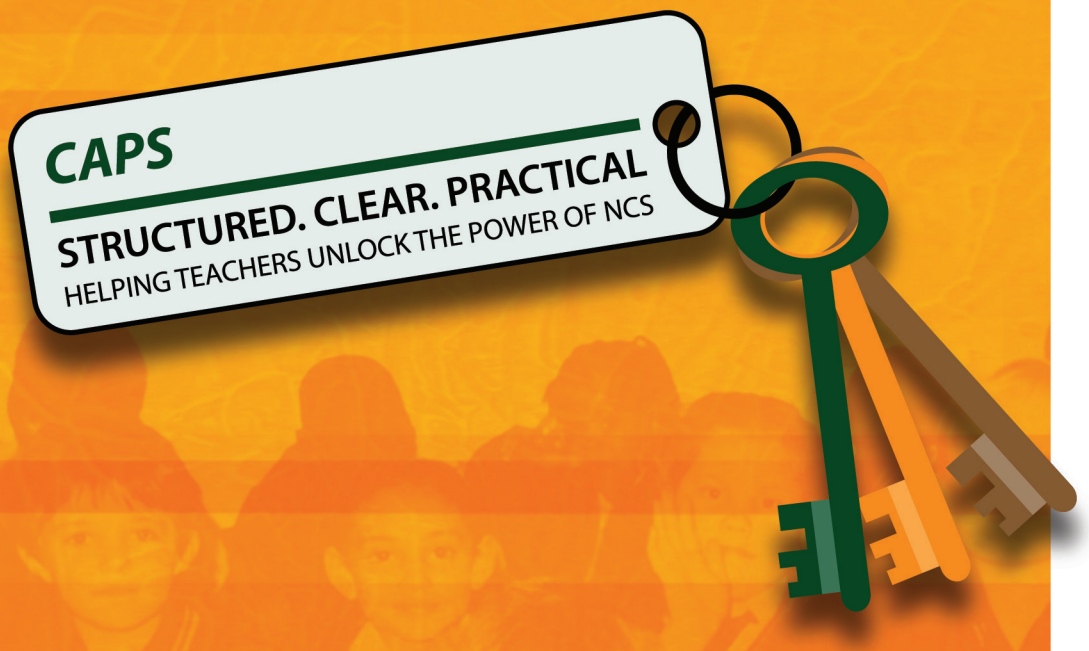
HISTORY

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Further Education and Training Phase Grades 10-12

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 10-12

HISTORY

Department of Basic Education

222 Struben Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 357 3000
Fax: +27 12 323 0601

120 Plein Street Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465 1701
Fax: +27 21 461 8110
Website: http://www.education.gov.za

© 2011 Department of Basic Education

ISBN: 978-1-4315-0581-4

Design and Layout by: Ndabase Printing Solution

Printed by: Government Printing Works

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.

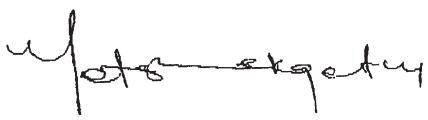
From 2012 the two 2002 curricula, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it 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.*



MRS ANGIE MOTSHEKGA, MP

MINISTER OF BASIC EDUCATION

CONTENTS

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS 3

1.1 Background 3

1.2 Overview 3

1.3 General aims of the South African Curriculum 4

1.4 Time allocation 6

1.4.1 Foundation Phase 6

1.4.2 Intermediate Phase 6

1.4.3 Senior Phase 7

1.4.4 Grades 10 -12 7

SECTION 2: INTRODUCTION TO HISTORY 8

2.1 What is History? 8

2.2 Specific Aims 8

2.3 Skills and Concepts 8

2.3.1 Tables of Skills 8

2.3.2 Concepts 10

2.4 Rationale for the organisation of the content and weighting 10

2.5 Overview of FET topics 12

SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS 13

3.1 Content for Grade 10 13

3.2 Content for Grade 11 19

3.3 Content for Grade 12 25

SECTION 4: ASSESSMENT IN HISTORY 32

4.1 What is Assessment? 32

4.1.1 Assessment in History 32

4.2 Informal or daily assessment 32

4.3 Formal Assessment 33

4.3.1 Cognitive levels and abilities covered during formal assessment 33

4.4 Programme of Assessment 34

4.4.1 Programme of assessment and weighting of tasks 34

4.4.2 Examinations 37

4.4.3 Global assessment of essays 41

4.4.4 Assessment of source-based questions 42

4.4.5 Guidelines for Grade 12 examination papers 42

4.5 Recording and Reporting 51

4.5.1 Codes and percentages for recording and reporting 51

4.6 Moderation of Assessment 51

4.6.1 Moderation in History 51

4.7 General 52

SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR HISTORY GRADES 10-12

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 the 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 in 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-fulfilment, 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)	GRADES 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 • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

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

(c) 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.

(d) 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 • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
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 Grades 10-12

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

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
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** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**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 What is History?

History is the study of change and development in society over time. The study of history enables us to understand how past human action affects the present and influences our future, and it allows us to evaluate these effects. So, history is about learning how to think about the past, which affects the present, in a disciplined way. History is a process of enquiry. Therefore, it is about asking questions of the past: What happened? When did it happen? Why did it happen then? What were the short-term and long-term results? It involves thinking critically about the stories people tell us about the past, as well as the stories that we tell ourselves.

The study of history also supports citizenship within a democracy by:

- upholding the values of the South African Constitution and helping people to understand those values;
- reflecting the perspectives of a broad social spectrum so that race, class, gender and the voices of ordinary people are represented;
- encouraging civic responsibility and responsible leadership, including raising current social and environmental concerns;
- promoting human rights and peace by challenging prejudices that involve race, class, gender, ethnicity and xenophobia; and
- preparing young people for local, regional, national, continental and global responsibility.

2.2 Specific Aims

The specific aims of history are to create:

- an interest in and enjoyment of the study of the past;
- knowledge, understanding and appreciation of the past and the forces that shaped it;
- the ability to undertake a process of historical enquiry based on skills; and
- an understanding of historical concepts, including historical sources and evidence.

2.3 Skills and Concepts

2.3.1 Table of skills

History is a process of enquiry.

A rigorous process of enquiry enables learners to acquire the eight skills that are listed in the table below. We also show, in the table, how learners can do so.

Skills	How skills can be achieved
Understand the range of sources of information available for studying the past.	By collecting information from different kinds of sources in order to provide a more complete picture. By recognising that the kind of information collected from the various sources provides different perspectives on an event. For example, by finding as many of the following kinds of sources as possible: manuscripts (handwritten diaries, letters and notebooks), printed text (books, newspapers and websites), video or film, photographs, drawings, paintings or cartoons, and oral sources (interviews, stories and songs).
Extract and interpret information from a number of sources.	By selecting relevant information for the topic being investigated or from the question being answered. By making sense of the information within its context.
Evaluate the usefulness of sources, including reliability, stereotyping and subjectivity.	By deciding on the reliability of the information. Reliability involves whether one can trust the sources, in terms of who created them and the purpose for which they were created. Identifying a stereotype involves recognising widely held but fixed or oversimplified (incorrect) ideas of what someone or something is like. Identifying subjectivity involves discovering the extent to which a source represents the particular view or circumstances of its author or creator.
Recognise that there is often more than one perspective of a historical event.	By seeing things from more than one point of view or understanding that there can be two sides to the same story. For example, the experience of everyday life or an important event in history might be different from an ordinary person's point of view to that of a leader. It can include being able to imagine oneself being in that time in the past and using information from that time to think like someone from the past. This is often described by the phrase 'walking in someone else's shoes'. (Bias is the opposite - it is one-sidedness).
Explain why there are different interpretations of historical events and peoples' actions.	By analysing and weighing up the conclusions reached, or opinions about, events or people in the past. The interpretations may be those made by different historians, textbook writers, journalists, actors or producers, for example, about the same things.
Participate in constructive and focused debate through the careful evaluation of historical evidence.	By participating in debate about what happened (and how and why it happened). Debating involves being able to talk with others about the information from the sources, and also using the information to develop a point of view. It also involves developing formal debating skills.
Organise evidence to substantiate an argument, in order to create an original, coherent and balanced piece of historical writing	By using evidence to back up an argument in a systematic way. Usually this is done by writing an essay, but it may also be done by, for example, making or completing a table, designing a diagram or chart, or preparing a speech. Coherent writing has a narrative that follows a clear order and is organised in a logical way (for example, sequence, explanation, discussion). Original (independent) writing may contain a person's own opinion or version of another writer's opinion. It is balanced if its conclusion is not one-sided or subjective. It can also be done in a debate.
Engage critically with issues of heritage and public representations of the past, and conservation.	By thinking about how the past is remembered and what a person or community or country chooses to remember about the past. It also concerns the way the events from the past are portrayed in museums and monuments, and in traditions. It includes the issue of whose past is remembered and whose past has been left unrecognised or, for example, how a monument or museum could be made more inclusive.

2.3.2 Concepts

In the study of History, the following concepts are pertinent:

- Historical sources and evidence: History is not the past itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past.
- Multi-perspectivity: There are many ways of looking at the same thing. These perspectives may be the result of different points of view of people in the past according to their position in society, the different ways in which historians have written about them, and the different ways in which people today see the actions and behaviour of people of the past.
- Cause and effect: This is the reason for events and the results of them. The consequences of something drive future events and help explain human behaviour.
- Change and continuity: Over a period of time, it is possible to contrast what has changed and what has remained the same. Closely related contrasts that are used to teach history are 'similarity and difference', 'related tothen and now', which help to make sense of the past and the present.
- Time and chronology: History is studied and written in time sequence. It is important to be able to place events in the order in which they happened. Timelines are often used to develop this concept.

2.4 Rationale for the organisation of the content and weighting

The rationale for content organisation is as follows:

- A broad chronology of events is applied in the Grades 10 -12 content, from the 17th century to the present.
- The comparative approach reveals the interconnectedness between local and world events - what happens in the rest of the world has an effect on what happens in South Africa, and vice versa. A narrative for each Grade is maintained by focusing on key events during that century or those centuries.
- Repetition of topics between Grades 7 -9 and Grades 10 -12 has been removed.
- Content overload has been addressed by cutting down on the number of topics in each grade and streamlining some topics. In Grades 10 and 11, the content coverage is now approximately 70% of what learners were expected to cover according to the NCS.
- In Grade 12, content has been reorganised more logically. However, the minimum number of topics that a NSC candidate has to cover remains the same.
- Learners gain an understanding of how the past has influenced the present and the key question for FET is: How do we understand our world today? In teaching history, it is important to demonstrate the current relevance of the events studied.

- Key questions are used to focus each topic. The purpose of this is to remind learners that:

  (a) questions convey that history is a discipline of enquiry and not just received knowledge;

  (b) historical knowledge is open-ended, debated and changeable;

  (c) history lessons should be built around the intrigue of questions; and

  (d) research, investigation and interpretation are guided by posed questions.

Weighting of the topics

Topics have equal weighting, except for Topic 1 of Grade 10, which is an introductory overview and therefore smaller than the others, and Topic 4 of Grade 11, which is larger than the others. (This is the reason why there are only 5 topics in Grade 11, while there are 6 each in Grades 10 and 12.)

Grades 10 and 11 have effectively 35 teaching weeks, excluding June and November examinations but including on-going assessment activities.

This allows for an average of six weeks per topic, plus assessment activities including those for the Programme of Assessment (POA).

In Grade 10, we suggest the following scheduling:

- Topic 1: 3 weeks;
- Topics 2, 3, 4, 5, 6: 6 weeks each; and
- Heritage assignment: 2 weeks.

In Grade 11, we suggest the following scheduling:

- Topics 1, 2, 3, 5: 6 weeks each;
- Topic 4: 10 weeks; and
- Research assignment: 1 week.

For the purposes of the Grade 12 final examination, certain aspects of the topics are designated for essay or source-based questions. Teachers must be guided by this in the way they teach the content, and in the way that candidates are prepared for the examination.

Grade 12 effectively has 25 teaching weeks in the year, excluding the June and September examinations, but including on-going assessment activities. This allows for four weeks per topic, plus assessment activities, including those for the POA.

In Grade 12, we suggest the following scheduling:

- Topics 1, 2, 3, 4, 5, 6: 4 weeks each.

2.5 Overview of FET topics

GRADE 10		
Topic no.	**Title**	**Page**
1	The world around 1600	
2	Expansion and conquest during the 15th -18th centuries	
3	The French Revolution	
4	Transformations in southern Africa after 1750	
5	Colonial Expansion after 1750	
6	The South African War and Union	

GRADE 11		
1	Communism in Russia 1900 to1940	
2	Capitalism and the USA 1900 to 1940	
3	Ideas of race in the late 19th and 20th centuries	
4	Nationalisms : South Africa, the Middle East and Africa	
5	Apartheid in South Africa 1940s to 1960s	
GRADE 12		
1	The Cold War	
2	Independent Africa	
3	Civil Society protests 1950s to 1990s	
4	Civil resistance 1970s to 1980s in South Africa	
5	The coming of democracy in South Africa, and coming to terms with the past	
6	The end of the Cold War and a new global world order 1989 to present.	

SECTION 3

The key question for Grades 10 to 12 is 'How do we understand our world today?'

3.1 Content for Grade 10

How had the world been transformed by the late 19th century?

PHASE: GRADES 10-12
TERM 1: GRADE 10 **Topic 1**: T**he world around 1600**
What was the world like around 1600? **Background and focus** At this stage, it was not at all clear that Europe would come to dominate the world. The intention is to provide a broad comparative overview of some of the major empires at this time with Europe, which was not an empire. Societies were dynamic and undergoing change - although the change was slower at that stage than after European expansion (Topic 2). In all units, include the role of women in society. The studies of the three empires should include accounts of the first contacts with Europe before conquests, when relationships were still balanced. This consists of a broad comparative overview: *China: a world power in the 14th and 15th centuries (1368 to 1644):* • the Ming dynasty: government and society; • travel and trade: ship building, navigation (compass), Chinese mariners mapping the world; trade and influence along the Asian sea routes; treasure fleet expeditions of Zheng He from 1405 to 1433; • scientific and cultural achievements of the Ming dynasty; and • China looks inwards after 1433. *Songhai: an African Empire in the 15th and 16th centuries (around 1340 to 1591)* • the Songhai Empire under Sonni Ali: government and society; • travel and trade in Songhai at the height of its power (Arab, Italian and Jewish merchants at Timbuktu); • learning and culture; and • fall of the Empire: Moroccan invasion of 1591. *India (Mughal) (1526 to 1858):* • the Mughal Empire: government and society; • trade in the Indian Ocean and Islamic world; • astronomy and technology (seamless celestial globe); • architecture in the 16th and 17th centuries: the Taj Mahal; and • Britain and the end of the Mughal Empire. *European societies:* • feudal societies; • the black death: plagues and the consequences; • travel and trade across Europe and the Baltic Sea; • art, science and technology: the Renaissance; and • changes in feudalism: emerging middle classes.

PHASE: GRADES 10-12

TERM 1: GRADE 10

Topic 2: European expansion and conquest during the 15th to 18th centuries

How did European expansion change the world?

Background and focus

This topic follows on from the previous one. Having looked at a period when it was not clear that Europe would dominate the world, this topic now explores how and why, in less than two centuries, Europe was able to colonise large parts of the world. The focus is on the early processes of colonisation and the consequences on the colonised societies, on ideas of racial superiority and on the balance of power in the world. This should be a broad overview.

Overview

- The reasons why European expansion was possible.

Case studies

The following case studies are included in this section:

- America: Spanish conquest; and
- Africa: Portugal and the destruction of Indian Ocean Trade; and the Dutch East India Company.

Each of the case studies include:

- the processes of conquest and colonialism;
- how colonisation led to the practice of slavery;
- the impact of slave trading on societies; and
- the consequences on the indigenous societies and in the world.

PHASE: GRADES 10-12

TERM 2: GRADE 10

Topic 3: The French Revolution

How did the French Revolution lay the foundations for modern democracies?

Background and focus

While colonialism and slavery flourished in the 18th century, the foundations of modern democracy were also being established. It is important to consider the ideas of liberty, equality, fraternity and individual freedom in the late 18th century, and to understand what these meant in societies of the time. The conditions in France that caused the revolution in 1789 should be put into context regarding why revolutions did not occur in a reforming monarchy such as the United Kingdom, or in Russia.

The following is to be covered in this topic:

France in 1789:

- what is a revolution?
- the conditions in France that made a revolution probable by 1789.

The causes and the course of the revolution:

This includes:

- casting off the *ancient regime*: the new ideas of liberty, equality, fraternity and individual freedom; and the meaning of these in the context of the late 18th century;
- the significant events during the Revolution;
- the role of ordinary people in the Revolution;
- the impact of the revolutionary ideas on the rest of the world; and
- the reasons for international opposition to the revolutionaries in France.

Napoleon, the reaction against democracy and the modernisation of France

Case study: the spread of revolutionary aspirations:

- ideas of liberty and slavery in the French colonies: Haiti and Toussaint L'Ouverture.

Legacies

- the legacy of the French Revolution in the 19th century and today.

PHASE: GRADES 10-12

TERMS 2 AND 3: GRADE 10

Topic 4: Transformations in southern Africa after 1750

What transformations took place in southern Africa after 1750? Debates about the emergence of new states

Background and focus

Southern Africa experienced transformation in the 18th and 19th centuries. This was the period that became known as the 'mfecane'. This unit reflects research that helps us to understand how and why transformation occurred at this time. Shaka was regarded as being the major cause of conflict during this period. However, historians are moving away from the idea of mfecane/difaqane, which is linked to outdated, colonial-era ideas of the centrality of the 'wars of Shaka'. Wars and disruptions took place, but most of them were not caused by Shaka and the Zulu. This unit investigates the recent research and explores the ways in which historical myths are constructed.

The following is to be covered in this topic:

- **What was South Africa like in 1750?;**
- **Political changes from 1750 to 1820**
  - interior: expansion of southern Tswana chiefdoms; and
  - in the east: the rise of the Ndwandwe kingdom under Zwide;
- **Political revolution between 1820 and 1835**
  - in the east: break-up of the Ndwandwe kingdom and rise of the Zulu state and its consolidation under Dingane;
  - northern interior: rise of the Ndebele kingdom under Mzilikazi;
  - southern interior: role of Boer, Kora and Griqua raiders; emergence of Sotho kingdom under Moshoeshoe and his relations with his neighbours; and
  - other states and paramountcies: Gaza, Swazi, Pedi, Mpondo, southern Tswana.

Legacies

How has Shaka been remembered?

- how Shaka has been portrayed - past and present (or representations of Shaka);
- sources/evidence for our histories of Shaka; and
- why was Shaka portrayed in this way?

Notes for this unit

The Ndwandwe kingdom was the dominant force in the east from 1750 to 1820. The kingdom's role has been neglected because its history has been overshadowed by the successor Zulu state. Historians of this period feel that it is important that the Ndwandwe be put included in our study of the history of this time.

According to the new view, the Zulu kingdom emerges as one of several important African states. It was the product rather than the cause of a long period of political upheaval. Mzilikazi is usually seen as a refugee from Shaka. More accurately, he moved away to escape upheavals caused by the Ndwandwe-Mthethwa Zulu wars. The career of his migrant, predatory kingdom was far more disruptive than that of the Zulu kingdom.

The Gaza kingdom under Shoshangane in southern and central Mozambique is another state that has been neglected in South African history, even though it exercised considerable influence on the history of what are now the Mpumalanga and Limpopo provinces. In terms of the geographical area that this kingdom occupied, it was the biggest of the African states of this period.

PHASE: GRADES 10-12

TERM 3: GRADE 10

Topic 5: Colonial expansion after 1750

How did colonial expansion into the interior transform South Africa?

Background and focus

The focus is on the impact that the demands of the emerging capitalist economy in Britain had on societies in southern Africa. During this period, southern Africa was drawn into the world economy. A link can be made with the French Revolutionary wars, with Britain having taken control of the Cape in 1795, as well as the consolidation of British control and the impact this had after 1806. Review how the slave trade stimulated Britain's Industrial Revolution, enabling it to develop the technologies of colonialism. A broad understanding rather than detail is needed.

Co-operation and conflict on the Highveld focuses on the fragility of the Boer Republics and the conflicts and alliances between the Boers and the Highveld chiefdoms, in particular with Moshoeshoe. Moshoeshoe emerges at this time as a skilful tactician, balancing military strategy with a policy of generosity in victory, diplomacy and negotiation in his dealings with other African leaders, as well as the Boer trekkers, the British colonisers and the missionaries. Moshoeshoe is celebrated in praise poetry as a military strategist, diplomat, negotiator, reconciler and nation builder.

The following is to be covered in this topic:

Britain takes control of the Cape

- indigenous population: driven out or drawn into the labour force;
- changing labour patterns: Ending of the slave trade (1807) and slavery (1834) at the Cape and control of labour;
- expanding frontiers and trade;
- Boer response to British control: trekking into the interior; and
- Xhosa responses: co-operation and conflict, including the Cattle Killing.

The Zulu kingdom and the colony of Natal

- the need for a controlled labour force: indentured Indian labourers (sugar); also labourers for railways and coal; and
- the Anglo-Zulu wars.

Co-operation and conflict on the Highveld

- the Boer Republics, and the Basotho kingdom under Moshoeshoe, as a case study.

PHASE: GRADES 10-12

TERM 4: GRADE 10

Topic 6: The South African War and Union

How did the period 1899–1910 shape 20th century South Africa?

Background and focus

This topic investigates the ways in which the politics and culture of the Boer Republics clashed with the modernising thrust of the Uitlanders on the rapidly growing Reef in the late 19th century. Study of the section on the South African War from 1899 to 1902 needs to reflect recent research. The topic ends with the Union settlement in 1910. The Union laid the foundation for white co-operation at the expense of black South Africans (in terms of franchise and land). It resulted in the consolidation of white rule, and thereby paved the way for a system of racial capitalism. The Land Act was the precursor (forerunner) to Apartheid land settlement, which resulted in forced removals, with their social and economic consequences.

The following is to be covered in this topic:

Background to the South African War: mining capitalism (broad overview)

The following are included:

- South Africa on the eve of the war - review the developing of mining and the impact mining had on the Witwatersrand;
- influx of capital and development of mining companies and stock exchange, as well as technologies;
- Britain's position as the world's international financier;
- emergence of classes: capitalists, the middle class and workers;
- the forming of a migrant labour system that had deep and far-reaching repercussions for South Africa and the entire region;
- creation of a racially divided industrial labour force - the legislation of job reservation and low black wages, creating structural insecurity for white workers and breeding racism; and
- the responses of African societies to the demand for labour.

The South African War from 1899 to 1902

This section includes the following topics:

- build up to the War:
  - Britain's increasing interest in South Africa with the discovery of minerals; and
  - political and economic struggle for control of the goldfields.
- two phases of the War (broad overview);
- scorched earth policy;
- British concentration camps - experiences of Afrikaners;
- role and experiences of women in the war;
- role and experiences of black South Africans in the War; and
- the end of the war: peace negotiations

The Union of South Africa 1910 (a brief overview)

The Natives Land Act of 1913

This section includes:

- economic and social impact - Sol Plaatje; and
- the precursor of the Apartheid pattern.

3.2 Content for Grade 11

How do the concepts imperialism, capitalism, communism, racism and nationalism define the century 1850 to 1950?

PHASE: GRADES 10-12
TERM 1: GRADE 11
Topic 1: Communism in Russia 1900 to 1940
How was communism applied in Russia under Lenin and Stalin?
Background and focus
In this topic, as well as the next, the rise of the two economic systems that dominated the 20th century: communism and capitalism is analysed. This topic aims to provide an understanding of Marxism, socialism and various forms of communism in the context of the Soviet Union. The 1905 Revolution can be regarded as the prelude (lead-up) to the 1917 Bolshevik Revolution: Trotsky was involved in setting up the St Petersburg soviet in 1905. Lenin observed the events from exile and adapted his own revolutionary theory.
The following is to be covered in this topic:
• What is communism?;
• The writings of Karl Marx;
• 1905 revolution: the issues that led to the revolution;
• The link between the 1905 and 1917 revolutions: mass participation of workers and peasants; Trotsky's role; and the influence on Lenin's revolutionary theory;
• The February and October revolutions of 1917: political, economic and social causes;
• The civil war and war communism;
• Lenin seizes control of the state; the Party as the vanguard (head) of the proletariat;
• Lenin's interpretation of Marxism: Marxism-Leninism;
- The NEP: the adaptation of Marxism;
• Women and the Russian Revolution;
• Death of Lenin and the power struggle: national versus internationalism (Trotsky and Stalin);
• Stalin's interpretation of Marxism-Leninism;
- collectivisation and industrialisation;
- political terror - purges and show trials of the 1930s.
- the effect of Stalin's Stalin's policies on the Soviet people;
- women in the Soviet Union under Stalin; and
• the coming of the Second World War.

PHASE: GRADES 10-12

TERMS 1 AND 2: GRADE 11

Topic 2: Capitalism in the USA 1900 to 1940

How did the Great Depression in the USA bring about a crisis of capitalism?

Background and focus

Having looked at socialism in the previous topic, we now investigate capitalism as it developed in the USA. We consider the crisis of capitalism that occurred as a result of the Great Depression. At the time of conception, Roosevelt's New Deal was criticised by some for bringing in socialism. Learners must analyse these criticisms, which relate to the New Deal Programmes that were set up to bring about relief, recovery and reform. Could Roosevelt's form of state intervention to create jobs, as well as the welfare system he set up, be considered socialist reform, and did he thereby undermine the capitalist system in the USA?

This section includes the following:

- the nature of capitalism in the USA - entrepreneurial and competitive; with rugged individualism; free market; and with minimal state control over business;
- the American dream of individual possibilities - 'rags to riches';
- capitalist boom of the 1920s: strengths and weaknesses in the US economy;
- USA society in the 1920s;
- Wall Street crash of 1929: reasons for and economic and social impact;
- election of Roosevelt: offering a New Deal;
- analysis of the New Deal: legislation and programmes for relief, recovery and reform;
- opposition to the New Deal: analysis of the criticism;
- assessment of the New Deal: to what extent did it weaken or strengthen USA capitalism;
- outbreak of the Second World War and the economic recovery of the USA;
- impact of and responses to the crisis of capitalism in the USA in other parts of the world, such as Germany and Japan; and
- conclusion: the cyclical nature of capitalism.

PHASE: GRADES 10-12

TERM 2: GRADE 11

Topic 3: Ideas of Race in the late 19th and 20th centuries

What were the consequences when pseudo-scientific ideas of Race became integral to government policies and legislation in the 19th and 20th centuries?

Background and focus

This topic the theories of race and eugenics that were widespread in the 19th century, how these ideas developed and how different counties applied them. The unscientific bases on which these theories rested have been discredited by modern genetic research: there are no racial differences between people. The theories were a social construct. The danger of these theories when they became part of what was accepted as common sense knowledge, or accepted wisdom, needs to be highlighted: prejudice, stereotyping, loss of dignity, dehumanising of people and their use to justify colonialism, discrimination and genocide on the basis of race in many parts of the world.

Notions of race were applied in different ways, as the two case studies illustrate. We consider whether Australia applied eugenics policies towards indigenous Australians. Eugenics focuses on 'breeding the best with the best'. In Australia there was a policy of assimilation, of 'breeding out blackness' in what were then termed 'half-caste' children. In Germany, on the other hand, racial laws and eugenics policies were intended to achieve a racially pure German master race. This raises issues of how 'nation' is defined: Who belongs to a nation and who is excluded? By which means are some people excluded?

Theories and practice

The following are included in this section:

- notions about the hierarchies of race in the 19th century;
- explanation of eugenics: positive (family planning) and negative eugenics (selective breeding);
- modern understanding of race: human genome project; and
- practices of race and eugenics in the USA, Australia, Namibia and South Africa (broad overview).

Case study: Australia and the indigenous Australians

The following are included in this section:

- background: the colonisation of Australia;
- race theories in Australia in the early 20th century: debates around 'racial suicide and racial decay';
- white immigration policies and children from Britain sent to Australia after the Second World War; and
- the stolen generation: treatment of 'mixed race' children: Dr Cecil Cook and A.O. Neville - assimilation programmes for 'breeding blackness out'.

Case study: Nazi Germany and the holocaust

The following are included in this section:

- Hitler's consolidation of power from 1933 to 1934;
- Nazi racial ideology: drawn from colonial anthropologists in Namibia and eugenics in the USA;
- The creation of a racial state in Germany:
  - defining the German nation in relation to the 'other'; and
  - applying racial and eugenics laws and policies - purifying the nation;
- Groups targeted by the Nazis:
  - Jews, Roma and Sinti (gypsies), dark-skinned German people: and
  - Communists, Socialists, Social Democrats, and trade union leaders, Jehovah's Witnesses and thousands accused of 'asocial' or criminal behaviour, as well as homosexual people; and
- Choices that people made:
  - perpetrator, bystander, resister, rescuer and the nuances between them - can a perpetrator be at the same time a rescuer; what makes a bystander become either a perpetrator or a rescuer?;
  - responses of persecuted: exile, accommodation and defiance;
  - from persecution to mass murder: the Final Solution;
  - the creation of labour and extermination camps; and
  - forms of justice: the Nuremberg Trials.

PHASE: GRADES 10-12

TERM 3: GRADE 11

Topic 4: Nationalisms - South Africa, the Middle East and Africa

When is nationalism beneficial and when is it destructive*?*

Background and focus

This topic investigates the two faces of nationalism: the positive and negative. The concept of nationalism needs to be studied as a phenomenon that changed form during the Second World War, but has a long history. The origins of nationalism lie in Europe, including the unification of Italy and Germany and the revolutions of 1830 and 1848. The focus should be on understanding where nationalism comes from, in this topic.

European empires provoked the emergence of nationalism in Africa through colonisation and the destruction of identities. For indigenous people, nationalism was a system of self-defence, whereby they aimed to unify commonly oppressed peoples.

Nationalist struggles in many regions were influenced by the Cold War. When investigating Arab and Jewish nationalism in the Middle East, learners must be aided in their understanding of nationalisms in this region from both perspectives.

What is nationalism?

This section includes:

- the origins of nationalism: a brief overview of the modern origins of nationalism in Europe
- nationalism's link with the Industrial Revolution
- the rise of the middle class, which tended to initiate nationalist movements
- the theory of nationalism as an imagined community.

Case study: South Africa

Rise of African nationalism

- the African Peoples Organisation and the formation of the South African National Natives Congress (SANNC, renamed ANC in 1924) in 1912, and the call to unite the African peoples of South Africa in the light of the Union of South Africa and the Land Act; alliance of professional people and traditional leaders, speaking on behalf of all South Africans;
- influence of World War II - the Atlantic Charter and AB Xuma's African claims, as well as the returning soldiers;
- different types of African nationalism - Africanism of the ANC Youth League and the PAC split, following the Freedom Charter, which widened the definition of the 'nation' in the 1950s and beyond; as well as the role of 'national reconciliation' and 'nation-building' after Nelson Mandela's release from prison.

Rise of Afrikaner nationalism

- the rise of Afrikaner nationalism;
- the Afrikaans language movement, social and cultural movements (FAK, Broederbond and the media), as well as the programme of economic affirmative action in the 1920s and 1930s;
- definition of the *Volk*, its relation to class and race issues in education, labour and religion; and
- nationalism in power - towards Apartheid.

Case study: The Middle East

This section includes:

- nationalisms: origins of Arab nationalism and Jewish nationalism;
- the Balfour Declaration;
- origins and establishment of the state of Israel after the Second World War and the 1948 War;
- different interpretations of the war: the Palestinian and Israeli perspectives on the 1948 War;
- broader Arab nationalism in the region: Jordan, Egypt and Syria;
- the question of Palestine - conflict of nationalist aspirations between Palestine and Israel; and
- the Arab-Israeli conflict - the issue of refugees; military occupation of the West Bank; responses of Israelis and Palestinians; Intifadas and peace processes between 1979 and 2000; as well as the roles of USA, Palestinian and Israeli leaders.

Case study: From 'Gold Coast' to Ghana

This section includes:

- early nationalism among the educated elite - 1930s intellectuals began to give a socialist interpretation to their nationalist aspirations; there was a growth of trade unionism among city workers;
- resistance tactics - 1937 nationwide strike of cocoa farmers and boycott of British goods;
- influence of the Second World War on nationalism;
- growth of mass-based movements after the Second World War - trade union movements, traders and ex-servicemen; support for educated minority;
- Kwame Nkrumah: Pan-Africanism and the influence of Marcus Garvey, WEB du Bois and George Padmore; and African socialism; and
- the Convention Peoples' Party; 1957 independence; and Nkrumah becomes Prime Minister; and
- Ghana's beginning as an independent nation.

Review: The positive and negative features of nationalism

In this section includes:

- debates about nationalism, and critiques - the role of nationalism during the struggle; how did nationalist movements behave when in power?; why does nationalism persist?;
- the positive face of nationalism - unifying fragmented, fractured societies through a sense of belonging and identity;
- by definition, nations have borders; and
- destructive face of nationalism: identity, exclusion, xenophobia, war and ethnic cleansing (post-1990 Eastern Europe).

PHASE: GRADES 10-12

TERM 4: GRADE 11

Topic 5: Apartheid South Africa 1940s to 1960s

How unique was Apartheid?

Background and focus

This topic is connected to Topic 3. When learners answer the question about the uniqueness of Apartheid, they should discuss segregation policies that are outlined in this section. Apartheid, however, was a policy that economically benefitted white South Africans at the expense of black South Africans. The labour movement at the time emphasised class rather than race, but the National Party overwhelmingly wanted to replace it with the term 'race'. In overcoming Apartheid, there needs to be an understanding of the strategies of resistance by South Africans, drawn from various and diverse social movements (for example, Gandhi's movement, CPSA, the trade unions of the 1940s and 1950s, the Unity Movement, street committees and indigenous culture of collective co-operation). The strategies include passive resistance, non-cooperation, consumer boycotts, stayaways, strikes, civil disobedience and the formation of alliances. These strategies are also seen within a broader world context of resistance to inequality and insufficient civil rights.

This section includes:

- Introduction - the global pervasiveness of racism and segregation in the 1920s and 1930s;
- Segregation after formation of the Union:
  - 1920s and 1930s - how did segregation lay the foundations for Apartheid?;
  - segregation policies in the 1930s and 1940s (broad overview);
- National Party victory 1948:
  - what was Apartheid?;
  - how did Apartheid different from segregation?; and
  - why did the National Party adopt the policy of Apartheid?;
- legalising Apartheid - the creation of the Apartheid state, including the laws against multi-racial labour unions and the banning of the Communist Party in South Africa;
- overcoming Apartheid - the nature of internal resistance to Apartheid before 1960;
- from petitions to the Programme of Action - orientation towards mass mobilisation; strengthening the ANC by forming alliances;
- how this resistance was part of a wider global resistance to racism, the erosion of human rights and civil liberties;
- the response of the Apartheid state: repression in the 1950s;
- what was the impact of the Sharpeville massacre?;
- armed conflict;
- Rivonia Trial (1964) and its consequences (resistance driven underground);
- review - 'Apartheid' becomes an international word; putting South Africa within a broader world context in relation to the uniqueness of Apartheid.

3.3 Content for Grade 12

What is the nature of the post-Second World War world?

PHASE: GRADES 10-12
TERM 1: GRADE 12
Topic 1: The Cold War
How did the Cold War period shape international relations after the Second World War?
Background and focus
After the Second World War, there was a struggle between two world powers. Why was it called the 'Cold' War? The reason lies in the threat of new and even deadlier weapons of nuclear technology that prevented outright open warfare. The Cold War was characterised by conflict through proxy wars, the manipulation of more vulnerable states through extensive military and financial aid, espionage, propaganda, rivalry over technological, and space and nuclear races, and sport. Besides periods of tense crisis in this bi-polar world, the Cold War deeply affected the newly independent countries in Africa and the liberation struggles in southern Africa from the 1960s until the 1990s, when the USSR was dismantled.
The origins of the Cold War (Overview; source-based questions; a broad narrative)
This section includes: • End of World War II (introduction) - why did a Cold War develop? • USSR and USA and the creation of spheres of interest: - installation of Soviet-friendly governments in satellite states; - USA's policy of containment: Truman Doctrine and Marshall Plan; - Berlin Crises from 1949 to 1961 (broad understanding of the crises); and - opposing military alliances: NATO and Warsaw Pact (broadly); • containment and brinkmanship: the Cuban crisis (as an example of containment and brinkmanship); and • who was to blame for the Cold War? (interpretation; differing points of view)
Extension of the Cold War
Case study: China (examined each year as an option to Vietnam.)
How did China rise as a world power after 1949?
This includes: • introduction: establishment of Communist China in 1949 and events leading up to 1949 (not examinable); • cultural revolution; • Chinese relations with the Soviet Union and the USA from 1949 to 1973 (clash of ideologies rather than individual events); • China's changing relationships with neighbouring states - Tibet, India, Vietnam and Taiwan; • to what extent was China established as a superpower by the time of Mao's death?; • explain why China tried to improve relations with the USA after 1970; and • conclusion - impact of China's economic liberalisation on relations with the rest of the world since Mao's death until the present.

Case study: Vietnam (Examined each year as an option to China)

How was a small country like Vietnam able to win a war against the USA? (1954 to 1975)

This section includes :

- background - overview of the struggle against colonial powers prior to the second World War; and
- the period immediately after the war in Vietnam.

Stages in the War:

- 1957 to 1965 - Struggle in Vietnam between the South Vietnamese army and the communist-trained rebels (also known as the Viet Cong);
- 1965 to 1969 - North Vietnamese-USA struggle (including the nature of the Vietnamese war against the USA);
- the war from a Vietnamese and USA perspective;
- the war as a global issue;
- 1969 to 1975 - USA withdrawal from Vietnam (the impact on USA politics; student movements; link to Topic 3); and
- Conclusion : How the war is remembered today in the USA and Vietnam?

PHASE: GRADES 10-12

TERM 1: GRADE 12

Topic 2: Independent Africa

How was independence realised in Africa in the 1960s and 1970s?

Background and focus

This topic compares two forms of states that emerged from nationalist movements in the 1960s. The Congo was used as a tool in the Cold War. This left a legacy that continues today. Tanzania developed as a socialist state, implementing ideas of African socialism. The focus is on the political, economic, social and cultural successes and challenges that countries faced in Africa after independence, illustrated by the Congo and Tanzania.

The following is to be covered in this topic:

What were the ideas that influenced the independent states?

- This section includes different forms of government (political ideologies and economies), such as African socialism, capitalism, democracy and one-party states

Comparative case studies (1960 to 1980) as examples to illustrate the political, economic, social and cultural successes and challenges in independent Africa (1960 to 1980). The case studies are not meant to be seperately examined.

- the Congo (became a tool of the Cold War); and
- Tanzania (African socialism)

The successes and challenges faced by independent Africa?

- the kind of states that emerged - their aims and visions (political ideologies);
- political including:
  - types of leaders: Lumumba, Mobuto Sese Seko, Nyerere (What are the qualities of a good leader?);
  - legacies of colonialism;
  - types of government; and
  - political stability and instability;
- economic including:
  - types of economies (as third world countries)
- social and cultural including:
  - benefits of independence;
  - education; and
  - Africanisation.

What was the impact of the internal and external factors on Africa during the time?

Africa in the Cold War: USSR, USA, Cuba, China and South Africa

Case study: Angola

The case study will include:

- introduction: how Africa was drawn into the Cold War (broadly);
- competing spheres of influence - trade, conflict and aid;
- Angola: colonialism and independence (broad overview);
- outbreak of civil war in 1974
  - MPLA and UNITA
- reasons for and nature of involvement in Angola (USSR, USA, Cuba, China and South Africa);
- impact on regional stability;
- significance of the Battle of Cuito Cuanavale 1987 and 1988;
- the changing nature of international relationships after 1989

PHASE: GRADES 10-12

TERM 2: GRADE 12

Topic 3: Civil society protests 1950s to 1970s

What forms of civil society protest emerged from the 1960s to 1990?

Background and focus

The Second World War had been fought to attain democracy but it did not deliver lasting peace or a better society. After the war, women in growing economies were beginning to do paid work outside the home, youth were more critical of their parents' generation and increasingly became aware of injustices, racism and human rights violations; a counter culture started to emerge.

The section on women's identity in South Africa is closely linked with the study of Apartheid in Grade 11 (Topic 5). In this section, learners should analyse the civic action taken in the context of the overall theme of this topic.

The following is to be covered in this topic:

Introduction: Overview of civil society protests

- Women's liberation and feminist movements in the 1960s and 1970s: a middle class movement in industrialised countries;
- Women's identity in South Africa from the 1950s to 1970s – black women see themselves first as black, and white women see themselves first as white; trade unionism, women workers, their economic role in the rural areas and in the informal sector; as political anti-pass campaigners, initiatives taken within the liberation struggle, including the middle class Black Sash;
- the peace movements: disarmament; students and anti-war movements; and
- civil rights movements.

Case Study: the US Civil Rights Movement

This section includes :

- Reasons and origins of the Civil Rights Movement in the USA (background information only);
- The role, impact and influence of Martin Luther King Junior; and the influence of passive resistance (Gandhi) on Martin Luther King;
- Forms of protest through civil disobedience: Montgomery bus boycott, sit-ins, marches including to Lincoln Memorial, Birmingham campaign and Selma-Montgomery marches;
- School desegregation: case study (Little Rock, Arkansas); and
- Short-term and long-term gains.

Case Study: the Black Power Movement

This section includes :

- Reasons for the movement;
- Black Panther;
- Roles of Stokely Carmichael and Malcolm X; and
- Short-term and long-term gains.

Conclusion

Overview of the progress, if any, that was made towards equality and civil rights by the civil rights and Black Power movements.

PHASE: GRADES 10-12

TERM 2: GRADE 12

Topic 4: Civil Resistance in South Africa 1970s to 1980

What was the nature of the civil society resistance after the 1960s?

Background and focus

We continue studying the narrative of resistance to Apartheid that we began Grade 11. As this period was also covered in Grade 9, the focus here is on the Black Consciousness movement and the ideas of Steve Biko. The events of 1976 should not be covered in-depth, but as part of the debates around the influence of the Black Consciousness Movement on pupils in schools and, in particular, on the Soweto uprising. The Soweto uprising is not studied in full here, because it was it was covered in Grade 9.

The pressure on the Apartheid government in the 1980s links the wide-ranging internal resistance with the anti-Apartheid movements outside of South Africa.

Introduction (not for exam purposes)

- Nature of the Apartheid state in the 1970s and 1980s; and
- Opposition - underground, in prison and in exile.

The challenge of Black Consciousness to the Apartheid state

This section includes :

- The nature and aims of Black Consciousness;
- the role of Steve Biko with the emphasis on his ideas and writing (personal complexes are confining; people empower themselves);
- Black Consciousness Movement (BCM);
- Black Consciousness was at first perceived by the government as in accord with Apartheid theories of 'own affairs'; the challenge posed by the ideas of Black Consciousness to the state;
- The 1976 Soweto uprising (not the events but the debates about whether or not the students were influenced by Black Consciousness thinking); and
- The legacy of Black Consciousness on South African politics.

The crisis of Apartheid in the 1980s

Government attempts to reform Apartheid

- Contradictions of Apartheid emerge; the pass system breaks down; labour movements become more powerful; the economy is dependent on black labour;
- The 1982 urban Bantu Authorities Act - attempt to give more power to local councillors in the townships; the tricameral system.

Internal resistance to reforms:

- Growing power of trade union movement from 1973 - black workers rediscover their power of labour; rapidly growing membership; political alliance formed with communities and liberation movements; and
- Response to Botha's 'reforms' - new methods of mobilisation; labour's 'rolling mass action'; mass civic action to make the country ungovernable (role of civics, UDF, Mass Democratic Movement, End Conscription Campaign and Black Sash).

International response

- International anti-Apartheid movements ;
  - Anti-Apartheid movements in Britain and Ireland;
  - Activities of the movements: sports boycott; cultural boycott; academic boycott; consumer boycott; disinvestment; sanctions; release Mandela campaign; role of the international trade unions; and
  - Support for the anti-Apartheid struggle in Africa - frontline states (Angola, Botswana, Mozambique, Tanzania, Zambia and Zimbabwe).

The beginning of the end:

- The South African economy in trouble: South Africa felt the bite of international sanctions, disinvestment as as well as boycotts that coincided with internal mass resistance.

PHASE: GRADES 10-12

TERM 3: GRADE 12

Topic 5: The coming of democracy in South Africa and coming to terms with the past

How did South Africa emerge as a democracy from the crises of the 1990s, and how did South Africans come to terms with the Apartheid past?

Background and focus

This topic focuses on the debates around the negotiating process between the ANC and the government; the stalemate in the struggle (in the context of the end of the Cold War); the compromises made on both sides; the need for reconciliation; the context of violence that threatened the negotiating process and the success of the negotiations, which was not the work of one person but rather a team effort on both sides. It concludes with the choices made in the process of coming to terms with the past, and includes investigating:

- why SA chose the TRC process and
- a consideration of its alternatives.

This section includes:

The negotiated settlement and Government of National Unity

- The beginning of the solution: secret negotiations with the ANC-in-exile and negotiations with Mandela; 1989 to 1991: unbanning of organisations; release of political prisoners; release of Mandela; debates around negotiations, including talks about talks and Chris Hani's objection to the talks; CODESA I; the role of the labour movement in negotiations; and the ANC giving up the armed struggle;
- Breakdown of negotiations: 'Whites only' referendum - De Klerk solution; violence in the 1990s and debates around the violence; CODESA breaks down; Record of Understanding; Joe Slovo and the Sunset Clause;
- Multi-party negotiation process resumes: formal multi-party negotiations resumed; murder of Chris Hani; significance to the process; date of elections set;
- Ongoing violence: attempts to derail negotiations flares up after agreements are reached; AWB invasion of World Trade Centre; St James Massacre; killing at the Heidelberg Tavern;
- Final road to democracy in 1994: violence again; fall of Mangope and Gqozo and the Bophuthatswana shootings; Inkatha Freedom Party March to Shell House and Shell House Massacre; the Constitution and the Bill of Rights; Freedom Front and IFP join elections; 27 April elections and the Government of National Unity.

How has South Africa chosen to remember the past?

This section includes:

The Truth and Reconciliation Commission.

- **Reasons for the TRC;**
- Various forms of justice: retributive justice and the Nuremberg trials in post-War Germany; restorative justice and the TRC hearings;
- The debates concerning the TRC:
  - positive aspects: TRC as an instrument of reconciliation;
  - amnesty provisions and problems with amnesty;
  - focus on human rights of 1980s and ignoring institutional violence and the human rights abuses of Apartheid; and
  - reparations; and
- responses of political parties and reasons for the responses to the TRC and the final report of the TRC: National Party, Inkatha Freedom Party and African National Congress.

Remembering the past: memorials

- How has the struggle against Apartheid been remembered? (Appropriate museum or memorial, examples include Freedom Park at national level, Thokoza monument at local level.)

PHASE: GRADES 10-12

TERM 3: GRADE 12

Topic 6: The end of the Cold War and a new world order 1989 to the present

How has the world changed since the 1960s?

Background and focus

The first section focuses on the extent to which Gorbachev's reforms might be seen as the trigger to the disintegration of the USSR, and the need to balance Gorbachev's influence with the other events in Eastern Europe at the time, particularly Poland. Why was it that Poland was able to gain significant concessions from the Soviet Union? This section also includes a study of the significance of the fall of the Berlin Wall, especially for the disintegration of the Soviet Union.

How did events in Europe - together with the other pressures on the Apartheid government (in Topic 4) - contribute to the ending of Apartheid?

The topic next examines the new world order that emerged after the fall of the Soviet Union. This section should be dealt with broadly rather than in great detail. Learners need to understand emerging economic trends and the responses to contemporary events.

The end of the Cold War: The events of 1989

This section includes:

- Gorbachev's reforms in the Soviet Union;
- Eastern Europe:
  - events in Poland - significance of 'Solidarity';
  - the significance of events in Poland for the decline of Soviet influence in Eastern Europe; and
  - Germany: the fall of the Berlin Wall;
- the disintegration of the Soviet Union - to what extent were Gorbachev's reforms responsible?; and
- a turning point in South Africa - the collapse of the Soviet Union and its impact on SA; Cuito Cuanavale and its impact; De Klerk - the unbanning of organisations and release of political prisoners in 1989; and Nelson Mandela in 1990.

A new world order

This section includes:

- defining globalisation;
- balance of power and impact on Africa: North-South and South-South relations;
- dominance of global Western capitalism: USA; Bretton Woods, IMF and World Bank; World Trade Organisation; IT revolution; Civil society resistance to global capitalism;
- emerging economies and different forms of capitalism: BRICS (Brazil, Russia, India and China and South Afica);
- South Africa's success in avoiding outright civil war and President Mandela's policy of reconciliation inspire the world, but the process of liberation in South Africa is unfinished:
  - challenges of poverty and gross inequality, redress of past injustices, nation building and temptations of a liberation movement in power; the developmental state is one attempt to solve these problems; and
- responses to globalisation, heralding an age of economic insecurity - nationalism, localisation (such as the breakup of former Yugoslavia); extremism (such as religious fundamentalism, including the Christian right wing and Islamic fundamentalism; 9/11 and its consequences; the war on terror, Iraq), as well as environmental movements.

Conclusion (not for examination purposes)

This includes a discussion on What have we learnt from history? How has studying the past helped us to draw lessons for present-day society? To what extent can we understand why people behaved the way they did? Has history taught us more about the 'human condition'?

SECTION 4

4.1 What is Assessment?

Assessment is a continuous, planned process of identifying, gathering and interpreting information to gauge learners' performance, and can take various forms. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings; and using this information. Performance information helps teachers and other involved parties to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

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

4.1.1 Assessment in history

In history, assessment is always based on content knowledge and skills (based on the Specific Aims). Tasks, projects, tests or examinations must always assess both aspects.

Assessment in history usually involves writing. This means that learners should be taught writing skills and they should be helped to practise them. Oral work, speaking, debating and drama can also, however, be assessed, and are sometimes very valuable for revision or preparation for written work.

Learners often experience difficulty in writing long pieces, such as essays. They need to be trained to *select* the information they want to include (only to choose what is relevant), to *arrange* the information (to put it in a logical order, together with other information) and to *connect* information (to present a reasonable sequence of facts, or an effective argument).

The quality of learners' work in history depends largely on the care with which their tasks and questions are set. Learners should be given precise and detailed instructions, both to tell them what they must do and to tell them where they can find the information they need. It is often a good idea to break down big questions into a number of smaller ones, or steps.

Plagiarism (using someone else's work and pretending it is your own) is a particular problem in the study of history, whether it involves someone other than the learner doing the work, a learner copying another learner's work, or cutting and pasting from the internet. It is essential that learners be trained to indicate when they quote something and to provide references. Likewise, teachers need to set the example by always giving the references for information and sources that they use.

4.2 Informal or Daily Assessment

Assessment for learning is done to continuously collect information on a learner's achievement. This information is used to improve his or her learning.

Informal assessment relies on a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, and so on. Informal assessment sometimes takes the form of simply stopping during the lesson to observe learners or to discuss with

them how learning is progressing. Informal assessment provides feedback to the learners and informs planning for teaching. It need not be recorded and can be marked by learners or teachers. The results of daily assessment tasks are not taken into account for promotion and certification purposes. Informal assessment should not be seen as separate from learning activities taking place in the classroom.

Self assessment and peer assessment actively involves learners in assessment. This is important, as it allows learners to learn from and reflect on their own performance.

4.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations and performances. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject.

The forms of assessment used should be age and development-level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

4.3.1 Cognitive levels and abilities covered during formal assessment

Formal assessments must cater for a range of cognitive levels and abilities of learners, as shown below:

Cognitive Levels	Source-based assessment questions and tasks
LEVEL 1 (L1)	• Extract evidence from sources
LEVEL 2 (L2)	• Explain historical concepts • Straightforward interpretation of the sources • What is being said by the author or creator of the source? What are the views or opinions on an issue expressed by a source? • Compare information in sources
LEVEL 3	• Interpret and evaluate information and data from sources • Engage with questions of bias, reliability and usefulness of sources • Compare and contrast interpretations and perspectives within sources and by authors of sources

4.3.2 The weighting of the cognitive levels across the different grades

Grade	Level 1	Level 2	Level 3
Grade 10	40%	40%	20%
Grade 11	30%	50%	20%
Grade 12	30%	40%	30%

4.4 Programme of Assessment

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

4.4.1. Programme of Assessment and weighting of tasks

Grade 10: weighting

Term 1	Term 2	Term 3	Term 4
2 tasks	2 tasks	2 tasks	1 task
• Source-based and/or essay task (10%) • Standardised test, which includes a source-based question and an essay (20%)	• Heritage investigation (oral history is also considered heritage) with a research component to teach research skills (20%) • Mid-year examination (20%)	• Source-based and/or essay task (10%) • Standardised test (20%)	• End-of-year examination (150 marks)
25% of total year mark = 100 marks			**75% of total year mark = 300 marks**

Grade 10: mark allocation

TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	2 tasks	1 task
• Source-based and/ or essay task 50 marks (reduced to 10) • Standardised test which includes a source-based question and an essay. 50 (essay) + 25 (source-based) = 75 (reduced to 20)	• Heritage investigation (oral history is also considered heritage) with a research component to teach research skills 50 marks (at least) (reduced to 20) • Midyear examination 100 marks (reduced to 20)	• Source-based and/or essay task 50 marks (reduced to 10) • Standardised test 50 + 50 = 100 (reduced to 20)	• End-of-year examination (150 marks)

Setting up a heritage assignment

Follow these steps:

1. Class and individual discussions about appropriate monument, museum, tradition, community or chosen heritage example or oral history as heritage.

2. Formulate a key question

3. Do research in the school library, local library or on the internet, if available, about heritage on the particular topic chosen, or provide learners with the sources. Learners must make a selection from the sources that are appropriate for their topic.

4. Learners need to make notes during their research, and they must record information in their own words. Teachers must be particularly vigilant that learners do not simply download and use information from the internet without reworking it. Their assignments must include a list of references consulted.

5. Teachers must provide a clearly worded task for the learners. The task must include time frames for each stage of the assignment and the assessment criteria that will be used for assessment. The dates within the timeframes will include a date for planning to be completed; a date for rough work to be completed; date for final product. Teachers will check the work at each stage.

6. The assignment needs to include the ideologies and debates about heritage, linked to the particular monument or topic chosen. The chosen topic or example must is used to illustrate these debates.

PHASE: FET GRADE 10
Heritage assignment (compulsory)
The focus and resources for the assignment are heritage sites, museums, monuments, oral histories, commemorative events, family and community traditions and rituals, local history, school history and family history. The content detail is not specified in order to provide the choice to study local, regional or national examples of heritage.
What is heritage? The word 'heritage' can be used in different ways. One use of the word emphasises our heritage as human beings and concerns human origins in Africa. Another use of the word relates to the ways in which people remember the past, through heritage sites, museums, through the construction of monuments and memorials and in families and communities (oral history). Some suggest that heritage is everything that is handed down to us from the past. The content detail is not specified in order to provide the choice to study local, regional or national examples of heritage. Possible themes for assignments, which learners should consider, include: • what is meant by heritage and public representations?; • memory and oral histories as heritage; • the importance of the conservation of heritage sites, monuments and memorials; • debates about heritage issues and the ways in which the past is represented, for example at heritage sites, in museums, monuments and memorials and in families and communities; • the ways in which memorials are constructed in different knowledge systems, for example monuments, ritual sites and grave sites; and • African origins of humankind as world heritage. The assignment should include a research component in order to teach research skills in Grade 10.

Grade 11 weighting

Term 1	Term 2	Term 3	Term 4
2 tasks	2 tasks	2 tasks	1 task
• Source-based and/ or essay task (10%) • Standardised test 1, which includes a source-based section and an essay (20%)	• Research or oral history task (20%) • Mid-year examination (20%)	• Source-based or essay task (10%) • Standardised test 2 (20%)	• End-of-year examination
25% of total year mark = 100 marks			**75% of total year mark = 300 marks**

Grade 11 mark allocation

TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2 tasks	2 tasks	1 task
• Source-based and/ or essay task 50 marks (reduced to 10) • Standardised test 1 which includes a source-based section and an essay. 100 marks (reduced to 20)	• Research or oral history task 50 (at least) (reduced to 20) • Midyear examination 150 (reduced to 20)	• Source-based and /or essay task 50 marks (reduced to 10) • Standardised test 2 100 marks (reduced to 20)	• End-of-year examination 300 marks

Grade 12

Term 1	Term 2	Term 3	Term 4
3 tasks	2 tasks	2 tasks	
• Source-based task (or essay; learners must do one of each) • Research assignment (can also be done in the second term) • Standardised test which includes a source-based section and an essay. (Ideally both sections will be tested at the same time.)	• Essay task (or source-based task; learners must do one of each) • Mid-year examination (2 papers of 2½ hours) (2 topics from each paper to be covered by June; four questions set in each paper: 2 essays and 2 source-based questions; learners answer 2 questions, 1 essay and 1 source-based question on each paper)	• Standardised test, which includes a source-based section and an essay (ideally, both sections will be tested at the same time) • September examination (2 papers)	• Final external examination
25% of total year mark = 100 marks			**75% of total year mark = 300 marks**

Weighting of the assessment tasks for Grade 12

ASSESSMENT ACTIVITY	Weighting	Raw marks	Converted marks
Mid-year examination	20%	2 papers: 100 marks = 200 marks	20
September examinations	30%	2 papers: 150 marks = 300 marks	30
Two standardised tests	2 x 10 %	50 marks each = 100 marks	20
Research assignment	20%	100 marks	20
Source-based and essay writing tasks	(2 x 5%) 10%	50 marks each = 100 marks	10
		Total CASS mark	100
		Final Exam mark	300
		Total mark	400

4.4.2 Examinations

Grade 10

The suggested format for Grade 10 examinations is as follows.

MID-YEAR AND END-OF-YEAR EXAMINATIONS	
Examination	**Marks**
Grade 10: **One two-and-a-half-hour (2½) paper mid-year:** Two questions to be answered. Each question counts 50 marks. Learners must answer one essay and one source-based question.	100
One three-hour paper at the end of the year: Learners will be required to answer three out of four questions. Each question counts 50 marks, Learners must answer one source-based, one essay and one other question (either essay or source-based). Topics for the papers will be selected by the teachers. Topics examined in June need not be repeated for examinations at the end of the year.	150

Grade 11

The suggested format for Grade 11 examinations is as follows.

MID-YEAR AND END-OF-YEAR EXAMINATIONS	
Examination	**Marks**
Grade 11: **One paper mid-year:** One three-hour paper consisting of at least three questions. Each question counts 50 marks. Learners answer three questions.	150
Two papers at the end of the year: The Grade 11 papers will consist of two papers of three hours each. The mark allocation will be 150 for each of the question papers. Questions are set on all sections. Three questions must be answered in each paper. **Paper 1**: 150 marks. Each question counts 50 marks. **Paper 2**: 150 marks. Each question counts 50 marks. In each of the papers, learners must answer one source-based question, one essay question and one other question.	300

Grade 12

Format of Grade 12 examinations

This examination includes two papers; each paper has six questions: three source-based questions (one set on each topic) and three essay questions (one set on each topic). Candidates must answer three questions: one source-based question, one essay question and one other question in each paper. Candidates may answer an essay and a source-based question on the same topic.

Allocation of content per question paper

The mark allocation is 50 marks per question, with a total of 150 marks per paper.

Paper 1

SOURCE-BASED QUESTIONS	
Question 1	**The Cold War**: How did the Cold War period shape international relations after the Second World War? Question focus: Origins, Cold War in Europe and the Cuban crisis
Question 2	**Independent Africa**: How was independence realised in Africa in the 1960s and 1970s? Question focus: Africa in the Cold War
Question 3	**Civil society protests, 1950s to 1970s**: What forms of civil society protest emerged from the 1960s to 1990? Question focus: Civil rights and Black Power movements

ESSAYS	
Question 4	**The Cold War**: How did the Cold War period shape international relations after the Second World War? Question focus: China and Vietnam (candidates to choose one)
Question 5	**Independent Africa**: How was independence realised in Africa in the 1960s and 1970s? Question focus: Successes and challenges faced by the Congo and Tanzania
Question 6	**Civil society protests from the 1950s to the 1970s**: What forms of civil society protest emerged from the 1960s to 1990? Question focus: Civil rights and Black Power movements

Paper 2

SOURCE-BASED QUESTIONS	
Question 1	**Civil resistance, 1970s to 1980s:** What forms of civil society protest emerged from the 1960s to 1990? Question focus: The challenge of Black Consciousness in the 1970s
Question 2	**The coming of democracy in South Africa and South Africans coming to terms with the past:** How did South Africa emerge as a democracy from the crises of the 1990s and come to terms with the Apartheid past? Question focus: Negotiated settlement and the TRC
Question 3	**The end of the Cold War and a new world order**: How has the world changed since the 1960s? Question focus: A new global world order

ESSAY QUESTION	
Question 4	**Civil resistance, 1970s to 1980s**: What forms of civil society protest emerged from the 1960s to 1990? Question focus: The crisis of Apartheid in the 1980s and nature of resistance
Question 5	**The coming of democracy in South Africa, and South Africans coming to terms with the past:** How did South Africa emerge as a democracy from the crises of the 1990s, and how did South Africans come to terms with the Apartheid past? Question focus: Negotiated settlement and government of national unity
Question 6	**The end of the Cold War and a new world order**: How has the world changed since the 1960s? Question focus: The end of the Cold War and the events of 1989

Assessment of essay questions

Essays must have a formal structure that includes an introduction, which introduces the point of view or the explanation; a main body, which develops an argument; and a conclusion. Credit will be given for this structure. Candidates will be asked to discuss explain or assess the accuracy of a statement, or to express an opinion.

Candidates will be assessed on their ability to

- demonstrate thorough knowledge and understanding of the topic; use relevant information to answer the question;
- plan and structure an essay;
- use evidence to support an argument;
- develop and sustain an independent and well-balanced argument; and
- write logically, coherently and chronologically

4.4.3 Global assessment of essays

PRESENTATION CONTENT	LEVEL 7 Well-planned and structured essay. Good synthesis of information. Developed an original, well-balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout.	LEVEL 6 Well-planned and struc-tured essay. Relevant line of argument. Evidence used to defend the argument.	LEVEL 5 Well-planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support the conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive, or some attempt at developing and argument.	LEVEL1 Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line with argument.	47 - 50	43 - 46					
LEVEL 6 Question has been answered. Content selection relevant to the line of argument.	43 - 46	40 - 42	38 - 39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38 - 39	36 - 37	34 - 35	30 - 33			
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			30 - 33	28 - 29	26 - 27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26 - 27	24 - 25	20 - 23	
LEVEL 2 Question inadequately addressed. Sparse content.					20 - 23	18 - 19	15 - 17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						15 - 17	0 - 13

4.4.4 Assessment of source-based questions

Sources will be grouped around a key question. The context of the sources will be provided so that learners can use the sources to answer questions. Contextualisation includes the author or creator of the source, the title of the publication in which the source appeared, and the date and place of publication. Learners will therefore have the information to enable them to discuss the reliability or usefulness of each source. All people in cartoons or photographs will be identified. Each source will be a single source; no sources will be combined into a composite source.

Candidates will be assessed on their ability to:

- demonstrate thorough knowledge and understanding of the topic;
- extract information from sources;
- interpret information from sources;
- identify and compare different perspectives within sources and between sources;
- explain the different perspectives within the sources in the context of the period studied;
- draw conclusions about the reliability and usefulness of sources; and
- synthesise information from a range of sources.

4.4.5 Guidelines for Grade 12 examination papers

Format of the question paper: Example

There are two question papers. Each question paper consists of the question paper and an addendum containing sources. Each paper has six questions: three source-based questions and three essay questions. Learners must answer three questions: one source-based, one essay and one other question. Learners may answer two questions on the same topic.

HISTORY PAPER 1 **MARKS: 150** **TIME: 3 HOURS**

Instructions and information

1. This question paper consists of **SIX (6)** questions

Questions 1 and 4

The Cold War: How did the Cold War period shape international relations after the Second World War?

Questions 2 and 5

Independent Africa: How was independence realised in Africa in the 1960s and 1970s?

Questions 3 and 6

Civil society protests, 1950s to 1970s: What forms of civil society protest emerged from the 1960s to 1990?

2. Each question counts 50 marks.

3. Candidates are required to answer THREE questions, ONE (1) source-based question, ONE (1) essay question and ONE (1) other, either an essay or a source-based question.

4. Learners may answer two questions on the same topic.

5. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight

6. Rewriting of the sources as answers will be to the disadvantage of candidates.

7. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Question 1: The Cold War - origins, Cold War in Europe and the Cuban Crisis

Question 2: The coming of democracy in South Africa, and coming to terms with the past - The negotiated settlement and the TRC

Question 3: Civil society protests, 1950s to 1970s - civil rights and Black Power movements

SECTION B: ESSAY QUESTIONS

Question 4: Cold War - China or Vietnam

Question 5: Independent Africa - successes and challenges

Question 6: Civil society protests - US civil rights and Black Power movements

An example of possible source-based questions

In this section, we provide an example of a source-based question.

SECTION A: SOURCE-BASED QUESTIONS - 50 MARKS

Question 1

1.1 Study Sources 1A, 1B and 1C to answer the following questions:

1.1.1 Refer to Source 1A. What were …? (3)

1.1.2 Read through Source 1B. Why …? (4)

1.1.3 Refer to Sources 1A and 1B. How do these sources differ in.....? (4)

1.1.4 Look carefully at Source 1C. What is the message the cartoonist …? (4)

1.1.5 To what extent does the cartoonist reflect ...? Explain your answer. (6)

1.1.6 In what ways is the cartoonist's view (Source 1C) supported by the other two sources? (6)

1.1.7 It has been argued that ... Comment critically on this argument by referring to Source 1C, as well as your own understanding of the period. (8)

(1.1.5, 1.1.6 and 1.1.7 are examples of a paragraph question.)

1.2 Study Sources 1D and 1E.

1.3 Study Sources 1F and 1G.

Allocation of content to essay and source-based questions:

Topic	Content	Question number and type of questions
The Cold War	**How did the Cold War period shape international relations after World War II?** **The origins of the Cold War (Overview– a broad narrative)** • End of Second World War (introduction) – why did a Cold War develop? • USSR and USA and the creation of spheres of interest: - Installation of Soviet friendly governments in satellite states - USA's policy of containment: Truman Doctrine; Marshall Plan - Berlin Crises 1949–1961 (broad understanding of the crises- overview) - Opposing Military alliances: NATO and Warsaw Pact (broadly) • Containment and brinkmanship: the Cuban crisis (as an example of containment and brinkmanship) • Who was to blame for the Cold War? (Interpretation – differing points of view – needs to be highlighted in the introductory overview to Grades 10-12)	**PAPER 1** **Questions 1 and 4** Source-based questions
	Extension of the Cold War: case studies (Either China or Vietnam) **CHINA** (**examined each year as an alternative to Vietnam**) *How did China rise as a world power after 1949?* This section includes the following: • Introduction: Establishment of Communist China in 1949: events leading up to 1949 (not examinable) • Cultural revolution • Chinese relations with the Soviet Union and the USA from 1949 to 1973 (clash of ideologies more than individual events) • China's changing relationships with neighbouring states: Tibet, India, Vietnam, Taiwan • To what extent was China established as a superpower by the time of Mao's death? • Explain why China tried to improve relations with the USA after 1970 • Conclusion: impact of China's economic liberalisation on relations with the rest of the world since Mao's death until present.	Essay question
	VIETNAM (examined each year as an alternative to China) *How was a small country like Vietnam able to win a war against the USA? (1954–1975)?* This section includes the following: • Background: overview of the struggle against colonial powers prior to WW2 • Immediate post-war period in Vietnam **Stages in the war:** • 1957–1965 Struggle in Vietnam between the South Vietnamese army and communist-trained rebels (also known as the Viet Cong) • 1965–1969 North Vietnamese-USA struggle (include the nature of the Vietnamese war against the USA) • The War from a Vietnamese and USA perspective • The War as a world issue • 1969–1975 USA withdrawal from Vietnam (Impact on USA politics – student movements – link to Topic 3) • **Conclusion**: How the war is remembered today in the USA and Vietnam?	Essay question

Topic	Content	Question number and type of questions
Independent Africa	**How was independence realised in Africa in the 1960s and 1970s?** **What were the ideas that influenced the independent states** • Forms of government: political ideologies and economies - African Socialist/ capitalist/Democratic /one-party states **Comparative Case studies (1960 -1980) as examples: The focus of the case studies is to provide examples of the processes discussed under the successes and challenges of independent Africa. The case studies are not meant to be separately examined.** • Congo (Became a tool of the Cold War) • Tanzania (African socialism) **The successes and challenges faced by the countries:** • The kind of states: their aims/visions (political ideologies) • Political - Types of leaders: Lumumba, Mobuto Sese Seko, Nyerere (What are the qualities of a good leader?) - Legacies of colonialism - Types of government - Political stability and instability • Economic - Types of economies (as third world countries) • Social and cultural - Benefits of independence - Education - Africanisation	**PAPER 1** **Questions 2 and 5** Essay question (ideas that influenced independent states included as introduction to the topic)
	What was the impact of the internal and external factors on Africa during the time? **Africa in the Cold War: USSR, USA, Cuba, China and South Africa** **Case study: Angola** • Introduction: how Africa was drawn into the Cold War (Broadly) • Competing spheres of influence: trade, conflict, aid • Angola: colonialism and independence (Broad overview) • Outbreak of civil war 1974 - MPLA - UNITA • Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa) • Impact on regional stability • Significance of the Battle of Cuito Cuanavale 1987/1988 • The changing nature of international relationships after 1989	Source-based questions

Topic	Content	Question number and type of questions
Civil society protests 1950s- 1990s	**What forms of civil society protest emerged from the 1960s to 1990** **Overview of civil society protests:** • Women's liberation and feminist movements in the 1960s and 1970s: a middle class movement in the industrialised countries. • Women's identity in South Africa from the 1950s to 1970s: trade unionism, workers, their economic role in the rural areas and in the informal sector; as political anti-pass campaigners, initiatives taken within the liberation struggle including the middle class Black Sash • The peace movements: Disarmament; Students and anti-War movements • Civil rights movements	**PAPER 1** **Quest ions 3 and 6** SBA (School based assessment) Task
	Case Study: **The US Civil Rights Movement** • Reasons and origins of Civil Rights Movement in the USA (background information only) 1. Role, impact and influence of Martin Luther King Jr - The influence of passive resistance (Gandhi) on Martin Luther King • Forms protest through civil disobedience: Montgomery bus boycott, sit-ins, marches including to Lincoln Memorial, Birmingham campaign, Selma-Montgomery marches • School desegregation: case study Little Rock, Arkansas • Short-term and long-term gains **Black Power Movement** • Reasons for the movement • Black Panther • Roles of Stokely Carmichael and Malcolm X • Short-term and long-term gains **Conclusion**: This includes an overview of the progress, if any, that was made towards equality and civil rights by the civil rights and Black Power movements.	Source-based and essay questions

Topic	Content	Question number and type of questions
Civil Resistance 1970s-1980s: South Africa	**What was the nature of resistance by the civil society movements after the 1960s?** **Introduction** (Not for exam purposes) • Nature of the apartheid state in the 1970s and 1980s • Opposition: underground, in prison and in exile **The challenge of Black Consciousness to the apartheid state** • The nature and aims of Black Consciousness • The role of Steve Biko with the emphasis on his ideas and writing (personal complexes are confining – people empower themselves) • Black Consciousness Movement (BCM) • Black Consciousness at first perceived by the government as in accord with apartheid theories of 'own affairs; the challenge posed by the ideas of Black Consciousness to the state • The 1976 Soweto uprising – briefly, relating to the influence of BCM on the students • The legacy of Black Consciousness on South African politics.	**PAPER 2** **Questions 1 and 4** Source-based questions
	The crisis of apartheid in the 1980s Government attempts to reform apartheid • The 1982 urban Bantu Authorities Act attempt to give more power to local councillors in the townships; the tricameral system Internal resistance to reforms • Growing power of Trade Union Movement from 1973: black workers rediscovered their power of labour; rapidly growing membership; political alliance formed with communities and liberation movements • Response to Botha's "reforms": new methods of mobilisation; labour's 'rolling mass action'; mass civic action to make the country ungovernable (role of civics, UDF, Mass Democratic Movement, End Conscription Campaign International response • International anti-apartheid movements - Anti-Apartheid Movements in Britain and Ireland - Activities of the Movements: sports boycott; cultural boycott; academic boycott; consumer boycott; disinvestment; sanctions; release Mandela campaign - Support for the anti-apartheid struggle in Africa: Frontline states (Angola. Botswana, Mozambique, Tanzania, Zambia and Zimbabwe) Beginning of the end • South African economy in trouble feels the bite of international sanctions, disinvestment and boycotts coinciding with internal mass resistance • Secret negotiations with the ANC-in-exile and negotiations with Mandela	Essay questions

Topic	Content	Question number and type of questions
The coming of democracy to SA and coming to terms with the past	**How did South Africa emerge as a democracy from the crises of the 1990s and come to terms with the apartheid past?** **The negotiated settlement and Government of National Unity** • Beginning of negotiations 1990–1991: Unbanning of organisations; Debates around negotiations: talks about talks, including Chris Hani's objection to the talks; CODESA I; Role of the labour movement in negotiations; ANC gives up the armed struggle • Breakdown of negotiations: "Whites only" referendum (March) – de Klerk solution; Violence in the 1990s – debates around the violence; CODESA breaks down; Record of Understanding; Joe Slovo and the Sunset Clause • Multi-party negotiation process resumes: Formal multi-party negotiations resumed in April; Murder of Chris Hani – significance to the process – date of elections set; ongoing violence; Attempts to derail negotiations; AWB invasion of World Trade Centre; St James Massacre; killing at the Heidelberg Tavern • Final road to democracy 1994: Violence again - Fall of Mangope and Gqozo and the Bophuthatswana shootings; Inkatha Freedom Party March to Shell House and Shell House Massacre; The Constitution and the Bill of Rights; Freedom Front and IFP join elections; 27 April election; The Government of National Unity	**PAPER 2** **Questions 2 and 5** Essay questions
	How has South Africa chosen to remember the past? **The Truth and Reconciliation Commission** • Various forms of justice: retributive justice and Nuremberg; restorative justice and the TRC. • Reasons for the TRC • Hearings • The debates concerning the TRC - Positive aspects: TRC as an instrument of reconciliation - Amnesty provisions and problems with amnesty - Focus on gross human rights of 1980s and ignoring institutional violence and the whole human rights abuses of apartheid - Reparations • Responses of political parties and reasons for the responses to the TRC and the final report of the TRC: National Party, Inkatha Freedom Party, African National Congress	Source-based questions

Topic	Content	Question number and type of questions
The end of the Cold War and a new global world order	**How has the world changed since the 1960s?** **The end of the Cold War: The events of 1989** • Gorbachev's reforms in the Soviet Union • Eastern Europe - Events in Poland – significance of 'Solidarity' - Significance of events in Poland for the decline of Soviet influence in Eastern Europe - Germany: The fall of the Berlin Wall • The disintegration of the Soviet Union: to what extent were Gorbachev's reforms responsible? • Turning point in South Africa: the collapse of the Soviet Union and its impact on SA; Cuito Cuanavale and its impact; De Klerk and the unbanning of organisations and release of political prisoners in 1989 and Nelson Mandela in 1990	**PAPER 2** **Questions 3 and 6** Essay question
	A new world order • What is globalisation? • Balance of power and impact on Africa: North-South and South-South relations • Dominance of global capitalism: USA; Bretton Woods, IMF and World Bank; World Trade Organisation; Civil society resistance to global capitalism; IT revolution • Emerging economies and different forms of capitalism: BRICS: Brazil. Russia, India, China and South Africa • South Africa's success in avoiding outright civil war and President Mandela's policy of reconciliation inspire the world, but the process of liberation in South Africa is unfinished: - Challenges of poverty and gross inequality, redress of past injustices, nation building and temptations of a liberation movement in power - the developmental state is one attempt to solve these problems • Responses to globalisation, heralding an age of economic insecurity: nationalism, localisation (for example, the break up of former Yugoslavia); extremism (for example, religious fundamentalism such as the Christian right and Islamic fundamentalism - 9/11and the consequences – the war on terror, Iraq); environmental movements.	Source-based questions

4.5 Recording and Reporting

Recording is a process during which the teacher documents a learner's performance level in a specific assessment task. The teacher thereby indicates learner progress towards the achievement of the knowledge, as prescribed in the Curriculum and Assessment Policy Statements. Records of a learner's performance should provide evidence of his or her conceptual progression within a grade, as well as his or her readiness to progress or to 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. Learner performance can be reported in a number of ways, including report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters and class or school newsletters. Teachers in all grades report in percentages against the subject.

The various achievement levels and their corresponding percentage bands are shown in the table that follows.

4.5.1 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 record actual marks against the task by using a record sheet; however, they report percentages against the subject on the learners' report cards.

4.6 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.

4.6.1 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 absolutely clear what learners are expected to do? Can it be explained better? Is there further information that will assist learners to complete 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 find information
- They warn learners to avoid plagiarism; and
- They provide instructions for how references are to be written

4.7 General

This document should be read in conjunction with:

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

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