



INDEPENDENT EXAMINATIONS BOARD

**GRADE 9  
2004**

**COMMON TASK FOR ASSESSMENT (CTA)**

**HUMAN AND SOCIAL SCIENCES**

**TEACHER'S BOOK**

**MEMORANDUM**

**SECTION B**

**Time : 2 hours**

**Marks : 100**

**SECTION A****TASK 1: WHO WAS CHRISTOPHER COLUMBUS**

This task assesses **SO 9, AC 1**. The learner is expected to work with sources in the following way:

- analyse sources which provide conflicting information
- extract conflicting information from three different sources, by filling out a table
- recognise the problematic nature of sources and evidence.

**Assessment Evidence**

- Can the learner extract conflicting evidence from sources accurately?
- Can the learner work with conflicting evidence, comparing and contrasting evidence?
- Can the learner answer questions which highlight the uncertain nature of evidence in history?

Possible answers to the task are given below and should be used to determine the knowledge, skills and values of the learner.

**Possible answers**

1.

	<b>Source A</b>	<b>Source B</b>	<b>Source C</b>
<b>Name</b>	Columbus	Cristoforo Colombo	Cristobal Colon
<b>Place of birth</b>	Olivella district of Genoa	In or near Genoa	Probably born in Genoa
<b>Year of birth</b>	1451	Not certain, but 1451 is usually accepted	Probably born in 1451
<b>Father's profession/standing in the community</b>	Simple wool weaver and warder of gate	Weaver. As a craftsman, had some standing	Wool weaver and tavern keeper

(½ x 12 = 6)

2. Source A presents evidence as direct fact. (1)  
Sources B and C present the evidence as probabilities or possibilities, suggesting that the facts are open to doubt or there is not adequate evidence to prove the facts. (1)
3. It encourages learners to see the story of Columbus in absolute terms, as if there is no doubt about his exploits. In this way, learners will accept all the elements of the story without question. (2 x 1 = 2)
4. It makes Columbus seem even more heroic – he rose from very poor or simple circumstances to achieve greatness. (1)
5. Open-ended. Though one is looking for an answer that suggests that, as a teacher, the learner would encourage learners not to see history in absolute terms. To encourage learners to see that history is uncertain, and more often than not, historians have to deal with uncertainties and probabilities when trying to uncover the past. (3)  
The reason that the learner gives – to encourage learners to think critically and not accept everything they read as fact. (1)

### Assessment Rubric

A rubric is a set of scoring guidelines used to evaluate the learner's work and provide a valid indication of the learner's ability to achieve the specific outcome. The level descriptors should be used to justify the mark allocation given so that an accurate assessment of the learner's performance can be made. Emphasis should not be placed on the awarding of marks for correct answers but on the awarding of marks for the achievement of the performance indicator. The level descriptors ensure a more reliable and unbiased scoring of marks. This means that the rubric should be used in conjunction with the marking guideline in the assessment of the task.

Assessment category	Level 1 Not achieved  1–3	Level 2 Partially achieved  4–7	Level 3 Achieved  8–10	Level 4 Outstanding achievement  11–15
Extracts information and data from the sources relevant to selected criteria	The learner struggles to extract any salient points.	The learner extracts only a limited number of salient points.	The learner extracts some of the most salient points.	The learner extracts the salient information from the sources accurately.
Asks and answers significant questions of the sources in order to determine their reliability and usefulness	The learner is unable to ask and answer significant questions of the sources. Needs help to evaluate sources for their reliability and usefulness.	The learner asks and answers significant questions of the sources in a partially satisfactory manner. Struggles to evaluate sources for their reliability and usefulness.	The learner asks and answers significant questions of the sources in a satisfactory way. Evaluates sources satisfactorily to determine their reliability and usefulness.	The learner asks and answers significant questions of the sources in a coherent and logical way. Evaluates sources lucidly to determine their reliability and usefulness.
Compares and contrasts sources	The learner is unable to compare and contrast sources.	The learner displays weakness in the ability to compare and contrast sources.	The learner displays a satisfactory ability to compare and contrast sources.	The learner displays an excellent ability to compare and contrast sources.

### TASK 2: CREATE A POSTER

This task assesses **SO 7, AC 3**. The learner is required to address a social issue – should Columbus Day be celebrated in the United States – in order to promote social justice. The learner is to address the issue by creating a suitable poster.

#### Assessment Evidence

- Can the learner design a poster that is bold and eye-catching and easy to read?
- Can the learner create a poster with an interesting slogan, that persuades its audience to celebrate or boycott Columbus Day, using issues based on evidence?
- Can the learner demonstrate values that indicate an understanding of the negative and positive aspects of Columbus?

#### Activity 1: Create a poster

This poster not only tests knowledge but also attitudes and values. To prevent the marking from being too subjective, it would be best to mark it according to the rubric given below.

Each category is worth 4 marks.

(3 x 4 = 12)

<b>Assessment Category</b>	<b>Level 1</b> Not achieved <b>1</b>	<b>Level 2</b> Partially achieved <b>2</b>	<b>Level 3</b> Achieved <b>3</b>	<b>Level 4</b> Outstanding achievement <b>4</b>
Design and Presentation  <b>4 marks</b>	The poster is not well-designed. The poster is difficult to read. Facts are not written clearly. It is not well presented.	There is some evidence of design, but the poster does not attract attention. The poster can be read, but with some difficulty. The presentation is fair.	The poster is easy to read and attracts attention. The content is written down in a fairly logical manner. The presentation is good.	The poster is bold, easy to read and attracts attention. The content is presented clearly and logically. The presentation is excellent.
Content  <b>4 marks</b>	The content is incorrect. It fails to address the problem posed by the task.	The content is not dealt with adequately. It lacks focus and does not always address the problem posed by the task.	The content is dealt with well and addresses the problem posed by the task.	The content is focused, accurate and relevant. It clearly addresses the problem posed by the task.
Slogan and impact  <b>4 marks</b>	The learner does not provide a slogan, or provides a slogan which fails to address the issue. The poster does not persuade the reader in any way.	The learner provides a slogan which does not fully address the issue. The poster is not really persuasive.	The learner provides an apt slogan, which is eye-catching. The poster is quite persuasive, but doesn't quite achieve the desired effect.	The learner provides an appropriate slogan, which is eye-catching and interesting. The poster is persuasive. It has the desired effect.

## Activity 2: Motivation for choice of picture

### Assessment Evidence

- Can the learner provide a clear motivation for the choice of picture, indicating the power of a visual image to convey ideas?

Learners are required to provide a motivation for their choice of picture. The answers will clearly be subjective, but should attempt to address the power of a visual image to convey something good or negative, and try to show how their picture can convey such a thing.

(3)

## TASK 3: THE IMPACT OF DISEASES

### Activity 1: Answer questions

The activity assesses **SO 6, AC 4** in which the impact of disease on people is investigated by accessing information from written accounts, ascertaining the impact on the indigenous populations, and by identifying the key causal factors and relationships which contribute to the nature of the impact.

**Assessment Evidence**

- Can the learner extract relevant information from sources?
  - Can the learner demonstrate comprehension of sources?
1. Any three of the following points:
    - They were genetically and epidemiologically isolated from Europe which meant that they had not been in contact with any European diseases at all.
    - The Bering Land Bridge acted as filter, keeping out diseases from Europe.
    - They didn't really have many domesticated animals, which usually transmitted diseases to man.
    - Because they had not been in contact with any of these diseases, they had had no opportunity to develop resistance and immunity to such diseases. (3 x 1 = 3)
  2. Any three of the following:
    - warfare
    - overwork
    - suicide
    - infanticide
    - lowered fertility. (3 x 1 = 3)
  3. Smallpox had wiped out the Inca emperor and most of his family, including his heir. This had led to a struggle for power and civil war. Civil war had divided the Incas which made them easy to defeat. (3 x 1 = 3)
  4. They believed that they had been abandoned by their ancestors because of the deaths from smallpox. More open to the idea of Christianity as a result. (1)

**Assessment Rubric**

<b>Assessment Category</b>	<b>Level 1</b> Not achieved <b>1–2</b>	<b>Level 2</b> Partially achieved <b>3–4</b>	<b>Level 3</b> Achieved <b>5–6</b>	<b>Level 4</b> Outstanding achievement <b>7–10</b>
Extracts information from the sources	The learner struggles to extract any salient points.	The learner extracts only a limited number of salient points.	The learner extracts some of the most salient points.	The learner extracts the salient information from the sources accurately.
Displays comprehension of sources	The learner is unable to comprehend the sources.	The learner struggles to comprehend the sources.	The learner demonstrates a good ability to comprehend the sources.	The learner demonstrates an excellent ability to comprehend the sources.

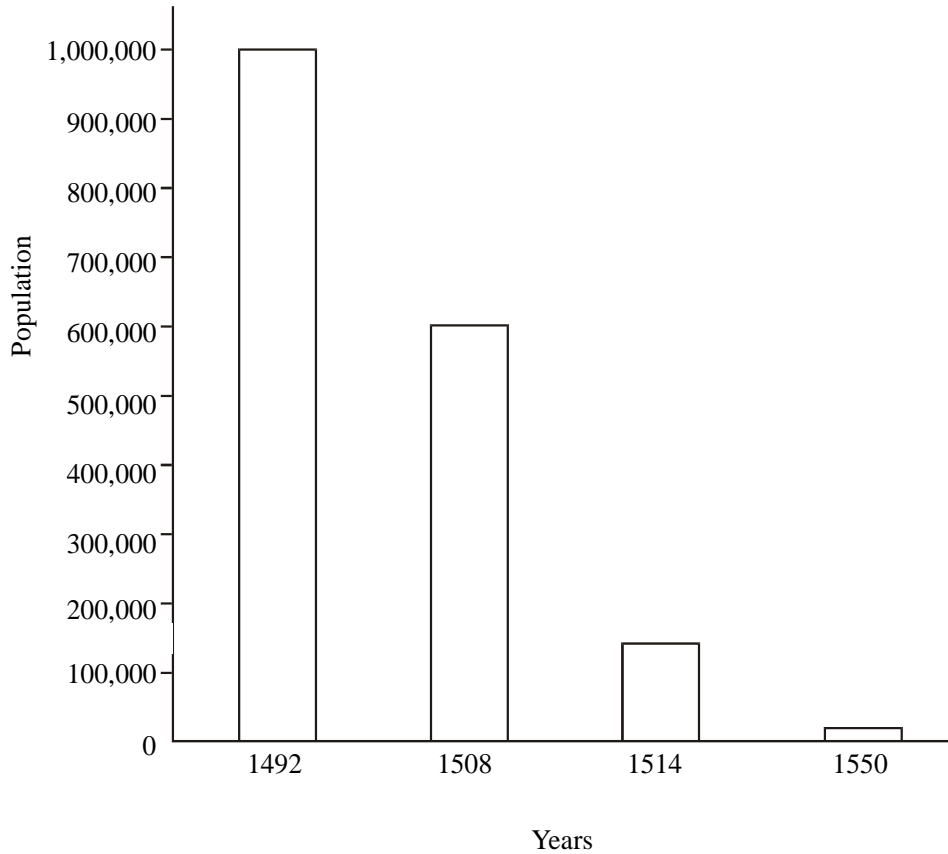
**Activity 2: Draw a bar graph**

The activity assesses **SO 9, AC 3**. The learner is required to demonstrate an ability to represent data graphically, by drawing a vertical bar graph.

**Assessment Evidence**

- Can the learner extract relevant information from a written source and translate it accurately from a source into graphically represented data?
- Can the learner represent data in the form of vertical bar graphs?

Native population in Hispaniola, 1492-1550



**Assessment Rubric**

<b>Assessment Category</b>	<b>Level 1</b> Not achieved	<b>Level 2</b> Partially achieved	<b>Level 3</b> Achieved	<b>Level 4</b> Outstanding achievement
<b>Marks out of 10</b>	<b>1–2</b>	<b>3–4</b>	<b>5–6</b>	<b>7–10</b>
Extracts information and translates it from written information into graphical data	The learner is unable to extract relevant information from the source. Fails to translate it accurately into graphical data. Glaring errors.	The learner extracts some of the relevant information. Translates it into graphical data. There are a number of errors.	The learner extracts the relevant information. Translates it into graphical data. Most of it is accurate.	The learner extracts all the relevant data from the source accurately. Translates information accurately from the source into graphical data.
Represents data graphically	The learner is unable to draw a vertical bar graph correctly, and most of the elements, namely accuracy, neatness and labelling are absent.	The learner struggles to represent data in the form of a vertical bar graph, with weaknesses displayed in most of the elements, namely accuracy, neatness and labelling; or with some elements not being represented at all.	The learner represents data in the form of a vertical bar graph, but one of the aspects – accuracy, neatness or labelling – is incorrect or not adequately represented.	The learner is able to represent data accurately, in the form of a vertical bar graph; the bar graph is correct in all its aspects – accuracy, neatness and labelling.

**Activity 3: Flow diagram**

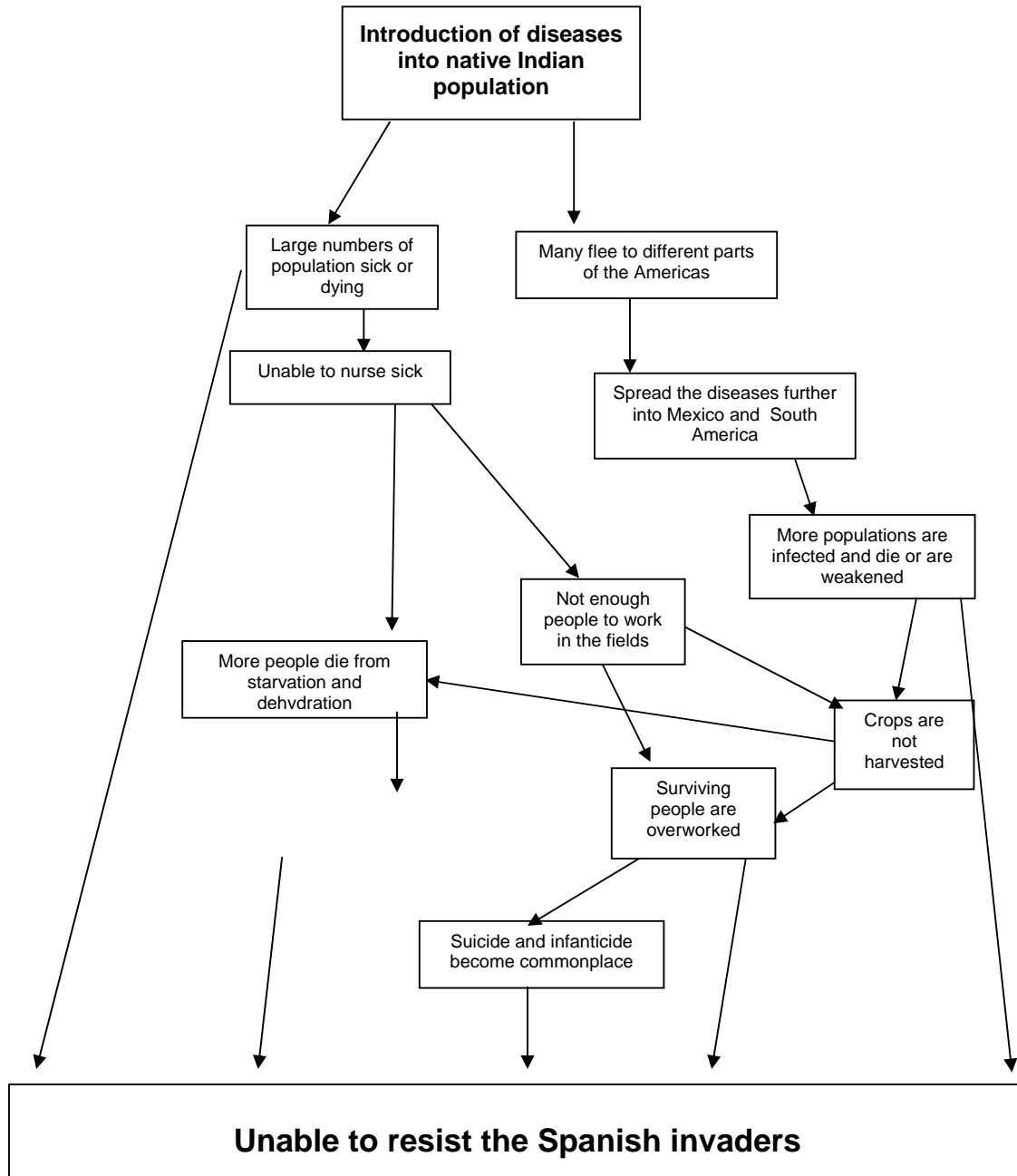
This activity assesses **SO 6, AC 4**. The learner is required to investigate the impact of disease on people.

The activity also assesses **SO 9, AC 3** as the task requires graphical organisation of information. The learner is required to translate data from written sources into a flow diagram.

**Assessment Evidence**

- Can the learner demonstrate an understanding of the impact of diseases on the native Indian populations of the Americas?
- Can the learner identify the key causal factors that led to the decimation and conquest of the native Indian populations of the Americas?

A possible response is given below but the rubric should be used to obtain a reliable score for this task.



### Assessment rubric

Mark allocation out of 10 in the rubric: emphasis is not placed on getting all the items in a particular order, but on looking at the process and determining whether the learner understands the impact of disease and is able to identify the factors that led to the decimation and conquest of the native Indian populations.

Assessment Category	Level 1 Not achieved 1–2	Level 2 Partially achieved 3–4	Level 3 Achieved 5–6	Level 4 Outstanding achievement 7–10
Access information from written sources	The learner accesses very little information from the written sources.	The learner accesses some of the information from the written sources.	The learner accesses most of the information from the written sources.	The learner accesses all the relevant information from the written sources.
Ascertain impact	The learner struggles to ascertain the negative impact of diseases on the community. Is unable to highlight the scale and scope of impact.	The learner ascertains some of the negative impact of diseases on the communities. Does not fully highlight the scale and scope of impact.	The learner ascertains most of the negative impact of disease on the communities. Highlights the scale and scope of impact.	The learner clearly and fully ascertains the negative impact of disease on the communities. Thoroughly highlights the scale and scope of impact.
Translates data into a graphic representation	The learner struggles to create a flow diagram. Many errors.	The learner creates a flow diagram, but it lacks logic and coherence.	The learner creates a good flow diagram.	The learner creates a coherent and logical flow diagram.

### TASK 4: PICTURE ANALYSIS

This task assesses **SO 9, AC 3**. Learners' competence in interpreting paintings is assessed. Learners are also required to compare sources, explaining similarities and differences.

#### Assessment Evidence

- Can the learner analyse paintings, identifying their key elements and explaining their meaning?
- Can the learner compare two visual sources, highlighting their similarities and differences?

Similarities	Differences
<ol style="list-style-type: none"> <li>1. Both show a 'discovery' or a landing at a new place.</li> <li>2. Both groups carry the flag of their country.</li> <li>3. In both pictures, one of the men is carrying a gun.</li> <li>4. The shading and the lighting in the paintings is very similar.</li> </ol>	<ol style="list-style-type: none"> <li>1. In Painting F, no indigenous inhabitants are shown.</li> <li>2. In Painting F, Columbus is set apart from the group while in G, van Riebeeck is part of a group.</li> <li>3. In Painting F, religious symbols, like the cross are dominant.</li> </ol>

(5)



2. They are both on a similar theme, the conquest of land by European colonisers. These events are shown in a similar light because in Europe the events were seen in the same way – as a positive and civilising force. (1 x 2 = 2)
3. They were trying to highlight the bravery and heroism of the actions of European explorers and settlers. They are trying to show that they brought positive aspects with them – Christianity and civilisation. (1 x 2 = 2)
4. Exploration and settlement was done in the name of the European countries. The flag symbolises both the strong power of the European colonising country as well a sense of ownership of the new land. (1)
5. It would detract from the impact of his discovery if there were other people who were already there. It might suggest that the place did not need to be discovered, because there were already people living there. (1 x 1 = 1)
6. They are shown as subservient – kneeling down and therefore lower than the settlers. The one standing up seems to be welcoming the settlers. (2 x 1 = 2)
7. Open-ended. It is possible that they would react in a subservient way, because they might have been terrified at the sight of these white settlers in ships. On the other hand, their terror may have translated into fear, and they may not have come forward to the landing point at all. (2 x 1 = 2)

### Assessment rubric

Assessment Category	Level 1 Not achieved  1–3	Level 2 Partially achieved  4–7	Level 3 Achieved  8–10	Level 4 Outstanding Achievement  11–15
Analyse a visual source	The learner is unable to analyse visual sources. Needs help in identifying the key elements of the paintings and is unable to explain their meaning.	The learner is only partially able to analyse visual sources. Identifies only a few key elements of the paintings. Struggles to explain their meaning.	The learner analyses visual sources satisfactorily. Identifies most of the key elements of the paintings and explains their meaning.	The learner analyses visual sources comprehensively. Identifies all the key elements of the paintings, and explains their meaning lucidly.
Compare and contrast sources	The learner is unable to compare two visual sources. Fails to identify similarities and differences.	The learner only partially compares two visual sources. Identifies some similarities and differences.	The learner compares two visual sources, identifying most similarities and differences.	The learner compares two visual sources well, identifying both similarities and differences.

**SECTION B****TASK 5: EXAMINING SOUTH AFRICAN HISTORY****Activity 1: Analysing how South African history was contested**

This activity assesses **SO 1, AC 2**. It requires learners to examine the pre-colonial period in South African history, and to look at how this period of history was contested by historians during the apartheid era.

It also assesses **SO 9, AC 1**, in which learners are required to work with sources in the following way:

- recognise the problematic nature of sources
- recognise that bias is inherent in knowledge and its use
- use sources and evidence to formulate an argument.

It further assesses **SO 9, AC 2**. Learners are required to make informed judgements by recognising different perspectives on an issues and distinguishing between conflicting values.

**Assessment Evidence**

- Can the learner extract information from sources?
- Can the learner use sources to prove the inaccuracy of other sources?
- Can the learner make informed and thoughtful judgments on the accuracy of sources and how they can manipulate their audience?
- Can the learner use evidence to sustain a clear line of argument?

**Possible answers to questions**

1. Sources H and I state that the white settlers and the Bantu speaking population of South Africa arrived in South Africa at the same time, in the 17<sup>th</sup> century. (1)
2. It has political intentions. It was an attempt to make people believe that because white people arrived in South Africa just before the Bantu speakers crossed over the Limpopo, whites had a legitimate claim to rule South Africa because they got here first. (2)
3. They were people who spoke the Bantu language and the early ancestors were the early Iron Age farmers who had moved southwards into Southern Africa. (1)
4. The San. (1)  
The map indicates that the San were settled in South Africa. There are no arrows to indicate that they moved from some place else. (1)
5. An artefact/physical evidence. (1)
6. All these sources can be used to show that Africans occupied South Africa long before the white settlers arrived at the Cape:

Source J – written source: The learner needs to prove that the early Iron Age farmers in South Africa were the Bantu speaking population. This is explained in Source J where it states this information. (2 x 1 = 2)

Source K – pottery heads from Lydenburg: These artefacts were found in Lydenburg in AD. Together with source F, which describes the nature of early Iron Age pottery, it is clear that this is physical evidence of the presence of the Bantu speakers in South Africa. (2 x 1 = 2)

Source L - the map: the map offers a number of instances of Iron Age settlement in South Africa, e.g. settlement on the eastern of South Africa was as early as 300 AD. Other sites indicate settlement in 350 AD, 500 AD. This shows that the Bantu speakers were in South Africa as early as 300 AD, long before the whites arrived. (2 x 1 = 2)

Source M – written source: This source provides written evidence of how archaeologists have uncovered evidence of the early presence of the Bantu speakers. (2 x 1 = 2)

All these sources of evidence prove the presence of the Bantu speakers in South Africa long before the whites arrived at the Cape.

### Assessment rubric

Assessment Category	Level 1 Not achieved	Level 2 Partially achieved	Level 3 Achieved	Level 4 Outstanding Achievement
	1–3	4–7	8–10	11–15
Extracts information and data from the sources relevant to selected criteria	The learner struggles to extract any salient points.	The learner extracts only a limited number of salient points.	The learner extracts some of the most salient points.	The learner extracts the salient information from the sources accurately.
Asks and answers significant questions of the sources in order to determine their reliability and usefulness	The learner is unable to ask and answer significant questions of the sources. Needs help to evaluate sources for their reliability and usefulness.	The learner asks and answers significant questions of the sources in a partially satisfactory manner. Struggles to evaluate sources for their reliability and usefulness.	The learner asks and answers significant questions of the sources in a satisfactory way. Evaluates sources satisfactorily to determine their reliability and usefulness.	The learner asks and answers significant questions of the sources in a coherent and logical way. Evaluates sources lucidly to determine their reliability and usefulness.
Makes informed judgments on the nature of sources	The learner is unable to make informed judgments on the accuracy of sources and how they can manipulate their audience.	The learner struggles to make informed judgments on the accuracy of sources and how they can manipulate their audience.	The learner makes solid judgments on the accuracy of sources and how they can manipulate their audience.	The learner makes informed and thoughtful judgments on the accuracy of sources and how they can manipulate their audience.
Uses evidence to construct an argument	The learner is unable to use evidence to construct an argument.	The learner struggles to use evidence in order to construct an argument. Evidence lacking.	The learner uses evidence quite well in order to construct an argument.	The learner uses evidence in a lucid and logical manner in order to construct an argument.

## Activity 2: Map analysis

This activity assesses **SO 9, AC 3**. It requires learners to read and interpret maps. Because the map reflects the movement of the Bantu speaking people into Southern Africa, it also uses **SO 1, AC 2**. It requires learners to examine the pre-colonial period, analysing when early Iron Age farmers moved into southern Africa.

### Assessment Evidence

- Can the learner read data accurately from a map?
- Can the learner interpret data accurately from a map?

### Answers to questions

1. They first moved south, and then moved west (2 x 1 = 2)
2. North west (1)
3. 10 cm  
1.3cm = 250 km  
 $10 \div 1.3 = 7.7 \times 250 = 1925$  kms (3)
4. They were farmers who need lots of rainfall to water their crops, and for their cattle, which needed to graze. (2)
5. They would have become a settled community as they needed to be in one place while their crops grew. This would take a long time. Also, as they settled, they would have become more socially organised. (2 x 1 = 2)

### Assessment rubric

Assessment category	Level 1 Not achieved <b>1–2</b>	Level 2 Partially achieved <b>3–4</b>	Level 3 Achieved <b>5–6</b>	Level 4 Outstanding achievement <b>7–10</b>
Read and interpret maps	The learner is unable to interpret a map, and has little or no knowledge of map-reading skills.	The learner struggles to read and interpret a map, demonstrating a limited knowledge of map-reading skills.	The learner is able to read and interpret a map, demonstrating a satisfactory knowledge of map-reading skills.	The learner is able to read and interpret a map comprehensively, demonstrating a clear knowledge of map-reading skills.