The National Curriculum Statement Grades R-12 (NCS) stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

- (a) The National Curriculum Statement Grades R-12 (January 2012) represents a policy statement for learning and teaching in South African schools and comprises the following:
- (i) *Curriculum and Assessment Policy Statements for each approved school subject;*
 - (ii) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
 - (iii) *The policy document, National Protocol for Assessment Grades R-12 (January 2012).*
- (b) The National Curriculum Statement Grades R-12 (January 2012) replaces the two current national curricula statements, namely the
- (i) *Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and*
 - (ii) *National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the National Curriculum Statement Grades R-12 (January 2012) during the period 2012-2014:
- (i) *The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;*
 - (ii) *The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band d, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;*
 - (iii) *The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;*

- (iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*
- (v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the National Curriculum Statement Grades R-12. It will therefore, in terms of section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996,) form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) *The National Curriculum Statement Grades R-12* gives expression to knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R-12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfillment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R-12 is based on the following principles:

Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;

Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;

- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Inclusive Teaching and Learning (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	RADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6 (1) (2) (2)	6 (1) (2) (2)	7
<input type="checkbox"/> Beginning Knowledge	(1)	(1)	(2) (2) (2) (1)
<input type="checkbox"/> Creative Arts			
<input type="checkbox"/> Physical Education			
<input type="checkbox"/> Personal and Social Well-being			
TOTAL	23	23	25

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Science and Technology	3,5
Social Sciences	3
Life Skills	4
<input type="checkbox"/> Creative Arts	(1,5) (1) (1,5)
<input type="checkbox"/> Physical Education	
<input type="checkbox"/> Personal and Social Well-being	
TOTAL	27,5

1.4.3 Senior Phase

- (a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Science	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	27,5

1.4.4 FET Phase

- (a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK
Home Language	4.5
First Additional Language	4.5
Mathematics	4.5
Life Orientation	2
A minimum of any three subjects selected from Group B <u>Annexure B, Tables B1-B8</u> of the policy document, National policy pertaining to the programme and	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

2.1 The essence of the new History Curriculum

This is a new African-centred curriculum for 21st-century South Africa, which pays particular attention to the long past. An African-centred approach recognises that the African past is knowable and pursues the history of Africa through multiple methodologies to reconstruct the histories of Africans on the continent and in the world. The intention is to develop in the African child a strong foundational knowledge, understanding and appreciation of the continent, and its relationship to the world.

This is not a narrowly focused 'patriotic' history. It purposefully moves away from parochialism and exceptionalism to develop in learners a global historical consciousness from the vantage point of Africa. This curriculum has been influenced by the UNESCO *General History of Africa* approach to writing history for an independent Africa which is part of the broader process of decolonisation of knowledge across the continent.

UNESCO sets out to construct a history of Africa from the origins of humanity to the era of independence. In Volume I, of this impressive work, *Methodology and African Prehistory*, J. Ki-Zerbo argues:

It is not our purpose to write a history which will be a mere settling of scores, with colonialist history backfiring on its authors, but rather to change the perspective and revive images which have been forgotten or lost. We must turn once more to science in order to create genuine cultural awareness. We must reconstruct the real course of events. And we must find another mode of discourse.¹

An African-centred approach makes the effort to explore, use, and exploit various forms of African archives and sources – oral, archaeological, written, visual, linguistic, and landscape – in investigating historical questions about Africa and its interactions with the rest of the world. In addition to recognising a broad range of sources of evidence, it also embraces a wide range of technologies and techniques that are currently used to explore or interrogate material from the past, for example, remote sensing, DNA analysis or chemical analysis of bone and dating techniques.

There is a special place for oral traditions in an African-centred history because these are encoded in African languages and express the idiomatic wisdom and intellectualism of the varieties of people in Africa. Zi-Kerbo expresses the importance of oral forms in a colourful way, stating:

¹ J. Ki-Zerbo (ed.), 'Introduction', in *Methodology and African Prehistory: UNESCO General History of Africa, Volume 1* (Berkeley: University of California Press, 1980), 2.

Besides the first two sources of African history – written documents and archaeology – oral tradition takes its place as a real living museum, conserver and transmitter of the social and cultural creations stored up by peoples said to have no written records. This spoken history is a very frail thread by which to trace our way back through the dark twists of the labyrinth of time... oral tradition is by far the most intimate of historical sources, the richest, the one which is the fullest of the sap of authenticity.²

This curriculum thus draws extensively on traditional indigenous oral forms such as praise poetry, clan praises, idioms, proverbs, folktales and other folklore which act as repositories of history, indigenous knowledge and philosophies. These play a critical role in conveying African interpretations and perspectives of history. They are also important in developing a sense of historical consciousness by conveying the history of pre-colonial pasts to the learner.

African-centredness requires that African languages and their idiomatic expressions be incorporated into the curriculum because they act as important archives of indigenous historical knowledge and memory. As all history requires language skills, the ability to express terms and concepts in a multi-lingual framework enriches and expands the vocabulary of the curriculum. It is especially important where indigenous terms provide more precise conceptual expressions and definitions of historical events and actions. The ability to read and translate African languages, and other languages in general, are critical skills for being able to work with and learn from a range of sources including archival and oral evidence.

Engaging with language as a source of history encourages critical engagement and debate because of how it shifts and changes over time. Language is not seen as a fixed or final arbiter of history but as an opportunity to spark discussion and engagement about the past and the present. In looking at local history, for example, local vernaculars and dialects will emerge through the languages of place names, or words used to describe objects. Place names provide an opportunity to discuss layers of historical meaning and how these change over time. Words can also tell us about relationships in the past, particularly with regard to the trade of goods. Thus, the relationship between various languages provides evidence of the historical process. Multilingualism is thus encouraged in this curriculum.

The curriculum also incorporates the perspectives of previously marginalised historiographies that have not yet been fully appreciated in mainstream academic historiography. Some of this historiography has historically been produced by African writers of the late 19th and early to mid-20th centuries which includes history books, historical novels and plays, poetry and newspaper articles.

Alongside developing knowledge about the past, the new History curriculum intentionally encourages a critical perspective and sets out to instill an analytical approach to working with material from the past and foster an understanding of how and why certain forms of history or representations of the past are constructed and what role they play in public memory.

². Ki-Zerbo (ed.), *Methodology and African Prehistory*, 7.

2.2 What is History and what is School History?

In this curriculum, we use the term 'history' in its broadest sense. History is not simply 'the past', it is the study of the past which involves learning how to think about the past in disciplined ways, and through the application of different disciplinary techniques and perspectives. For example, we have included the work of archaeologists, linguists and oral historians to extend the timeline further back into the past, and to provide the experience of working with a wide range of sources and new technologies. By exploring what happened even further back in time we also hope to develop an appreciation for the African past, for the advancement and innovation that spread to the rest of the world as humans began to move beyond Africa, and for Africa's part in global expansion prior to the 1500s.

History is a process of enquiry into the past which is open to continuous reassessment, reappraisal and revision. Studying history gives us an understanding of how past human actions affect the present and influence our future. It allows us to evaluate these effects, and their significance, in a range of contexts.

Studying history as a school subject equips learners with knowledge about the past and gives learners the conceptual tools to examine how and why different interpretations of the past have been constructed by archaeologists and historians (historiography). It also enables learners to engage critically with tangible and intangible representations of the past, such as memorials, landscapes and buildings, art, literature, film, music, traditions, performances and games. Learners can explore the perspectives of a broad social spectrum and thereby become more aware of and sensitive to race, class, gender and the voices of 'ordinary' people. Through the development of historical thinking skills, learners can analyse critically how and why these representations of the past change over time.

The study of history provides opportunities for learners to develop a historical consciousness through which to orientate themselves in the continuum of human experience and to develop an understanding of how and why human actions have social and environmental consequences.

2.3 Specific Aims of School History

1. To develop an interest in and knowledge of the study of ancient and modern pasts.
2. To develop an understanding of substantive and procedural historical and archaeological concepts.
3. To develop an ability to understand and undertake a process of historical enquiry, which uses a range of archaeological and historical sources as evidence to make knowledgeable claims about the past.
4. To prepare young people for local, regional, continental, global and planetary responsibility.

2.4 Objectives of School History

1. To demonstrate a chronological knowledge and understanding of the past and the forces that shape it.
2. To demonstrate an ability to use different calendars and demonstrate an understanding of ways of measuring time.
3. To demonstrate a critical understanding of how sources and concepts are used to construct historically valid enquiries about the past.
4. To undertake a historical or archaeological enquiry and be able to present the outcomes of the enquiry in logical, well-structured written and oral forms.
5. To explain why events in the past are often interpreted and represented differently and why explanations or interpretations shift over time.
6. To discuss and deliberate different points about past events or processes, on the basis of available evidence.
7. To demonstrate an appreciation that there are multiple ways of relating to the past – including cognitive, emotional, moral, political, material and aesthetic ways of doing so.

2.5 Why Archaeology?

Archaeology is the interpretation of past human societies from the study of the things that people leave behind; archaeologists study human activity across space and through time. Archaeologists do not only examine objects that have been carefully excavated from the ground. They also study sources of evidence found underwater, or above ground. These sources may be tiny or microscopic or they may incorporate an entire landscape. Archaeologists also use written sources to help them with their research.

Studies have shown that learners who are taught using an archaeological method of enquiry that involves fieldwork, excavation, and analysis of artefacts or sources of evidence, are more motivated to learn about the past, and have an improved connection with the past and the present. A more hands-on approach that involves active exploration – such as drawing, measuring, photographing and asking questions – can be coupled with an open, enquiry-based approach that helps to develop critical thinking skills, including observation, analysis, classification, reflection and interpretation. This archaeological method of enquiry encourages and facilitates knowledge production.

Learners working with a wide range of physical remains are also more aware of the biases in the historic record. Knowledge about which materials decay or under what circumstances material is preserved helps the learner recognise that we cannot know everything about the past, and that building and supporting a sound argument often requires multiple lines of evidence.

Archaeology is a multidisciplinary field that combines elements of science, technology and history. For example, archaeochemists use chemistry to analyse bones, archaeozoologists study the animals that people farmed or hunted from the bone remains and consider what those animals might have meant to them, while archaeobotanists focus on changing plant use and environments. Remote sensing technologies enable archaeologists to explore caves, mummies, skulls, or objects without having to open or probe them. LIDAR and remote sensing can also be deployed to expose hidden activities or buildings over large tracts of land. By learning about archaeology, learners can develop an interest in these other areas and possibly be motivated to pursue a variety of career paths.

In short, learners who are taught how to work with physical sources of evidence will understand the human past more easily and with greater enjoyment. They will also begin to appreciate

how knowledge from other disciplines, such as geography, science or biology can be applied to understand the past, and how a wide range of technologies can assist in this endeavour.

2.5.1 Why teach the archaeological past?

Archaeology serves an important historical function because it is one of the only means of examining the past in the early times before written records became available. We are completely dependent, therefore, upon archaeological and oral accounts for our knowledge of past societies that did not leave a written record of events. Archaeological excavation is perhaps the only way of appreciating the long and diverse histories of people who lived thousands of years ago in South Africa and abroad. It also allows learners to explore the deep history of different societies to gain a more diverse perspective on history and of different lifeways, cultural exchanges, and responses.

Possibly the most important reason for teaching the archaeological past in the school history syllabuses is to encourage knowledge and appreciation of Africa's long and rich history: the package of tools, art and innovation that had its roots in Africa and accompanied the movement of early humans out of Africa. Archaeology also gives us an awareness of Africa's early connections to Asia and Europe and the unique and remarkable African societies (Mali, Egypt, Ethiopia, for example) that emerged; and, southern Africa's participation in globalisation and trade within Africa and with the Middle East and Asia through the study of societies, maritime records and trade goods.

Archaeology serves yet another historical purpose. Archaeological research does not only reveal the past for which we have no written records, but it also serves to supplement the written records that are available. However, neither archaeological nor written records can be seen as wholly accurate and providing complete portrayals of life in the past. Historical documents tend to record major events and the lives of prominent people. History is also inherently biased. The personal values and interests of the writer, the social context in which the document is written, and the facts available to the writer at the time all exert an influence on the accuracy and completeness of any historical document. Since archaeological remains are also not a complete record of life in the past, historical and archaeological research can supplement one another for time periods where written documents exist. During the colonial period, a combination of archaeological, oral and written evidence can provide a more holistic picture of the past.

Lastly, because of the long-term perspective that archaeology provides, learners can become mindful of how human actions in the past have created and altered the current environment. This encourages social awareness of their impact on the environment and of the value of protecting and preserving historical sites and landscapes.

2.6 Why make use of Oral History?

Before 1994, the school history curriculum put the experiences and achievements of white people, mainly males, at the centre of the narrative of South Africa. The story began with the arrival of the Dutch traders under Jan van Riebeeck and the establishment of a refreshment station at the Cape of Good Hope in 1652, the British takeover of the Cape Colony and conflicts culminating in the 'Great Trek' into what the settlers imagined was an 'empty' interior, followed by sporadic clashes with African societies and their defeat. The story ended with the National Party's takeover of a minority government and the establishment of the Black national states (also known as Bantustans). All these developments were seen through the eyes of the white people, specifically the Afrikaners. In other words, the Afrikaner nationalist perspective

was the history of South Africa while African perspectives were completely marginalised.

In a context where only written sources were viewed as important building blocks of historical narratives, African perspectives were disregarded because they were deemed inadequately captured in official written sources. Minerals in South Africa, for example, were presented as a 'discovery' made by the white people, and the ensuing developments revolved around industrialisation, especially diamond and then gold mining in the late 19th century, thus disregarding African oral accounts of mining and metallurgy in pre-colonial southern African societies such as those in Phalaborwa, Mapungubwe and Great Zimbabwe.

Even when written records or historiographical interpretations by or about Africans existed (for example, correspondence by literate Africans such as John Langalibalele Dube, Tiyo Soga, and Sol Plaatje, among others), these were simply ignored by those in power. The school history curriculum of the time advanced a version of the past that was based mainly on sources generated by outsiders who were often hostile and prejudiced against African societies, for example, European colonial officials, hunters, travelers, traders, and so forth.

It was inevitable, therefore, that shortly after independence and democracy, the new government felt the school history curriculum needed to be transformed to reflect the multiplicity of perspectives that exist in the country, particularly those of African communities whose perspectives and general well-being had been utterly disregarded during the colonial and apartheid periods. African societies relied heavily on orality; memory was, and in many respects continues to be used as a valuable storage house for valuable historical information.

Through the inclusion of Oral History in the school curriculum, therefore, an opportunity was provided for marginalized communities with few or no written documents (societal groups such as the working class, farm tenants, women, etc.) to have their experience of forced removals, land expropriation and their bitter struggle against apartheid, to be captured in their own voices. The growing emphasis on Oral History in schools and broader society post-1994 was thus based on a genuine effort to recover our silenced voices.

However, the need to take Oral History seriously does not mean that written sources (official correspondence, letters, memoranda, reports compiled by white commissioners, records of court cases, etc.) should be disregarded. The colonial or apartheid archive, read critically, must continue to be taken seriously as a repository of important aspects of our history.

2.6.1 What is Oral History?

The concept of Oral History is used to describe a method that relies largely on oral testimony and oral tradition as forms of historical evidence. It refers to history that is passed down through the generations by word of mouth.

There are two types of oral evidence, namely oral testimony and oral tradition. Each of these calls for an additional explanation.

- Oral testimony is an eyewitness or first-hand account of an event or situation which occurred during the lifetime of the person interviewed. The informant tells a story about themselves, about what he or she has seen, heard, or done in the past.
- Oral tradition refers to stories or narratives which have been handed down by word of mouth from one generation to the next and, unlike oral testimonies, are no longer contemporary. There are many different examples – folktales, genealogies ('who begot whom' in the Old Testament), chiefly genealogies, praise songs of past heroes, etc.

Oral History can be seen as a means of asking, and perhaps answering, the kind of questions

likely to lead to a fuller understanding of the experiences and consciousness of ordinary people.

2.6.2 What makes Oral History different?

The answer to this question is that it tells us not just what people did, but what they wanted to do, what they believed they were doing, and what they now think that they did.³

2.6.3 Types of Oral Interviews

Oral history is usually collected through interviews. There are various types of interviews that historians may make use of, and these are discussed briefly below:

- **Life history interview**
This is an interview conducted with one person focusing on his or her individual life history, or his or her family history. Often the interviewee will talk about parents, siblings and relatives. The idea is to gain a deeper understanding of the individual's life, with information being gathered in chronological order. By focusing on the stories of individuals and their families we can gain a better understanding of the experiences that are often ignored (such as details of the lifestyles of peasants, tenants, farm labourers and women). Broader historical themes that deserve attention include the history of land possession and dispossession, identity and acculturation, and religious affiliation. One of the main strengths of a life history interview is that it has a great capacity to yield unexpected data.
- **Structured interview**
In a structured interview, the researcher prepares all the questions before the interview and only includes these particular pre-selected questions.
- **Semi-structured interview**
A semi-structured interview is more open than a standardised questionnaire. A few questions are prepared in advance to steer the interview. The interviewee is allowed to give unrestricted answers and perhaps go off on a tangent into new topics of discussion. The interviewer should then follow up with related questions.

The limitation of structured and semi-structured interviews is that the interviewer may steer the interviewee away from important areas that might have revealed new data and could also make the interviewee feel that his or her other life experiences are unimportant.

2.7 Conceptual Constructs in History Education

School history involves educating learners about the past and its representation through three

³. A. Portelli, 'Oral History as Genre', in M. Chamberlain and P. Thompson (eds), *Narrative and Genre: Contexts and Types of Communication* (London: Routledge, 1998).

interconnected conceptual constructs of ‘history’ (historical thinking, historical culture and historical consciousness) which develop intellectual and social competencies and enable learners to orientate themselves in time and place.

2.7.1. Historical thinking

Historical thinking refers to a disciplinary way of thinking about the past. It requires learners to move beyond an uncritical mastery of dates and details, the mere ‘facts’ about the past, to progress to an understanding of how and why histories are constructed and contested.

Novice historical thinkers or younger learners tend to view history as a single, unchangeable account of the past while more sophisticated historical thinkers demonstrate an understanding of history as a construction, and as a critical interpretation of events in the past (as in a historiography on a certain topic or train of events). This form of disciplinary thinking needs to be taught and nurtured explicitly in learners. Alongside developing their knowledge of events and processes, learners should be given opportunities to *analyse* a variety of historical and archaeological sources from, and accounts of, the past. They should evaluate interpretations and representations of the past created by others, and conduct valid historical enquiries using different source materials, means of investigation or techniques. In addition, discussion, debate and the disciplined use of evidence to defend a line of argument should be incorporated into history lessons, alongside reading and writing, regularly.

2.8 Concepts in History

Concepts are abstract ideas that form the building blocks of a discipline. In History education there are different types of concepts:

Substantive concepts relate to the events (the ‘what’) of the past. They are used by historians to bind together events within a period, such as the ‘Industrial Revolution’ the ‘Apartheid era’ and the ‘Cold War’. They also include concepts used to explain historical processes, such as ‘nationalism’, ‘revolution’ and ‘colonisation’. The meaning and significance of concepts may be interpreted differently depending on their context.

Procedural concepts are meta-concepts which guide and shape the practice of history (the ‘how’). They help us construct enquiry questions, and also assist in selecting, organising and evaluating information from and about the past to construct histories. Procedural concepts only become meaningful when we use them to ask questions about the past.

2.8.1 This School History curriculum identifies five core, procedural concepts

a) Time and Chronology

What is ‘time’? Many of us take time for granted, we regard it as a natural phenomenon, like gravity. We often forget that time is perceived and communicated through devices that have been invented and introduced by people at different points in history to help organise and coordinate our activities. For example, did you know that standardized time (GMT) was only introduced in South Africa after 8 February 1892, to meet the needs of the railways? Or that GMT stands for Greenwich Mean Time (Greenwich is in London, which tells us something about South Africa’s colonial past). Furthermore, do you know that the calendar we use is the Gregorian or Christian calendar, which was introduced in Europe in 1582 CE? This calendar was based on the Julian calendar, adopted by Julius Caesar in 46 BCE.

There were other calendars developed and used both earlier and at the same time as these calendars. For example, the Ethiopian calendar is based on the same astronomical calculations that lie behind today's Gregorian calendar. A year in the Ethiopian calendar is 13 months long (12 months of 30 days each and one month of 5 days or 6 days in a leap year). This means that while most Christians celebrate Christmas on the 25 December, Ethiopians and many Orthodox churches celebrate Christmas on 7 January.

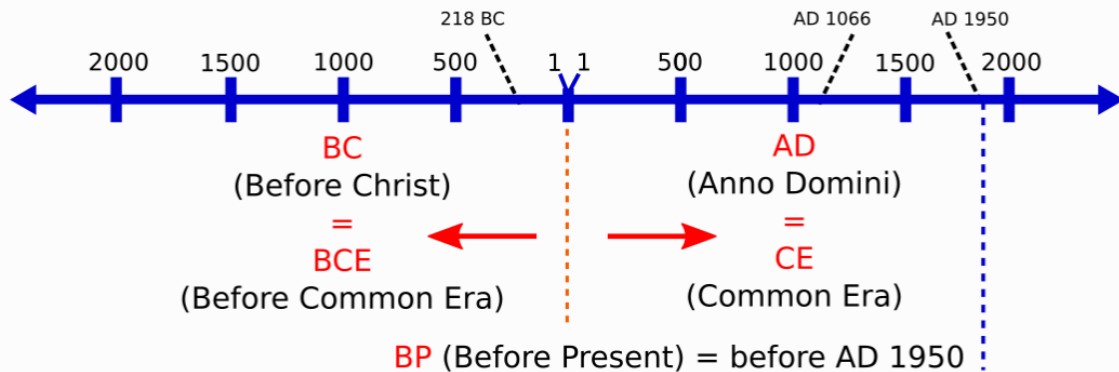
In ancient Egypt, the first day of the year coincided with the appearance of Sirius on the eastern horizon just before sunrise and the flooding of the Nile at Memphis. The Zulu people also used the moon and stars to keep track of time. The season of cultivation was announced by the *isilimela*, the star cluster known as the Pleiades. The annual cycle was divided into thirteen phases of the moon, each associated with ecological changes and social activity. The new moon marked the end of the month which often caused those working in the city to become disgruntled when this did not coincide with month-end on the colonial calendar. This tension is evident in the title of the Keletso Atkins book, *The Moon is Dead! Give us Our Money!*⁴ In other words, the way we measure time is socially constructed. Even our perceptions of time are based on our personal experiences. When we enjoy ourselves, time flies, but a three-hour exam can seem like an eternity! With a global focus on economics and wealth, time is said to be money, and people are unwilling to waste time.

Historians and archaeologists arrange and define past events into periods or blocks of time. This is called 'periodisation' and when placed in sequence the periods form a chronology. These blocks of time may be based on features that are considered diagnostic of the particular period (Bronze Age; the Renaissance; the Industrial Revolution etc). Periods can be problematic because sometimes the features are common to more than one period, and often create the impression that history unfolded linearly. Periodisation can be revised to emphasise different aspects of the past. For example, instead of writing about the 'pre-colonial' period, historians may refer to the 'long past' of southern African history to emphasise that Africa has a far longer history than the short period of European colonisation.

Archaeologists work with different kinds of clocks to measure how much time has passed from the present (years Before Present [BP]). Among the many techniques available, they count tree rings (dendrochronology), and/or use radioactive clocks to calculate how much time has passed basing their calculations on the decay of radioactive isotopes. Radiocarbon or carbon-14 dating is an example of a radiometric clock.

4. K.E. Atkins, *The Moon is Dead! Give Us Our Money! The Cultural Origins of an African* (Portsmouth: Heinemann, 1993).

BC - BCE and AD - CE Terms



Examples of enquiry questions on the historical concept of 'time and chronology'

IP: How have the means of transport changed over time? (Gr.5)

SP: How might we periodise the political dynamics of the Cape region c.1500–1850? (Gr.7)

FET: What were the origins of the Cold War? (Gr.12)

b) Historical Significance

Historical significance relates to events, people or processes in the past that have resulted in important changes. The selection of what is considered 'significant' varies over time and place and depends on who is making the choice. Developing as a historical thinker involves learners considering why some events, people or processes are (or were) considered important and selected to be remembered, recognised or recorded, and others were not. It also involves considering why some parts of the past seem to remain significant, while others fade from public knowledge or interest. An example of this could be the changes in the events celebrated as public holidays in South Africa, these have changed across the 19th, 20th and 21st centuries. Significance can also vary in scale, for example sometimes an event is catastrophic and has a global impact (such as the atomic bomb), while at other times the effects are only felt by a single nation, family or person.

Examples of enquiry questions framed by the concept of 'historical significance:

IP: Why is knowledge from sites dating back thousands of years important to South Africa and the world? (Gr.6)

SP: To what extent was education employed as a tool to keep the people in South Africa divided along racial and ethnic lines from the early 1900s to the early 1990s? (Gr.9)

FET: What was so significant about the Haitian Revolution? (Gr.10)

c) Cause and Effect

Historical change is driven by multiple causes and its multiple effects involve individuals or

groups taking action in different contexts. An event or process can be influenced by short-term and long-term causes, and often there is a 'trigger' which may spark an event or action. Historians often debate which one of many causes was more significant than others and what is the compound effect of several causal factors. The outcome of similar causes (such as unemployment, or a harvest failure) is neither predictable nor inevitable because they occur in different contexts. Similarly, the effects of an event or process cannot always be predicted and will impact people and places differently. Just as there are short-term and long-term 'causes', so too will there be short-term and long-term effects. Scale is important to consider because some actions have global impacts while others may have local impacts or may be limited to a specific group of people.

Examples of enquiry questions framed by the concept of 'cause and effect:

IP: What happened when people started to settle in one place, grow their own crops and keep their own livestock in Mesopotamia c.5000 years ago? (Gr. 6)

SP: Explain the possible causes of the Mfecane/Difaqane. (Gr. 8)

FET: Evaluate the social, political, environmental and health impact the Dutch and English voyages of 'discovery' had on Africa and the Americas. (Gr. 11)

d) Continuity and Change

'Continuity', refers to things staying the same while 'change', means alterations from what has gone before. Such change/s may vary in scale, pace and intensity. Both processes are experienced differently by people and importantly, change does not necessarily mean progress. School history often focuses on turning-points and sudden changes in political leadership, such as revolutions, which may bring about significant changes to the social, economic, ideological or political life; however, underlying these changes may be profound structural continuities. Change in the archaeological past may appear to be very slow. Early modern humans appear to use the same tools, for tens of thousands of years, but we need to remember that evidence based on bone, wood and fibre tools, for example, may deteriorate with age and often do not preserve. The absence of these records creates the impression of an unchanging, static past. However, in certain cave sites where preservation is good, archaeologists can still gain a clear picture of change over time; they can detect the first use of body adornment, ochre, and complex tools. This enables them to assess how human behaviour, diet, hunting techniques, health and social systems changed over time.

Examples of enquiry questions framed by the concept of 'change and continuity:

IP: How has the medium of communication changed over time? (Gr. 4)

SP: How did trade centres, routes, goods and local societies change over time? (Gr. 7)

FET: How did the nature and governance of kingdoms change as they become more

centralized? (Gr. 11)

e) The concept of using ‘multi-perspectivity and interpretations’

One of the goals of the new History curriculum is to shift the vantage point from which events and processes in the past are viewed, to position the learner in Africa and to view events from the vantage point of Africa. This involves ‘de-centring’ or ‘provincialising’ the histories of Europe and the global North. In the past, stories of and about the global North have been the focus of versions of the South African school curricula in terms of content, questions asked, archives consulted and interpretations privileged. Examining multiple perspectives does not mean that all viewpoints are equally valid. Indeed, any knowledge claims made about the past must be supported with evidence.

Working with multi-perspectivity involves:

- Recognising that different perspectives about past events exist and that different people may have understood events or processes differently in the past. (This does not necessarily mean that learners must ‘accept’ these perspectives).
- Identifying the different interpretations people had of past events at the time they occurred.
- Examining possible reasons why people in the past thought and acted as they did and recognising that they made choices in the context in which they were living.
- Examining the different ways in which historians and archaeologists interpreted and represented the past over time, using the evidence available (as in the relevant historiography). For example, today, working with different technologies and with different sources of evidence, archaeologists and historians can look for evidence to support or refute what earlier historians have written.
- Understanding that historians and archaeologists may ask very different questions about the past (due to their personal interest and curiosity, or the concerns of the time in which they are writing) or focus their enquiries on groups of people who were previously marginalised or unseen.
- Examining how different people today interpret the actions and behaviour of people of the past.
- Examining the different ways in which events or processes in the past have been and are represented. For example, as academic history, art, tradition, orality, music, literature, film, memorials etc.

Examples of enquiry questions framed by the concept ‘multiperspectivity and Interpretations:

IP: Why do names of places and landmarks often have a story linked to them – a local legend, or local hero – that might be remembered differently by different groups of people? (Gr. 4)

SP: How have the roles played by different historical personalities/characters in this period been remembered? (Gr. 7)

FET: How have different scholars critiqued claims that ‘tribalism’ is a defining feature of African societies? (Gr. 10)

2.8.2 Historical Culture

Historical culture refers to ‘people’s relationships to the past’. It involves the investigation of how people deal with the past, the meanings it is given, and the uses to which ‘history’ is put in contemporary society. Historical knowledge is constructed in many different spaces outside academic writing and learners need to engage critically with a variety of tangible and intangible representations of the past – for example, social practices and traditions, heritage sites and memorials, art, literature, music, film, social media, gaming, etc.

One very important area of historical culture is heritage. Heritage refers to the cultural, historical, and natural legacy that is passed down from previous generations and chosen to be preserved for future generations. It includes tangible and intangible aspects of that society's past, for example, buildings, monuments, and artefacts, as well as traditions, languages, customs, rituals, knowledge systems, and natural landscapes. Heritage can provide a sense of belonging and continuity by connecting such people to their roots and their shared cultural values. As such, it plays an important role in shaping the identity of individuals, communities, and nations. Heritage and heritage sites have immense educational value and this curriculum encourages teachers to use local examples when constructing classroom enquiries, projects or planning field trips.

The study of historical culture in the school classroom enables learners to ask critical questions about popular representations and the ideological uses of the past, as well as the social consequences of these representations. For example, historical representations can be used for narrow patriotic or more inclusive purposes; they can be used to divide as well as unite certain groups within a society. History can be used to recognise multiple voices from the past, including those which are missing from official histories, or to selectively promote one group. For example, the role played by women and children in past events and processes are often left out of official historical narratives.

Research projects in every grade provide opportunities for History learners to explore how the past is remembered in public and political spaces, by whom and how these representations have changed over time. For example, a heritage project might research changes in South African street names, memorials or public holidays.

Examples of enquiry questions which explore Historical Culture:

IP: Explore whether and why some of the places you know are called something else by local people as different from the official maps (Gr. 4)

SP: Why has June 16 become a public holiday, ‘youth Day’ since 1994? (Gr.9)

FET: Evaluate the usefulness and reliability of oral testimonies and traditions captured in written collections of slave narratives for answering questions about the living and working conditions of enslaved people, e.g. Henry Louis Gates Jnr’s *Classic Slave Narratives: Biographies and Autobiographies of Former Slaves* (1987). (Gr.11)

2.8 3. Historical Consciousness

Historical consciousness is the understanding an individual has of his or her place in time. It is the capacity to meaningfully remember and interpret historical events, their significance and meanings to people over time. Through historical consciousness, a person understands that there is a past, that it shapes the present, and that we too are shaping a future that others will live through. It means that we are conscious of being a part of a much longer story (and many stories therein), a story that neither begins nor ends with us. This speaks of having an awareness of change over time.

In the 2002 *Report of the History & Archaeology Panel to the Minister of Education* presented to Minister Kader Asmal, it is recognised that history education is important in the development and refinement of a person's sense of history and historical consciousness:

... we have to recognise the fact that everyone has a form of historical consciousness. This historical consciousness is not crafted on a blank slate by teachers in schools, or by professional historians in universities. It is created in and by the family, the community, churches, the media and other areas of communication, interacting with individual experience. In this, the value of the formal study of history is that it aims to develop this latent consciousness into a conscious consciousness. To be sure, if the present situation is one in which the formal study of history continues to be either ignored or neglected, there is a real danger of robbing future generations of a sense of how they have come to be what they are.

Through history education of various forms, we develop a more complex consciousness of processes of change. This in turn helps us see the past in its context as well as to exercise informed and complex judgments about this past. A well-developed sense of historical consciousness emerges from a combination of history skills and abilities that reveal how humanity constructs and deploys historical narratives. These skills are gained by engaging actively with history in everyday life as well as through the formal study of the past.

By understanding that we too are historical agents who will be subject to judgments, historical consciousness helps us to develop a humanistic approach to our understanding of historical events even if we did not live through them. It creates the ability to reason empathetically when we think and debate about how and why human beings have acted in certain ways in the past. Empathetic reasoning does not mean that we condone or accept any historical actions, in contrast, it means that we can understand the complex choices faced by people in the past to analyse and judge their actions. By being able to understand the past in context, as well as how human beings connect to each other, and to ourselves, over time, we can make normative judgments and draw moral lessons from history without being superficial and overly simplistic about what has gone before.

Examples of Historical Consciousness in the Curriculum

IP: Between Grade 4 and Grade 6, learners develop the ability to place themselves in a

timeline. This means they are aware that they come at a certain point in a timeline even though they cannot accurately organise timescales or identify specific time periods. They may not be able to represent time correctly with numbers or quantities but they can imagine the idea of ‘time before them’ or ‘long, long ago’.

At this stage, a child can understand that parents, grandparents and other elders come from a time before their existence. They also can imagine that there was a world long ago in which there were legends and mythical or extinct creatures. Clan names (genealogy), folktales (imagined time) and archaeological exploration (material changes) play a critical role in developing this historical consciousness in the learner.

Example of a Key Question that develops Historical Consciousness:

Who am I? What are my names and what do they mean? (Gr. 4)

SP: Between Grade 7 and Grade 9 a learner is making connections to his or her place within social and political communities and their identities within a continental and global context. The learner will develop an idea about their national history, and how their particular community situates itself in this history and begins to ask questions about the past and how it connects to the immediate present of their particular community. At this phase, the curriculum shows the inter-connectedness between the national, the continental and the global.

Example of a Key Question that develops Historical Consciousness:

What were the responses to and interactions of African societies on the western coastal region and the semi-interior when European merchant traders arrived between the late 1400s and 1650? (Gr. 7)

FET – Between Grade 10 and Grade 12 the learner is maturing cognitively and has begun to develop a strong political sense about their world. The curriculum prompts them to question history, how it is produced and why there are multiple perspectives. Learners will want to draw their own conclusions and make considered judgments about the past. The curriculum aims to provide the learner with the capability to deal with the high level of contentiousness and politics of history within a global context.

For example, the emergence of the Cold War, as well as anti-colonial struggles (including the South African liberation struggle) produced forms of organising, resistance, leadership and geo-political conflict that may seem a world away from learners’ sense of the world today. The task of the history curriculum is to orientate learners through this complicated modern period and help them to develop a sense of historical consciousness; to assist them in fitting into these events and how, for example, the current democratic dispensation came about.

A deeper awareness of time is developed through more advanced studying of precolonial topics, and also the important historical events such as the Anglo-Pedi and Anglo-Zulu Wars. The Anglo-Zulu War is particularly of global significance because the 1879 Battle of Isandlwana was a major defeat for the British Empire of that epoch. The war sparked the inspiration and admiration of indigenous resistance worldwide, even in the United Kingdom itself where the Anglo-Zulu War remains an important aspect of heritage. Historical

consciousness means that learners develop more complex frameworks for understanding the global legacies of events that have occurred within South Africa.

Example of a Key Question that develops Historical Consciousness:

Do you agree that South Africa has attained political freedom but that economic inequalities have remained unchanged and the struggle continues for economic freedom? (Gr. 12)

How can the different concepts of ‘history’ (Historical thinking, Historical culture and Historical consciousness) work together in a school classroom?

For example: Make a study of the battle that was fought at the Ncome River (‘Blood River’) in 1838. Faced with this question, learners might choose to study what happened on the day of the battle through the critical ‘reading’ of a variety of historical source materials from and about the events of the day. Alternatively, they may decide to study the different interpretations that have been generated by academic and public historians, using historical sources to deliberate on the cause and effect of the battle and to construct a written argument in answer to a historically valid question. This process would develop learners’ **historical thinking** skills.

They might also explore the changing significance of the events at the Ncome River in 1838 by studying other forms of tangible and intangible representation and memorialisation. For example, learners might research why this event came to be commemorated as a public holiday on 16 December in the late 19th century, delving into why and when the name of this holiday shifted from Dingaan’s Day, the Day of the Vow and the Day of the Covenant, to the Day of Reconciliation. Other learners might elect to examine why different groups in South Africa have commemorated this day, or look at the significance of the ANC’s decision to launch its military wing, uMkhonto we Sizwe, on 16 December 1961. They might study artistic, musical, film or social media representations of the battle, or write a critical analysis of the two memorials as heritage sites that have been built on both sides of the Ncome River.

This examination of **historical culture**, and the public uses of the past, develops learners’ understanding of the importance of history in society which in turn develops their **historical consciousness**. As they study the presence of the past in the present and engage critically with the multiple forms in which the past is embodied, represented and disseminated, learners can better appreciate the importance of the study of History and begin to construct an understanding of their own place in history, which in turn will inform their sense of possibility for the future. The goal of school History, then, is to provide learners with the disciplinary knowledge, conceptual tools and rich learning opportunities to make sense of their present position in society, through the analysis of various representations of the past, and to imagine possible and different futures.

2.8.4 Historical Sources and Evidence

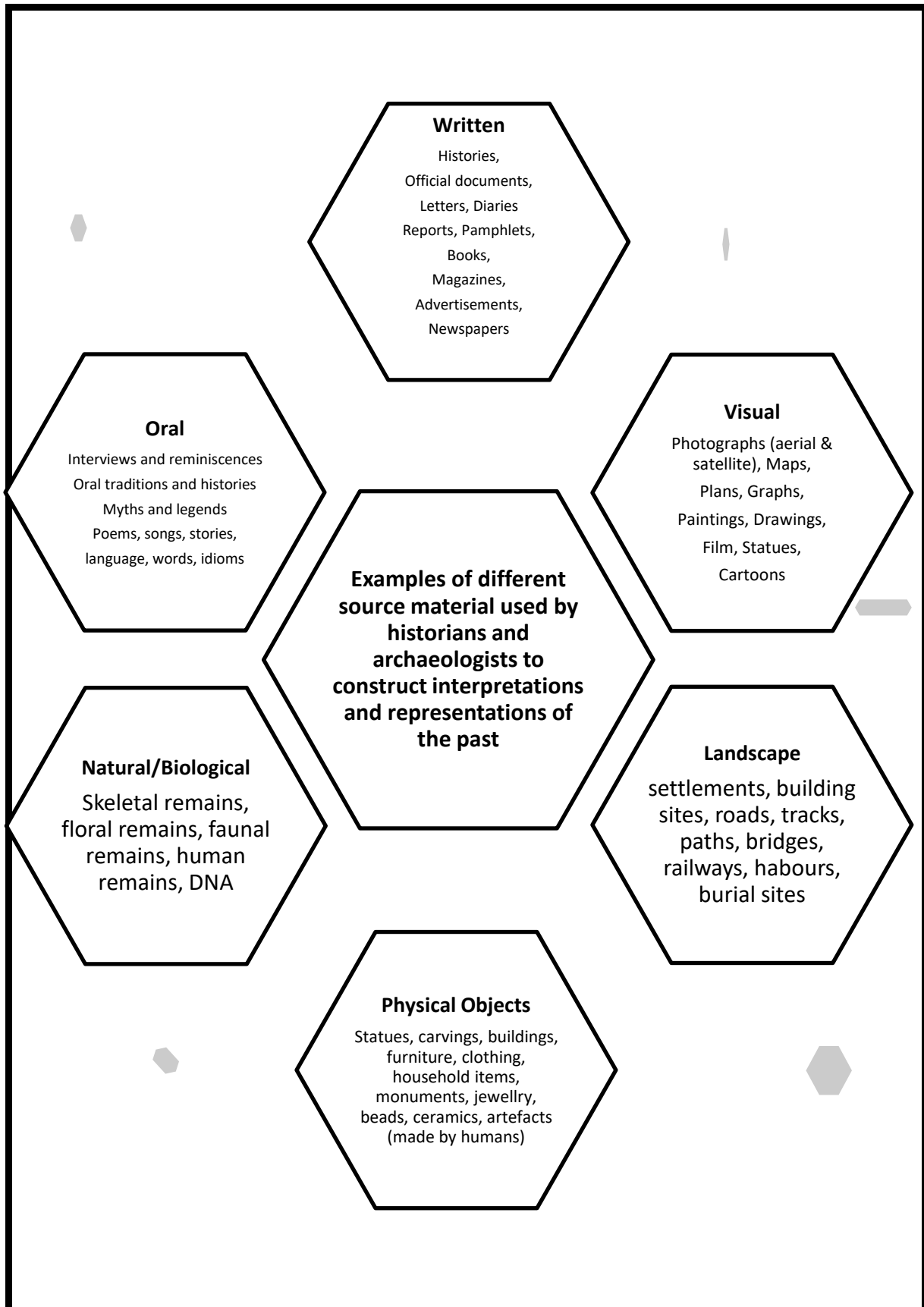
History is not merely ‘the past’. History is a version of the past constructed through a process of asking questions about the past and interpreting and evaluating traces or fragments that survive from the past. In school History, we usually refer to these traces or fragments of the past as ‘sources’. Historical ‘sources’ become ‘evidence’ when they are used to answer questions about the past through a process of enquiry.

Interpretations of the past are arrived at after sifting through all the available evidence. However, these interpretations may differ because the record is incomplete, or the historian has a particular viewpoint or focus that they want to develop (for example, economic or environmental history, the history of medicine, or struggles for equality). Or historians might choose to ask questions and view the sources through a particular theoretical lens (for example, Marxism, Feminism or Pan-Africanism). Historians may ask different questions about the same sources or interpret the same sources differently (this body of historical information is known as historiography). However, historians must always provide the evidence on which their claims are made about the past.

In school History, learners are taught about the past and learn how historical accounts about the past are constructed. By working critically with historical source materials learners then answer questions and develop the skills of thinking, reading and writing 'like a historian'. The process of working critically with historical sources involves identification, classification, selection, extraction, interpretation, analysis, and perspectival recognition, as well as the evaluation of the usefulness or reliability of different sources to answer historical questions.

Over the grades, learners are taught to use the information gained from a range of different historical source materials (examples of which are given in the figure below) as evidence to answer questions about the past. They learn to support a line of argument and to construct substantiated pieces of historical writing, to make oral presentations and to participate in discussions and debates, thereby producing creative representations of past events.

Source materials from the past can take many forms, as illustrated below.



2.8.5 The Process of Enquiry

'History is a process of enquiry'. Central to the process of constructing histories is to ask questions about the past. To answer these questions, historians study what other historians have already written (as featured in the historiography), and they also study relics or traces (historical sources) which remain from the past. They analyse, interpret and evaluate these historical sources and use them as evidence to answer their questions about the past – i.e. information from historical sources is used as evidence to support knowledge claims made about the Who? What? Where? When? Why? How? What? and the So What? of the past.

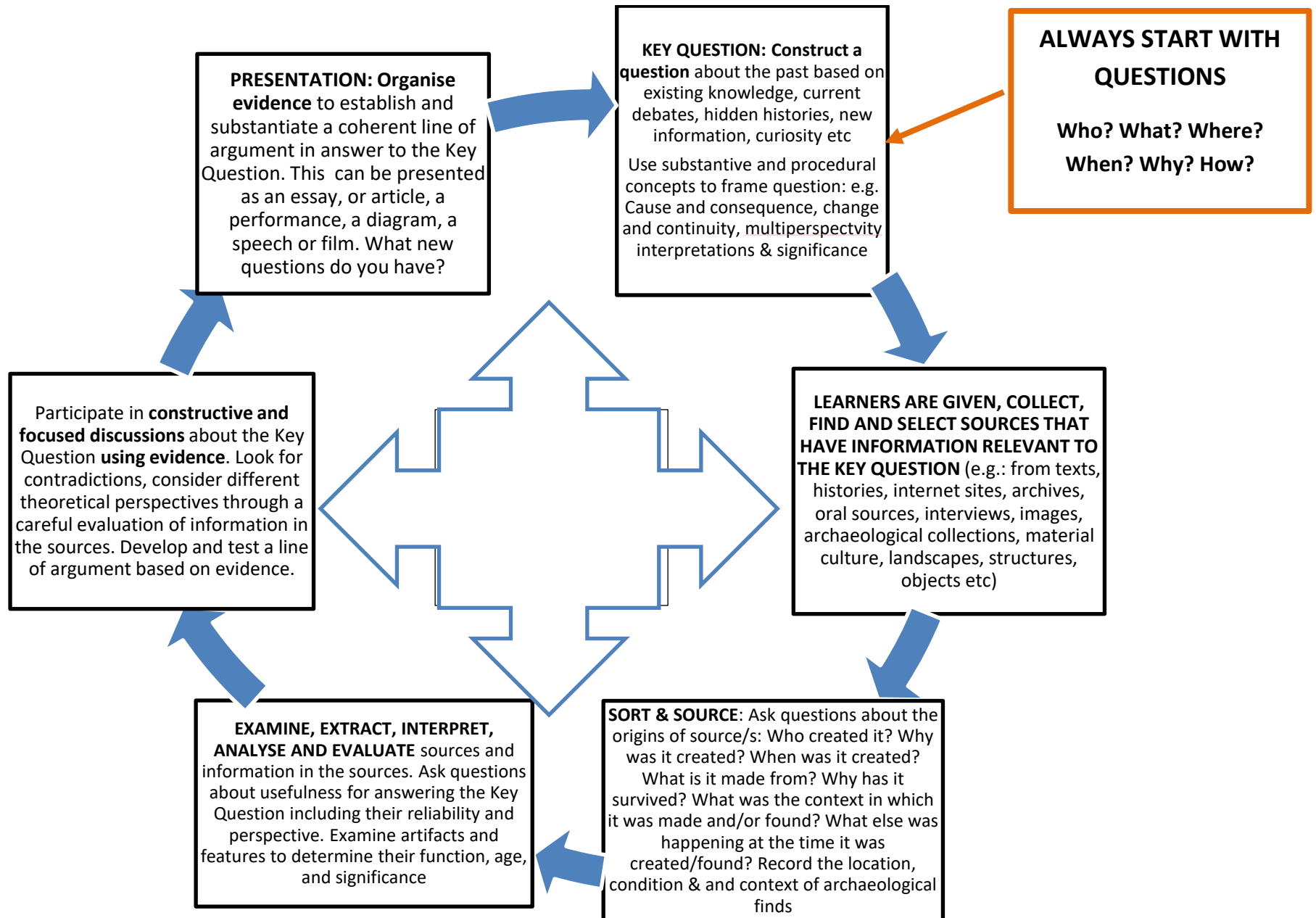
Studying history at school involves hearing and reading stories about the past, but it also involves learning about how those stories were constructed and how they have changed over time. Through explicit teaching, history learners will develop thinking tools to evaluate all historical source material critically, including the different stories that have been constructed about the past (histories).

As academic disciplines, history and archaeology have their methods and procedures. Underpinning both these disciplines is a process of enquiry about the past which always begins, and is driven forward **by asking questions**.

One of the specific aims of the school history curriculum is **'To develop an ability to understand and undertake a process of historical enquiry, which uses a range of archaeological and historical sources as evidence to make knowledgeable claims about the past'**.

To enable learners to develop the competency to undertake a process of enquiry, every topic in the content framework, as outlined in Chapter/Section 3, is organised around a 'Key Question'. The key questions in this curriculum are informed by current debates and interests among academic or public historians. Some are of **local** interest, while others are of **global** interest.

The image below illustrates the enquiry process that learners are guided through over a series of lessons to equip them to answer the overarching Key Question for each topic. Learners will follow a similar process when they conduct their research projects, although the level of support given will be determined by their grade level.



2.8.6 How content, concepts and enquiry work together in the curriculum

One of the main concerns expressed by school history teachers regarding the curriculum is 'content overload'. However, if content is organised into lesson sequences or 'enquiries' which pose and answer the 'Key Questions' that are posed, it is easier for teachers to evaluate the depth at which the curriculum content should be studied. Enquiries may begin with a lesson or two, allowing learners to develop a broad overview of a period or process, after which they may spend a few lessons taking a 'deep dive' into a case study or examining a specific aspect of the topic.

Key Questions are used to provide focus and to frame the content throughout the Curriculum from Grade 4 to Grade 12 for several reasons:

- Questions convey that history is a discipline of enquiry and not just received knowledge
- Historical knowledge is open-ended, debated and changeable
- History lessons should be built around the intrigue of the relevant questions
- Historical research, investigation and interpretation are driven by these questions

The key questions used to frame enquiries and drive them forward should be:

- Interesting (something the learners will enjoy answering)
- Open-ended (not a question that can be answered with a single word)
- Encourage the learners to explore hidden histories and bring to the surface the perspectives or voices of those who have been previously marginalised or silenced.
- Historically relevant (an issue of interest or debate in the historical literature)
- Constructed around substantive and procedural historical concepts

History teachers should plan enquiries that enable their learners to build knowledge systematically and cumulatively to answer historical questions. As noted, each topic in Chapter 3 has at least one overarching 'Key Question' and the content framework is sub-divided into smaller sections which can be organised around sub-questions. The time allocations in the curriculum provide a guide for teachers because they are arranged into weekly, termly and annual teaching plans.

2.8.7 Integration of historical content with concepts in an enquiry process

Each topic has a suggested Key Question. The topic can be further divided into three or four enquiries of four to six lessons, depending on the grade level, and the topics are also organised around a Key Question. These enquiries should be structured using the suggestions given in the text with the opening sentence: 'How does this topic integrate with historical concepts and enquiry process?'

For example:

By the end of Term 4 in Grade 6, learners should be able to answer the Key Question: 'What was the nature of society in the Kingdom of Mali?' They might answer this question through a piece of writing, an oral presentation, a class discussion, or even the construction of a poster or video. To answer this overarching Key Question for the topic, the 10 hours allocated to History in Term 4 can be divided into three enquiries of 3 hours each. The content and activities in each enquiry will be scaffolded to answer one of the following questions:

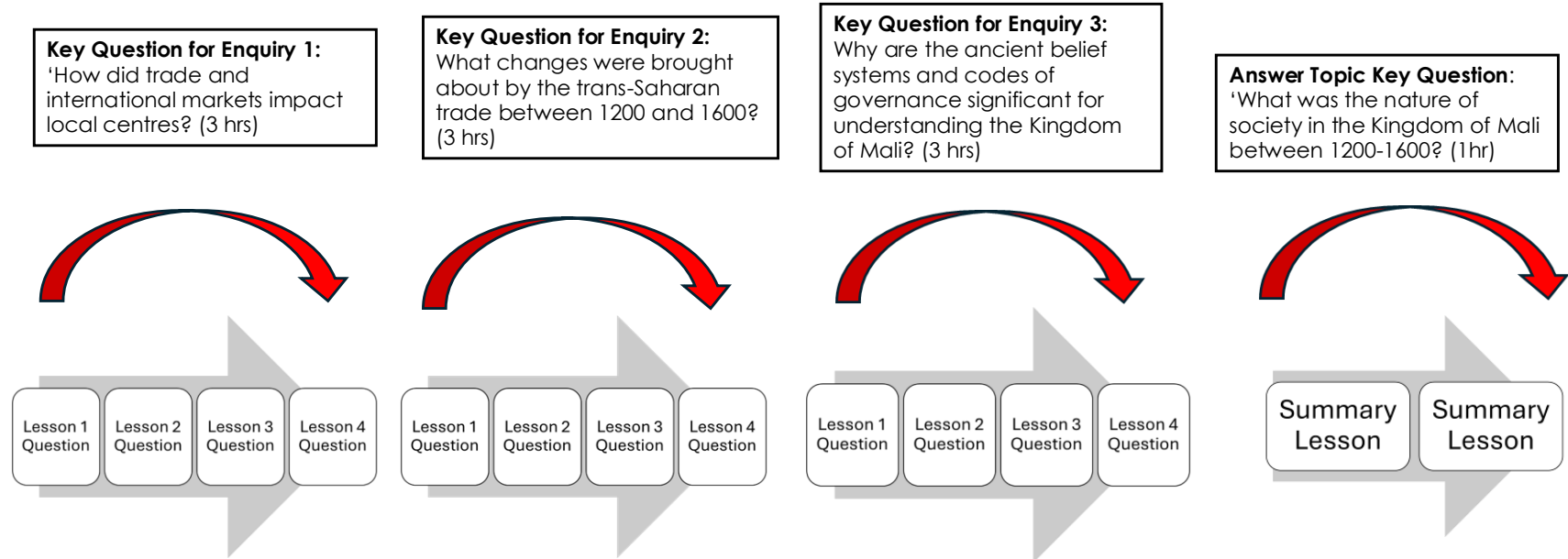
- 1) 'How did trade and international markets impact local centres?' (3 hours)
- 2) What changes were brought about by the trans-Saharan trade in the period from 1200 to about 1600? (3 hours)
- 3) Why are the ancient belief systems and codes of governance (in that particular society) significant for understanding the Kingdom of Mali? (3 hours)

History enquiries should include both direct instruction and guided opportunities for learners to work with a variety of primary and secondary historical and archaeological source materials to find answers to the questions posed.

See for example below:

Grade 6: Term 4	
Topic: : The kingdom of Mali and the city of Timbuktu c. 1200- 1600	
Key Question: What was the nature of society in the Kingdom of Mali?	Suggested contact time: 10 hours
How does this topic integrate with historical concepts and enquiry processes? Learners will be able to: <ul style="list-style-type: none"> ● recognise the impact of trade and international markets on local centres (cause and effect) ● consider the changes brought about by the trans-Saharan trade (change and continuity) ● appreciate the ancient belief systems and codes of governance (significance) 	

Topic Key Question: What was the Nature of Society in the Kingdom of Mali between 1200 and 1600?



Integration of content with concepts and the enquiry process in FET

Grade 12: Term 1	
Topic 1: The Politics and Economics of South Africa in the Late 19th and 20th Century	
Key Question: How did imperialism and industrialisation affect South Africa in the late 19 th and 20 th century?	Suggested contact time: 5 weeks (20 hours)
How does this topic integrate with concepts and historical enquiry process? The learner should: <ul style="list-style-type: none"> • Understand that the mineral revolution and industrialisation which began during the late 19th century were crucial in bringing about British Imperialism and colonisation of South Africa, which laid the seed of both African and Afrikaner nationalism (Time and Chronology) • Recognise that industrialisation, mining capital and British imperialism led to the rise of Afrikaner and African nationalisms as well as workers' consciousness (Cause and Effect) • Assess different interpretations of the impact of British imperialism and industrialisation, e.g. Marxist, Liberal, and Afrikaner nationalist schools of thought, African perspectives (<u>Multiperspectivity</u>) • Recognise that Imperialism and Capitalism changed the nature of economic development in South Africa in which <u>race</u> and nationalism became primary factors. (Change and Continuity) • Recognise the lasting impact of capitalism in the <u>racially-based</u> economic development of South Africa (Significance) 	

The overarching Key Question which learners should be able to answer by the end of Term 1 in Grade 12 is, "How did imperialism and industrialisation affect South Africa in the late 19th and 20th century?"

Teachers have 5 weeks to introduce content and provide learning opportunities that will enable learners to answer this question. Teachers could organise the content framework into three enquiries of 4-6 lessons in order to answer sub-questions constructed from statements that integrate the content with historical concepts into enquiries. For example:

1. Why did the events and processes which began during the 19th century mineral revolution lay the seeds for both African and Afrikaner nationalism?
2. How have different interpretations explained the significance of the mineral revolution in South African history?
3. What have been the lasting consequences of racial capitalism in South Africa?

2.9 Learning Activities

Lesson sequences should incorporate a range of different pedagogies including direct instruction, structured and guided source-based activities as well as opportunities for oral presentations, class discussions and role-play. Pedagogies selected should be appropriate to context, the content being taught and the age of learner.

Suggestions for activities which could be used as assessment FOR learning activities are given at the end of each topic in Chapter 3. Learners could present their findings to the Key Questions in different forms of writing, as well as classroom discussions, performance, digital, and oral presentations.

Developing a sound knowledge of dates, names, and events is important so that learners can use this information for higher-order analysis and constructing an argument. This may involve quick quizzes or 'memory' work as part of assessment FOR learning. However, tasks such as **multiple-choice questions (MCQs), True/False, Matching columns, etc** should **not** be used for formal assessment OF learning tasks.

2.10 Working with History after school

The new History Curriculum allows ALL learners to learn about history, to learn through history, and to learn from history. In addition to developing specific and specialized historical knowledge, studying history also develops critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively and the ability to ask questions and summarise information from a variety of source materials to construct an argument. History prepares learners to communicate answers to questions clearly and persuasively, in both oral and written forms, using supporting evidence. Studying history also teaches learners to question overly simplistic answers to problems; to grapple with complexity and nuance; and to understand that many different factors influence the actions of individuals and groups in societies. It teaches learners that all these issues change over time and in different contexts.

For learners who develop a special interest in the past and its representations, or who are curious about how the past relates to the present, there are several possible places in which they could work with history, in its broadest meaning, after school. Examples are schools and universities, heritage sites, libraries and archives, museums, and art galleries. Learners with a love of history are also well suited to work in several different sectors, for example, diplomacy, education, journalism and media, the arts and performance, and technology

2.10 TIME ALLOCATION AND WEIGHTING OF TOPICS

The total time allocated for Social Sciences is three hours per week. A term of 10 weeks is therefore allocated 30 hours of contact time. Within this framework. It follows that:

The time allocation for History is approximately 15 hours per 10-week term.

The time allocation for Geography is approximately 15 hours per 10-week term.

2.11 OVERVIEW OF TOPICS

SUMMARY: CONTENT OVERVIEW HISTORY INTERMEDIATE PHASE			
TERM	GRADE 4	GRADE 5	GRADE 6
1	Personal History	Fire	Evidence for an ancient African past
2	My Community	Metals	Mesopotamia and Fertile Crescent (c 5000 years ago)
3	Our Histories	Food	Egypt (c 3000 years ago)
4	Modes of communication	Transport	The kingdom of Mali and the city of Timbuktu (c 1200 - 1600)

SUMMARY: CONTENT OVERVIEW HISTORY INTERMEDIATE PHASE			
TERM	GRADE 7	GRADE 8	GRADE 9
1	International Trade between the Southern African Interior and the Eurasian World (800 – 1600 CE)	Mfecane / Difaqane: Indigenous political and military Changes in the Pre-industrial Era 1780s and 1830s	Race and Racism: pseudo-science and the Entrenchment of Social inequalities during the 19 th Century
2	Pre-colonial economies of the semi-arid societies from 2500 years ago up to the early 1600s	The Industrial Revolution: Britain	Segregation: The Implementation of segregationist policies in South Africa: Education from the 19 th Century to the late 20 th Century
3	Colonization, resistance, and social change in the cape region 1650s-1800s	The impact of industrialization in Southern Africa (1860s – 1900s)	Gender and Human Rights: Women, women's Organisations and their Protest Movements in South Africa, 1910 – 1960
4	African Towns and Cities in the Southern African Interior c1700 – 1820s	South African War to 1910	World War II (1919 – 1945). Second World War and its lasting impact on the international community.

SUMMARY: CONTENT OVERVIEW HISTORY INTERMEDIATE PHASE			
TERM	GRADE 10	GRADE 11	GRADE 12
1	<p>Topic 1: Societies of the Wider World – Case Studies of different civilizations Compulsory: Egypt Middle Kingdom and India Mughal Empire</p> <p>Choice: China, South America, Greece</p>	<p>Topic 1: Europe comes into contact with the wider world during the 15th to 18th centuries. Case Study – Spanish and Portuguese</p>	<p>Topic 1: The Politics and Economics</p>
	<p>Topic 2: Ancient Ethiopia before 1600 CE and the use of myths and legends in History as Discipline</p>	<p>Topic 2: Europe comes into contact with the wider world during the 16th to the 19th century case study- Dutch and English</p>	<p>Topic 2: The National Question in South Africa. The Formation of the National Party, African National Congress, and Communist Party of South Africa in the early 20th century.</p>
2	<p>Topic 3: The rise and fall/ decline of Ancient African Empires in History (up to 1500 CE) Case Study: Mali</p>	<p>Topic 3: Slavery, Slave Resistance, and Haitian Revolution</p>	<p>Topic 3: The Cold War and the Rise of anti-colonial Struggles</p>
			<p>Topic 4: The Era of Liberation struggles and the politics of Apartheid South Africa on the African continent</p>
3	<p>Topic 4: Precolonial African Kingdoms and Empires in Southern Africa 1100 CE to 1500 CE Case Study: Great Zimbabwe</p>	<p>Topic 4: Political Centralization and the African Kingdom in Southern Africa up to the 19th century. Case studies Bapedi and Zulu Kingdoms</p>	<p>Topic 5: The roles of the individual leaders in history during the Apartheid period. Case Studies- Oliver Tambo, PW Botha</p>
	<p>Topic 5: Social, Cultural, and Political Organisation of African Societies since the 1750s Case Study: Sotho, Pedi, Tswana Polities ('Tried, tribalism and ethnicity)</p>	<p>Topics 5: The scramble for Africa. Case Study: Belgian Congo</p>	<p>Topic 6: The coming of democracy in South Africa and coming to terms with the past.</p>
4	<p>Topic 6: Achievements of African People since Ancient Times</p>		

GRADE 4 - 9**Focus :**

Grade 4 - Who am I and how do I connect with other people locally, continentally and globally past and present

Grade 5 - What techniques and methods have people developed to live in their environment and how do we know about them?

Grade 6 - What does archaeology tell us about change over time in the ancient world?

Grade 7 - Discuss/find out about South Africa's global networks and internal changes from AD 800

Grade 8 - **19th Century Themes**

Grade 9 Exit Themes

SECTION 3

Grade 4: Term 1	
Topic: Personal history	
Key Question: Who am I?	Suggested contact time: 15 hours
<p>How does this topic integrate with concepts and historical enquiry processes?</p> <p>The learner should:</p> <ul style="list-style-type: none"> • understand how objects, text, images can trigger memories (source of evidence) • provide evidence of how the learners' life has changed over time (change and continuity) • recognize that events can be ordered and plotted on a timeline (chronology) • be able to represent their extended family on a family tree (significance) 	
<p>Overview of Topic</p> <p>Grade 4 should teach the basics of history by helping students to appreciate change through time from examples in their own lives.</p> <p>Focus</p> <p>The teacher should introduce:</p> <ul style="list-style-type: none"> • how timelines work, how the past can be represented in a linear fashion that links the learner to their parents and grandparents (3 hours) • ways that relationships can be represented in a graphic form (3 hours) • how objects, pictures, and music can be associated with or come to symbolise people and events (3 hours) <p>Assessment for learning (informal/formative)</p> <p>Understanding could be demonstrated by learners being able to:</p> <ul style="list-style-type: none"> • Draw up a timeline. Ask the learner to mark their own and their family members' birthdays, important events, and significant happenings in their lives. • Draw a family tree to show their family and relations. • On the family tree use names that capture histories, relationships of respect and family roles – by personal name, surname, clan name, title or family role, nick name etc (e.g. ouma, gogo, makhulu, nkgono, kokoana, rakgadi, malome, uncle, oom, ausi, oupa, tannie, mntwana, lord, king). • Learners can bring or draw an item that they associate with themselves, with their childhood or people in their community or family to show their history. • Show how members in their family would have used different items at different times. <p>Assessment of learning (Formal/ Summative)</p> <p>Design and present your family tree in the form of a poster (20 marks).</p>	

Write a short biographical poem or clan/totem praise poem (5 marks).

Teachers must be sensitive to the different kinds of family structures, children may not be a member of a nuclear family

Grade 4: Term 2	
Topic: My community	
Key Question: Where do I live now?	Suggested contact time: 10 hours
<p>How does this topic integrate with historical concepts and enquiry processes?</p> <p>The learner should:</p> <ul style="list-style-type: none"> ● recognise that a map is a source of historical information about the place that they live (source of evidence) ● understand that names of places and landmarks often have a story linked to them - local legend, local hero - and that things might be remembered differently by different people (multi-perspectivity) ● Identify how the village, town or city in which they live has changed (change and continuity) ● discuss or identify the reasons for the change (cause and effect) ● be able to locate different places on a map (sources) ● recognise regional, national and continental connections through people and their movements over time (time and chronology & change and continuity) 	
<p>Overview of Topic:</p> <p>This section should be taught with Geography Term 2 to show that maps capture spatial information and serve as historical documents. Maps visually represent geographical areas and are useful historical sources. You can use a map to locate your neighbourhood, community, town, city or province and place in the world.</p> <p>Places can be named after people, geographical features, natural features, or historical events. The history of a community can be discovered through asking about the names and the places. Information about the local area can be discovered through oral histories, stories, archives, museums and monuments, pictures, libraries, schools, and government offices. Places also have songs, poems, and books written about them over time. These compositions also capture history that is passed on.</p> <p>Learners must link up where they live now with other parts of the country and world by exploring beyond their immediate world and mapping connections to family, friends, and community elsewhere. These connections reveal old and new networks and relationships that may extend across provinces, countries, or continents. People relocate for various reasons and may reside in different places over time, facilitating the spread of languages, cultures, beliefs, ideas, and technologies globally.</p> <p>Focus</p> <p>The teacher should introduce:</p> <ul style="list-style-type: none"> ● a map of the world locating the local area of the school, the province, the country, and the continent 	

- spatial and geographic awareness by encouraging learners to find out where their family comes from, where relatives or friends live, and to plot these places on a map. Teachers may choose to use immediate family, clan, or extended family networks (4 hours)
- how maps capture different information and can be used as a historical resource - places or features in the landscape are named after people and events, and these change over time. Rivers and hills often have events associated with them. (3 hours)
- how different places may be experienced and remembered differently by different people at different times– an example could be Robben Island, which would have been experienced very differently by prisoners and tourists. (4 hours)

Assessment for learning (informal/formative)

Understanding is demonstrated by learners being able to:

- recognise different types of information recorded on maps (dangerous areas, diseases – e.g. malaria areas, vegetation, rivers, roads etc)?
- find why places, like hospitals and airports, and streets have the names they do, and whether these names have changed and why.
- map out connections, current and historical, within South Africa, Africa or across the world. Plot networks of family (clan) and friends, showing how the family has roots or shoots somewhere else.
- Recognise that place names have meanings
- produce an annotated map of places they have lived, and/or where family and friends still live.
- Learner provides a description of places they have lived or where they live based on memories, objects and photographs. This could be an oral presentation or a written paragraph that relates the stories they have captured in their maps.

Assessment of learning (formal/summative) - 3 hours

Mid-year Exam to cover Term 1 and 2

Grade 4: Term 3	
Topic: Our Histories	
Key Question: How can I find out about our past?	Suggested contact time: 15 hours
<p>How does this topic integrate with historical concepts and enquiry processes?</p> <p>The learner should:</p> <ul style="list-style-type: none"> ● Understand that we can find information about the past from different types of sources (sources of evidence) ● Recognise different types of sources give us different types of information (multi-perspectivity) ● Information about the past is in different languages (multilingual awareness) 	
<p>Overview of Topic:</p> <p>In this section, learners are introduced to the idea of sources of evidence. The teacher can explain that there are different ways of finding out information about the past. The teacher can choose whether to use the word 'source' or not. The idea of clan praises and totems is introduced in a basic way using the life of Nelson Mandela. It must be explained that different traditions of surnames tell us something about the past.</p> <p>Focus</p> <p>The teacher should introduce:</p> <p>Ways to learn about the past:</p> <ul style="list-style-type: none"> ● From what is written down ● From stories that people tell us ● From pictures (ancient to modern forms) ● From objects <p>(4 hours)</p> <p>From surnames and clan names</p> <ul style="list-style-type: none"> ▪ Clan names and praises are called izibongo/diboko ▪ Clan names can refer to animals, these are known as family totems (Tau, Kwena, Mfene) ▪ Surnames of people descended from Cape slaves can be a month of the year – e.g. February, Maart, September ▪ Surnames can refer to a trade of an ancestor- e.g. Smith, Taylor, Carpenter ▪ Surnames can refer to a region that an ancestor came from (e.g. Esterhuysen mean 'house in the east') ▪ Sometimes surnames are linked with crests, mottos, and other kinds of symbols ▪ There are many other family naming traditions from many parts of the world <p>(4 hours)</p> <ul style="list-style-type: none"> ● Life story of the late President Nelson Mandela and his different names 	

- Who was Nelson Mandela? What role did he play in South African history?
- Nelson Mandela had several names: Rolihlahla (birth name), Mandela (surname), Madiba, Yem-yem (clan names), and Dalibhunga (initiation name), Nelson (school name)

(4 hours)

Assessment for learning (informal/formative)

Understanding is demonstrated by learners being able to:

Assessment of learning (formal/summative) - 3 hours

Research Project: Research to find out where your family or relatives come from. (25 marks).

Grade 4: Term 4	
Topic: Modes of Communication	
Key Question: How do people communicate? How has the medium of communication changed over time?	Suggested contact time: 10 hours
How does this topic integrate with historical concepts and enquiry processes? The learner should: <ul style="list-style-type: none"> ● recognise that information about the past can be captured in stories, poems, songs, art and performance; writing did not always exist (sources of evidence) ● understand that we communicate through many different media today and old forms of performance have become popular again through social media (change and continuity) ● recognise that information about the past are recorded in different ways (from rock art to digital database (sources of evidence) ● discuss how systems of communication have changed and have had an impact on how we work and relate to one another (cause and effect) ● establish the value of early sources, and the importance of protecting and recording rock art, and oral traditions (significance) 	

Overview of Topic:

This section will explore different ways of communicating, and how mediums of communication have changed over time. Communication is crucial for human survival and development, serving to transmit information, share knowledge, and convey needs. The quest for accurate and timely information exchange has driven human innovation throughout history, leading to the creation of various communication tools.

The teacher should introduce storytelling, art, song, dance, and playing instruments as some of the earliest and enduring forms of human communication. For thousands of years, humans have used marks, symbols, and art on rocks and cave walls to transmit information. Visual signals like hand gestures, facial expressions, attire, or smoke signals, along with auditory messages through calls, cries, or instruments such as pipes, whistles, drums, and horns, have been common communication methods in societies.

Writing emerged over 5000 years ago primarily for recording trade and exchange. Initially, it was limited to elite classes like scribes, priests, and royal messengers who wrote on tablets, parchments, and steles. Empires required efficient communication across vast distances, leading to the development of road networks. Messengers were dispatched to convey verbal and written messages throughout the empire.

By the 1600s, the Gutenberg printing press enabled mass production of reading material, reflecting the spread of literacy among the public. During the 1800s, communication methods were revolutionised with inventions like Morse Code and the telegraph in the 1830s, followed by the telephone in 1876. In the 1900s, technological innovations, along with advancements in transportation systems, led to the widespread adoption of national postal systems and telecommunications. Today, the digital age has brought about computational and networking advancements, resulting in satellite systems, the internet, cellular telephones, and AI.

Focus**The teacher should introduce:**

The earliest to modern forms:

- art and architecture – from earliest rock art to modern art
- body markings - people used colour on their bodies (e.g. ochre to paint their bodies) and whether this is different from the makeup and tattoos people choose to place on their bodies today.
- Symbols - like flags

(3 hours)

- Storytellers and messengers
- music, instruments, drums, dance, and performance

(3 hours)

- technologies used for communication.

(4 hours)

Assessment for learning (informal/formative)

Understanding could be demonstrated by learners being able to:

- List the ways that language and signs would have helped people in the past to plan and work together, and how storytelling (poems and songs) helps to pass knowledge from one generation to the next
- Identify different animals, objects, and people in rock art. Reflect on whether the people depicted in art look real or are part of a ritual or mythical world.
- Tell a story about changes in technologies through presentation or performance.
- Draw a timeline showing changes in writing and printing technology.

Assessment of learning (formal/summative)

End-of-year Exam to cover Terms 3 and 4

Grade 5: Term 1	
Topic: Fire	
Key Question: What was the role of fire in the development of societies?	Suggested contact time: 15 Hours
How does this topic integrate with historical concepts and enquiry processes? Learner should: <ul style="list-style-type: none"> consider evidence for the ability to make and control the use of fire (sources of evidence) appreciate all the things that the controlled use of fire has allowed humans to achieve (change and continuity) examine how being able to control fire changed the lives of humans (cause and effect) consider how different people may think about fire differently and why (multi-perspectivity) understand why people across the world have stories about fire (significance) 	
Overview of Topic: This term focuses on the history of human use of fire and how being able to control fire changed human society and allowed them to become more inventive. In South Africa we have evidence for the longstanding use of fire by early human societies. Archaeological sites dating back to 1 million years show evidence of burnt bone. Over time humans developed various techniques for making and controlling fire, and this has been pivotal in shaping human lifestyles. Fire has enabled humans to cook their food, alter their natural environment, survive harsh climates and make strong tools from wood, stone and metal. Additionally, it has facilitated the creation of electricity, steam and combustion engines. Fire has empowered humans to inhabit and thrive in almost all the regions in the world, regardless of climate or vegetation. Human have been fascinated by fire and have developed scientific understanding, as well as cultural practices and mythical beliefs about it. Fire plays an important role in human cultural history. We tell stories around the fire, and we have many stories, proverbs, and myths on fire. Fire plays a symbolic role in our cultures particularly in ceremonies and rituals. Myths, legends and folktales about fire are found across the world. Exploring different fire myths reveals the shared fascination with this element.	
Focus The teacher should introduce: <ul style="list-style-type: none"> the sources of evidence for different ways of making fire. From the first use of fire, which dates to 1 million years ago. Evidence has been found at the site of Swartkrans, in the Cradle of Humankind, Gauteng. Matches did not always exist, and the learner should consider indigenous ways of making fire - using a flint, fire sticks (e.g. go tshekga mollo (Sepedi), kuphehla luvatsi (Siswati) (iziko). Draw on information from cave sites with fireplaces (hearths), like Elands Bay (west coast), Klasies River Mouth, Blombos (east coast), Cave of Hearths (Makapans Valley, Limpopo), Rose Cottage Cave (Free State), Sibudu (KZN). (3 hours) myths, beliefs, and cultural practices Fire holds significance in many cultures. These myths, beliefs, and cultural practices underscore fire's dual nature as both dangerous and indispensable. These myths often involve characters who steal fire to enhance their power. For example, in southern African 	

Nama mythology, fire is stolen, and according to Greek mythology Prometheus stole fire from the gods and gave it to humans. Look for examples from across Africa, use languages other than English where relevant and possible. For example, in traditional Pedi royal life, there is the gendered practice of *setima mollo* associated with the principal royal wife. The teacher should use the opportunity to discuss why these myths, beliefs or practices exist and what function they fulfilled.

(2 hours)

- **how fire changed the lives of humans** (protection, warmth, social gatherings, cooking, dancing) harnessing energy from fire – show how humans use fire to create steam, smelt metals to make implements, electricity, power engines, use fire for weapons from flint guns to nuclear bombs and going to the moon

(3 hours)

- **the good and bad aspects of fire**, and how different people may view fire differently – destroys, sterilises, burns. Fire safety and prevention.

(2 hours)

Assessment for learning (informal/formative)

Understanding could be demonstrated by learners being able to:

- identify evidence for fire use in the past, and being able to tell whether the fire was controlled or not
- recognise how fire can be used to cook, protect people, and provide light, also how it can be used to create steam, smelt metals and make guns and rockets
- express how fire can be both good and bad, and why myths and tales about fire are valuable.
- describe some of the changes that the ability to make and control fire brought to societies, for example, how food changed from being raw to cooked, water to steam, cold to warmth, wood to charcoal, using fire for protection, or medicinal purposes. Learners should refer to the archaeological evidence of these changes.

Assessment of Learning (formal/ Summative) (3 hours)

Standardized Test: Source-based questions (25 marks) and Paragraph writing (5 marks)

Grade 5: Term 2	
Topic: Metals	
Key Question: When and how was metal used by society?	Suggested contact time: 10 hours
How does this topic integrate with historical concepts and enquiry processes?	
The learner should:	
<ul style="list-style-type: none"> ● appreciate important human innovation and how archaeologists recognise change in the past (time and chronology & sources of evidence) ● understand the important changes that the discovery of metal brought about (cause and effect) ● appreciate that mining and metal working were part of African life and trade long before the arrival of Europeans (significance) ● recognise the damage that mining, smelting and smithing can cause to the environment and to the health of miners (cause and consequence) ● understand that some metals have cultural value (significance) 	
Overview of Topic	
<p>This term focuses on the earliest evidence of metal use by societies, where it's been found, and the societal changes it brought. Initially, copper pebbles were shaped into beads, but around 6000 years ago (4000 BCE), fire was used to smelt and shape softer metals like copper and tin. Improved heat control led to the extraction of metals like iron from rocks. Over time, humans produced both pure metals and alloys, to enhance strength and malleability. Bronze, an alloy of copper and tin, revolutionized tool-making and warfare around 3000 BCE. Iron, the most valuable metal, offered military and agricultural advantages, while precious metals like gold and silver served as currencies and symbols of wealth in ancient economies. Gold mining, spanning over 6000 years in Africa, played a pivotal role in economies, notably in regions like ancient Egypt, West Africa, and Nubia. Southern Africa, particularly Mpumalanga and Limpopo provinces, boasts extensive evidence of precolonial mining of iron, tin, copper, and gold. Indigenous clans, such as the amaQocwa clans in the Eastern Cape, are associated with metal-making, evidenced in oral traditions like songs, proverbs, and praise poetry.</p>	
Focus	
The teacher should introduce:	
<ul style="list-style-type: none"> ● the evolution of tools from the archaeological record – stone, bone and wood to metal. ● evidence for early mining, metal smelting, and smithing in South Africa that dates back to 400 CE (tin, copper, iron & gold). Compare the early smelting technology to today's methods ● oral sources of evidence about metals and smelting. Historically many groups in South Africa were associated with metalworking or mining, and different songs were sung by miners and smelters (4 hours) ● why some metals are considered more valuable than others (silver and gold). There are many myths and legends about gold (e.g. King Midas) and its symbolic and cultural worth. Consider why gold is used to coat royal and religious insignia and in wedding rings and jewelry – consider the golden rhino, staff, and bowl found in graves at Mapungubwe. ● What changes did metals bring about to society? For example, how the use of iron implements (hoes) allows people to start farming crops, weapons (arrowheads, spears) (4 hours) ● The impact that mining and smelting have on the environment – using charcoal made from wood to smelt and smith would have impacted on the woody environment, while the use of fossil fuels (coal), and mining for minerals and metals denudes the landscape and creates air pollution, AMD, dumps, dust etc. 	

(2 hours)

Assessment for learning (informal/formative)

Understanding is demonstrated by learners being able to:

- draw a timeline showing changes in tool use and technology
- list the evidence for metal smelting found by archaeologists
- describe how metal was smelted, and what the oral history and songs can tell us about who took part in the production of and shaping of metal.
- explain the functional importance of metal and the linked advances vs symbolic value of metals.
- show awareness of the environmental damage caused by mining.

Assessment of learning (formal/summative) (3 hours)

Mid-year exam to cover Term 1 and 2

Grade 5: Term 3	
Topic: Food	
Key Question: How do we know what people ate in the past? How did they prepare and eat their food?	Suggested contact time: 15 hours
<p>How does this topic integrate with historical concepts and enquiry processes?</p> <p>The learner should:</p> <ul style="list-style-type: none"> ● know how to reconstruct diet from archaeological evidence (sources of evidence) ● understand what foods have spread globally (cause and effect) ● appreciate why there are rules about food and food sharing (multi-perspectivity) ● appreciate how people creatively combine foods and spices that have created the variety of dishes we eat today (change and continuity). 	
<p>Overview of Topic</p> <p>This term explores how archaeologists and historians reconstruct the diets of ancient people and examines the myths and legends surrounding food. A key focus is on what kinds of food tell us about people in the past, and how different foods have moved around the world. Given that food is essential for human survival, people have developed skills to acquire, produce, and store food. Knowledge about food production and storage has also shaped societies' rules, beliefs, rituals and practices. The way in which food is shared reflects societal values and power dynamics. Food can be used to make people feel welcome and part of a group, and it can also be used to exclude and punish. Folktales, proverbs, songs and myths from Africa and beyond offer insights into changing attitudes towards food. Southern African folktales, in particular, reveal how people adapted their environment and utilised local resources for survival. These tales often feature themes of trickery, foolishness, laziness and intelligence. Common figures in these are humanlike-spirit hero Heiseb/ Haisi-aibib within Khoekhoe mythology, as well as the hare and jackal as trickster animals.</p> <p>The teacher should introduce:</p> <ul style="list-style-type: none"> ● The kinds of evidence and research techniques used by archaeologists to reconstruct diets from the past. <ul style="list-style-type: none"> ○ by studying and identifying the remains of food: <ul style="list-style-type: none"> ▪ Animal Bones: Identifying different species of animals, both wild and domesticated, to determine the types of meat consumed. ▪ Shells: Analysing shells, such from sea and land, to understand dietary diversity. ▪ Seeds or Charcoal: Examining seeds or charcoal from cooking fires to identify plant-based foods. ▪ Preserved Human Remains: Studying food remains found in the gut of ancient humans like icemen, mummies, or bog bodies. ▪ Coprolites: Analysing fossilized faeces to gain direct evidence of ancient diets. ○ Hunting - examples from archaeological sites in southern Africa provide evidence of evidence of early fishing techniques (fish traps, barbs and hooks), land hunting with spears, trapping and other techniques ○ Farming – how people have farmed the land sustainably in the African past, indigenous land preparation and farming methods ● Implements for preparation and serving of food. Teachers should draw on indigenous knowledge of different implements – grindstones, winnowing baskets, itshe lokugaya, tšhilo, calabash bowls and spoons, clay pots, dinkgo, wooden stamper, beer pots, kgapa, motšega, milk pots, wooden meat platters. Researchers extract fats, oils or starch residues from the inside of pots to understand how they were used, and what types of food they contained. 	

(4 hours).

- **Myths, beliefs, and rules about food :**
- social and spiritual significance of certain foods.
- rules about traditional sharing foods.
- taboo foods
- folktales about gluttony, famine, and trickery used to access food. Explore in languages other than English.

(4 hours)

- Show how many foods or dishes we eat today had their roots in other parts of the world (**global spread of food**), and how and when they arrived in South Africa. Think about dishes considered typically South African. Where and how did the ingredients get to South Africa, consider for example maize.

(4 hours)

Assessment for learning (informal/formative)

Understanding is demonstrated by learners being able to:

- explain how archaeologists identify and archaeological evidence for food remains
- identify the message in stories told about gluttony or food-sharing
- map out where different ingredients come from and create a timeline for arrival in South Africa
- take a meal that is eaten regularly and unpack where the ingredients come from and how it is eaten
- Write a short piece about the history of one type of food, when and how it is eaten, e.g. maize

Assessment of learning (Formal/Summative) 3 hours

Research project: Research and write a short piece about the history of one type of food, how it is eaten, and events when it is normally cooked

Grade 5: Term 4	
Topic: Transport	
<p>Key Question: How have the means of transport changed over time?</p>	<p>Suggested contact time: 10 hours</p>
<p>How does this topic integrate with historical concepts and enquiry processes? The learner should:</p> <ul style="list-style-type: none"> recognise how travel and transport have changed over time (change and continuity) appreciate the changes this would have made to people's lives (cause and effect) recognise that not everyone would have seen or appreciated these new inventions in the same way (multi-perspectivity). 	
<p>Overview of Topic: This term focuses on developing an understanding of various means of travel, their evolution, advantages and disadvantages. Walking, the most common form of transport for early and modern humans, remains significant worldwide. Over millennia, humans have devised efficient methods to cover long distances, cross different geographical terrains, and transport goods. Various modes of transport include canoes, sleds, ships, and domesticated animals like horses, oxen, dogs, and camels. Innovations like wheels, axles, and pulling mechanisms greatly improved transportation. Improved transportation facilitated trade and production, contributing to the rise of powerful kingdoms and empires. Control over trade routes became a symbol of political and economic power. Transportation has facilitated the movement of people, animals, ideas, and goods worldwide, fostering cultural exchange but also spreading disease, conflict, and war. In the past two centuries, industrialisation revolutionised transport with inventions like the steam engine, car engine, and airplanes. Today, extensive global travel is possible, raising concerns about global warming due to fossil fuel use in our transport systems.</p> <p>Focus: The teacher should introduce:</p> <ul style="list-style-type: none"> the history of different modes of transport over land and sea– walking, animals, carts, bicycles, cars, ships, trains, planes what the earliest examples looked like and how they worked <p>(4 hours)</p> <ul style="list-style-type: none"> myths, legends and early depictions of means of transport. For example, what South African myths and legends are told about people coming from the sea or about shipwrecks? Look at the rock paintings of ships painted by the Khoes and San in South Africa, and horses, cars and planes). Consider how trains impacted the lives of rural South Africans when they took young men away to work on mines. Stories about trains are also captured in the rock art of Makgabeng, here the train and railway line that took Khosi Maleboho to prison in Pretoria is depicted <p>(3 hours).</p> <ul style="list-style-type: none"> the impact of travel on society, and the changes that are brought for good and bad. Mass transportation makes people unhealthy and contributes to global warming and environmental change (habitat destruction). Meet new people, and obtain new ideas and resources, but can spread diseases & cause wars and slavery (bubonic plague, smallpox, Covid-19) <p>(4 hours)</p> <p>Assessment for learning (informal/formative)</p>	

Understanding could be demonstrated by learners being able to:

- list different modes of transport
- describe the evidence for early examples of different modes of transport
- show how some modes have evolved over time
- give examples of how transport has changed society for good or bad

Assessment of Learning (formal/summative)

End of year exam to cover Term 3 and 4

Grade 6: Term 1	
Topic: Evidence for an ancient African past	
<p>Key Questions:</p> <p>What is archaeology?</p> <p>How do archaeologists work?</p> <p>What can archaeological sites and material evidence tell us about how people lived thousands of years ago?</p>	<p>Suggested contact time:</p> <p>15 hours</p>
<p>How does this topic integrate with historical concepts and enquiry processes?</p> <p>The learner should:</p> <ul style="list-style-type: none"> • understand how archaeologists work (skills and techniques) • what evidence has been found from sites dating back thousands of years (sources of evidence) • why this knowledge is important to South Africa and the world (significance) 	
<p>Overview of Topic</p> <p>Archaeologists are historians who work with a broader range of evidence and knowledge. Their extensive use of tools and technology allows them to explore the deeper past, beyond the reach of historians who rely on written records. This term focuses on understanding some of the methods archaeologists use and the inferences they can draw from various types of evidence about how people lived thousands of years ago. The primary emphasis will be on evidence from Middle and Later Stone Age sites, dating from approximately 100,000 to 2,000 years ago. This extensive period covers several significant developments, including:</p> <ul style="list-style-type: none"> • The migration of early <i>Homo sapiens</i> out of Africa. • The earliest evidence for art and decoration. • The use of complex tools and advanced hunting techniques. <p>Additionally, it is during this period that all other hominins (e.g., <i>Homo neanderthalensis</i>, <i>H. denisova</i>, <i>H. floresiensis</i>, <i>H. naledi</i>) go extinct alongside many different species of animal and plants.</p> <p>Humans during the MSA and LSA in South Africa were innovative and creative, much like people today.</p> <ul style="list-style-type: none"> • Tools: Stone tools change and become more complex over time • Personal Decoration and Body Paint: They adorned themselves with shell necklaces and used ochre, either as body paint or to repel mosquitoes. Fashioned clothing and bags out of skin (earliest evidence of shells and art Blombos Cave, WC). • Musical instruments and art: There are early musical instruments at Klasies and Matjes River, and rock art provides insight into mythical worlds and ritual. • Hunting Techniques: Using spears required cooperation and a deep understanding of animal behaviour. Later, the use of poison arrows indicated knowledge of poisons and the skill to track animals over long distances. • Botanical Knowledge: They had extensive knowledge of plants and their medicinal properties. They knew which plants could be used to create comfortable bedding (Sibudu Cave, KZN). • Storage: they used and decorated ostrich eggshells to contain and store water (Klipdrift Shelter) 	

- **Counting:** They used counting sticks to mark time, potentially tracking months or seasons.
- **Nomadic Lifestyle:** They did not settle in one place permanently but moved with the animals and according to the seasonal availability of plant and marine food. This mobility also allowed them to meet other groups, exchange gifts, and form new partnerships.

Focus

The teacher should introduce:

- the different techniques that archaeologists use to carry out their work. This will include excavation, recording, laboratory analysis, study of rock art, and ethnographic material in archives.
- the archaeological timeline and how it differs from the timeline based on the calendar i.e. the difference between measuring time before present (BP) and on a BCE/CE. Discuss basic dating techniques – relative (e.g. stratigraphy) & radiometric dating (e.g. carbon dating).
- technological changes that occur over this period, and what this tells us about human behaviour

(5 hours)

- preservation and why some things (artefacts) preserve, and others don't (organic vs inorganic), and how that may change an interpretation
- sources of evidence (archaeological and archival) for tool use, decoration, food, music, and ritual.

(5 hours)

- the importance of studying the southern African past insofar as the evidence shows that modern humans originated in Africa and their ideas and innovations spread from Africa to the rest of the world
- Archaeology as a career

(2 hours)

Assessment for learning (informal/formative)

Understanding could be demonstrated by learners being able to:

- describe or demonstrate how archaeologists excavate and the different ways that archaeologists interpret things.
- explain that archaeologists work with a record that is biased toward material that preserves
- list some of the things (artefacts) that have been found by archaeologists at early sites in South Africa and how tools and other remains change over time.
- represent change overtime on a timeline. Show how dating from the present (BP) differs from calendar dates
- explain what the artefacts can tell us about how people lived in the past
- discuss the importance of at least four finds from cave sites in South Africa

Assessment of learning (formal/summative)

Standardized Test: Source-based questions (35 marks) and Paragraph writing (5 marks)

Grade 6: Term 2	
Topic: Mesopotamia and the fertile crescent (c. 5000 years ago)	
<p>Key Question: What happens when people start to settle in one place, grow their crops, and keep their livestock?</p>	<p>Suggested contact time: 10 hours</p>
<p>How does this topic integrate with historical concepts and enquiry processes?</p> <p>Learner should:</p> <ul style="list-style-type: none"> ● appreciate the impact of domesticating plants and animals and settling in one place (change and continuity) ● recognise how bureaucracy accompanies the growth of cities and markets, and the need to record transactions and taxes (cause and effect) ● understand how new belief systems emerge to justify the new way of life, and to transfer power to kings and priests (significance, change, and continuity) 	
<p>Overview of Topic</p> <p>The focus of this term is on the changes brought about when societies began to settle in one place, invest in farming the land, develop surplus for exchange, and keep records. The archaeology of the Middle East and Mesopotamia is important here, as it is in this area that we have the earliest evidence for the domestication of crops and livestock. There is also evidence for the rise of markets and the earliest recording of transactions on clay tablets.</p> <p>During the fourth millennium BCE, as political power became centralized in early Mesopotamian cities, new beliefs emerged. People worshiped powers linked to forces of nature. Deities were mostly connected to fertility and reproduction cycles.</p> <p>In the third millennium BCE, wars and raids by warlords became an added threat to survival, particularly during times of famine. As a result, walled cities and security became crucial. Kingship, initially a temporary office, became permanent as the need for protection increased. Trust in the king as protector of the walled city, along with the help of armies, meant that power became concentrated in the person of the king. This new concept of ruler and class differentiation was replicated in their belief system, with the king becoming godlike and considered sacred.</p> <p>Focus</p> <p>The teacher should introduce:</p> <ul style="list-style-type: none"> ● Mesopotamia, geographically and discuss what has been discovered and why the earliest agricultural settlement occurred along or between rivers. ● the evidence for domestication of grain, animals, the growth of cities, craft specialisation, markets. Uruk can be used as an example to show how cities formed, why they were surrounded by high walls, temples and palaces, how armies and kings came into being and how they took control over cities ● how hazards like disease, drought and insects caused starvation, poverty and violence. (5 hours) ● the beliefs and values of the Ancient Mesopotamian people interpreted from the tombs of Ur filled with wealth and retainers who died to accompany the king into the next life. ● the earliest writing and recorded story – the Epic of Gilgamesh recorded in cuneiform, other records of trade and the earliest Code of Laws set out by Hammurabi. (4 hours) 	

Assessment for learning (informal/formative)

Understanding could be demonstrated by learners being able to:

- perceive the role of rivers in early farming
- explain why the domestication of plants and animals lead to the growth of cities
- recognise the significance of economic surplus - how some people become rich and claim to be more important than others and why armies are needed to protect the city
- name the first form of writing and what it was used to document

Assessment of Learning (formal/summative)

Mid-year exam to cover Term 1 and 2

Grade 6: Term 3	
Topic: Egypt (c. 3000 years ago)	
Key Question: What was the nature of Ancient Egyptian Society?	Suggested contact time: 15 hours
How does this topic integrate with historical concepts and enquiry processes?	
<p>The learner should:</p> <ul style="list-style-type: none"> ● appreciate the role of the Nile and seasonal flooding on agriculture (cause and effect) ● recognise developments in writing, the first use of paper, medicine, mathematics (change and continuity) ● understand what new belief systems emerge to justify this way of life, to ensure the power of pharaohs and priests (change and continuity) 	
<p>Overview of Topic</p> <p>The ancient Egyptians produced a vast body of written records, which included instructional texts and epic stories. They demonstrated a sophisticated understanding of anatomy, mathematics, and the principles of architecture. Their sculptures, paintings, mummies, and funerary architecture – death masks & sarcophagi – still fascinate people today. The Nile was key for agriculture and served as a way for people to travel and move resources. In addition, the Nile’s rapids, or cataracts, prevented hostile attacks from the south.</p> <p>Focus</p> <p>The teacher should introduce:</p> <ul style="list-style-type: none"> ● Ancient Egypt, its location in the desert along the Nile, and the importance of seasonal flooding and irrigation for agriculture. ● architecture, for example, pyramids, temples, and the Sphinx (4 hours) ● the tomb and mummy of King Tutankhamen as a way of exploring the technologies, paper, writing, boats, furniture, and belief systems of the Egyptians. Note: the process of mummification indicates knowledge of preservation and the human body and tells us about their belief systems. (5 hours) ● one of the most successful female pharaohs, like Hatshepsut. (2 hours) <p>Assessment for learning (informal/formative)</p> <p>Understanding could be demonstrated by learners being able to:</p> <ul style="list-style-type: none"> ● explain why Egypt was able to flourish thousands of years ago ● interpret evidence from tombs and temples about the ancient Egyptian way of life ● make a presentation on any aspect of science, technology or writing practised by the ancient Egyptians ● explain the role of the Nile River ● reflect how knowledge of anatomy was linked to religious practices ● consider how images, statues, tombs and temples reflected the power of the leaders <p>Formal assessment (formal/summative)</p> <p>Research Project: Research the role of the Nile River.</p>	

Grade 6: Term 4	
Topic: : The kingdom of Mali and the city of Timbuktu c. 1200- 1600	
Key Question: What was the nature of society in the Kingdom of Mali?	Suggested contact time: 10 hours
How does this topic integrate with historical concepts and enquiry processes? Learners will be able to: <ul style="list-style-type: none"> ● recognise the impact of trade and international markets on local centres (cause and effect) ● consider the changes brought about by the trans-Saharan trade (change and continuity) ● appreciate the ancient belief systems and codes of governance (significance) 	
<p>Overview of Topic</p> <p>The Mali Empire controlled all the trade routes and was the second largest and most successful empire between 1230 and 1600. The Empire offered protection against conflict along the trade routes, offering a secure means of trading salt, cotton cloth, and gold or cowrie shells, which were used later as currency. The Great Mosque of Djenne became an important symbol of power. Mansa Musa was one of the most successful and wealthy leaders of the Kingdom of Mali. He ruled in the early 1300s until his death in 1337. Many of the palaces and Mosques built during his reign can still be seen today. From the 1300s to the 1600s, Timbuktu was considered the world's centre of Islam and a centre of learning. The great mosque of Sankore was transformed into the University of Sankore, and the subjects covered included Islamic theology, mathematics, law, geography, astronomy, medicine, sciences and history.</p> <p>Focus</p> <p>The teacher should introduce:</p> <ul style="list-style-type: none"> ● spread of Islam across North Africa and into West Africa via traders from the 9th century ● trade across the Sahara Desert by means of camels and the goods exchanged - including salt brought from Europe and North Africa into Mali where it was exchanged for gold, slaves, ivory and ostrich feathers ● the construction in the 13th century of the Great Mosque in the city of Djenne (4 hours) ● Mali at the height of its power under Mansa Musa early 14th century ● Mansa Musa's pilgrimage to Mecca ● the city of Timbuktu as a trade centre, and a centre for learning (4 hours) ● Timbuktu Manuscripts Project and South African collaboration and why Timbuktu is a World Heritage Site (2 hours) <p>Assessment for learning (informal/formative)</p> <p>Understanding could be demonstrated by learners being able to:</p> <ul style="list-style-type: none"> ● explain why Mali flourished between the 1200 CE and 1600 CE ● present aspects of life and travel described by the early Islamic traders ● explain why the Great Mosque was built, and what it is built out of ● provide a profile of Mansa Musa ● define World Heritage and Timbuktu's importance to the world <p>Assessment of learning (formal/summative)</p> <p>End of year exam to cover Term 3 and 4</p>	

CHAPTER 4: ASSESSMENT

4.1 INTRODUCTION

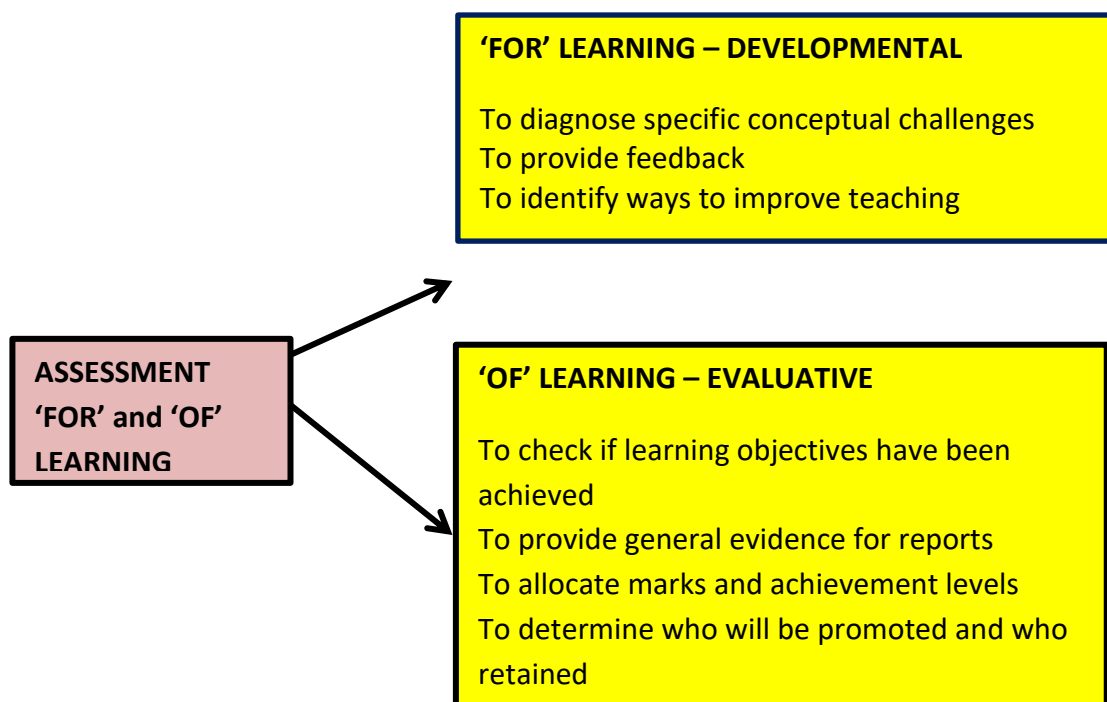
Assessment is a continuous, planned process of identifying, gathering and interpreting information regarding the performance of learners. It involves four steps: generating and collecting evidence of achievement, evaluating this evidence, recording the findings and using this information to understand and thereby assist the learner's development, to improve the process of learning and teaching.

All assessment tasks should reflect adequate curriculum coverage in terms of content, concepts and skills at grade-appropriate cognitive levels and should be appropriate for learners' age and developmental level. In assessing subject knowledge, teachers will evaluate the learner's ability to achieve the aims and demonstrate the disciplinary skills and conceptual understanding of each subject as outlined in Section 2 of the document. To enable learners to achieve and demonstrate disciplinary skills, they must have a full grasp and understanding of the content and concepts outlined in Section 3 of the document.

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

GOALS OF ASSESSMENTS FOR AND OF LEARNING IN THE NEW HISTORY CURRICULUM

- 1) To strengthen and streamline rather than revise fundamentally the existing assessment practices in History
- 2) To build greater developmental coherence from Gr.4 - Gr.12 (e.g. Key questions are used throughout the curriculum; Cognitive levels are differentiated for each phase, and writing tasks increase in complexity across the phases)
- 3) To give teachers space for creativity, local innovations, developing engaging source-based enquiries and relevant research projects, and to encourage teachers to curate new 'archives' of historical and archaeological source materials.



Assessment for learning (AfL) has the purpose of continuously collecting information on learners' achievement that can be used to improve their learning.

Informal assessment includes a baseline assessment, which establishes what knowledge learners bring to the classroom about a topic; and, diagnostic assessment, which helps teachers identify concepts or content with which learners are struggling or barriers to learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions and activities, homework tasks, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark written informal assessment tasks.

Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their performance. The results of the informal daily assessment tasks are not recorded formally unless the teacher wishes to do so. However, they should be used to provide feedback to the learners, plan for remediation and inform future lesson design.

Informal assessment may be structured by working through activities provided in available textbooks. However, teachers can design their own AfL tasks, using a range of credible historical source material to enrich teaching and learning.

Evidence 'of learner's work, including assessment, should be kept in the learners' notebook.

Sufficient informal assessment should be administered to scaffold learning and to prepare learners for formal assessment tasks.

4.2 FORMAL ASSESSMENT (Assessment of Learning or AoL)

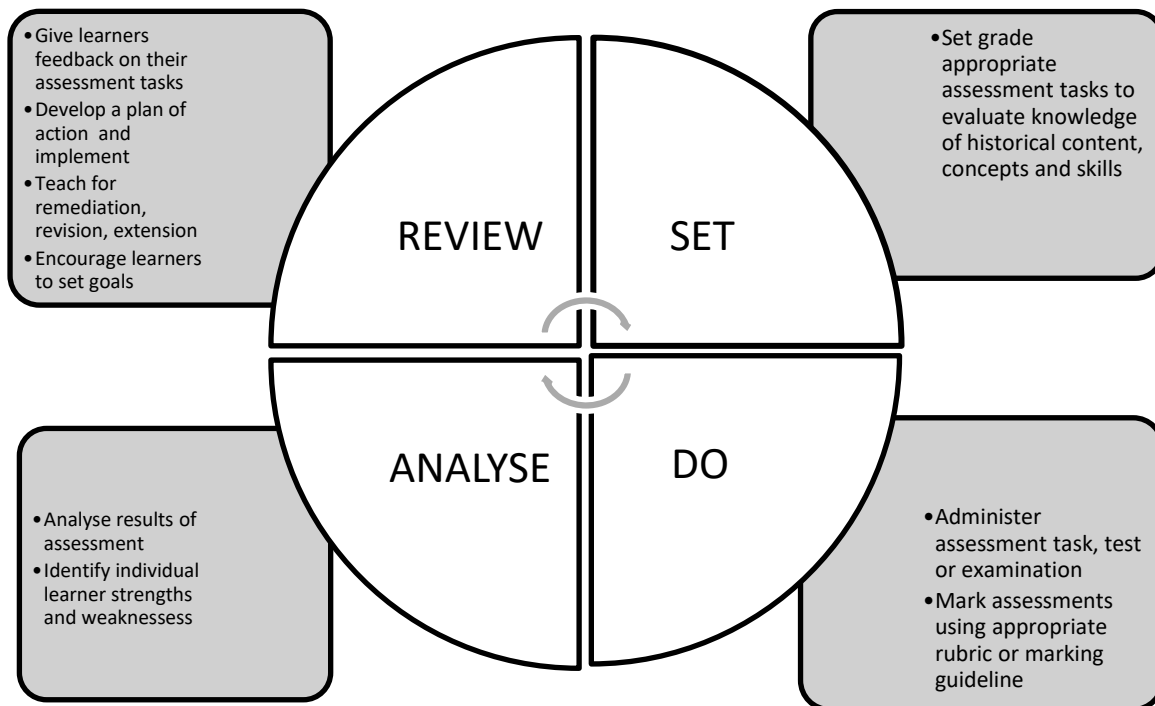
When assessment is used to record a judgment of the competence or performance of the learner, it serves a summative purpose. Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and a particular subject.

Formal assessment tasks form part of a year-long formal assessment programme in each grade and subject. All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. All formal assessment tasks are subject to moderation for quality assurance and to ensure that appropriate standards are maintained. The teacher marks and formally records formal assessment tasks for promotion and progression purposes.

Formal assessment tasks include projects, source-based enquiries, creative responses, writing tasks, tests, and examinations.

4.3 THE ASSESSMENT CYCLE

The Assessment cycle involves the following stages: Set, Do, Analyse, and Review.



SET

Follow these steps when designing your assessment task:

1. Clarify the purpose of assessment (Why?)
2. Decide on the task activity or activities (Form of assessment)
3. Decide on the content, concepts, and skills to be assessed (What?)
4. Select a format for learner presentation (Clarify the method: How?)

Both formal and informal assessments must cater to a range of cognitive levels and abilities of learners. Assessment tasks should include a grade-appropriate weighting of low, middle, and high-order questions, to evaluate disciplinary knowledge of History.

Before handing out an assessment task to learners, teachers should ensure that they can answer all the questions themselves. When teachers set an assessment task, they should draw up a marking guideline of answers and/ or a rubric for the assessment.

DO

Learners should be given clear instructions, which include mark allocation and time frames for the completion of assessment tasks. Assessment tasks should be marked without delay.

ANALYSE

Teachers should analyse the results of individual learners as well as those of the whole class to identify areas of strength and weakness.

REVIEW

Learners should receive continuous, constructive feedback both informally and formally. Feedback should acknowledge strengths and identify areas of weakness for learners' developmental needs. An action plan of appropriate remediation and how learners will be supported should accompany the feedback when marked assessment tasks are returned to learners. It is important that the feedback provided to learners encourages them to do better and builds their self-confidence.

Assessment results give teachers insight into the topics or sections of work that individual learners and whole classes find challenging. Assessment should inform teachers' planning for future lessons. They should reflect on their practice and research additional strategies to teach content, concepts or skills with which learners struggle as well as create extension activities for learners who have demonstrated an excellent understanding.

Until learners have demonstrated their understanding, a lesson has not been effectively taught. Setting good assessment tasks can be both challenging and time-consuming. Teachers are encouraged to work collaboratively with History colleagues in their own and other schools, to use carefully selected textbooks as a guide, and to share Historical source materials and well-constructed assessment tasks.

4.4 Assessment in History

4.4.1 Introduction

Assessment in History should be used to evaluate the level at which the core aims and objectives of the subject, as outlined in Chapter 2 of the document, have been attained. All tasks, projects, tests and examinations used to assess historical understanding must evaluate knowledge of disciplinary content, concepts, and thinking skills (based on the specific aims and objectives).

Objectives of School History

1. To demonstrate a chronological knowledge and understanding of the past and the forces that shape it.
2. To demonstrate an ability to use different calendars and demonstrate an understanding of ways of measuring time.
3. To demonstrate a critical understanding of how sources and concepts are used to construct historically valid enquiries about the past.
4. To undertake a historical enquiry and be able to present the outcomes of the enquiry in logical and well-structured written and oral forms.
5. To explain why events in the past are often interpreted and represented differently and why explanations or interpretations shift over time.
6. To argue different points in debates about events or processes in the past based on available evidence.
7. To demonstrate an appreciation that there are multiple ways of relating to the past - cognitive, emotional, moral, political, material, and aesthetic.

4.2.2 Questions and Questioning in History Assessment

History is a process of enquiry based on the interpretation and analysis of evidence from the past. Different types of questions are used in History assessment.

A) Closed and Open Questions

Closed questions are those with a limited number of correct answers. These might begin with 'who', 'when', 'where' or require yes/no answers. This type of question will test recall and understanding, they are useful for revision and help learners develop the foundational knowledge used in later grades for constructing a line of arguments. As such, they have a useful place in informal History assessment.

Open questions usually have multiple possible answers. In History, they often begin with 'how', 'why' or 'what'. In answering these types of questions learners are required to give views, opinions, beliefs or judgements and provide information as evidence to support their responses. Open questions can be used to sustain classroom discussion and debate; they promote higher-order thinking and help learners develop their Historical thinking skills.

● Key Questions

Key questions are overarching enquiry questions which give any lesson or topic unity and coherence, driving and focusing the investigation. When constructing assessment tasks, teachers may use the key questions given in the curriculum or construct alternative key questions. Good key questions challenge learners to investigate a topic (rather than simply learn a narrative) and help deepen our understanding of the complex past.

When constructing key questions for assessment purposes, Historical concepts should be taken into consideration and used to frame the question. In this curriculum, these concepts are:

- Time and chronology
- Significance
- Cause and Consequence
- Continuity and Change
- Multi-perspectivity (interpretations)

Example of Grade 9: Term 1

Grade 9: Term 1	
Topic: Pseudo-Science, Racism and the Entrenchment of Social Inequalities during the Nineteenth Century	
Key Questions: Why and how was pseudo-science used to entrench racial segregation and social and political inequalities during the nineteenth century? How have technology and recent scientific discoveries refuted pseudo-scientific racism?	Suggested Contact Time: 15 Hours
How does this topic integrate with concepts and historical enquiry process? The learner should: <ul style="list-style-type: none"> ● understand the history of classifications that led to pseudo-scientific racism (Time and Chronology) 	

- understand that scientists are part of society and how science can be used to shape ideas and prejudices in society (Cause and Effect)
- appreciate that there are different ways of classification (Multiperspectivity)
- consider how ideas of race were used differently (Change and Continuity)
- understand the significance of technological advances in refuting pseudo-scientific racism (Significance)

B) Learners' Questions

Learning to ask good questions is a valuable skill to acquire in History. Learners should be given opportunities to construct and ask questions about a topic. This can be used as a valuable activity in assessment for learning.

4.4.3 Cognitive Levels in History

Informal and formal assessment in History may take a variety of forms, as outlined in section 4.2.4; however, all assessment tasks should cater for a range of cognitive levels and abilities of learners, as shown in the Figure below.

4.4.3.1 The Weighting of Cognitive Levels for Assessment in History

All Formal assessment tasks in History should be constructed using questions set at the grade-appropriate weighting of cognitive levels as indicated in percentages.

WEIGHTING OF COGNITIVE LEVELS: Gr.4 – Gr.12

	LEVEL 1	LEVEL 2	LEVEL 3
Grade 4	40 %	40 %	20 %
Grade 5	40 %	40 %	20 %
Grade 6	40 %	40 %	20 %
Grade 7	35 %	40 %	25 %
Grade 8	35 %	40 %	25 %
Grade 9	35 %	40 %	25 %
Grade 10	30 %	40 %	30 %
Grade 11	30 %	40 %	30 %
Grade 12	30 %	40 %	30 %

Figure A: The cognitive level in terms of Blooms taxonomy and verbs, their application to History and suggested questions that can be asked in History assessment at different levels.

Cognitive Level	Blooms Category	Verbs	Application to History: Learners are able to	Questions that can be asked at different cognitive levels
L1	Comprehension	Define	Demonstrate knowledge and understanding of the key features and characteristics of the period studied	Questions that demonstrate knowledge
	Understanding	Identify		What can you tell us about ...?
	Knowledge	List		Understand and recognise the range of sources of information available for studying the past
		Name	Using your own knowledge ...	
		State	Questions that demonstrate comprehension of provenance (origins)	
		Select	Extract information from source material to answer a question	Who wrote/created this source?
		Quote	Extract information about the origins and context of a source	When was this source written/created?
		Describe		Where was it found/published/distributed?
		Discuss		Questions that demonstrate comprehension/understanding
	Illustrate		Describe in your own words	
			in what ways...explain your answer,	
			What does the author tell us about ...?	
			What information does the author provide about ...?	
			Questions that demonstrate an understanding of	

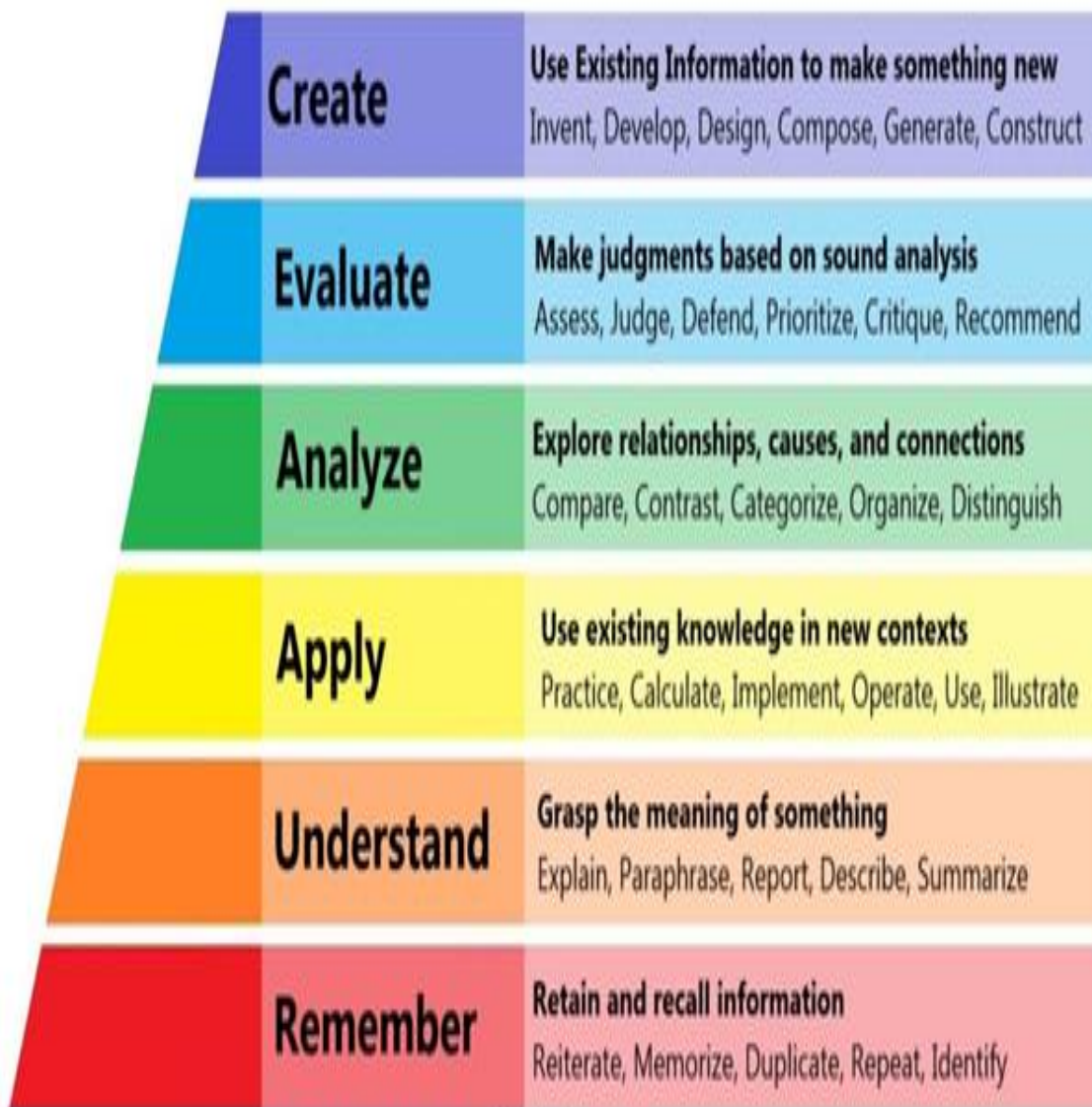
Cognitive Level	Blooms Category	Verbs	Application to History: Learners are able to	Questions that can be asked at different cognitive levels.
				<p>chronology</p> <p>In what order did the events of ... happen?</p>
L2	<p>Analysis</p> <p>Application</p>	<p>Explain</p> <p>Choose</p> <p>Show</p> <p>Complete</p> <p>Predict</p> <p>Construct</p> <p>Use</p> <p>Analyse</p> <p>Compare</p> <p>Contrast</p> <p>Investigate</p> <p>Criticize</p> <p>Conclude</p> <p>Interpret</p>	<p>Interpret historical source material to explain its meaning in context</p> <p>Analyse historical events and periods studied using procedural historical concepts such as cause and consequence, multi-perspectivity, significance, change and continuity, time and chronology</p> <p>Interpret information from a number of sources including written, oral, landscape, material culture.</p> <p>Make inferences on the basis of information contained in source material.</p> <p>Apply prior knowledge to make meaning of historical source material</p>	<p>Explain the connection between...</p> <p>What language or words does the author use to persuade the audience?</p> <p>Describe the different points of view given in</p> <p>Discuss the different causes and/or effects of ...?</p> <p>Classify information relating to the topic into different categories (eg: social, political, economic causes)</p> <p>What does the author / creator infer about</p> <p>Explain how the sources disagree of the matter of...?</p> <p>Identify and explain the authors perspective on ...</p> <p>With reference to its origin, purpose and content, analyse the value and limitations of</p> <p>Examine the role of..</p> <p>Point of view of author, interpret and explain</p> <p>Identify and explain similarities and differences between events</p> <p>Identify and explain similarities and differences</p>

				<p>between sources</p> <p>How does the source prove/ support/ show that ...</p> <p>Analyse the reasons for ...</p> <p>What is the significance, implication, meaning ...</p> <p>What conclusion can be drawn from the source about ...</p>
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Cognitive Level	Blooms Category	Verbs	Application to History: Learners are able to	Suggested question prompts
L3	<p>Creation</p> <p>Evaluation</p> <p>Synthesis</p>	<p>Evaluate</p> <p>Appraise</p> <p>Support</p> <p>Compare</p> <p>Defend</p> <p>Estimate</p> <p>Predict</p> <p>Argue</p> <p>Interpret</p> <p>Contrast</p>	<p>Evaluate and use historical sources to answer questions and make substantiated judgements about past events and processes, in the context of historical events studied.</p> <p>Evaluate the usefulness of sources for answering questions about the past including their reliability, stereotyping and subjectivity</p> <p>Recognise that there is often more than one perspective of a historical event</p> <p>Explain why there were and are different interpretations of historical events and processes</p> <p>Participate in constructive and focussed debate through the careful evaluation of historical evidence</p> <p>Organise evidence to substantiate an argument, in order to create an original, coherent and balanced piece writing</p>	<p>Explain reasons why the interpretations might differ?</p> <p>With reference to their origin and purpose of the source, assess the value and/or limitations of ...</p> <p>With reference to the author's perspective, what might be limitations to the source's accuracy regarding ...</p> <p>Evaluate the sources' usefulness for answering a given question considering their provenance (origins), purpose and limitations</p> <p>Evaluate the significance of ... on ...</p> <p>Use source materials from multiple sources to create a representation of the events ...</p> <p>Assess the reasons why ...?</p> <p>Evaluate the contribution made by x to y?</p> <p>Assess the impact of ...</p> <p>Evaluate the importance of</p> <p>Account for the differences regarding In the two sources</p> <p>Using information gathered from relevant sources and your knowledge, write a paragraph explaining</p>

				<p>/evaluating /critiquing...</p> <p>Evaluate the relative significance of ...</p>
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4.5 Forms of Assessment for History

Teachers should use a variety of informal and formal assessment tasks to evaluate learning. These tasks should be designed to demonstrate competency of historical content, concepts,

and skills and assess understanding of the core aims and objectives of the History curriculum.

Types of Assessment of Learning (AoL) in History Curriculum

Phase	Source-Based	Written Tasks
Intermediate Phase	Source-based questions	Sentences Paragraphs
Senior Phase	Source-based questions	Sentences Paragraphs Narrative Essays
FET	Source-based questions	Sentences Paragraphs Narrative Essays Discursive Essays

4.5.1 Tasks: Informal Assessment (AfL)

Every History lesson should engage learners in reading, writing, and discussion about the historical topic and questions being studied. In addition to textbook tasks, informal assessment tasks (AfL), which might be included in History lessons, include:

- Reading and extracting information from textbooks and other sources
- Writing summary notes under headings
- Organising information into categories (for example, causes and consequences, similarities and differences, perspectives of different people about an event)
- Constructing questions about the topic using information from textbooks and other source material (these could be used for revision or quick quizzes)
- Putting dates into chronological order to create a timeline
- Creating a flow diagram or storyboard of events
- Asking and answering open and closed questions (who, what, when, where, why, how) using information in textbooks and historical source materials
- Using information from historical sources to answer questions at different cognitive levels (for example, extracts, lists, names, identify, analyse, interpret, compare, contrast, evaluate, critique, synthesise, and create). Answers could be presented in written, oral, dramatic or visual form.
- Creating a word wall or glossary with definitions of historical terminology
- Studying images (photographs, posters, paintings) to identify symbols and explain their meaning in context.
- Studying objects, landscapes, and material culture to answer questions about the past.
- Participating in structured, prepared discussion, debate or dramatic presentation about a topic, which involves extracting information from textbooks and other sources material.

4.5.2 Source-Based Enquiries: Formal Assessment and Informal Assessment

In the **Intermediate Phase** the aim of working with historical sources is to enable learners

- Identify a range of different sources materials that can be used to find about the past
- Ask historical questions about the source material
- Extract information from source material
- Interpret information from source material
- Extract information from source material
- Interpret information presented in different types of sources
- Use source material to construct stories
- Use information to answer questions about the past

In **Senior Phase** learners will also

- Interpret and analyze the information given in a variety of historical source
- Understand and explain why there is usually more than one perspective or interpretation of an historical event or process recorded in historical accounts of past events
- Identify and explain different perspectives and interpretations about past events
- Organise information from sources material to answer key questions

In **FET** learners will also

- Infer meaning from a variety of sources when answering questions
- Evaluate the reliability and usefulness of different source material for answering key questions
- Synthesis information , debates or interpretations from range of sources
- Select and organize information from a variety of historical sources materials which can be used to answer questions about the past, support a line of argument and to construct an original piece of historical writing.

When constructing source-based enquiries, teachers must ensure that the following aspects are adhered to:

- Group historical source material around a key question.
- The key question should be interesting, historically relevant, and framed by the historical concepts indicated in Chapter 2.
- Provide a contextualisation for all source material.
Contextualisation includes the author or creator of the source, the title, and place of publication or website, and the date of publication or when the website was accessed. If the

source is an object, contextual information should include where it was found and from what it was made. Contextualisation should be guided by the questions ‘who, what, why, when, and for whom?’

- NB: Learners need to use contextual information to answer questions about the usefulness of a source to answer the key question, and to evaluate its reliability as a source of evidence.
- All source materials should be correctly referenced (ie, the book, online site (URL), newspaper etc., where the sources were accessed)
- People in photographs and cartoons should be identified and labelled
- All text and images must be visible
- No sources should be combined into a composite source.

When used for Informal Assessment (AfL), the key question in a source-based enquiry could be answered in written, oral, dramatic or visual forms; however, when used for formal assessment, the final question in a source-based enquiry should require learners to answer the key question in paragraph form.

4.5.3 Writing Tasks: Paragraph Writing (Informal or Formal Assessment)

The objective is to present the outcomes of historical enquiry in logical and well-structured written (and oral) forms.

Learners should further develop their writing skills and be helped to practice them. Learners should have developed the skill of using historical evidence to write sentences in answers to questions and write longer pieces, such as paragraphs, which involves teaching learners to *select* the information they want to include (only to choose what is relevant), and to *arrange* the information in a logical order.

Writing frames and strategies such as ‘PEEL’ can be useful for scaffolding the learning of paragraph writing and connecting paragraphs to develop a line of argument.

The ‘PEEL’ method of paragraph writing is as follows:

- Point/**Topic sentence**
- Explanation } **Body**
- Evidence } }
- **Concluding sentence** - Linking sentence (either/or back to the question or in longer pieces of writing, to the next paragraph)

In formal and informal assessments, paragraph questions should be allocated **5 marks** and a length of **5 lines (50 WORDS)**. Paragraph writing evaluates the range of skills at different cognitive levels, including selection, extraction, organisation, evaluation, and creation. Paragraphs must be written in full sentences.

Rubric for Paragraph Writing

LEVELS	LEVEL DESCRIPTORS GRADE 4 -6	MARKS
LEVEL 1	Uses evidence in an elementary manner, e.g., shows little or no understanding of the topic. Uses evidence partially to report on a topic or cannot report on the topic. There is no evidence of a topic sentence and a closing sentence.	0 -1
LEVEL 2	Evidence is mostly relevant and relates largely to the topic. Uses evidence in a very basic manner. There is evidence of a topic sentence and a closing sentence	2 – 3
LEVEL 3	Uses relevant evidence, e.g., demonstrates a thorough understanding of the topic. Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. Adheres to the structure of a paragraph with evidence of all components' topic sentence, main points, and closing sentence.	4 – 5

NB: In addition to the rubric, the memorandum (marking guidelines) for formal assessment tasks should include a model answer to a paragraph question.

Creative Response – Poster**Rubric for a Poster**

Criteria	Level 1	Level 2	Level 3	Level 4
Design and layout	Design and layout disorganized and the poster mostly unattractive	Some organization is evident, and it is partly attractive.	The poster is well organized and very attractive	The poster is very well organized and extremely attractive
	1	2	3	4
Creativity	There is little evidence of creativity	Reflects some degree of creativity	The poster is shown to be flawless.	The Poster reflects an original degree of creativity
	1	2	3	4
Presentation	The poster is messy and not presented professionally	The poster has limited presentability	The presentability of the poster is at the expected achievement.	The poster is neat and presentable in an original way.
	1	2	3	4
Purpose	The poster does not achieve its purpose	The poster partially achieves its purpose	The purpose is accomplished per the expected achievement.	The purpose has been achieved originally and creatively.
	1	2	3	4
Effectiveness	There is little relevant information present	Some information to create understanding is present	All the information to create understanding is present	More information that is needed to create an understanding is present
	1	2	3	4
TOTAL				20 MARKS

4.5.4 Research Projects

Research projects are completed in the GET and FET. They allow the learners to **develop and practice the skills of historical enquiry** from the framing of research questions to finding and analysing relevant source material (textual, material culture, images, digital, landscape, oral, etc.), and structuring a coherent response to the research question in the final presentation.

Teachers may also take as their focus an **appropriate content topic** in Section 3 for a more in-depth study. Research projects should not, however, be used as an alternative to teaching in class.

Alternatively, the research projects could take as their focus an appropriate content topic in Chapter 3 of the document for a more in-depth study.

Suggestions for GET research projects

Grade 4

Topic 3: Our histories

Grade 5

Topic 3: Food

Grade 6

Topic 3: Egypt – Role of the Nile River

Grade 7

Topic 3: Colonisation, resistance and social change in the Cape region 1650s – 1800s

Grade 8

Topic 3: Gender and Human Rights

Grade 9

Topic 3: Gender and Human Rights: Women, Women's Organisations and their Protest Movements in South Africa, 1910s – 1960s

Suggestions for FET research projects

The research project in FET could focus on different aspects of **Historical Culture** through the exploration of **heritage** sites, events, or local interest. Research questions could be constructed to explore issues of changing or **contemporary forms in which past events are represented**, such as memorials, as well as film, music, and art. Research projects are also an opportunity to research more complex issues in contemporary South Africa, which are **legacies** of the past.

Grade 10

Topic 2: Achievements of African People since Ancient Times

Topic 3: Ancient Ethiopia before 1600 C.E. and the use of myths and legends in History as a discipline.

Grade 11

Topic 2: Europe comes into contact with the wider world during the 16th to 19th centuries

Topic 3: Slavery, Slave Resistance, and the Haitian Revolution

Grade 12

Topic 1: The Politics and Economics of South Africa in the Late 19th and 20th Century

Topic 2: The National Question in South Africa: The Formation of the National Party, the African National Congress, and the Communist Party of South Africa in the early 20th century.

4.6 Tests and Examinations

Tests and examinations should cover a substantial amount of content. Refer to the Programme of Assessment and Examination Guidelines. Tests and examinations must be completed under strictly controlled and supervised conditions. Each test and examination must cater for a grade-appropriate range of cognitive levels.

4.7 Scaffolding Assessment Tasks

The quality of learners' work depends on the care with which their tasks and questions are set. They should be given precise and detailed instructions, to tell them what they must do and where they can find the information they need. It is often a good idea to break down big questions into several smaller sub-questions and procedural steps (scaffolding). Clear timeframes and due dates should be given for projects.

4.8 Plagiarism

Plagiarism (using someone else's work and pretending it is one's own) is a particular problem, whether it involves someone else doing the work, copying another learner's work, or cutting and pasting from the Internet. Learners must be taught to show whenever they quote something and how to give their references. Likewise, teachers need to set an example by always giving references for information and sources they use in their teaching materials and showing learners how materials in textbooks have been referenced. To avoid plagiarism, teachers should change their assessment tasks, including research projects, annually.

4.9 ASSESSMENT GUIDELINES AND EXAMINATION FRAMEWORK

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

GRADE	TERM	FORM OF ASSESSMENT	TYPE OF QUESTION	TERM CONTENT	MARKS	
4	1	Task - Creative Response	Design a poster and include pictures from the maternal and paternal families. (20 marks) Write a short poem or totem (5 marks)	Term 1	25 Marks	
	2	Mid-year examination	Source-based questions (10 marks)	Term 1	10 Marks	
			Source-based questions (10 marks) and Paragraph writing (5 marks)	Term 2	15 Marks 25 Marks	
	3	Project	Research to find out where your family or relatives come from. (25 marks).	Term 3	25 Marks	
	4	End-year examination	Source-based questions (10 marks)	Term 3	10 Marks	
			Source-based questions (10 marks) and Paragraph writing (5 marks)	Term 4	15 Marks 25 Marks	
	5	1	Standardized Test	Source-based questions (25 marks) and Paragraph writing (5 marks)	Term 1	30 Marks
		2	Mid-year examination	Source-based questions (10 marks)	Term 1	10 Marks
Source-based questions (15 marks) and Paragraph writing (5 marks)				Term 2	20 Marks 30 Marks	
3		Project	Research and write a short piece about the history of one type of food, how it is eaten, and the events when it is normally cooked	Term 3	30 Marks	
4		End-year examination	Source-based questions (10 marks)	Term 3	10 Marks	
			Source-based	Term 4	20 Marks	

			questions (15 marks) and Paragraph writing (5 marks)		30 Marks
6	1	Standardized Test	Source-based questions (35 marks) and Paragraph writing (5 marks)	Term 1	40 Marks
	2	Mid-year examination	Source-based questions (15 marks)	Term 1	15 Marks
			Source-based questions (20 and Paragraph writing (5 marks).	Term 2	25 Marks
				Term 2	40 Marks
	3	Project	Research the role of the Nile River.	Term 3	40 Marks
	4	End-year examination	Source-based questions (15 marks)	Term 3	15 Marks
			Source-based questions (20 marks) and Paragraph writing (5 marks)	Term 4	25 Marks
				Term 4	40 Marks

4.10 RECORDING AND REPORTING

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

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learners' performance can be reported in many ways. These include report cards, parent meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are shown in the table below.

4.11 CODES AND PERCENTAGES FOR RECORDING AND REPORTING

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 - 39
1	Not achieved	0 – 29

Teachers will record actual marks against the task by using a record sheet and report percentages against the subject on the learners' report cards.

4.12 Moderation of Assessment

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

4.12.1 Moderation in history

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

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

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

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

4.13 General

This document should be read in conjunction with:

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

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

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