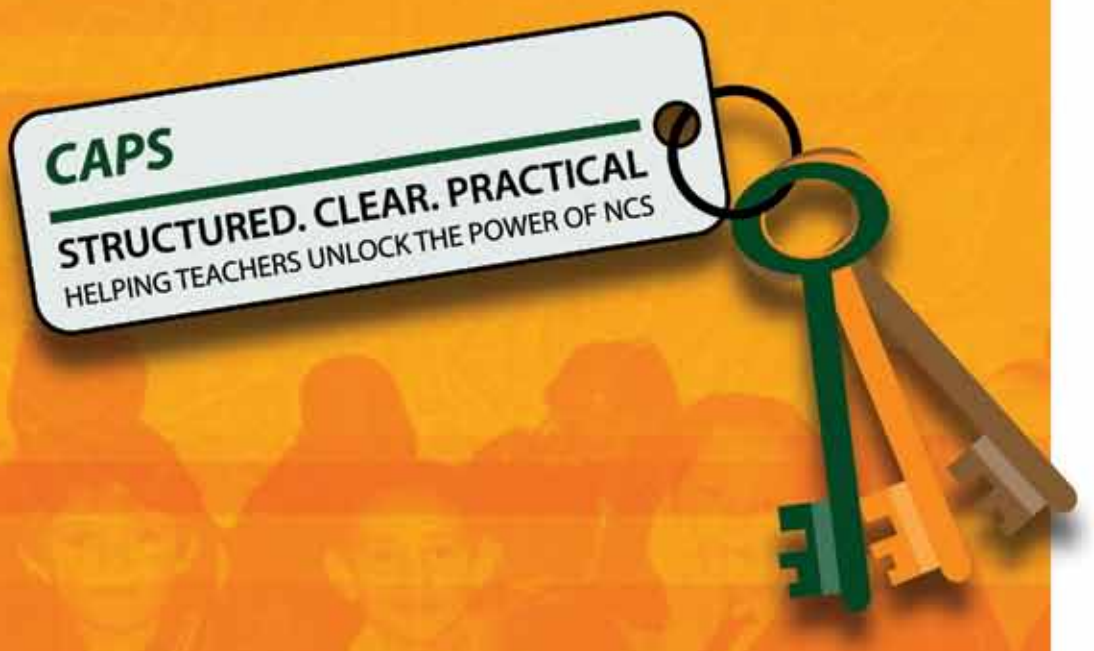
SOCIAL SCIENCES

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Senior Phase
Grades 7-9

basic education
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REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 7-9

SOCIAL SCIENCES

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FOREWORD BY THE MINISTER

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) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, 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* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(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

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SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

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, 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 Sciences 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 Sciences	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)**
TOTAL	**27, 5**

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 SOCIAL SCIENCES?

The subject Social Sciences consists of History and Geography. Both History and Geography should be taught and assessed during every term of the school year. Although the two disciplines are kept separate, this curriculum is designed to complement the knowledge (content, skills and concepts) outlined in each.

Assessment marks for each subject should be shown separately on school reports – a score for History and another for Geography. They should then be added together and divided by two to give an average score for Social Sciences.

This Social Sciences curriculum aims to provide opportunities for learners to look at their own worlds with fresh, critical eyes, and perhaps more importantly, it aims to introduce learners to a world beyond their everyday realities. Schools should be special places that provide learners with knowledge to which they would otherwise not have access.

The importance of depth of knowledge is recognised. Real knowledge demands that learners develop expertise and confidence as a result of in-depth learning. The topics in this curriculum specify pace through hours allocated. Times indicate the depth required.

Learners are trained to speculate, to debate, to make connections, to select, to prioritise and to persist, in tackling real issues and important questions.

It is essential in the teaching of both History and Geography that learners are encouraged to ask questions: Who? Where? What? Why? When? How? Should? Could? Is/Are? And, by the time they reach the Senior Phase: If? The questions learners ask give teachers a good indication of prior knowledge, perceptions, interests, insights and concerns.

Language is an important element of both History and Geography. Different forms of text (oral, written and visual) are central to both disciplines. Learning takes place through interaction with these texts. It is important to remember that every teacher is a language teacher.

Similarly, writing is a skill that is developed through these two subjects. Learners should write regularly, with a clear progression in length and complexity through the grades. The CAPS language documents specify levels of requirement for writing and should be consulted throughout. Evidence of learner's work, including assessments, should be kept in the learner's notebook.

2.2 RESOURCES

- Each learner should have a quality textbook and a neatly kept notebook. Textbooks must be suitable for the grade, context and language level of the learner. They should provide accurate content that is aimed at the development of the appropriate skills, concepts and values. Textbooks must include appropriate and adequate assessment activities.
- Every Social Sciences classroom should have wall maps, a globe, access to a set of atlases and a dictionary, as well as access to a variety of reading books and visual material suitable for the grade.
- Every teacher of Social Sciences should be familiar with the content to be taught, read widely on the content of the topics for the term and prepare lessons carefully.

2.3 ADDITIONAL RESOURCES

It is important to bring the world into the Social Sciences classroom. Visual resources can make information more accessible to many learners. Teachers should therefore:

- have magazines and newspapers available in the classroom for learners to use in their activities and acquire sets of pictures for classroom activities;
- try to obtain access to a TV/DVD and/or CD player to present appropriate audio and audio-visual material to learners; and
- try to use the Internet wherever possible. Many organisations and projects provide useful information through the Internet. Google Earth, for example, provides extensive aerial photographs. You-tube provides videos of many historical events.

Maps for map skills: It is important that learners work with maps of their own local area. The MapPack Project is part of the Department of Rural Development and Land Reform. It provides five free maps to every school on request. These include local maps – 1: 10 000 orthophoto map (if available) and 1: 50 000 topographic map, and then 'zoom out' to a 1: 250 000 map (covering two-degree squares, which include the local area), a provincial map (scale varies) and a national map (1: 2 000 000).

Additional information, maps and aerial photographs are also available on request.

Contact: The MapPack Project, Private Bag X10, Mowbray, 7700. Fax: 021 689 1351.

Phone: 021 658 4300. Email: ngi@ruraldevelopment.gov.za. Web: www.ngi.gov.za

2.4 HISTORY

2.4.1 What is History?

History is the study of change and development in society over time. The study of History enables people to understand and evaluate how past human action has an impact on the present and how it influences the future.

History is about learning how to think about the past, and by implication the present, in a disciplined way. History is a process of enquiry and involves asking questions about the past: What happened? When did it happen? Why did it happen then? It is about how to think analytically about the stories people tell us about the past and how we internalise that information.

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

- explaining and encouraging the values of the South African Constitution;
- encouraging civic responsibility and responsible leadership, including raising current social and environmental concerns;
- promoting human rights and peace by challenging prejudices involving race, class, gender, ethnicity and xenophobia; and
- preparing young people for local, regional, national, continental and global responsibility.

2.4.2 Specific aims of History

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 shape it;
- the ability to undertake a process of historical enquiry based on skills; and
- an understanding of historical concepts, including historical sources and evidence.

2.4.3 Skills and concepts of History

History is a process of historical enquiry. A rigorous process of enquiry enables learners to achieve the aims and demonstrate the skills in Table 2.3.1

Specific aims and skills of History CAPS for the Intermediate and Senior Phases

The specific aims of History	Examples of the skills involved
1. Finding a variety of kinds of information about the past.	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).
2. Selecting relevant information.	Being able to decide about what is important information to use. This might be choosing information for a particular history topic, or, more specifically, to answer a question that is asked. Some information that is found will not be relevant to the question, and some information, although relevant, will not be as important or as useful as other information.
3. Deciding about whether information can be trusted.	Being able to investigate where the information came from: who wrote or created the information and why did they do it? It also involves checking to see if the information is accurate – comparing where the information came from with other information. Much information represents one point of view only.
4. Seeing something that happened in the past from more than one point of view.	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.
5. Explaining why events in the past are often interpreted differently.	Being able to see how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history.
6. Debating about what happened in the past on the basis of the available evidence.	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.
7. Writing history in an organised way, with a logical line of argument.	Being able to write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.
8. Understanding the importance of heritage and conservation.	Being able to explain how and why people and events are publicly remembered in a community, town or city, province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, celebrations, museums and monuments.

Following these aims and skills is critical to every content topic. In order for learners to achieve these aims and demonstrate these skills, they will need to have a full grasp and understanding of the content. Memory skills remain important.

2.4.4 Concepts in History

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-perspective approach: There are many ways of looking at the same thing in the past. Looking into the past may involve:

- the 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 in the past.

Cause and effect: The reasons for events and the results of these events. The consequences of events 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 and then and now, which help to make sense of the past and the present.

Time and chronology: History is studied and written in sequence. It is important to be able to place events in the order in which they happened in time, and to consider their context. Timelines are often used to develop this concept.

2.5 GEOGRAPHY

2.5.1 What is Geography?

Geography is the study of the human and physical environment. Geography is an integrated discipline that examines both physical and human processes over space and time. Geography helps us to understand our complex world. It offers us a bridge between the human and physical sciences.

There are many branches of Geography. Physical Geography examines natural processes and features, including the atmosphere, landforms and ecosystems. Human Geography is concerned with the activities and impact of people on the earth.

The concept that unifies Geography is space. All geographical phenomena have a spatial dimension. They also operate in a continuously changing environment.

Geography therefore includes the study of:

- spatial patterns and trends: the location of people and places in the world;
- similarity and difference: how environments and lifestyles compare and the reasons for similarities and differences;
- movement: how and why people, goods, water, land and air move and change;

- Planet Earth: land, water and air;
- human settlement: where people live and why;
- human activities: what people do, how the environment affects them and how they affect the environment;
- interdependence: the links between climate, vegetation, wildlife, resource distribution, and human settlement and activity; and
- change: the changing nature of people and places.

Geographical education contributes to literacy, oracy, numeracy and graphicacy or spatial literacy. It also supports the development of personal and social competence.

2.5.2 A note on developing mapping skills and using maps across the Geography curriculum

Geographers use maps, aerial views, globes, graphs and drawings to help them interpret and present the world. These visual skills contribute to a kind of literacy called graphicacy. Graphicacy includes a range of skills associated with interpreting information presented in a visual way. Graphicacy may be considered to be an essential kind of literacy along with numeracy (mathematics), oracy (listening and speaking) and textual literacy (reading).

This CAPS curriculum places special focus on selected aspects of using and making maps and other visual sources for one term of each grade. These topics are designed to accomplish focussed and systematic development of skills. However, the use of maps is not confined to one term in a grade only. Learners are exposed to a mix of map use and geographical skills along with physical and human geography topics in each grade. Map use should be integrated into topics throughout each grade.

2.5.3 Specific aims of Geography CAPS for Intermediate and Senior Phases

This Geography curriculum aims to develop the knowledge (content, skills and concepts) of its students. The content and the associated concepts outlined in Section 3 of this document must be integrated with the geographical aims and skills listed below.

The Geography curriculum aims to develop learners who:	Examples of the skills involved. Learners will be able to:
1. Are curious about the world they live in	• ask questions and identify issues • discuss and listen with interest • collect and refer to information (including newspapers books and, where possible, websites)
2. Have a sound general knowledge of places and the natural forces at work on Earth	• read and use sources in order to assimilate information • use information to describe, explain and answer questions about people, places and the relationship between the two
3. Understand the interaction between society and the natural environment	• consider, synthesise and organise information • make links between cause and effect; change and continuity • acknowledge and appreciate diverse lifestyles and world views
4. Think independently and support their ideas with sound knowledge	• use geographical knowledge to solve problems • discuss and debate issues • recognise bias and different points of view • develop own ideas based on new knowledges • suggest solutions to problems
5. Care about their planet and the well-being of all who live on it	• engage with issues relating to the planet, its people and • resources with knowledge and sensitivity • act responsibly towards people and the environment
6. Understand and work with a range of sources – including maps, data and photographs	• use and draw maps • identify and extract information from texts, atlases and other sources, including visual sources such as photographs • work with data and statistics in the form of graphs, tables and diagrams • cross-reference information using different sources
7. Observe and engage with phenomena in their own environment	• develop observation, interviewing and recording skills • through fieldwork • interview people and apply social skills • process, interpret and evaluate data
8. Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the Internet	• devise and frame questions • develop and apply research skills • analyse, process and present information
9. Communicate ideas and information	• ask in a clear and informed way • write in a structured and coherent way • draw maps, sketches, simple illustrations, graphs, and flow charts • provide reasoned explanations
10. Make informed decisions and take appropriate action	• work co-operatively and independently • plan and evaluate actions systematically and critically

2.6 PROJECTS

Learners complete **one** project in Social Sciences in each grade. They therefore do a project in either History or Geography in a given year.

Projects should be started towards the beginning of the term and learners should be given a due date for handing in their projects. Teachers should make sure they have sufficient time for marking the projects before the formal assessments' marks are due. Project progress must be regularly monitored by teachers.

This CAPS curriculum divides the projects between the two subjects as follows:

Intermediate Phase	
Grade 4 –Term 1	History project
Grade 5 – Term 3	Geography project
Grade 6 – Term 3	History project
Senior Phase	
Grade 7 – Term 1	Geography project
Grade 8 – Term 3	Geography project
Grade 9 – Term 3	History project

2.6.1 Projects in Geography

All the Geography projects have a strong focus on field observation and research in the local environment. The Geography projects are specified as they form part of the essential knowledge required to complete the curriculum. Each project is identified and outlined at the relevant points in Section 3 of this CAPS curriculum document.

2.6.2 Projects in History: Suggested topics

The following are recommended project topics. (These can be expanded and adapted to suit the context of the learners. Teachers can use the textbook for further guidance):

History Project for Grade 9 Term 3: An oral history and research project

Teachers can choose their own project topic. The topic must be on South African history and must involve both oral history and research. The project details below are a guide and can be adapted according to the teacher's preference and the learners' context.

- Teachers should introduce this research project at the beginning of the term.
- A due date should be set so that learners can hand in their project in good time so that it can be marked and recorded as part of the term mark and feedback can be given.
- Learners should do some of the work during lesson time and some of the work for homework.
- Teachers must monitor the progress of the learners during the term.
- Teachers should assist learners in gathering information.
- Parents and local groups can be approached for information.

Example of oral history and research: How apartheid affected people's lives and how people responded

Written research component:

- Learners must research the details of any apartheid law (can include conscription of young white men into the South African Defence Force).
- The research must contain at least 300 words and two illustrations (e.g. maps, drawings, pictures from newspapers or magazines, photographs) with captions.
- Teachers should assist learners in gathering information.

Oral history component:

Learner should:

- Identify a person to interview. Teachers should help them with their choice;
- Interview a person who was affected by and responded to the apartheid law they have researched;
- Write down a set of about 10 questions before they conduct the interview. They may write down the interviewee's answers during the interview, as transcribing a recording is very time-consuming;
- Write a coherent story of 600 words about the person they interviewed.
- Hand in their questions and answers, the story, as well as their own reflections on the experience of doing the project, for assessment.

2.7 TIME ALLOCATIONS AND WEIGHTING OF TOPICS

Both subjects, History and Geography, should be taught and assessed in every term of the school year. Schools are free to organise their timetables within this constraint.

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

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

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

Important note:

A suggested time allocation is given in hours for each topic and sub-topic. This is simply a guide, and need not be implemented rigidly. **The suggested time allocations indicate the weighting or the depth of investigation required for each topic relative to other topics.**

2.8 OVERVIEW OF TOPICS

History

TERM	GRADE 7	GRADE 8	GRADE 9
1	The kingdom of Mali and the city of Timbuktu in the 14th century	The Industrial Revolution in Britain and Southern Africa from 1860	World War II (1919 – 1945)
2	The Transatlantic slave trade	The Mineral Revolution in South Africa	The Nuclear Age and the Cold War (1945 – 1990)
3	Colonisation of the Cape in the 17th and 18th centuries	The scramble for Africa: late 19th century	Turning points in South African history 1948 and 1950s
4	Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century	World War I (1914 – 1918)	Turning points in South African history 1960, 1976 and 1994

SUMMARY: CONTENT OVERVIEW: HISTORY SENIOR PHASE

Geography

Term	Grade 4	Grade 5	Grade 6
1	Local history	Hunter-gatherers and herders in southern Africa	An African kingdom long ago in southern Africa: Mapungubwe
2	Learning from leaders	The first farmers in southern Africa	Explorers from Europe find southern Africa
3	Transport through time	An ancient African society: Egypt	Democracy and citizenship in South Africa
4	Communication through time	A heritage trail through the provinces of South Africa	Medicine through time

HISTORY CONTENT TOPICS GRADES 4 to12	
TERM	**GRADE 4**
1	Local history
2	Learning from leaders
3	Transport through time
4	Communication through time
	GRADE 5
1	Hunter-gatherers and herders in southern Africa
2	The first farmers in Southern Africa
3	An ancient African society: Egypt
4	A heritage trail through the provinces of South Africa
	GRADE 6
1	An African kingdom long ago in southern Africa: Mapungubwe
2	Explorers from Europe find southern Africa
3	Democracy and citizenship in South Africa
4	Medicine through time
	GRADE 7
1	The kingdom of Mali and the city of Timbuktu in the 14th century
2	The Transatlantic slave trade
3	Colonisation of the Cape in the 17th and 18th centuries
4	Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century
	GRADE 8
1	The Industrial Revolution in Britain and southern Africa from 1860
2	The Mineral Revolution in South Africa
3	The scramble for Africa: late 19th century
4	World War I (1914 – 1918)
	GRADE 9
1	World War II (1919 – 1945)
2	The Nuclear Age and the Cold War (1945 – 1990)
3	Turning points in South African history 1948 and 1950s
4	Turning points in South African history 1960, 1976 and 1994
TOPIC	**GRADE 10**
1	The world around 1600
2	Expansion and conquest in 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 –1940
2	Capitalism and the USA 1900 –1940
3	Ideas of race in the late 19th and 20th century
4	Nationalism: South Africa, the Middle East and Africa
5	Apartheid South Africa: 1940s –1960s
	GRADE 12
1	The Cold War
2	Independent Africa
3	Civil society protests 1950s – 1990s
4	Civil resistance 1970s – 1980s: 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 world order

SUMMARY: CONTENT OVERVIEW: GEOGRAPHY INTERMEDIATE PHASE

Term	Grade 4	Grade 5	Grade 6
1	Places where people live (settlements)	Map skills (focus: Africa)	Map skills (focus: world)
2	Map skills	Physical features of South Africa	Trade (focus: South Africa and world)
3	Food and farming in South Africa	Weather, climate and vegetation of South Africa	Climate and vegetation around the world
4	Water in South Africa	Minerals and mining in South Africa	Population - why people live where they do (focus: South Africa and world)

SUMMARY: CONTENT OVERVIEW: GEOGRAPHY SENIOR PHASE

Term	Grade 7	Grade 8	Grade 9
1	Map skills (focus: Local maps)	Maps and globes (focus: Global and local)	Maps skills (focus: Topographic and orthophoto maps)
2	Earthquakes, volcanoes and floods	Climate regions (focus: South Africa and world)	Development issues (focus: South Africa and world)
3	Population growth and change (focus: World)	Settlement (Africa with a focus on South Africa)	Surface forces that shape the earth (Physical Geography)
4	Natural resources and conservation in South Africa	Transport and trade (focus: South Africa and world)	Resource use and sustainability (focus: World)

For reference purposes, a full list of all the topics in History and Geography from Grade 4 to Grade 12 are listed on the next two pages.

GEOGRAPHY CONTENT TOPICS GRADES 4 –12	
TERM	**GRADE 4**
1	Places where people live
2	Map skills
3	Food and farming in South Africa
4	Water in South Africa
	GRADE 5
1	Map skills (focus: Africa)
2	Physical features of South Africa
3	Weather, climate and vegetation of South Africa
4	Minerals and mining in South Africa
	GRADE 6
1	Map skills (focus: World)
2	Trade (focus: South Africa and world)
3	Climate and vegetation around the world
4	Population - why people live where they do (focus: South Africa and orld)
	GRADE 7
1	Map skills (focus: Local maps)
2	Earthquakes, volcanoes and floods
3	Population growth and change (focus: World)
4	Natural resources and conservation in South Africa
	GRADE 8
1	Maps and globes (focus: Global and local)
2	Climate regions (focus: South Africa and world)
3	Settlement (Africa with a focus on South Africa)
4	Transport and trade (focus: South Africa and world)
	GRADE 9
1	Maps skills (focus: Topographic and orthophoto maps)
2	Development issues (focus: South Africa and World)
3	Surface forces that shape the earth (Physical Geography)
4	Resource use and sustainability (focus: World)
TOPIC	**GRADE 10**
1	The composition and structure of the atmosphere
2	Plate tectonics, folding, faulting, volcanoes and earthquakes
3	Population: structure, growth and movement
4	Water in the world: Oceans, flooding, water management
5	Geographical techniques: Topographic maps, GIS

	GRADE 11
1	Global air circulation, Africa's weather and climate
2	Rocks and landforms, slopes, mass movements
3	Development: Differences, issues and opportunities
4	Resources and sustainability: Soil, energy
5	Geographical techniques: Topographic maps, aerial photos, orthophoto maps, GIS
	GRADE 12
1	Climate and weather: Cyclones, local climate
2	Geomorphology: Drainage systems and fluvial processes
3	Rural and urban settlement
4	Economic geography of South Africa
5	Geographical techniques: Topographic maps, GIS, synoptic weather maps

SECTION 3

3.1 SENIOR PHASE GEOGRAPHY: OUTLINE OF WHAT IS TO BE TAUGHT

GRADE 7: SENIOR PHASE GEOGRAPHY TERM 1		
Topic: **Map skills** **(Focus: Local maps)**	**Suggested contact time:** **One term/15 hours**	**Recommended resources** • Local maps of the area* • Street maps • Rulers and string • Atlases • News reports

Content and concepts

- **Local maps and street maps *** **2 hours**
  - Finding home, school and places of interest on a map of the local area*
  - Using an index and grid to locate places in a street guide
  - Using a street map to find places and describe a route
- **Sketch maps and explaining routes** **3 hours**
  - Sketching maps to show the route from one place to another
  - Determining and showing compass directions on a local sketch map
  - Explaining a route verbally (include estimating distances)
- **Sketch map of local area (Project**)** **1 hour**
  - Drawing a sketch map(s) of own area ***.
    - o Include symbols, key and scale.
    - o Record own observations of land use and kinds of vegetation.
    - o Show four cardinal compass directions.
- **Distance and scale** **4 hours**
  - Line scales and word scales (Review from Grade 6)
  - Different scales for different maps – small and large scale maps (Review from Grade 6)
  - Measuring indirect distances on a street map (string and a line scale)
  - Calculating distances on maps (direct and indirect routes)
    - o Use the scale to estimate distances on a given map
    - o Check estimates with accurate measurement.
- **Current events** **2 hours**
  - Places in the news on a world map (on-going throughout the year) ****
  - Latitude and longitude of places in the news (Review location in degrees)
- **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis** **3 hours**

Notes

* Learners are not expected to work with 1: 50 000 topographical maps or orthophoto maps at this level.

** Project: This independent study is a project for formal assessment. Introduce this project early in the term for submission late in the term. It should not absorb much formal classroom time. However, some time for explaining and monitoring the project will be necessary.

*** The size of the area selected should consider the local context: some areas have a greater variety of features than others. The more variety, the smaller the selected area may be.

****News items can include any news reported in the media or a topic of interest to learners.

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

Evidence of learner's work, including assessments, should be kept in the learner's notebook

GRADE 7: SENIOR PHASE GEOGRAPHY TERM 2		
Topic: **Volcanoes , earthquakes, and floods**	**Suggested contact time:** **One term/15 hours**	**Recommended resources** • Atlases • Photographs/ DVDs of earthquakes, volcanoes and relief work operations • News reports/ magazines • Picture books

Content and concepts

- **Structure of the earth** **3 hours**
  - Core, mantle, crust
  - How the crust moves: Introduction to tectonic plates and plate movements
- **Volcanoes** **1 hour**
  - Volcanoes - location around the world (map*)
  - Why volcanoes occur
- **Earthquakes** **4 hours**
  - Location of earthquakes around the world (map*)
  - Causes of earthquakes – link back to plate movements **
  - Effects of earthquakes – including injury and loss of life, disease, displacement of people, damage to infrastructure, fires and tsunamis
  - Why some communities are at higher risk than others.
  - Reducing the impact – preparing for and responding to earthquakes
  - Case study of a selected earthquake ***
- **Floods** **4 hours**
  - Causes of floods – unusually heavy rain, environmental factors (such as farming, settlement, fires and loss of vegetation) and earthquakes (tsunamis) ****
  - Effects of floods – including injury and loss of life; disease; displacement of people; soil erosion; damage to fields, buildings and infrastructure
  - Why some communities are at higher risk than others
  - Reducing the impact – preparing for and responding to floods
  - Case study of a selected flood ***
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **3 hours**

Notes:

* Volcanoes and earthquakes may be shown on the same map. This map should also show the relationship between the tectonic plates and volcanic/earthquake activity.

** Faulting is included in the FET Geography curriculum. There is no need to include detail here.

*** Case studies should be from this century. The case study of the flood should be South African.

**** It is not necessary to study tropical cyclones or other meteorological phenomena at this level. However, they may be mentioned as causing heavy rain and flooding where appropriate.

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

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

GRADE 7: SENIOR PHASE GEOGRAPHY TERM 3		
Topic: **Population growth and change** **(Focus: World)**	**Suggested contact time:** **One term/15 hours**	**Recommended resources** • Statistics South Africa: Census in brief • Data relating to topic • Atlases

Content and concepts

- **Population concepts** **3 hours**
  - Birth rates, death rates and population growth rates
  - Infant mortality rates
  - Life expectancy
- **Factors affecting birth rates and death rates** **4 hours**
  - Disease :
    - o Widespread illnesses such as HIV and AIDS, tuberculosis, malaria, diarrhoea
    - o Pandemics of the past such as the Black Death in Europe, smallpox at the Cape
  - Economic status
  - Family needs, attitudes and beliefs
  - Conflict and wars
  - Government policy (as in China)
- **World population growth** **6 hours**
  - Pattern of world population growth from 1 AD to present day (interpreting a line graph)
  - Developments that have affected population growth:
    - o Increased food production
    - o Scientific developments – such as the increased understanding and control of disease and infection; improved sanitation; canned food and refrigeration
    - o Improved health care
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **2 hours**

Notes:

* The focus of each of these concepts should be on how they affect population growth.

** Some of these factors have a stronger impact on birth rates and others on death rates. Others are inter-related, as a higher risk of death may lead to an increased birth rate.

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

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

GRADE 7: SENIOR PHASE GEOGRAPHY TERM 4		
Topic: **Natural resources and conservation in South Africa** *	**Suggested contact time:** **One term/15 hours**	**Recommended resources** • Case studies of conservation, community and eco-tourism projects • Photographs of conservation areas • Department of Water Affairs ** • Department of Environmental Affairs ** • Department of Tourism **

Content and concepts

- **Natural resources** **3 hours**
  - Natural resources on earth – including water, air, forests, soil, animal and marine life
  - Use and abuse of selected examples
- **Management of resources** **5 hours**
  - Concept of conservation – including reasons for conservation
  - Conservation areas (including marine reserves)
    - o Purpose and location
    - o Case study of a selected area
  - Community conservation projects – examples
  - Eco-tourism – examples
- **Water in South Africa** **4 hours**
  - Who uses South Africa's water (pie graph of water users)
  - Availability of water and requirement in South Africa
  - River health and the care of catchment areas
  - Disappearing wetlands and why conservation is necessary – case study
  - Responsible use of water resources - agricultural, industrial and domestic users
- **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis** **3 hours**

Notes:

* The concept that is central to this topic is conservation, or the preservation and careful management of the environment and natural resources. Sustainability and the sustainable use of resources are a focus in Grade 9.

** The Departments of Water Affairs, Environmental Affairs and Tourism provide updated data and reports on their websites.

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

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

GRADE 8: SENIOR PHASE GEOGRAPHY TERM 1		
Topic: **Maps and globes** **(Focus: Global and local)**	**Suggested contact time:** **One term/15 hours**	**Recommended texts / resources** • Atlases • Globe (a model of the world) • Torch • Satellite images

Content and concepts

- **Maps and atlases** **5 hours**
  - Latitude and longitude – degrees and minutes
  - Using the atlas index to find places on a map
  - Kinds of scale in an atlas (world, regional, local)
  - Scale
    - o Review line and word scales
    - o Introduce ratio scales (number scales)
    - o Calculate distances between settlements (global and South Africa) using different scales
  - Places in the news (ongoing throughout the year)**
- **The globe** **6 hours**
  - Hemispheres (review from Grade 6)
  - The earth's rotation on its axis – day and night (review)
  - World time, time zones and the international date line
  - South African standard time
  - The earth's revolution around the sun:
    - o Angle of axis
    - o Equinox, solstice and the change in angle of the midday sun
    - o Seasonal changes in lengths of day and night
    - o Seasonal temperature changes
- **Satellite images** **2 hours**
  - What satellite images look like
  - Information from satellite images – water, vegetation, land use and cloud patterns
  - How satellite images are used
- **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis** **2 hours**

Notes:

* **Before starting this topic, check learners' knowledge of earth's place in the solar system (Natural Sciences).**

** News items can include any news that is in the media or of interest to learners. (Items need not be solely geographic in nature, as the emphasis is on locating news items in their geographical contexts.)

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

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

GRADE 8: SENIOR PHASE GEOGRAPHY TERM 2		
Topic: **Climate regions** **(Focus: South Africa and world)**	**Suggested contact time:** **One term/15 hours**	**Recommended texts/resources** • Atlases • Pictures/photographs to illustrate conditions in different climate regions • Climate statistics – ref. 'Weather SA'; 'World Climate statistics' • Globe

Content and concepts

- **Factors that influence temperature and rainfall** **5 hours**
  - Distance from the equator (latitude)
  - Distance from the sea
  - Height above sea level (altitude)
  - Ocean currents
  - Mountains (relief)
- **South Africa's climate** **4 hours**
  - Physical map of South Africa (review from Grade 5)
  - How each of the above factors influence temperature and rainfall in selected places – such as Beaufort West, Cape Town, Durban, George, Johannesburg, Mbombela, Mmabatho, Mthatha, Port Nolloth, Upington **
- **Climate around the world** **4 hours**
  - Difference between weather and climate (review from Grade 5)
  - Elements of weather – temperature, humidity, winds and precipitation
  - Kinds of climate: Tropical, subtropical, temperate, desert, semi-desert, continental, polar, Mediterranean, tundra and high mountain (alpine) ***
  - Temperature and rainfall characteristics of different kinds of climate (bar and line graphs)
  - Climate regions of the world:
    - o Map with climate regions ***
    - o Links between climate regions and factors that influence temperature and rainfall
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **3 hours**

Notes:

* Explanation of how these factors influence temperature and, where appropriate, rainfall. Winds are studied at FET level.

** Refer to average monthly figures. These centres are selected as a sample of different climates across South Africa. Others may be added or substituted. Learners should also account for the rainfall and temperature statistics of their own area (where these are not covered by the above).

*** Different atlases and texts may give a variant on the climate regions listed above. This is acceptable as long as a range of six or more climate regions are included.

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

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

GRADE 8: SENIOR PHASE GEOGRAPHY TERM 3		
Topic: **Settlement (Africa with a focus on South Africa)**	**Suggested contact time:** **One term/15 hours**	**Recommended resources** • Land use maps • Photographs (including aerial photographs) to illustrate different kinds of settlement • Community members/elders – especially for the project • Stories/case studies to illustrate conditions caused by urbanisation

Content and concepts

- **Settlement and land use *** **3 hours**
  - Urban settlements
    - o Land use within urban settlements – including the central business district, zones for light and heavy industry, residential areas (high-, middle- and low-income), shopping centres, services and recreation
  - Rural settlements
    - o Types of rural settlement – including farming, mining, forestry, fishing
- **Land use on aerial photographs and large-scale maps **** **3 hours**
  - What aerial photographs look like (oblique and vertical)
  - Information from aerial photos – natural and constructed features
  - Identifying land uses in urban settlements (aerial photographs and large-scale maps *)
- **Investigation of a settlement (project) ***** **2 hours**
  - An independent study of a settlement known to the individual learner
    - o Describe the settlement and the different types of land use.
    - o Identify specific features or landmarks (natural and/or human-made).
    - o Suggest reasons for the location of this settlement ****.
    - o Discuss decline and/or growth of population of the settlement and suggest reasons.
    - o Identify and discuss one social or environmental issue.
    - o Include interviews with community members, drawings, a sketch map and any other appropriate illustrative material.
- **Urbanisation** **5 hours**
  - Concept of urbanisation
  - Why cities are growing – push and pull forces of migration (Africa with focus on South Africa)****
  - Overview of urbanisation in South Africa – including issues associated with apartheid population controls
  - Social issues related to the rapid growth of cities – such as housing and service provision (including health care and education)
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **2 hours**

Notes:

* Models of land use are not required at this level. Focus only on the characteristics of land use zones. Examples should be drawn from Africa (including South Africa).

** Topographic and orthophoto maps are introduced in Grade 9. The intention here is to use photographs and simple, shaded land use maps.

***** This independent study is a project for formal assessment. Introduce this project early in the term for submission late in the term. It should not absorb much formal classroom time. However, some time for explaining and monitoring the project is necessary.**

****Review and extend from Grade 6, 'Why people live where they do'.

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

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

GRADE 8: SENIOR PHASE GEOGRAPHY TERM 4		
Topic: **Transport and trade** **(Focus: South Africa and the world)**	**Suggested contact time:** **One term/15 hours**	**Recommended resources** • Atlases • Maps of transport routes – South Africa and the World • Examples of urban public transport strategies around the world

Content and concepts

- **Trade and transport around the world** **3 hours**
  - Reasons for trade (Review from Grade 6)
  - Links between trade and transport – with examples to illustrate
  - Different modes of transport and their uses: sea, air, road, rail and pipeline
- **Trade and transport in South Africa *** **4 hours**
  - Major roads, railways, airports and harbours in South Africa (map)
  - Case study of a selected South African harbour
    - o Reasons for location
    - o Main exports and imports
    - o Specialised ships – such as container ships, tankers, passenger liners, bulk carriers for specialised cargo
    - o Links with other transport systems – such as road, rail, pipeline
  - Advantages and disadvantages of road and rail transport
  - Requirements for future transport networks
- **People and transport in urban areas **** **5 hours**
  - Public transport systems in urban areas – such as buses and trains
  - Private modes of transport – such as mini-bus taxis, cars and bicycles
  - Transport issues – such as cost for commuters, traffic congestion and pollution
  - Public transit strategies – such as rapid transport systems, subsidised public transport, bus and cycle lanes, park and ride, car-free zones ***
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **3 hours**

Notes:

*** The focus here should be on national, as opposed to urban or regional, patterns of transport use.**

**** The focus in this section is on commuter transport.**

***** Provide both South African and international examples.**

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

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

GRADE 9: SENIOR PHASE GEOGRAPHY TERM 1		
Topic: **Map skills** **(Focus: Topographic and orthophoto maps)**	**Suggested contact time:** **One term/15 hours**	**Recommended resources** • Local and other topographic and orthophoto maps and aerial photos* • Satellite images (such as Google Earth) • Atlases • Landscape models (these may be made using recycled waste)

Content and concepts

- **Contour lines** — **3 hours**
  - Concept of contour lines (models and landscape maps with landscape features)
  - Steep and gentle slopes (description of gradient)
  - River valleys and spurs
- **1: 10 000 Orthophoto maps*** — **3 hours**
  - Vertical aerial photographs (Review Grade 8)
  - Orthophoto images made from aerial photographs
  - How height is shown on orthophoto maps
  - Contour lines on orthophoto maps – identifying features
- **1: 50 000 Topographic maps*** — **4 hours**
  - Read map symbols to identify:
    - o natural features on topographic maps
    - o constructed features on topographic maps
  - Height clues on topographic maps
  - Contour patterns showing river valleys, hills, mountains, ridges and spurs
  - Scale and measuring distance on topographic maps - using line and ratio scales
  - Co-ordinates to locate features
- **Information from maps and photographs** — **2 hours**
  - Interpret information from topographic and orthophoto maps and aerial photographs: **
    - o describe landscape
    - o identify land use
    - o settlement patterns – identify shape, size, location
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** — **3 hours**

Notes:

* Topographic and orthophoto maps as well as aerial photographs are available from The MapPack Project, Private Bag X10, Mowbray 7700. Fax: 021 689 1351. Phone: 021 658 4300. E-mail: ngi@ruraldevelopment.gov.za .

** It is not essential to use maps and aerial photographs of the same area. Cross-referencing and comparing an area shown in a range of ways is, however, very worthwhile.

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

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

GRADE 9: SENIOR PHASE GEOGRAPHY TERM 2		
Topic: **Development issues** (Focus: South Africa and the world)	**Suggested contact time:** **One term/15 hours**	**Recommended resources** • Statistics South Africa – Census in brief • Atlases

Content and concepts

- **Development** **4 hours**
  - Meaning of development - including economic, social and environmental aspects*
  - Ways of measuring development
  - The Human Development Index (HDI) – life expectancy, education, per capita GDP
    - o World map indicating the HDI (Countries ranked by level of high, middle or low development)
  - Differences in development around the word – comparisons of selected countries and regions
- **Factors affecting development** **4 hours**
  - Reasons for differences in development **
    - o Historical factors – such as colonialism
    - o Trade – imbalances, unfair trade
    - o Technology and industrialisation
    - o Health and welfare
    - o Education
    - o Political stability
- **Opportunities for development ***** **4 hours**
  - More equitable trading relationships
  - Alternative development – particularly alternatives to industrialisation
  - Sustainable development – including economic, social, and environmental factors
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **3 hours**

Notes:

* Development includes living within the earth's means and focusing on quality of life and needs of the poor. A critical approach to interpretations of development is required.

** These are important factors but should not be seen as a comprehensive list.

*** Throughout this section examples of development programmes are included, such as education and training, rural development and community-based initiatives. When selecting examples note that food production and farming are a focus in term 4 (Resource use and sustainability).

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

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

GRADE 9: SENIOR PHASE GEOGRAPHY TERM 3		
Topic: **Surface forces that shape the earth (Physical Geography)**	**Suggested contact time:** **One term/15 hours**	**Recommended resources** • Photographs of a range of landforms • Topographic maps *

Content and concepts

- **Weathering** **3 hours**
  - Concept of weathering
  - Physical weathering
  - Chemical weathering
  - Biological weathering
  - Impact of human activities on weathering
- **Erosion and deposition **** **7 hours**
  - Difference between weathering, erosion and deposition
  - Rivers **–** features of erosion and deposition along a river course
  - Sea – features of erosion and deposition associated with wave action: the power of wave action and typical landforms
  - Moving ice – features of erosion and deposition associated with glaciated landscapes
  - Wind – features of erosion and deposition associated with wind
- **The impact of people on soil erosion** **3 hours**
  - Human contributions to erosion through agriculture, construction and mining
  - Case study: agriculture as a contributor to erosion
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **2 hours**

Notes:

* Topographic and orthophoto maps as well as aerial photographs are available from The MapPack Project, Private Bag X10, Mowbray 7700. Fax: 021 689 1351. Phone: 021 658 4300. E-mail: ngi@ruraldevelopment.gov.za .

** Include examples of landforms in South Africa wherever possible throughout this sub-topic. Limit the number of landforms and detail for each.

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

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

GRADE 9: SENIOR PHASE GEOGRAPHY TERM 4		
Topic: **Resource use and sustainability** **(Focus: World)**	**Suggested contact time:** **One term/15 hours**	**Recommended resources** • Atlases • Atlas of Earth's resources and management • Case studies, photographs to illustrate the content of the topic • Metal artefacts, such as tin cans, both before and after recycling.

Content and concepts

- **Resources use** **4 hours**
  - Uses of natural resources – renewable and non-renewable
  - Effects of unwise use of resources
    - o Over-fishing the oceans
    - o Over-grazing
- **Sustainable use of resources** **4 hours**
  - Concepts of sustainable and unsustainable resource use
  - Ways resources may be used sustainably
    - o Sustainable fishing
    - o Sustainable land use for grazing
  - Role of consumers – individuals, businesses and governments – in choosing more sustainable resource use – such as reducing pressure on resources, lowering carbon footprint
- **Food resources** **4 hours**
  - Concept of food security – local, regional and global examples
  - Role of science and technology in food production *
    - o Factory farming – raising livestock at high density
    - o Genetic modification of crops
  - Sustainable farming - appropriate technologies and farming techniques *
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **3 hours**

Notes:

* Include critical studies of advantages and disadvantages of different modes of food production. Social, environmental, economic, health and ethical (including animal rights) issues should be considered.

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.

Learners should read and write regularly.

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

3.2 SENIOR PHASE HISTORY: OUTLINE OF WHAT IS TO BE TAUGHT

GRADE 7: SENIOR PHASE HISTORY TERM 1	
Topic: **The kingdom of Mali and the city of Timbuktu 14th century**	**Suggested contact time:** **One term/15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Background: Teachers should note that the word 'sources' was deliberately changed to 'how we find information about the past' for Grades 4 – 6. The word 'sources' should be introduced in Grade 7.

Focus: The development of a rich economy and a learning centre of the kingdom of Mali long ago.

Content and concepts

- **Trade across the Sahara Desert** **2 hours**
  - Camel caravans as the means of transport
  - Goods including salt brought from Europe and North Africa into Mali where they were exchanged for gold, slaves, ivory and ostrich feathers
  - Spread of Islam across North Africa and into West Africa via traders 9th century
- **The kingdom of Mali** **3 hours**
  - Mali at the height of its power under Mansa Musa early 14th century
  - Mansa Musa's pilgrimage to Mecca
  - Construction of the Great Mosque
- **The city of Timbuktu**
  - Leo Africanus's eyewitness stories of his travels **2 hours**
    - o Travel along caravan routes, into the Saharan desert and two visits to Timbuktu
    - o Descriptions of Timbuktu in his book *Description of Africa (1550)*
  - Timbuktu as a trade centre on the trans-Saharan caravan route **2 hours**
    - o Goods coming from the Mediterranean shores and salt being traded in Timbuktu for gold
  - Timbuktu as a centre of learning **3 hours**
    - o Mathematics, chemistry, physics, optics, astronomy, medicine, history, geography, the traditions of Islam, government laws and much more
    - o Timbuktu Manuscripts Project and South African collaboration
    - o Why Timbuktu is a World Heritage Site
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **3 hours**

Learners should read and write for part of every lesson.

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

GRADE 7: SENIOR PHASE HISTORY TERM 2	
Topic: **The Transatlantic slave trade**	**Suggested contact time:** **One term/15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Focus: The nature and impact of the slave trade between West Africa and the American South

Content and concepts

- **West Africa before the European slave trade** **1 hour**
- **The nature of slavery in West Africa before Europeans**
- **Slavery in the American South** **3 hours**
  - Plantations: tobacco, rice, sugar cane and cotton
  - Reasons for using slave labour
  - How slaves were captured, sold and transported from West Africa
  - Slave markets
  - Numbers of slaves that were taken to America
  - What happened to the raw materials that slaves produced
- **The impact of the transatlantic slave trade on slaves** **6 hours**
  - What it was like to be a plantation slave in the American South
    - o Slave culture in songs and stories
    - o Resistance to slavery: individual responses, e.g. sluggishness, passivity, indifference, shirking, alcoholism, flight, suicide, arson, murdering owners
    - o Rebellion against slavery
    - o Nat Turner's revolt 1831
    - o Joseph Cinque and the Amistad Mutiny 1839
    - o The Underground Railroad (an informal network of secret routes and safe houses used by escaping slaves)
    - o Harriet Tubman: slave who escaped to freedom, and helped other slaves to escape
    - o The story of John Brown and his mission to abolish slavery
- **The impact of the transatlantic slave trade on the economies of** **2 hours**
  - West Africa
  - America and Britain
  - Gains for America and Britain and negative impact on West Africa
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **3 hours**

Learners should read and write for part of every lesson.

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

GRADE 7: SENIOR PHASE HISTORY TERM 3	
Topic: **Colonisation of the Cape 17th – 18th centuries**	**Suggested contact time:** **One term/15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Focus: Colonisation, the expanding frontiers of Dutch settlement and immediate consequences at the Cape

Content and concepts

Revise from Grade 5: **2 hours**

- Indigenous inhabitants of the Cape in 17th century
- Where African farmers were settled (to the east of the Cape because of the climatic constraints of sorghum and millet: settled in the summer rainfall areas that received around 500mm of rain over the summer growing season)

Dutch settlement **10 hours**

- Reasons for the VOC (DEIC) permanent settlement at the Cape 1652
- Results of the Dutch
  - Slaves at the Cape
    - o Why slaves were brought to the Cape
    - o Where the slaves came from
    - o How slaves were brought to the Cape
    - o What it was like to be a slave at the Cape
    - o Causes and effects of slave resistance at the Cape
    - o Slave legacy at the Cape, including religion of Islam and the development of the Afrikaans language
  - Free burghers; Dutch and French Huguenot immigration to the Cape
  - Expanding European frontiers
    - o The movement of trekboers with their slaves and servants inland
    - o Lifestyles and stories of trekboers
  - Land dispossession and consequences for the indigenous population
    - o Genadendal: the first mission station in Southern Africa 1738
    - o The work of William Bleek and Lucy Lloyd
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **3 hours**

Learners should read and write for part of every lesson.

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

GRADE 7: SENIOR PHASE HISTORY TERM 4	
Topic: **Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century**	**Suggested contact time:** **One term/15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Focus: Colonisation, the expanding frontiers of British settlement and immediate consequences at the Cape in the early 19th century

Content and concepts

- **Arrival of British and the expanding frontiers of European settlement** **2 hours**
- **The Eastern frontier of European settlement** **5 hours**
  - Frontier wars on the eastern frontier of European settlement
    - o Case study: Chief Maqoma (1798 – 1873) and Xhosa resistance to British rule
  - Soldiers and officials
    - o Case study: Andries Stockenström (1792 – 1864) and his involvement on the Eastern frontier of European settlement
  - British immigration
  - Abolition of slavery 1836
  - Boers migrate and move into the interior: Great Trek
    - o Case study: The lives of inboekselings
- **The northern frontier of European settlement** **5 hours**
  - Expanding trade relationships on the northern frontier of European settlement
  - Kora and Griqua (groupings of people of mixed descent and runaway slaves who had escaped from the Colony): traded manufactured goods, tobacco and pack oxen from the Cape
  - The southern borders of the Tswana world*: traded ivory, hides, skins and furs, iron and copper with Kora and Griqua
  - Missionaries and traders
    - o Case study: Robert Moffat (1795 – 1883) at Kuruman

Note:

* Tswana towns of the early 19th centuries were among the largest settlements in Southern Africa at the time. According to travellers' writings and estimates made by archaeologists, by AD 1820 the number of people living in stone-walled towns such as Marothodi, Molokwane or Kaditshwene ranged from about 4 000 to as many as 20 000. Only Cape Town was of a similar size, and the cities of Johannesburg and Pretoria did not exist at all.

- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **3 hours**

Learners should read and write for part of every lesson.

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

GRADE 8: SENIOR PHASE HISTORY TERM 1	
Topic: **The Industrial Revolution in Britain and Southern Africa from 1860**	**Suggested contact time:** **One term/15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Background: The Mineral Revolution in South Africa began took place after the discovery of diamonds in Kimberley in 1867 and continued with the discovery of deep-level gold on the Witwatersrand in 1886. The British were already colonising parts of Southern Africa at the time of the discovery of diamonds, and the Industrial Revolution in Britain made it a more powerful and determined colonising power. The new diamond wealth in South Africa gradually pulled the British into controlling the whole of South Africa.

Focus: Changes during the Industrial Revolution in Britain, and the beginning of the Industrial Revolution in South Africa brought about by diamond mining and Britain's increasing interests in South Africa.

Content and concepts

- **Changes during the Industrial Revolution in Britain** **6 hours**
  - Wealth from slave trade
  - Economy before the Industrial Revolution: farming economy, cottage industries
  - What the Industrial Revolution was
  - Social changes during the Industrial Revolution
    - o Urbanisation and changing living conditions – lives of the working class, including overcrowded housing, poverty and workhouses
    - o The mines and factories - child labour in mills and mines
  - Labour, resistance, the trade union movement and working class organisations
    - o Swing Riots (agriculture); Luddites (industry)
    - o Grand National Consolidated Trades Union (1833)
  - Increased power and wealth of Britain and Western European economies
- **Southern Africa by 1860** **3 hours**
  - Map and brief description of political settlement
  - Indentured labour from India to work on sugar plantations in British colony of Natal
    - o India as a British colony
    - o Reasons why labour was imported: Zulu kingdom was still independent
    - o Reasons for demand for sugar in Britain
    - o Conditions under which indentured labourers lived and worked
    - o Passenger Indians 1869 onwards
- **Diamond mining in Kimberley 1867 onwards** **3 hours**
  - Why diamonds are valuable
  - British take-over of diamond-rich land in Griqualand West
  - Diamond-mining and the development of a monopoly: one person one claim; what happened to black claimholders; problems related to digging deeper; the formation of companies; Cecil John Rhodes and Barney Barnato; the formation of De Beers Consolidated Mines Limited; regulating supply and the price of diamonds
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **3 hours**

Learners should read and write for part of every lesson.

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

GRADE 8: SENIOR PHASE HISTORY TERM 2	
Topic: **The Mineral Revolution in South Africa**	**Suggested contact time:** **One term/15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Background: The Mineral Revolution in South Africa started with the discovery of diamonds in Kimberley in 1867, and intensified with the discovery of deep-level gold on the Witwatersrand in 1886. By the time that gold was discovered, African kingdoms had lost their independence. During the gold-mining revolution, patterns of land and labour were established and continued into the 20th century.

Focus: Changing balance of power in South Africa brought about by gold mining, and the foundations of racial segregation.

- **Britain, diamond mining and increasing labour control and land expansionism** **2 hours**
  - Increasing control over black workers: closed compounds and migrant labour
  - Further land dispossession and defeat of African kingdoms: Xhosa 1878 and Pedi and Zulu 1879
- **Deep-level gold mining on the Witwatersrand 1886 onwards**
  - Why gold is valuable **1 hour**
  - The discovery and mining of deep level gold on the Witwatersrand **7 hours**
    - o How gold is mined
    - o Conditions underground
    - o The Randlords and the formation of the Chamber of Mines
    - o Migrant workers (more systematic control and borrowing of compound system from Kimberley)
    - o Increasing burden on women in the reserves, erosion of families
    - o Skilled and unskilled white workers
    - o Anti-Indian legislation
    - o Forms of labour resistance
    - o The city of Johannesburg
  - The Mineral Revolution as a turning point in South African history **2 hours**
    - o The shifting balance of power: defeat of the Boer Republics 1902; African Political Organisation (APO) 1902; Transvaal Indian Congress (TIC) 1903; Bambatha Rebellion 1906; Union 1910; formation of South African Native National Congress (SANNC) 1912 (later renamed ANC); Satyagraha Campaign of 1913 – 1914; Land Act 1913
    - o Map of Southern Africa in 1913 compared with 1860
- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **3 hours**

Learners should read and write for part of every lesson.

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

GRADE 8: SENIOR PHASE HISTORY TERM 3	
Topic: **The scramble for Africa**	**Suggested contact time:** **One term/15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Background information: The colonisation of Africa was part of a global European process reaching all the continents of the world. European colonisation and domination changed the world dramatically.

Focus: Causes and results of European colonisation of the African continent, with special focus on the Ashanti kingdom (colonised by the British as the Gold Coast, and today the independent African country of Ghana).

Content and concepts

- **European colonisation of Africa in the late 19th century** **8 hours**
  - Africa before European colonisation
    - o Map of Africa 1800
  - Berlin Conference 1884
    - o Map of Africa (showing different colonising countries)
  - Causes of colonisation
  - Patterns of colonisation: which countries colonised which parts of Africa
  - Why European powers were able to colonise Africa so quickly
  - Results of colonisation
- **Case Study: The Ashanti kingdom** **5 hours**
  - The coast of West Africa before the arrival of Europeans
  - The Ashanti and their early contact with European traders and explorers
  - The British and the colonisation of the Gold Coast
  - Results of colonisation for Ashanti kingdom and Britain
- **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis** **2 hours**

Learners should read and write for part of every lesson.

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

GRADE 8: SENIOR PHASE HISTORY TERM 4	
Topic: **World War I (1914 – 1918)**	**Suggested contact time:** **One term/15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Focus: Causes of World War I and aspects of people's experience at home and at war.

Content and concepts

- **Reasons why World War I broke out** **3 hours**
  - Overview of long-term causes: Nationalism, industrial economies, control of seas, colonisation and empires
  - Immediate cause: Assassination of Archduke of Austria at Sarajevo
  - Countries in Europe which fought: Allied Powers vs Central Powers
- **Aspects of experiences in World War I** **5 hours**
  - Conscription and propaganda in Britain
  - Conscientious objectors
  - Trench warfare on the Western Front
  - Music and poetry
  - World War I and South Africa
    - Battle of Delville Wood 1916
    - Sinking of the Mendi 1917
- **Women in Britain during World War I** **3 hours**
  - Changing roles of women in the workplace in Britain in World War I
  - Emily Pankhurst and the campaign for the vote for women in Britain
- **The defeat of Germany and the Treaty of Versailles** (to be picked up again in Grade 9) **1 hour**
- **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis** **3 hours**

Learners should read and write for part of every lesson.

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

GRADE 9: SENIOR PHASE HISTORY TERM 1	
Topic: **World War II (1919 - 1945)**	**Suggested contact time:** **One term/ 15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Focus: Why the Weimar Republic failed as a democracy, the rise of Nazi Germany, the outbreak of World War II in Europe and in the Pacific and people's experiences.

Content and concepts

- **The rise of Nazi Germany** **5 hours**
  - End of World War I; Weimar Republic; Treaty of Versailles 1919 and brief summary of German punishments
  - Hitler and the Nazis 1920s
  - The Great Depression of 1929 and effects on Germany
  - Failure of democracy in the Weimar Republic
  - Reasons for public support for Nazi Party and the 1932 and 1933 elections
  - Enabling Act 1933 and dictatorship (including concentration camps for opponents)
  - Nuremberg Laws and loss of basic rights of Jewish people 1935
  - Persecution of political opponents; Jehovah's Witnesses; Roma (gypsies); homosexuals; Slavs; black people; disabled people
  - Nazi Germany as an example of a fascist state (compared with democracy)
- **World War II: Europe** **5 hours**
  - Nazi's aggressive, expansionist foreign policy for lebensraum (very briefly)
  - Outbreak of World War II: Axis vs. Allies
  - Extermination camps and genocide, the Holocaust, and the 'Final Solution'
  - Examples of resistance to Nazism in Germany
    - o Sophie Scholl and the White Rose Movement
    - o Dietrich Bonhoeffer and the Confessing Church
    - o Warsaw Ghetto Uprising
  - End of World War II in Europe
- **World War II in the Pacific** **2 hours**
  - America in the War vs. Japan: Pearl Harbour
    - o Japanese Americans forcibly moved into internment camps in USA
    - o Japanese expansion and atrocities in China
    - o Japanese prisoner-of-war camps for Allied soldiers
- **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis** **3 hours**

Learners should read and write for part of every lesson.

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

GRADE 9: SENIOR PHASE HISTORY TERM 2	
Topic: **The Nuclear Age and the Cold War**	**Suggested contact time:** **One term/15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Focus: The change in the balance of power after World War II and rivalry between the new superpowers during the Cold War.

Content and concepts

- **Increasing tension between the Allies after the end of World War II in Europe** **2 hours**
  - USSR (communism) vs. USA and West (capitalism)
- **End of World War II in the Pacific : Atomic bombs and the beginning of the Nuclear Age** **2 hours**
  - When, where, why and how did World War II come to an end?
  - Why did the USA drop the bombs?
  - Was it justified?
- **Definition of the superpowers and the meaning of 'Cold War'** **1 hour**
- **Areas of conflict and competition between the Superpowers in the Cold War** **6 hours**
  - Arms race
  - Space race
  - Division of Germany 1946 and the building of the Berlin Wall 1961
- **The end of the Cold War 1989** **1 hour**
  - The fall of the Berlin Wall 1989
  - The fall of the Soviet Union (very briefly) 1991
- **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis** **3 hours**

Learners should read and write for part of every lesson.

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

GRADE 9: SENIOR PHASE HISTORY TERM 3	
Topic: **Turning points in modern South African history since 1948**	**Suggested contact time:** **One term/15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Focus: Some of the key turning points in South African history, including the coming of apartheid in 1948 and non-violent resistance to apartheid in the 1950s.

Content/concepts/skills

- **The Universal Declaration of Human Rights after World War II** **1 hour**
- **Definition of racism** **2 hours**
  - Human evolution and our common ancestry*
  - Apartheid and the myth of 'race'
- **1948 National Party and Apartheid** **4 hours**
  - Racial segregation before Apartheid
  - Main apartheid laws in broad outline
    - o Case study: Group Areas Act: Sophiatown forced removal
    - o Case study: Bantustans: Forced removal: People of Mogopa to Bophuthatswana
- **1950s: Repression and non-violent resistance to apartheid** **4 hours**
  - SACP banned
  - ANC programme of action
    - o Brief biography: Albert Luthuli, his role in the ANC and resistance to apartheid
  - The Defiance Campaign (including the influence of Mahatma Gandhi)
  - Freedom Charter and Treason Trial
  - Women's March
    - o Brief biographies: Helen Joseph and Lillian Ngoyi and their roles in resistance to apartheid

Oral history and research project: Suggested topic: How apartheid affected people's lives and how people responded: Research any apartheid law, and interview a person who was affected by that law and determine how he or she responded.

- **Allow class time for instructions and monitoring progress of project** **2 hours**

Note:

* People often ask how understanding human evolution helps us. The issue of 'race' still vexes South African society today. Scientists say that 'race' is a cultural or social construct and not a biological one. Apartheid ideology, for example, selected superficial criteria of physical appearance to create categories of people and used these to classify people into 'population groups'. The study of human evolution shows us that we share a common ancestry - we are all Africans in the sense that we all descended from ancestors who lived in Africa as recently as 100 000 years ago.

- **Revision, assessment (formal and informal) and feedback should be done on an ongoing basis** **2 hours**

Learners should read and write for part of every lesson.

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

GRADE 9: SENIOR PHASE HISTORY TERM 4	
Topic: **Turning points in South African history 1960, 1976 and 1990**	**Suggested contact time:** **One term/15 hours**
This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2	

Focus: In order to study this complex period, three key turning points have been selected. This is to allow for learners to appreciate the significance of these events in more depth.

- **1960: Sharpeville massacre and Langa march** **5 hours**
  - Formation of PAC 1959
  - Causes, leaders, events, short-term and longer-term consequences
- **1976: Soweto uprising** **5 hours**
  - Causes, leaders, events of 16 June, spiraling events that followed throughout the country, longer-term consequences for resistance and repression
- **1990: Release of Nelson Mandela and the unbanning of liberation movements** **2 hours**
  - Events leading to 1994 election (in broad outline)
    - o Internal resistance and repression 1980s
    - o External pressure on the apartheid regime 1980s
    - o End of Cold War 1990
    - o Unbanning of political movements 1990
    - o Release of Mandela and other political prisoners 1990
    - o Negotiations and violence 1990 – 1994
    - o Democratic election 1994

Note: The coming of democracy after many years of struggle is repeated in detail in Grade 12. Textbooks should cover the events listed above so that learners who do not select History in Grades 10-12 can read in more detail about South Africa's recent history. Learners should also be encouraged to read the abridged version of Nelson Mandela's autobiography, *The Long Walk to Freedom*.

- **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis** **3 hours**

Learners should read and write for part of every lesson.

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

SECTION 4: ASSESSMENT IN SOCIAL SCIENCES

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement, evaluating this evidence, recording the findings and using this information to understand and thus 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.

Guidelines for good assessment practices in History and Geography

The aims and skills in the subject must be applied to the content knowledge as well as to the tasks, projects, tests or examinations.

In assessing knowledge, teachers will be assessing the learner's ability to achieve the aims and demonstrate the skills outlined in Section 2 of this document. To enable learners to achieve the aims and demonstrate the skills, they will need to have a full grasp and understanding of the content and concepts outlined in Section 3. Memory skills remain important.

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

Learners often experience difficulty in writing at length and in essay format. 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 order together with other information) and to *connect* information (to make a logical sequence, or argument).

The quality of learners' work depends on the care with which their tasks and questions are set. They should be given precise and detailed instructions, 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 substantial questions into a number of smaller ones, or steps.

Plagiarism (using someone else's work and pretending it is one's own) is a particular problem, whether it involves someone else doing the work, copying another learner's work, or cutting and pasting from the Internet. It is essential that learners be trained to show whenever they quote something and to give their references. Likewise, teachers need to set learners an example by always giving the references for information and sources that they use.

4.2 INFORMAL OR DAILY ASSESSMENT

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

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for

teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Self-assessment and peer assessment actively involve learners in assessment. This is important, as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

Learners should read and write regularly, starting with sentences and paragraphs and building up to extended pieces of work. Much of this may be structured by working through activities provided in the textbook. Other reliable sources of information that may enrich the curriculum can be used with careful selection and discretion.

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

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, performances etc. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject.

4.3.1 Formal assessment requirements of Social Sciences

History and Geography must be assessed separately. The forms of assessment used should be appropriate for learners' age and developmental level.

Learners must complete formal assessments each term for History and for Geography. Formal assessments include formally assessed tasks, along with projects and examinations. (Refer to programme of assessment on the next page)

4.3.2 Types of formal assessment for Social Science

Projects

Learners complete **one** project in Social Sciences in each grade. They therefore do a project in either History or Geography in a given year. For more details on projects and when these are to be completed, refer to Section 2 of this document.

Tests and Examinations

Tests and examinations for formal assessment should cover a substantial amount of content.

Tests and examinations must be completed under strictly controlled conditions.

Each test and examination must cater for a range of cognitive levels. (Refer to the table in the section on p**lanning for assessing** later in this section.)

COGNITIVE LEVEL	PERCENTAGE
Lower Order: Knowledge and recall	30
Middle Order: Comprehension and application	50
Higher Order: Analysis, evaluation and synthesis	20

Tasks

Tasks should be designed to cover the content and concepts of the subject and include a variety of activities selected to assess the identified aims and skills.

Formal assessment tasks may include one or a combination of the activities listed below. This list may be extended:

- Writing short answers to questions (these may be single words, short phrases or sentences)
- Writing paragraphs and, from Grade 7, sequencing these into passages of extended writing
- Researching questions or topics
- Writing up a small piece of research
- Reading and summarising
- Listening and note-taking
- Recording observations
- Answering questions (short and/or longer responses)
- Asking questions (questions reveal insight)
- Completing worksheets
- Drawing and labelling
- Matching, sorting, listing, describing and comparing texts, graphs, maps, photographs, pictures
- Making connections between causes and effects
- Identifying similarities and differences
- Selecting and organising information
- Analysing and synthesising information
- Reading, completing and/ or drawing maps
- Working with data (graphs and tables)
- Finding and/or working with sources

- Cross-referencing and comparing information
- Giving an explanation (orally, written or visually)
- Identifying and discussing issues
- Expressing and justifying a view
- Evaluating ideas and actions
- Detecting bias
- Doing a presentation (orally, written or visually)
- Making a model, poster or chart
- Interpreting photographs and writing captions
- Participating in a structured, prepared discussion, debate or role play.

Before handing out an assessment task to learners, teachers should ensure that they are able to answer all the questions themselves. When teachers set an assessment task, they should draw up a memorandum of answers and/or a rubric for the assessment. Refer to the seven-point rating code or scale of achievement when constructing a rubric.

Teachers should mark assessment tasks without delay. Learners should receive continuous, constructive feedback both informally and formally. Feedback should acknowledge strengths and identify areas of weakness for learner's developmental needs. Action plans on how learners will be supported should accompany this feedback.

It is important that the feedback provided to learners encourages them to do better, and builds their self-confidence.

Planning for assessment

Setting good assessment tasks can be very challenging and teachers are encouraged to use carefully selected textbooks as a guide, and to share good assessment tasks with teachers in other schools.

Follow these steps when designing your own task or activity:

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

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below. A formal assessment should include low, middle and high order activities or questions, with a weighting towards the cognitive level of the middle order.

KNOWLEDGE AND RECALL	COMPREHENSION/ UNDERSTANDING	APPLICATION	CONCEPTUAL REASONING: ANALYSIS	CONCEPTUAL REASONING: SYNTHESIS	CONCEPTUAL REASONING: EVALUATION
LOW ORDER	**MIDDLE ORDER**		**HIGH ORDER**		
Absorb	Classify	Change	Breakdown	Abstract	Appraise
Count	Compare	Compute	Differentiate	Arrange	Conclude
Define	Convert	Construct	Discriminate	Combine	Contrast
Identify	Discuss	Demonstrate	Investigate	Compile	Create
Label	Distinguish	Draw	Organise	Construct	Critique
List	Define	Illustrate	Relate	Create	Criticise
Match	Demonstrate	Predict	Separate	Design	Decide
Memorise	Describe	Relate	Subdivide	Discuss	Dispute
Name	Estimate	Solve		Formulate	Evaluate
Outline	Explain	Use		Generalise	Grade
Point out	Generalise			Generate	Judge
Quote	Give examples			Group	Justify
Recite	Illustrate			Integrate	Interpret
Recognise	Infer			Organise	Support
Repeat	Interpret			Summarise	Recommend
Remember	Match				
Reproduce	Paraphrase				
Respond	Restate				
Select	Rewrite				
State	Select				
Trace	Summarise				
	Translate				

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

Senior Phase

School-Based Assessment (SBA): 40% (including mid-year examination)

Year-end examination: 60%

GRADE 7			
Term 1	History	Task	**School-Based Assessment (SBA) 60%**
	Geography	Project	
Term 2	History	Task/Test	
	Geography	Task/Test	
Term 3	History	Task	
	Geography	Task	
Term 4	History	Examination	Year-end examination 40%
	Geography	Examination	

GRADE 8			
Term 1	History	Task	**School-Based Assessment (SBA) 60%**
	Geography	Task	
Term 2	History	Task/Test	
	Geography	Task/Test	
Term 3	History	Task	
	Geography	Project	
Term 4	History	Examination	Year-end examination 40%
	Geography	Examination	

GRADE 9			
Term 1	History	Task	**School-Based Assessment (SBA) 60%**
	Geography	Task	
Term 2	History	Task/ Test	
	Geography	Task/ Test	
Term 3	History	**Project**	
	Geography	Task	
Term 4	History	Examination	Year-end examination 40%
	Geography	Examination	

4.5 RECORDING AND REPORTING

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

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

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

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

Social Sciences for Intermediate and Senior Phase learner reports:

Show History and Geography separately and together on school report, as in the example below:

Social Sciences	
History	**%**
Geography	**%**
Average (Social Sciences)	

4.6 MODERATION OF ASSESSMENT

Moderation refers to the process that 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.

4.7 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.*