STUDY Mate
GRADE 12
ISSUE 13 2008
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History and Geography Exemplar Papers – extracts from Exam Success

HISTORY

Question 1

What was the impact of ideology, spheres of influence and propaganda during the Cold War?

Source-based questions.

Study Sources 1A and 1B and then answer these questions.

1.1 Is this poster (Source 1A) produced for an American or an Asian audience? Refer to the source to back up your answer. (2)

1.2 Explain the message of this poster and whether you think it is effective. (Comment on the visual images only.) 2 x 2 = (4)

1.3 Explain the following concepts which are used in Source 1B.
a) Imperialist warmonger
b) Monopoly capitalist 2 x 2 = (4)

1.4 What would the Soviet government say that communism had to offer the 'worker' in Source 1B? 3 x 1 = (3)

1.5 a) Write a definition of propaganda. (3)
b) How do sources 1A and 1B illustrate this definition of propaganda? (Discuss to whom each appeals and what persuasive techniques are used to get the message across.) 2 x 3 +2 = (8)

Study Source 1C

1.6 Does this cartoon reinforce the idea that the Cold War had a negative impact on Africa? Explain your answer with reference to the cartoon. (4)

1.7 This cartoon was drawn by a British cartoonist. Does this mean that it is neutral or objective? Refer to the cartoon in your answer. 2 x 2 = (4)

1.8 Are cartoons a useful source for historical research? Explain your views. 3 x 1 = (3)

Study Source 1D

1.9 The war in Vietnam was the first major modern war that was widely photographed and given daily television coverage in America. It is said that in America this increased opposition to war. Why do you think this was the case? (4)

1.10 Why, as an historian, must you question the reliability of photographic evidence? 3 x 1 = (3)

1.11 Of these four sources, which is possibly the least useful when studying the Cold War? Select and comment on only one source. (3)

[45]

Extended writing

Use the information in the sources (1A – 1D), and your own knowledge, to answer one of these questions:

EITHER

1.12 Use one of these sources (Source 1A, 1C or 1D) as a starting point to explain how the ideologies of the superpowers led to conflict in different areas of the world. (Notice that Source 1A refers to Korea, Source 1C gives an assessment of the influence of the Cold War in Africa, and Source 1D comes from Vietnam.) Your answer should be about 350 words.

OR

1.13 Imagine you are a journalist in the early 21st century. Write a 350 word newspaper article that examines the impact that the policies of the superpowers had on the lives of ordinary people.

Your article will include at least two of the visual sources given in question 1, and therefore it needs to cover the issue in relation to the Cold War period. But you should also include commentary on the relevance of this issue in the world today. (You don't have to agree with the interpretation given in these visuals.) [30]

/75/

Question 2

What social, economic and political constraints faced African states after independence?

Source-based questions:

2.1 Source 2A says that the 'lack of education was a further debilitating legacy of the colonial period.' Explain why this would be a problem. 2 x 1 = (2)

2.2 Study Source 2B. Do these statistics support what is said in Source 2A, or not? Explain your answer. (4)

2.3 Study Source 2B. Is there evidence to support the following statements? Refer to the statistics to explain your answers.
(a) 'Levels of education in French-speaking colonies were worse than they were in British colonies.'
(b) 'Women were disadvantaged by colonial education systems.'
(c) 'Education levels improved dramatically after independence.'
(d) 'Some countries (such as Kenya) have made great progress in giving women greater access to education.' 4 x 3 = (12)

2.4 What is the value and what are the problems of using statistics as evidence? 2 x 2 = (4)

2.5 According to Source 2C, what were the aims of the education system set up by colonial governments? 2 x 2 = (4)

2.6 Source 2A is a secondary source and Source 2C is a primary source. Does this make one more reliable than the other? Refer to the sources in your answer. 2 x 2 = (4)

2.7 Read Source 2D. Explain in your own words the 'mounting economic crisis' facing Africa. (4)

2.8 Study Source 2E.
(a) What economic problem facing many African countries does this table highlight? Explain the nature of the problem. Refer to the table in your answer. (4)
(b) According to the statistics in this table, did this problem get worse or better during the 1960s and 1970s? Refer to the table in your answer. (3)

2.9 Read Sources 2F and 2G. Who do they blame for Africa's economic problems? Refer to the sources in your answer. 2 x 2 = (4)

[45]

Extended writing:

Use the information in the sources (2A – 2H), and your own knowledge, to answer one of these questions:

EITHER

2.10 Explain the constraints which faced many African countries at the time of independence, showing how the social, economic and political constraints were linked to each other.

OR

2.11 Write an essay in response to this statement:
'We can't go on blaming the colonialists eternally for all our problems. Yes they set up the system, but it is us who have been unable to change it.'
Joseph Maitha, Professor of Economics, University of Nairobi (quoted in D. Lamb, *The Africans*, Vintage Books, 1985, p.68.)

You may agree or disagree with this statement, but make sure that you examine the different views relating to the colonial legacy as a cause of Africa's problems. [30]

/75/

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Addendum – Paper 1

Sources for Question 1

What was the impact of ideology, spheres of influence and propaganda during the Cold War?

Source 1A

An American propaganda poster about the communist threat in Korea and the Far East, 1950.

Source 1B

This Soviet propaganda poster shows the worker as the victim of the American imperialist war-monger and the British monopoly capitalist.

Source 1C

This British cartoon shows Africa welcoming the rivalry between the superpowers in Africa.

Source 1D

A South Vietnamese soldier executes a Viet Cong suspect during the war in Vietnam.

Sources for Question 2

What social, economic and political constraints faced African states after independence?

Source 2A

From Kevin Shillington, *History of Africa*, Macmillan, 1989, p. 412.

The lack of education was a further debilitating legacy of the colonial period. Across most of tropical Africa barely ten per cent of the population was literate at independence.

Source 2B

Country	1960		1970		1980		1998	
	Male	Female	Male	Female	Male	Female	Male	Female
Congo/DRC	49	14	35	11	48	21	71	47
Cote d'Ivoire	8	2	25	6	34	13	53	36
Kenya	30	10	56	26	70	43	88	74
Nigeria	25	6	31	10	45	22	70	53
Senegal	10	1	23	6	31	12	45	26
South Africa	41	40	72	68	78	75	85	84
Uganda	44	26	55	22	61	31	76	54
Zambia	53	30	64	32	72	47	84	69
Zimbabwe	48	31	66	49	78	62	92	83

Figures from World Bank, World Development Indicators (2000); United National Demographic Yearbook (1960, 1970); UNESCO, Statistical Yearbook (1980)

Literacy rates in selected African countries 1960-1998 (Percentage of males and females aged 15 and above who were literate.)

Source 2C

President Julius Nyerere of Tanzania gives his views on the colonial education system.

[Colonial education] was not designed to prepare young people for the service of their country. Instead, it was motivated by a desire to inspire colonial values, and to train individuals for service of the colonial state… This meant that colonial education encouraged attitudes of human inequality, and, in practice, underpinned the domination of the weak by the strong, especially in the economic field…

Source 2D

From Kevin Shillington, *Causes and Consequences of Independence in Africa*, Evans Brothers,1997, p. 63.

At independence European colonial governments left Africa with a mounting economic crisis – the end-product of three-quarters of a century of colonial misrule. Africa's economies had been directed towards providing Europe with cheap raw materials. In return, Africa imported relatively expensive manufactured goods, such as cars, trucks, machinery, tools, utensils, clothing and even processed food, from Europe. Throughout the colonial period there had been little or no attempt to develop African economic self-sufficiency. The basis of Africa's economic problem is summed up in the words of a former Tanzanian Minister of Finance: 'Africans produce what they do not consume, and consume what they do not produce'.

Source 2E

		% of total exports		
Country	**Main export commodity**	**1960**	**1970**	**1980**
Cote d'Ivoire	Coffee	49	33	21
Egypt	Cotton	66	45	14
Ghana	Cocoa	57	64	56
Mauritius	Sugar	22	92	67
Nigeria	Cocoa	21	15	9
	Petroleum	3	58	95
Senegal	Groundnuts	84	38	13
Uganda	Coffee	37	50	99
	Cotton	32	17	1
Zambia	Copper	N/a	95	91

Figures from ICA Secretariat, IMF, International Financing statistics: Yearbook (1982 and 1983)

Exports of selected African countries 1960-1980. (N/a in this case means the statistic is not available.)

Source 2F

From Ali A. Mazrui (ed), *General History of Africa*, Volume 8: Africa since 1935 UNESCO, 2003, p. 393.

It should have been clear to all, even in those early days of independence, that Africa marching towards the future hand-in-hand with its colonial economic inheritance has no dignified future at all. Indeed, if the truth must be told, the economic crisis that has engulfed the continent since the second half of the 1970s has been largely the cumulative result of the continued operation of the African economies within the framework of the inherited colonial economic legacy.

Source 2G

A comment by Moeletsi Mbeki, deputy chairman of the South African Institute of International Affairs (the *Sunday Times Magazine* (London), 3 August 2005).

At the root of Africa's problems are economic elites that have misused finances and aid over the past 40 years. They have enriched themselves, undertaken loss-making industrialization projects, borrowed vast sums from rich countries and put their own states in debt.

The push for more and better aid will not transform African countries into economic powerhouses. Indeed, by supporting existing elites, it is likely to undermine reform. The real freedom Africans need is the ability to use their creativity and entrepreneurial spirit to engage in economic activity – and to keep the profits of their efforts.

Source 2H

From Ali A. Mazrui (ed), *General History of Africa*, Volume 8: Africa since 1935 UNESCO, 2003, p. 394.

Unfortunately, for virtually all of Africa and for the overwhelming majority of its citizens, the rapid economic transformation which had been hoped for on independence, failed to materialize. Instead, the African economy moved from one crisis to another; the revolution of rising expectations gave way to the revolution of rising frustrations with the consequent waves of military revolts and political upheavals in different parts of the continent.

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GEOGRAPHY

Module assessment

Refer to the map extract of George on page 209 and complete the following questions.

The sketch alongside is a locator map to show where George is located.

Skills

1. Give the co-ordinates of George station (B3). 2 × 2 = (4)

2.1 Calculate the distance along the railway line from the station at George to Gwaing station (E1). Give your answer in kilometres. 2 × 2 = (4)
2.2 In which direction would you be travelling along this route? (2)
2.3 Identify the land use in the area surrounding Gwaing. (2)

3. Calculate the average gradient from $\frac{\Delta 123}{327,4}$ (A1) to the dam at Z (C1). (6)

4.1 Draw a cross-section from ·212 (C1) to ·196 (E2).
Use a vertical scale of 5 mm = 20 m.
On your cross-section label the N2 and the Camfersdrift River. (8)
4.2 Calculate the vertical exaggeration of the cross-section. (4)

5. Calculate the area of the residential suburb of Heather Park (B2). (4)
[34]

Hint:
If you are not given the height of a feature use the height of the nearest contour line.

Hint:
You will need to use information from the other units to help you answer some of these questions. The questions will help you see how the content of your curriculum is integrated with the mapwork.

Interpretation

6. Climate
6.1 Give evidence from the map that George receives rain throughout the year. 2 × 2 = (4)
6.2 What type of rain will George receive? (Use the locator map to help you.) 2 × 2 = (4)
6.3 If the prevailing wind is north-west, name two residential suburbs that will be subjected to pollution from the factories at George Industria. 2 × 2 = (4)

7. Geomorphology
7.1 Locate the Skaapkop River in E4 and F4 and identify the drainage pattern in this area. (2)
7.2 The river is nearing the ocean, yet the river course doesn't have lower course characteristics.
7.2.1 Describe the river course as it appears on the map. 2 × 2 = (4)
7.2.2 Explain why the river course appears this way? 2 × 2 = (4)

8. Settlement
8.1 Identify the land use zones at A, B, C, D and E. 5 × 2 = (10)
8.2 Explain how and why areas A and C differ. 3 × 2 = (6)
8.3 Locate the farm Die Bof (F2).
8.3.1 Identify this settlement pattern and say why it occurs. 2 × 2 = (4)
8.3.2 What evidence supports that this is a commercial farmer? 3 × 2 = (6)

9. Economics
9.1 List the three important economic activities in the mapped area. 3 × 2 = (6)
9.2 Heavy industries are situated at D in George. Give three reasons which make this site suitable for industry. 3 × 2 = (6)
9.3 Tourism is a growing economic activity in George. List 3 activities that could be used to attract tourists to the area. You must support your answer with evidence from the map. 3 × 2 = (6)
[66]
Total = 100

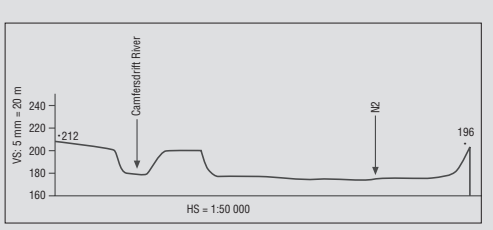
Answers

Skills

1. 33° 57′ 55″ S; 22° 28′ 05″ E. /4

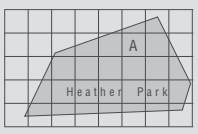
2.1 13,8 cm × 0,5 km = 6,9 km. /4
2.2 From George station to Gwaing station – south-west. /2
2.3 Land use – cultivated land, farming. /2

3.
$G = \frac{VI}{HE}$
VI – 327,4 m – 200 m = 127,4 m
HE = 9 cm × 0,5 km = 4,5 km = 4 500 m
$G = \frac{127,4}{4\,500}$
G = 1 : 35. /6

4.1


/8

4.2
$VE = \frac{VS}{HS}$
VS = 5 mm = 20 m
1 mm = 4 m
1 : 4 000
HS = 1 : 50 000
VE = 10 times. /4

5.


20 x 0,0625 km² = 1,25 km²
/4
[34]

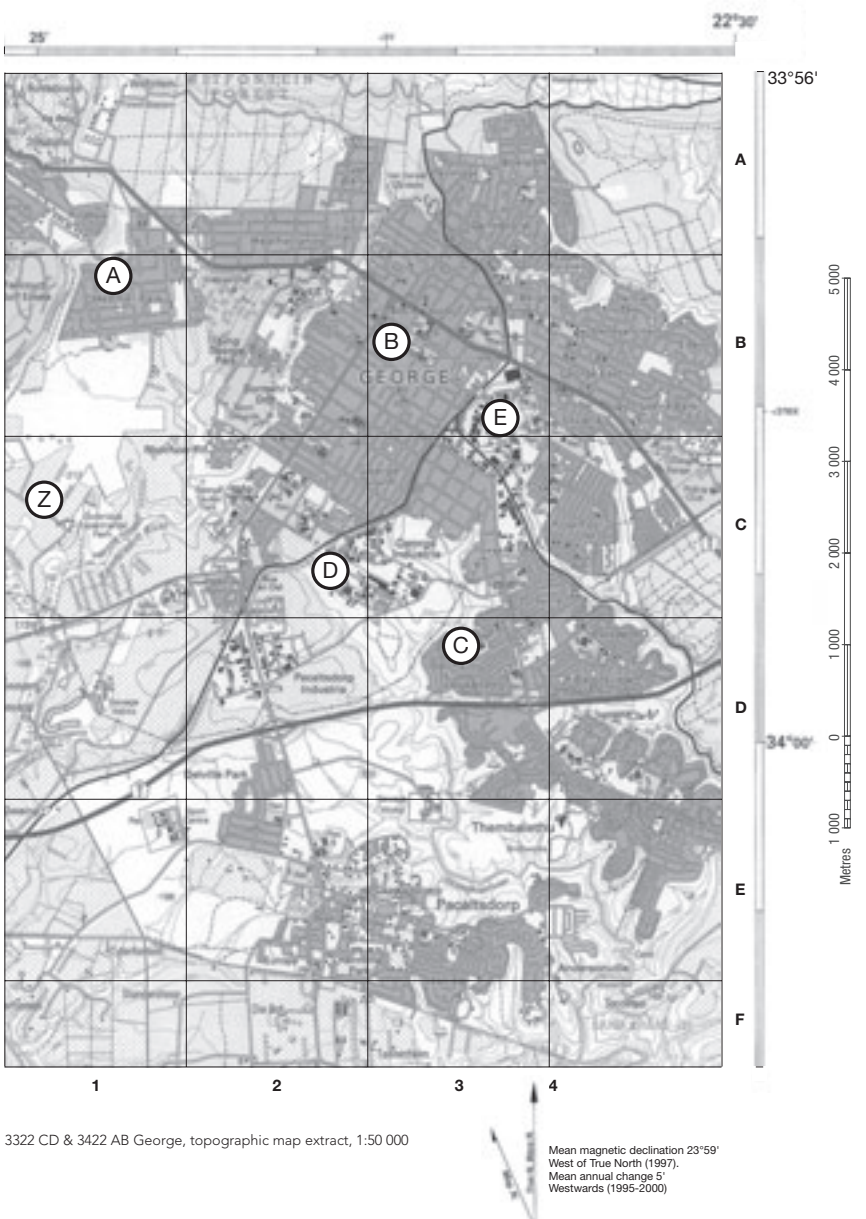
Interpretation

6. Climate
6.1 Perennial rivers, forests, very few dams for storage, near coast – receives moisture-bearing onshore winds. /4
6.2 This coast receives frontal rain and relief rain on the windward side of the mountains. /4
6.3 Borcherds, Conville, Thembalethu. /4

7. Geomorphology
7.1 Trellis. /2
7.2.1 The river course is narrow with steep valley sides. /4
7.2.2 The river shows characteristics of incised features, which indicate the possibility of uplift and rejuvenation. /4

8. Settlement
8.1 A – Residential, B – Commercial, C – Residential, D – Industrial, E –Industrial. /10
8.2 A – The map shows larger plots of land, it is near two golf courses, it is away from industrial activity – upper income residential area.
C – The map shows smaller plots of land, near industry, very little open space – lower income residential area. /6
8.3.1 Dispersed. /4
8.3.2 Infrastructure such as roads and dams, land under cultivation. /6

9. Economics
9.1 Farming, forestry, industry. /6
9.2 The site is near the railway line, away from the town, on flat land, near a water supply and has space to expand. /6
9.3 Golf – Fancourt and George golf course (B1/2), George tourist park (C2), Crocodile Park (C2). /6
[66]
Total = /100



3322 CD & 3422 AB George, topographic map extract, 1:50 000

Mean magnetic declination 23°59' West of True North (1997). Mean annual change 5' Westwards (1995-2000)

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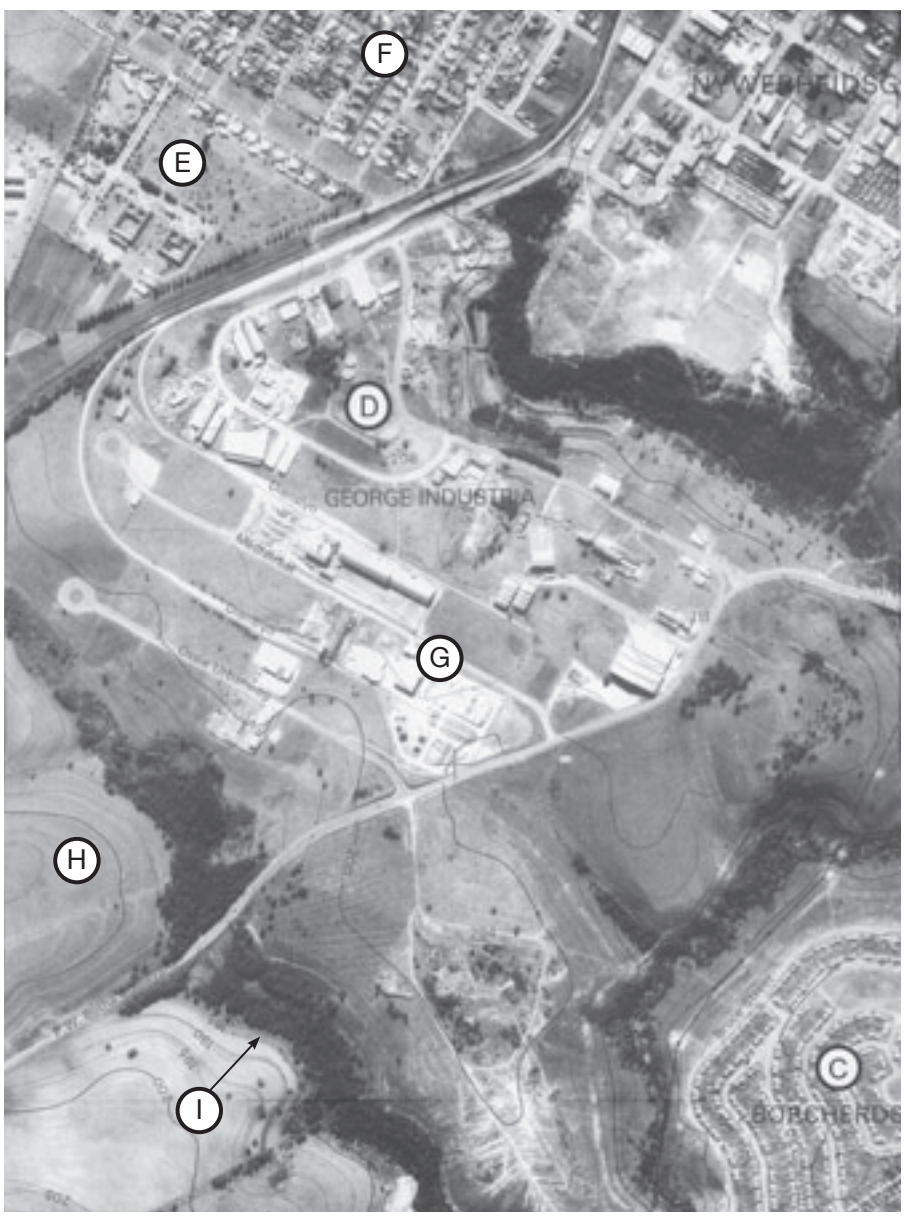
GEOGRAPHY



Orthophoto map extract, George 1:10 000

QUALITY TEACHERS ARE WORTH EVERY CENT

On 30 May 2008, school-based teachers and office based-educators received their new salary payments in line with the Occupation Specific Dispensation (OSD) agreed to by the Government as employer and the combined trade unions (CTUs) in the Education Labour Relations Council (ELRC), For more detailed information on the OSD, refer to ELRC collective agreements number 1 and 2 to be found at www.elrc.org.za or at www.education.gov.za.

OSD PROVIDES FOR CAREER PATHS:

- teaching in the classroom as an intern, a new entry, a general, a senior, a master, specialist or a senior specialist teacher
- managing the curriculum as a subject head
- managing the curriculum and school as a deputy principal or principal
- providing education specialist expertise as an office-based education specialist
- providing education management as a circuit manager.

OSD will not disadvantage me if I wish to remain in the classroom teaching as I will be able to rise to the post of senior specialist and remain in the classroom and even earn the salary level of a deputy principal. It may be possible that senior specialists may be able to earn much more than a school-based manager who gets promoted long after I have reached specialist status.

With OSD, the same number of classroom teaching posts as the head of department and deputy principal posts that have been established can be upgraded to posts of specialist and senior specialist posts. I will qualify through consistent good or outstanding performance, having served a minimum number of years and having a qualification of REQV 15 and 16 respectively. I will also have to be evaluated by the education authorities to confirm my level of performance, including how effective I have been in improving learner achievement. The exact details of the upgrading of the posts, the evaluation instruments and the minimum qualifications required are being finalised in the ELRC.

OSD PROVIDES FOR NEW NOTCH INCREASES (A NOTCH IS A 1% INCREASE IN YOUR ANNUAL SALARY) – THIS IS ALSO CALLED "SALARY PROGRESSION"

OSD provides for three notches every two years instead of the one notch every year for a satisfactory level of performance. This averages to a 1,5 notch increase every year. I will qualify for my next 3% progression two years hence, that is in July 2010. I am also aware that in terms of the previous structure, if I perform at a satisfactory level I would reach my maximum salary notch after 16 years. With the OSD, I can continue getting notch increases to the end of my career on satisfactory service. So, if I am one of those teachers who have reached the maximum under the previous structure, I now have an opportunity of getting three notches every two years to the end of my career on satisfactory service.

OSD PROVIDES FOR ADJUSTMENTS FROM THE PRESENT SCALES TO THE NEW OSD SCALES

100,0%	of educators get a minimum increase of	4,0%	In 2008, with effect from 1 January 2008, I will get my old salary converted to the OSD salary scale. In converting the salaries, none of us would get an increase of less than 4%. The minimum increase for new teachers with a minimum qualification of REQV 14 (means a matric with four years of study) upwards would receive a 9,9% increase.
95,8%	of educators get a minimum increase of	4,5%	
32,5%	of educators get a minimum increase of	5,0%	
24,7%	of educators get a minimum increase of	5,5%	The average increase for educators will be 5,5%. In addition, I will also every year get a salary increase linked to inflation. Thus if I was to compare my salary of last year this time to this year, then my increase on a minimum of 4% adjustment would result in an 11,9% increase.
18,6%	of educators get a minimum increase of	6,0%	
18,0%	of educators get a minimum increase of	6,5%	
14,8%	of educators get a minimum increase of	7,0%	
14,1%	of educators get a minimum increase of	7,5%	The range of increases would thus be between 11,9% and 18,1%, with and average increase of 13,4% (taking the 7,5% adjustment of 1 July 2007 into account).
10,6%	of educators get a minimum increase of	8,0%	
9,5%	of educators get a minimum increase of	8,5%	
6,5%	of educators get a minimum increase of	9,0%	
4,0%	of educators get a minimum increase of	9,5%	

MINIMUM AND MAXIMUM SALARY AS PER DEFINED CATEGORY

	2007 Minimum salary	2007 Maximum salary	2008 OSD Minimum salary	Maximum salary for "Satisfactory"	2008 OSD Extended maximum
General Clasroom Teacher					
Teacher M+1/M+2	49 974	80 565	49 980	80 580	80 580
Teacher Intern			85 536	85 536	85 536
Teacher M+3			85 536	156 936	195 336
New Entrant			115 284		
Teacher M+4	107 007	184 248	117 600	215 772	263 280
Senior Teacher (M+3)	132 897	154 293	137 892	158 508	195 336
Master Teacher (M+3)	158 688	184 248	163 308	195 336	195 336
Senior Teacher (M+4)			137 892		263 280
Master Teacher (M+4)			163 308		263 280
Teaching and Learning Specialist			168 252		365 616
Senior Teaching and Learning Specialist			189 588		395 904
Management (school-based)					
Head of Department	132 897	184 248	144 924	265 920	365 616
Deputy Principal	158 688	229 968	173 352	318 072	395 904
Principal P1	132 897	154 293	144 924	265 920	314 928
Principal P2	158 688	184 248	173 352	318 072	365 616
Principal P3	198 072	229 968	207 348	380 460	420 264
Principal P4	231 075	268 281	240 732	432 996	432 996
Principal P5	278 127	322 902	296 676	446 124	446 124
Specialist (Office-based)					
Education Specialist	132 897	184 248	144 924	265 920	365 616
Senior Education Specialist	158 688	229 968	173 352	318 072	395 904
Deputy Chief Education Specialist	198 072	268 281	213 636	391 992	420 264
Chief Education Specialist	278 127	322 902	287 952	446 124	446 124
Circuit Manager C1			213 636	391 992	420 264
Circuit Manager C2			287 952	432 996	432 996
Circuit Manager C3			334 296	446 124	446 124

DO YOU WANT TO START A CAREER IN TEACHING?

WHY NOT APPLY FOR THE FUNDZA LUSAKA BURSARY SCHEME?

The Fundza Lusaka Bursary Scheme was launched in 2007 to promote teaching in public schools as a career of choice for able and committed South Africans. The programme is administered by the National Student Financial Aid Scheme (NSFAS). The bursary covers all essential expenses like tuition, accommodation and an allowance for monthly expenses. Graduates may apply, it is not only for matriculants.

For further information, please visit www.nsfas.org.za, e-mail info @nsfas.org.za or phone 021 763 3232 or fax 021 762 6386.

ARE YOU QUALIFIED AND WANT TO TEACH?
The Department of Education manages a database for educators. The department also assists with the placement of teachers into vacancies when it becomes available. If you are qualified, then post or submit your curriculum vitae for the attention of: The Director: Education Labour Relations Management, Department of Education at P.O. Box 895, Pretoria, 0001, fax to 012 312 5903 or e-mail phaaka.d@doe.gov.za

ARE YOU A QUALIFIED FOREIGN EDUCATOR AND WANT TO TEACH IN SOUTH AFRICA?
The Department of Education also welcomes applications from foreign educators who are qualified in the fields of Mathematics, Science and Information Technology. The department will assist with the finalisation of work permits and other related documentation. Interested persons can forward their curriculum vitae for the attention of: The Director: Education Labour Relations Management, Department of Education at P.O. Box 895, Pretoria, 0001 or fax to 012 312 5903 or e-mail ramafoko.m@doe.gov.za

VSP EDUCATORS – DO YOU WANT TO BE RE-EMPLOYED?
All ex-teachers who had previously taken the Volunteer Severance Package (VSP) are now invited back into the system and can be re-employed under certain conditions. If interested, please forward a comprehensive curriculum vitae to: The Director: Education Labour Relations Management, Department of Education at P.O. Box 895, Pretoria, 0001 or fax to 012 312 5903 or e-mail phaaka.d@doe.gov.za. You may also want to get in touch with your nearest Education District Office!

DOES YOUR SCHOOL NEED A TEACHER?
Schools are free to contact the Department of Education to enquire if it has persons available for placement. Feel free to contact: The Director: Education Labour Relations Management, Department of Education at P.O. Box 895, Pretoria, 0001 or fax to 012 312 5903 or e-mail ramafoko.m@doe.gov.za

ARE YOU AWARE OF THE INCENTIVE SCHEME FOR EDUATORS?
Educators can now qualify for an "Incentive Allowance" to be paid to those educators who are willing to teach in incentivised posts in remote and rural schools, in the fields of Mathematics and Science and are willing to teach in difficult conditions. The allowance is equivalent to the payment of a minimum of 10% of R 115 284 (R 11 530 p a). Further information can be obtained from your Head of Department or Provincial Office.

"TEACHERS TEACH, LEARNERS LEARN, MANAGERS MANAGE"

OSD PROVIDES FOR NEW ACCELERATED NOTCHES. THIS IS ALSO CALLED "ACCELERATED PROGRESSION"

If I am not satisfied with three notches every two years to the end of my career, I can accelerate myself to the maximum salary by performing at a good and outstanding level, that is I can reach an extended maximum salary. I could then earn an extra three notches for good performance and an extra six notches for outstanding performance. I will, however, be subject to an evaluation by the education authorities. In 2011, the first accelerated notches will be awarded, however, school-based evaluation will continue through the integrated quality management system (IQMS) every year. So lets recap, I can get between a 4-9,9% increase this year, in 2010 I can get a 3% progression and in 2011, I can get a 6% progression. So from 2010, I can get an average of 9% every two years, that is 4,5% per annum and this is not even taking the normal inflation adjustments into account.

OSD INTRODUCES A NEW SERVICE CALLED THE EDUCATION MANAGEMENT SERVICE (EMS)

At school level the deputy principal and principal will be part of this service, in offices the education specialists and circuit mangers will be part of this service. In order to make "the management service" your career you must have certain years of experience in teaching and have some form of management experience and/or competence the details of which are also being finalised with the unions in the ELRC. Persons who join the EMS will have to sign a performance agreement annually. They will also qualify for a flexible remuneration package (approximately 30-37%) of the annual basic salary. The advantage of the flexible package is that you could supplement your retirement package from the non-pensionable part, you could set aside part of the package for a motor carallowance from which you could claim off your income tax.

OSD SEEKS IMPROVED QUALIFICATIONS SO AS TO BUILD A WELL QUALIFIED TEACHING FORCE

The remaining under- and unqualified as well as those educators with a matric and three years qualification (REQV13) will have an incentive to improve their qualifications so that they can exploit the OSD to the maximum. Educators will be given five years (that is until 2013) to upgrade themselves, the State will ensure that sufficient resources are made available so that educators are able to improve their competence and qualifications. Various modalities will be utilised towards this effort. Recognition of Prior Learning will be key in this process.

OSD LIFTS THE MINIMUM SALARIES AND "BLOWS THE CEILING OFF THE PREVIOUS MAXIMUM SALARIES"

If I started teaching in January, 2008 my annual salary would be R107 007 but the minimum has now been increased to R117 600, a 9,9% increase. If you enter the profession in January 2009 instead of earning R107 007, you would earn R115 284, a 7,7% increase. If I am currently a teacher, I will reach my maximum salary, after which I will not get any notch increases (but would still receive the inflation adjusted annual salary) to the end of my career. If I perform at a satisfactory level throughout, I will reach the my maximum after 16 years at the current annual salary notch of R184 248, however with the OSD I can reach a maximum of R215 768. This translates to the 17% increase. But if I perform outstanding throughout my career, I can reach a maximum of R263 277, which translates to a 43% increase. If I am outstanding and I get upgraded to a specialist teacher, then my maximum can move to R365 611, which is 91% higher then what I can achieve under the previous structure. If I am a senior specialist I can move to a maximum of R395 904, which is 107% higher then what I can achieve under the previous system as a classroom teacher.

TEACHERS IN
SCHOOL,
IN CLASS,
ON TIME,
TEACHING"