NOTE:

1. History and Geography must each be allocated 90 minutes per week. It is strongly suggested that each must be broken into sessions of one half hour and an hour lesson. Both disciplines must be taught and assessed each term.

2. The three Learning Outcomes (with the appropriate Assessment Standards) are always used together throughout the teaching, learning and assessment process.

3. The knowledge focus framework (content) and the appropriate Assessment Standards (skills) must be taught and explained during lessons and practised by the learners in their workbooks.

4. New concepts must be explained to learners as they work through the knowledge focus framework for Social Sciences. Use the terminology that would be used in the assessment tasks.

5. The Social Sciences learning area is based on the enquiry skills learning process. The process should encourage learners to work with evidence and consider the logic of arguments and give them opportunities to consider their own values, opinions and judgements in relation to those of their peers.

6. The construction of knowledge and the development of interpretation skills are based on the foundation of enquiry. Teachers and learners are encouraged to always ask questions. The use of Key Questions is important to the development of critical thinking. Learners need to be encouraged to create and frame their own questions. Encourage critical thinking by doing the following:
   - Challenge learners to question
   - Develop the learners’ questioning skills
   - Ask learners for their own understanding
   - Encourage learners to seek alternatives before deciding on an answer
   - Encourage learners to give reasons for saying or suggesting certain things
   - Ask learners to justify their choices
   - Provide opportunities for learners to classify, analyse and create
   - Engage learners in dialogue
   - Provide opportunities for focussed discussion with their peers
   - Challenge stereotypes and prejudice

7. Whenever possible use real things (authenticity) in the classroom: look at real objects and handle real documentary and visual sources. Find sources that appeal to the learner rather than to the teacher. For History, use items from the past and for Geography use fieldwork maps, photographs and current newspapers.

8. Use fewer sources in greater depth. Care needs to be taken when choosing sources to make sure that there is enough information for meaningful work. Do smaller topics in more detail. Real learning comes when learners are given the opportunity to do in-depth investigations rather than skimming over a number of topics.

9. Learners must be able to communicate knowledge and understanding based on evidence from sources. Therefore, in the Senior Phase, it is important not only to concentrate on source work alone, they must construct their argument/case in a clear piece of extended writing. An essay should always have a relevant introduction, a body and logical conclusion based on the given sources.
The following bullets should be added after the Assessment Programme

- All assessment tasks must be developed within the context of the learners.
- All the learning outcomes (with the appropriate assessment standards) and the content (knowledge focus framework) are assessed together.
- Instructions must be clear to the learners. All the formal assessment tasks have the same weight.
- Evidence of all the content, exercises and activities (informal assessment) must be evident in learner workbooks, before the formal assessment task for recording and reporting is done. (Look in the work schedule). A good practice to ensure that learners do their own work is to do these tasks in the class under controlled circumstances. This practice will ensure authenticity. It might also ensure that all the learners hand their tasks in.

Map work and data handling skills, together with the content, must be continuously taught and informally assessed each term. A formal assessment for map work and data handling takes place during the third term. Map work and data handling skills must also be assessed in the test and the exam. Consult the Social Sciences Policy document for the map work skills and concepts for each grade – note the progression.
THERE ARE 8 FORMAL ASSESSMENT TASKS FOR SOCIAL SCIENCES

They are divided up during the year as follows:

<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Date/ week</th>
<th>History/ Geography</th>
<th>Task</th>
<th>Minimum Mark Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Weeks 8 (submit weeks 12-16)</td>
<td>Geography</td>
<td>Project(Research Assignment/ Creative Response)</td>
<td>50 Marks</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Week 9</td>
<td>History</td>
<td>Source based and extended writing assignment</td>
<td>Source work: 35 Extended writing:15 Total: 50</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Week 19</td>
<td>History</td>
<td>Examination</td>
<td>50 Marks</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Week 19</td>
<td>Geography</td>
<td>Examination</td>
<td>50 Marks</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Week 27&amp;28</td>
<td>Geography</td>
<td>Map work and data handling assignment</td>
<td>50 Marks</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>Weeks 29</td>
<td>History</td>
<td>Project(Research assignment/ Creative Response)</td>
<td>50 Marks</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>Week 40</td>
<td>History</td>
<td>Examination</td>
<td>50 Marks</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>Week 40</td>
<td>Geography</td>
<td>Examination</td>
<td>50 Marks</td>
</tr>
</tbody>
</table>

TERM 1

WEEK 1
Introduction to Geography

Methodology

Step 1: An introduction to geography as a discipline of the social sciences.

The teacher will lead a discussion, using relevant pictures as sources, to answer the following questions:

- What is geography?
- How can you apply geography in real life?
- What will you learn in geography?
- Why are sources so important in geography?
- Why are maps, atlases and newspapers important in geography?
- What is an enquiry process?

Step 2: Revise the three learning outcomes in geography

- Geographical enquiry
- Knowledge and understanding
- Exploring issues
Step 3: Revise the geography skills
- Use enquiry skills to investigate.
- Demonstrate geographical and environmental knowledge.
- Make informed decisions.

Step 4: Explain how to select relevant sources and revise the various sources available to a geographer.
- There are various types of sources such as maps (political, relief, topographical, sketch), atlases, graphs, statistics, audiovisual sources and newspapers.
- Working with sources

<table>
<thead>
<tr>
<th>Extract evidence</th>
<th>Analyse sources and evidence</th>
<th>Interpret evidence</th>
<th>Organize evidence</th>
<th>Synthesize</th>
<th>Communicate findings</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

- Extract evidence: Select information/ key words from the text to build a mind map.
- Analyse sources and evidence: Distinguish, examine, compare, contrast, investigate, categorise, identify, explain, separate
- Interpret evidence: Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select and translate
- Organise evidence: Solve, show, use, illustrate, construct, complete, examine, classify
- Synthesize: Create, invent, compose, predict, plan, construct, design, imagine, propose, devise, formulate
- Communicate findings: Explain, express, identify, indicate, report, restate, translate

Step 5: Discuss the following geographical concepts:
- issues and problems
- cause and effect
- change and growth

Step 6: Investigate and discuss the various careers which require geographical knowledge.

Resources: Atlases, newspapers, Internet, magazines, maps
Integration: Explain to learners how integration across all learning areas is possible.

WEEK 2
MAPWORK:
Map work skills

Methodology
Step 1: Select a variety of maps (topographical, sketch, political, etc) in order to revise all the Grade 7 map work concepts, i.e. latitude, longitude, co-ordinates, scale, distance, direction, map symbols.

NOTE: Use Map Work Made Easy (Grades 7 – 9) as a step-by-step guide to teach map work skills.

Resources: Sketch or topographical maps, Map work Made Easy (Grades 7-9), Maptrix and MapAware from the Department of Land Affairs
Integration: Mathematics
WEEK 3
Map work skills and techniques

Methodology
Step 1: The teacher selects and gives each learner either a topographical (or copy) or a sketch map to teach the following: bearing, height symbols, gradient / slope

Step 2: Explain “bearing” and teach the following:
- How to use a protractor correctly
- True North is the 0 degree point
- The importance of accuracy when doing map work.

Step 3: Points out the different height symbols on a map: spot heights, contour lines, benchmarks, trigonometrical beacons.
Ensure that learners are aware that heights are indicated in metres.

Step 4: Teach gradient / slope:
- Differentiate between gentle, steep, concave, convex, terraced slopes.
- If no topographic map is available, use a copy or a sketch map.
- Explain clearly that contours indicate slopes and that the spacing of the contours indicate the slope types, e.g. contour lines very close together indicates a steep slope.
- Explain how slopes influence human activities – gentle slope for farming, location of an airport, housing space, etc.

Resources: *Map Work Made Easy*, topographical / sketch map
Integration: Mathematics

WEEK 4
SETTLEMENT:
Globally and locally; functions of cities

Key question: Why do we find different types of settlements?

Methodology

Ask class to identify the different types of settlement.

Step 1: The teacher explains the following concepts - settlement type, rural and urban, unifunctional and multifunctional.

Step 2: Teacher introduces visual sources, which include photographs of rural areas, farming activities, dams, hamlets, CBDs, industrial areas and low-income housing area.

Step 3: Learners show understanding by separating the photographs into rural- and urban settlements categories.

Step 4: Introduce the concept of economic activities:
- Ask learners to name different types of jobs, possibly done by parents or family members, possibly their own career choices or any jobs they know of.
- Write down a variety of these on the chalkboard.
- Learners show their understanding of economic activities by separating them into:
  - primary activities (extracting raw material) e.g. farming, fishing, forestry, mining
  - secondary activities (manufacturing goods, usually done in factories) e.g. canning, furniture making
  - tertiary activities (providing services) e.g. banks, shops, education, legal
Step 5: Introduce the concept of specialised towns and give examples (e.g. mining, gap, central place, recreational)

Resources: Photographs
Integration: EMS

WEEKS 5 & 6
SETTLEMENT:
Settlement patterns (including internal structure of settlements and location patterns) in South Africa and elsewhere.

Methodology
Analyse the key question.

Step 1: Make use of maps, photographs and multimedia to discuss and explain nucleated and dispersed settlement patterns.

Step 2: Ask leading questions, and discuss and explain the difference between these settlement patterns.

- What does the term “dispersed” mean?
- Give a synonym for “dispersed”. (isolated)
- What would it be like to live in a dispersed- or nucleated settlement?
- Explain the advantages and disadvantages of each of the above settlements.
  - Advantages of dispersed: large farm, make own decisions, profitable, commercial
  - Disadvantages of dispersed: far from essential services like hospitals, schools, etc

Step 3: Use the local area to distinguish between the different land use zones.
  - residential (where people live)
  - commercial (business area), e.g. CBD
  - industrial (factories, involved in manufacturing process)

Resources: Maps, photographs, multimedia (Internet, smart board, OHP)
Integration: Languages

WEEK 7
Developed and developing countries

Methodology
Step 1: Explain the difference between developed and developing countries. Emphasize that one of the biggest differences is the percentage of people living in urban and rural areas.

Step 2: Informal assessment: Use textbooks, Internet, etc. to distinguish between developed and developing countries.
  - Find the latest statistics from various developed and developing countries, showing percentages of urban and rural dwellers.
  - Tabulate this information and use as source for learners.
  - Ask the following possible questions:
    - Which countries are the most urbanised?
    - Which ones the least urbanised?
    - On which continents are each found?
    - Any other relevant questions.

Step 3: Lead brief discussion on unequal distribution of resources and who has access to resources. Link findings to rich and poor countries. Classify South Africa.
WEEKS 8 AND 9
FORMAL ASSESSMENT TASK 2: Project (research assignment or creative response)
If the History Project requires a creative response, then this project for Geography must be a research assignment and vice versa.

This assessment task should be handed out 2 to 3 weeks earlier and be completed, under supervision to ensure authenticity, by the end of the term.

- The project should assess whether the learner is able to use enquiry skills to investigate the topic.
- If the learners complete a creative response project, ensure that it is a learning experience, not just a creative task.
- Give the learners guidelines – the project should include descriptors (rubric).

Research Task: (Make the task relevant to the content that has been taught in Grade 8.)

Step 1: Give clear instructions.

Step 2: When completing a research task, learners are expected to follow the enquiry process.
  - We work with sources (evidence) (LO 1)
  - Ask a key question
  - Find information
  - Answer questions
  - Communicate the answer

Step 3: The teacher must provide a framework for the research project.
  - Stipulate what must be covered.
  - Say what LOs and ASs will be covered.
  - Say what skills, knowledge and values will be assessed.

Step 4: Discuss the project with the learners.
  - What the research entails
  - Issue and discuss the criterion referenced assessment tool (rubric) with the learners.

Step 5: Ensure that the task is criteria- and age-appropriate.

Step 6: Monitor the progress of the learners by setting deadlines for different stages of the research task.

OR

Creative Response Task:

Step 1: Give clear instructions.

Step 2: These include creating models, posters, collages and role-play.

Step 3: The creative response can be incorporated with another form of assessment, e.g. source-based and research.

Step 4: Poster-making entails organizing information on a topic in a logical way.

Step 5: Discuss the project with the learners.
  - Discuss what the poster/model/art work/collage entails.
  - Issue and discuss the criterion referenced assessment tool (rubric) with the learners.
Step 6: Ensure that the task is criteria- and age-appropriate.

Resources: Assessment Guidelines for Social Sciences.

WEEK 10
Physical, environmental, social, political and economic factors affecting settlement patterns

Key question: Which factors have influenced the formation and development of settlements?

Methodology
Step 1: Explain and discuss the following concepts:
- Influence
- Natural/physical
- Economic
- Social
- Political
- Environmental
- Rural depopulation
- Globalisation

Step 2: Use these concepts to lead discussion on factors that influence the formation of settlements.

Step 3: Teacher guides learners on how to tabulate factors influencing formation of settlements.

<table>
<thead>
<tr>
<th>POLITICAL</th>
<th>PHYSICAL</th>
<th>SOCIAL</th>
<th>ECONOMIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>- war</td>
<td>- rivers</td>
<td>- etc.</td>
<td></td>
</tr>
<tr>
<td>- apartheid</td>
<td>- topography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- etc.</td>
<td>- climate</td>
<td></td>
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</tr>
</tbody>
</table>

Step 4: Teacher uses sources such as maps and graphs to make the lesson more interesting.

Resources: Multimedia, library, textbooks
Integration: History
TERM 2

SETTLEMENT (continued)

WEEKS 11 & 12
Factors affecting global and local settlement patterns: physical, environmental, social, political and economic (e.g. the legacy of colonialism and apartheid, rural depopulation)

Key question: Which factors have influenced settlement patterns locally and globally?

Step 1: Teacher explains the following concepts: political turmoil, colonialism, apartheid, segregation, resource depletion, natural disasters, rural depopulation, globalisation.

Step 2: Teacher selects appropriate sources, which include photographs, maps, statistics, etc.

Step 3: Teacher leads discussion on how apartheid, rural depopulation and colonialism changed the shape of settlements. Teacher asks questions to evaluate prior knowledge.

Step 4: Teacher uses maps to show the change in settlements:
   Examples:
   - Map showing District 6 before and after Group Areas Act.
   - Displacement of people to homelands

Resources: Textbooks, journals, Internet, newspapers, archives, Dept of Land Affairs
Integration: History and Languages

WEEKS 13 & 14
TRANSPORTATION:
Effects on trade: Response to demand for trade.

Key question: How does transport affect trade?

Methodology:
Discussion is started by referring to concepts and their meanings.

Step 1: Teacher explains the following concepts: modes of transportation, transport routes, trade, demand for trade, local trade, international trade, imports, exports, trading partners, trade products.

Step 2: Teacher selects appropriate sources, such as photographs, maps and statistics.

Step 3: Teacher leads discussion on why there is a demand for trade. Teacher should emphasise that
   - trade is not possible without transport; and
   - transport has an effect on imports and exports (value of currency, oil price etc.)

Step 4: Informal Assessment:
   - Data handling exercise (pie chart / graphs / statistics)
   - Teacher uses appropriate textbook / and or sources to prepare a worksheet.
   - Include recent information about trading partners, percentage imports and exports, as well as the value of the exports and imports in Rands.
   - Worksheet should be able to answer the following questions:
     - Who are South Africa’s major trade partners?
     - What are our main imports?
     - What are our main exports?
     - Does South Africa import or export more products and what does this imply?
What is the value of these products in Rands?
- What is the exchange rate?

**Step 5**: Teacher and learners discuss the impact of transport on the unequal distribution and access to resources.

**Resources**: Textbooks, Statistics S.A, Internet, newspapers, maps, statistics, graphs.
**Integration**: Language, Mathematics

**WEEKS 15 & 16**
**TRANSPORTATION:**
Role in providing access to opportunities

**Key question**: How does the lack of transport affect access to opportunities?

**Methodology**:
**Step 1**: Using questions, the teacher introduces the issue of how people are affected by an inadequate transport system, e.g.
- What type of transport do learners use?
- Describe the transport problems they encounter?
- How would the rich differ from the poor with regard to transport needs?
- How would an inadequate transport system affect access to jobs and education?

**Step 2**: Teacher selects appropriate sources, which include photographs, maps, statistics, and pamphlets.

**Step 3**: The teacher introduces the integrated rapid transit system.

**Step 4**: Informal assessment: To investigate the integrated rapid transit system, the teacher supplies learners with appropriate sources and a questionnaire for their workbooks. Questions should include the following:
- What is an integrated rapid transit system?
- How does it work?
- Which areas will the system reach?
- What does this system mean for passengers, people in private cars and taxi operators?
- Where is the money for this project to come from?
- Who will run the system?
- What are the negative and positive aspects of this system?

*This could form part of an interview or research.*

**Resources**: Newspapers, articles, City of Cape Town website ([www.capetown.gov.za](http://www.capetown.gov.za)), City of Cape Town official pamphlets, etc
**Integration**: Languages, EMS

**WEEK 17**
**TRANSPORTATION:**
Effect on the shape and structure of settlements

**Key question**: How does a city change in response to changes in transport?
Methodology

Step 1: Teacher revises concepts previously covered, i.e. economic activities, multifunctional, Land use, land use zones.

Step 2: Teacher selects appropriate sources, which include photographs, maps, statistics, and pamphlets.

Step 3: Teacher explains how cities grow with development of transport, including the following:
- Better transport system means economic development e.g. industries
- Outlying business districts.
- Shopping centres move outward from CBD to suburbs

Step 4: Teacher identifies and explains, by means of different topographical maps, the shapes of cities which are influenced by main roads, e.g. crossroads, T-junctions, stellar.

Step 5: Map work: Show transport routes on maps, revise length of roads, shapes of settlement owing to relief. Identify land use. Look at gradient, etc.

Resources: Maps, textbooks, Internet. etc
Integration: EMS

WEEK 18
TRANSPORTATION:
Transport between settlements

Key question: How does the transport network influence the formation of settlements in South Africa?

Methodology

Step 1: Teacher briefly describes South Africa’s transport network system and explains how cargo is transported nationally and internationally.

Step 2: Teacher selects appropriate sources, which include photographs, maps and statistics.

Step 3: Informal assessment : Teacher to supply learners with the South African transport network map, teacher sets questions pertaining to map, questions include revision of map work techniques and map calculations.

Step 4: Teacher selects sources and provides written information to learners on Transnet, South Africa’s main transport provider, and explains its role.

Step 5: Teacher to use a map of South Africa to explain how settlements developed owing to transport Routes (e.g. Cape Town – Dutch ships on way to the East, Durban – harbour town.)

Resources: Textbooks, maps, Internet, newspapers, pictures, etc.
Integration: History, Languages
WEEK 19 & 20
FORMAL ASSESSMENT TASK 4: EXAMINATION

Methodology
Step 1: All 3 LOs, with the appropriate ASs, must be assessed.

Step 2: The examination must consist of:
- Knowledge questions on topics covered.
- Relevant sources must be included in the examination, e.g. census data, newspaper articles, magazines articles, photographs, cartoons, maps, plans, aerial photographs.

Step 3: Remember that examinations should focus on measuring the level of achievement relative to the particular learning outcomes or assessment standards covered.

Step 4: Examinations should have a range of questions that assess skills and levels of cognitive understanding, and should not be based on simple recall, e.g. Bloom’s Taxonomy

Step 5: Include short questions - they are good for testing concepts. Examples:
- True or False
- Choose correct answer from those in brackets
- Matching two columns – there should always be more options than stimuli.

Step 8: Use sources to ask longer responses that test cognitive skills e.g. appraise, analyse, classify, compare, contrast.

Resources: Assessment Guidelines for Social Sciences (Intermediate and Senior Phase)
WEEK 21
PATTERNS OF SOCIAL INEQUALITY IN SOUTH AFRICA:
Status of women

Key question: What can be done to improve the status of women in society?

WEEKS 21 – 22
Methodology
Step 1: Teacher introduces topic by explaining the following concepts: status, legislation, amnesty international, discrimination, gender bias, exploitation, labour, atrocities.

Step 2: Informal Assessment: Group discussion and reporting
Topic: The status of women in society.
This topic lends itself to the use of sources and to introducing the learners to the enquiry process. Teacher to guide and facilitate the learning process.

Teacher explains the process in a step-by-step manner:
• Ask a key question (this narrows the focus.)
• Extract information (collect information from Internet, maps, newspapers, etc)
• Analyse sources (learners to read and organise data, use what is relevant, check for bias, etc.)
• Interpret data (make sense of it.)
• Formulate an answer
• Communicate findings (written or verbal).

Step 3: Teacher explains the group work process:
- Group dynamics
- Co-operation
- Scribe, person to report back, etc.
- Report-writing skills (paragraph writing)
- Focussing on relevant matters only

Step 4: Teacher provides learners with all the sources and the questions to be dealt with in their groups:
• Discuss the traditional role of women in society:
  - traditional perceptions about women
  - hunter-gatherer society
  - traditional home-maker and primary caregiver
  - changing roles during the World Wars
  - industrialisation
  - modern women and technological age

• Atrocities committed against women globally:
  - well-known cases documented in media
  - why atrocities take place
  - role of Amnesty International in highlighting issues

• Gender discrimination in South Africa:
  - in the workplace outside the home
  - in the home (primary caregiver and career)
  - abuse of women (domestic workers, etc)
• Legislation in South Africa to protect women:
  - Employment Equity Act
  - Domestic Violence Act
  - Recognition of Customary Marriages Act

• Role of education in changing perceptions and improving lives of women
  - Learners to brainstorm this on their own.

Step 5: Groups to write out a report on each of these issues and place copy in each of their workbooks.

Step 6: Report-back session - Teacher to jot down answers from each book on the chalk board.

Step 7: Consolidation. What have learners learnt? How has it affected their perceptions?
  *(This could be done using a worksheet after the discussions and report-back.)*

Resources: Internet, videos, newspapers, legislation, textbooks, etc.
Integration: Life Orientation, History, Languages

WEEKS 23 – 24
PATTERNS OF SOCIAL INEQUALITY IN SOUTH AFRICA:
Exploitation of labour, including child labour

Key question: How are children, foreigners and migrant labourers exploited in the labour market?

Methodology
Step 1: Teacher introduces this topic by explaining the following concepts: child labour, basic conditions of employment, migrant labour, foreign labour, illegal immigrants.

Step 2: Teacher and learners discuss how and why exploitation takes place in the labour market. Teacher guides the learning process with leading questions.
  - How is each group exploited?
  - Why are they exploited?
  - Does lack of education contribute to exploitation? How?
  - How do their working conditions affect their daily lives?

Step 3: Teacher jots down the learners contributions to the topic on the chalkboard.

Step 4: Learners use this information to do a comparative study in their work books.

Step 5: Teacher introduces the issue of protection of the rights of people and children in South Africa by providing the learners with a copy of the South African Constitution.

Step 6: Teacher guides learners to the relevant sections and gets them to read and interpret the Constitution.

Step 7: After interactive discussion, learners write down information in their books.

Resources: South African Constitution, articles, newspapers, Internet, etc.
Integration: History, Languages.
WEEKS 25 & 26
PATTERNS OF SOCIAL INEQUALITY IN SOUTH AFRICA
Access to education and training – Who gets what?

Key question: What is the effect of unequal education opportunities?

Methodology
Step 1: Teacher introduces the topic and explains the following concepts – budget, education budget, functional literacy, literate, illiterate.
Explain with the use of updated information on the present education budget.

Step 2: Teacher selects appropriate sources, which include photographs, maps, textbooks and statistics.

Step 3: Teacher provides learners with statistics (table) indicating education levels of South Africans over the age of 20 years (adapted from Successful Social Science Grade 8 - Oxford) for learners to construct a pie-chart.
Give clear instructions regarding the pie-chart:
- Measurement of the circumference of circle
- Formula for calculating the size of each sector
- Labelling the chart
- Check if they have learnt this in Mathematics already

Step 4: Teacher asks questions and discusses the concept of apartheid, apartheid legacy and previous homelands:
- What is apartheid?
- How do citizens still experience the effects of apartheid today? (legacy)
- How different are the lives of the rich and poor in South Africa?
- What was education like prior to 1994?
Learners can investigate by asking questions from a family member or community member.

Step 5: Teacher guides learners to draw up their own questionnaire to investigate inequalities within the present education system. Learners to interview peers from a variety of schools, e.g. private, ex Model C, township schools, to get information on
- number of learners
- number of teachers
- subjects offered
- school fees
- extra-mural activities, i.e. clubs, sports, pool, squash courts, astroturf, etc.

Step 6: Learners to interpret this information and comment on the inequalities that still exist.

Resources: Statistics (Statistics South Africa), historical journals, Internet, oral history. etc.
Integration: Languages, History and Mathematics.

WEEKS 27 & 28
FORMAL ASSESSMENT TASK 6: MAPWORK AND DATA HANDLING

Step 1: Give clear instructions.

Step 2: The task should provide the learners with the opportunity to demonstrate their ability to read and interpret different types of maps and to work with different kinds of data.
Step 3: Learners must also be able to make deductions in different contexts.

Step 4: Learners glean information from maps by reading map symbols.

Step 5: Learners use maps to develop special orientation – scale, direction, etc.

Step 6: Learners use maps to ascertain impact in certain contexts, e.g. political, environmental, human, economic, etc. They explore issues, provide possible solutions to challenges.

Resources: Maps, statistics, graphs, tables, etc.

WEEK 29
PATTERNS OF SOCIAL INEQUALITIES IN SOUTH AFRICA:
Housing and other services and resources – Who gets what?

Key question: How do social inequalities impact on access to housing, services and resources?

Methodology
Step 1: Teacher introduces topic by explaining the following concepts: traditional society, sanitation, formal housing, informal housing, socio-economic.

Step 2: Teacher asks question:
What are the basic services needed for human existence?

Step 3: Teacher jots down all the basic needs on the board, using learner input.
Discuss “who has and who does not have”.
Clear distinction of social inequalities between the rich and the poor in our country must be made:
- resources
- services (sanitation, drinking water, electricity, etc.)
- education
- housing (formal, informal housing, informal settlements)

Step 4: Teacher uses sources to explain the role of the government in addressing housing inequalities: e.g. RDP, N1 Gateway project.

Step 5: Learners to brainstorm possible strategies to alleviate inequalities in society and make notes about it.

Resources: Textbooks, legislation, newspapers, Dept of Housing, Internet
Integration: Languages, History

WEEK 30
PATTERNS OF SOCIAL INEQUALITIES IN SOUTH AFRICA:
Comparison with other developing and developed parts of the world

Key question: How does South Africa compare with other countries regarding social inequalities?

Methodology
Step 1: Revise the following concepts: developed and developing countries. Use sources to compare concepts.

Step 2: Teacher selects one developed and one developing country for comparison with South Africa.
Step 3: Learners to do research and write a comparative report. Teacher to guide the process.

EXAMPLES OF ASPECTS TO REPORT ON:
- population size
- resource inequalities
- human rights
- education
- economic development
- housing

Step 4: Teacher guides discussion and allows report back, using information learnt from the developed country as to how South Africa can address the problems we face.

Resources: Internet, newspapers, textbooks, maps, etc.
Integration: EMS, Life Orientation, History
TERM 4

WEEK 31
NATURAL RESOURCES:
(Such as types of marine life, water, air, forests and soil, in South Africa and worldwide)
How they are being used?

Key question: How do humans use natural resources?

Methodology
Step 1: Teacher introduces this topic by explaining the following concepts: natural resources, renewable and non-renewable resources, sustainable development.

Step 2: Teacher uses leading questions for a discussion on how and why natural resources are being used. Teacher guides the learning process with leading questions.
- Name the different natural resources (water, trees, soil, marine life, air, forests, etc)
- What are they being used for?
- Are each of the resources being used sustainably?
- How are resources being abused?
- Why is it important for resources to be used sustainably?

Step 3: Teacher jots down the learners contributions on the chalk board.

Step 4: Learners use this information to write a report in their workbook on the value of sustainable resource use.

Resources: Textbooks, Internet, articles from environmental journals, National Geographic magazine.
Integration: Language, Natural Sciences

WEEKS 32 & 33
NATURAL RESOURCES:
(Such as types of marine life, water, air, forests and soil, in South Africa and worldwide)
Conservation and protection of resources (including wildlife) – why conservation is necessary

Key question: Why is conservation and protection of resources crucial?

Methodology
Step 1: Teacher selects appropriate sources, which include photographs, maps and statistics.

Step 2: Teacher introduces this topic by explaining the following concepts according to relevance of the question or section that is being concentrated on: conservation, crisis, priority, water shortage, water management, global warming, pollution, pollutants, greenhouse gases, Kyoto Protocol, indigenous, fertile soil.

Step 3: Learners to brainstorm why they think conservation should be a priority.

Step 4: By means of a table, learners list all the natural resources introduced in Week 31 and describe how each one can be conserved for sustainable living.
**WEEKS 34 & 35**

**NATURAL RESOURCES (such as types of marine life, water, air, forests and soil, in South Africa and worldwide):**

**Threats to conservation**

**Key question:** Why are natural resources being threatened?

**Methodology:**

**Step 1:** Teacher explains the following concepts as they arise: population explosion, industrial growth, technology, global warming, greenhouse gases, deforestation, soil erosion, ploughing, overgrazing, cattle tracks, traditional farming methods, overfishing, recreation, transport.

**Step 2:** Teacher identifies the threats to natural resources and explains the reasons for these threats. Teacher must link them to unequal distribution and inaccessibility to resources.

  Example : What is
  - global warming?
  - deforestation?

  Why is it a threat ?

**Step 3:** Teacher discusses how the threats that have been mentioned can challenge communities and lead to changes in settlement patterns. Use leading questions:

  - How can a threat (e.g. shortage of water) challenge a community?
  - How can a threat lead to change in settlement patterns?

**Resources:** Internet, textbooks, maps, etc.

**Integration:** Natural Sciences

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<table>
<thead>
<tr>
<th>Natural resource</th>
<th>Water</th>
<th>Marine life</th>
<th>Air</th>
<th>etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservation method for sustainability</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Step 5:** Teacher to provide learners with a map of South Africa, as well as information from the Department of Trade and Industry, tourism textbooks, etc., and learners locate the most important conservation areas in each province.

**Step 6:** Informal Assessment: Group poster

Each group to select a natural resource and communicate awareness of conservation. Teacher to provide learners with assessment rubric and explain expectations.

**Water**

- fix leaking taps
- shower takes less water than a bath

**Resources:** Department of Trade and Industry, textbooks, Internet, maps, etc.

**Integration:** Natural Sciences, Languages.
WEEKS 36 & 37
NATURAL RESOURCES:
(such as types of marine life, water, air, forests and soil, in South Africa and worldwide)
New opportunities to conserve resources, such as community development, ecotourism, ways to share resources in a sustainable manner

Key question: How does ecotourism influence community development and sustainable living practices?

Methodology
Step 1: Teacher selects appropriate sources, which include photographs, maps, statistics, and Information from Dept of Trade, textbooks.

Step 2: Teacher introduces this topic by explaining the following concepts:
ecotourism, sustainable tourism, role players, ecotourism, tour operator, local community, authorities, economic welfare.

Step 3: Teacher discusses and explains ecotourism with leading questions:
- Who are the role players involved in ecotourism (ecotourist, tour operator, local community, authorities)
- How does ecotourism contribute to economic welfare of local communities? Give examples.
- Can ecotourism be used as a community’s sustainable living practice?
- How can communities co-operate to conserve and share resources?

Step 4: Learners check information gathered and organise information.

Step 5: Informal Assessment: Source-based worksheet
Teacher uses appropriate textbook / and or sources to create a worksheet.
Topic: ECOTOURISM AND THE NEGATIVE IMPACT ON CONSERVATION

This can be adapted from textbooks and sources.
Examples of issues are as follows:
- Pollution on Mt Everest and Kilimanjaro
- Effects on the Masai community

Resources: Textbooks, newspapers, Internet, maps
Integration: Languages.

WEEK 38: MAPWORK REVISION AND CONSOLIDATION

WEEKS 39 & 40
Identify relevant sources, e.g. graphs, statistics, photos, newspaper articles, legislation.

FORMAL ASSESSMENT TASK 8: Examination
- The examination should be on the work covered during the last 10 weeks of the year.
- The assessment task should count a minimum of 50 marks.
- Use a variety of question techniques:
  o Source-based questions
  o Basic questions such as “In what year did …?”
  o Questions highlighting similarity and difference
  o Questions on cause and effect, as well as higher order questions
Step 1: Give clear instructions.

Step 2: The exam must consist of the following:
- Knowledge questions on topics covered in the last term.
- Sources must be included in the test, e.g. written sources, pictures, photographs. (See Weeks 2 and 3.)
- An extended writing piece consisting of 5 to 10 sentences based on the sources provided.
- Minimum mark allocation: 30 marks for the source work and 10 marks for the extended writing

Step 3: Remember that tests should focus on measuring the level of achievement relative to the particular learning outcomes or assessment standards covered during the term.

Step 4: Tests should have a range of questions that assess skills and levels of cognitive understanding and not be based on simple recall memory only.

Step 5: Use short answer questions for a maximum of 40% of the test. E.g. name, list, identify, classify, etc. (Blooms taxonomy)

Step 6: True or False questions requiring an explanation, e.g. give a reason for your answer.

Step 7: Matching items in two columns. Useful for testing concepts. There should be more response options than stimuli. There should be only 5-6 of these questions.

Step 8: Use sources to ask longer responses that test cognitive skills, e.g. appraise, analyse, classify, compare, contrast.

History and Geography must each be allocated 90 minutes per week. It is strongly suggested that each must be broken into one one-hour lesson and one half-hour lesson.

**THERE ARE 8 FORMAL ASSESSMENT TASKS FOR SOCIAL SCIENCES.**

They are divided up during the year as follows:

<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Week</th>
<th>History/Geography</th>
<th>Task</th>
<th>Minimum mark allocation</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Week 9/10</td>
<td>History</td>
<td>Source-based and extended writing assignment</td>
<td>Source-work:35</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extended writing:15</td>
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<td>2 &amp; 3</td>
<td>2</td>
<td>Week 20</td>
<td>History</td>
<td>Examination</td>
<td>H=50</td>
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<td></td>
<td>G=50</td>
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<tr>
<td>4</td>
<td>2</td>
<td>Week 20</td>
<td>Geography</td>
<td>Project (research assignment / creative response)</td>
<td>50 marks</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Week 24</td>
<td>Geography</td>
<td>Map-work and data handling assignment</td>
<td>50 marks</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>Week 29</td>
<td>History</td>
<td>Project (research assignment / creative response)</td>
<td>50 marks</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>4</td>
<td>Week 39</td>
<td>History/Geography</td>
<td>Examination</td>
<td>H=50</td>
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<td>TOTAL:100</td>
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**TERM 1**

**WEEK 1**

**Introduction to History**

**Methodology**

**Step 1:** Introduce history as a discipline of the social sciences. The teacher will lead a discussion using relevant sources to answer questions:
- What is history? What is a historian?
- Why do we study history?
- What skills can we acquire? – Link up with critical outcomes and developmental outcomes in the NCS.
- How can history benefit us?
- What career choices are available if we take history?

**Step 2:** Explain how the three learning outcomes can be used to develop skills in history

- Historical enquiry
  - Historical knowledge and understanding
  - Historical interpretation

**Step 3:** Use sources to revise the enquiry process. This process should include:
- A key question to narrow the focus of content. Link with the key question in the work schedule.
Explain the key question. The KEY QUESTION forms an integral part of historical enquiry. It narrows the focus of the content. Guide learners through the enquiry process.

**Step 3:** Explain the enquiry process:
- We work with sources (evidence) (LO 1).
- Ask a key question.
- Identify information.
- Answer questions.
- Communicate the answer.

**Step 4:** Introduce sources. Discuss variety of sources that historians use. Complete an exercise on a variety of relevant and appropriate sources. (Please note that sources selected must be appropriate for the learners’ level.)
- Written resources: old school reports, birth certificates, old letters
  - Who wrote it?
  - Why did the author write it?
  - Has the author told the truth?
- Artefacts (objects): old clothing, pottery, pieces of equipment
  - What is it?
  - Why was it made?
  - Who made it?
- Photographs: school photos, family photos, photos of towns
  - What is in the background?
  - Who is in the photograph?
  - What activity is taking place?
- Oral sources: older family members, teachers, community members.
  - Who was interviewed?
  - How old is your source?

**Step 5:** Revise the key concepts or skills in History
- Similarity and difference:
  - Patterns in history can be identified.
  - Compare sources.
- Continuity and change:
  - Making comparisons over a period of time.
  - Change can occur suddenly or slowly.
  - Attitudes, customs and traditions may remain the same.
- Cause and effect:
  - Consider the causes and effects of changes or events.
  - Consider what we learn from past mistakes.
- Chronology and time:
  - Arranging time through sequencing events.

**Step 6:** When evaluating a source, we are looking at the following:
- Bias
- Reliability
- Empathy
- The amount of content
- The language level
Integration: Geography, Languages

WEEK 2
Changing worlds:
The French Revolution

Methodology
Step 1: Ask the key question: What were the causes of the French Revolution?

Step 2: Provide learners with a glossary giving meanings of the following:
(Note that the terminology below is an introduction to the content and should be explained to enhance the content)
- revolution
- autocracy
- democracy
- bourgeoisie
- peasants
- nobility
- social
- political
- financial
- despot

WEEK 3
Changing worlds:
The French Revolution

Methodology
Step 1: Provide a brief background of the causes of the Revolution.
The most important points are highlighted.

Step 2: Select appropriate sources
- e.g. written sources describing of events leading to the French Revolution (texts, graphs, documents, etc)
- visual (photographs, maps, cartoons, etc)
- photos of Versailles, Louis XVI, Marie Antoinette, the Queen
- map of France with the important places highlighted
Documents – underline the words which the learners do not understand
- Learners are given questions to answer on the document they have read.

Visual sources – What do I see in the source?
- What is the picture telling him/her about the people and events shown?
- Why was the picture taken? Is it for propaganda purposes?
- What message is put across?

Step 3: Learners interrogate the usefulness and reliability of sources.

Important questions to ask:
1. Does the source contain facts or opinions or both?
2. Is the source biased in any way?
3. How reliable is the source for the intended purpose?
4. Who has written or created the source?

Step 4: Informal Assessment
The learners use the sources in an informal source-based activity.

Resources: documents, photographs, maps.
Integration: Home Language, Life Orientation

Week 4
Changing worlds: The French Revolution

Methodology
Step 1:
Use sources to identify various events that led to the French Revolution. Ask learners to identify the possible links between these events. Introduce paragraph writing, using the content.

What is a paragraph?
Each paragraph is introduced with a topic sentence. The topic sentence tells us what the paragraph is all about. Linking sentences are then written to elaborate on the topic sentence. The paragraph ends with a concluding sentence.
Step 2: Ask learners to write a paragraph on the topics identified in the work schedule.

Step 3: Hand out a variety of relevant and appropriate sources to address the following:
- How the past is represented
- How a sense of identity influences the way events and the past are interpreted
- The importance of conserving natural and cultural heritage

Step 4: Please note the assessment standards identified in the work schedule form the basis of the questions in the informal activities.
Use the information above in an informal source-based activity.

Step 5:
Learners use information from sources to prepare for an informal extended writing.
They should show links between the historical events and processes.
They show that cause and effect vary in importance.
They identify relevant information from the provided sources.
Learners must explain the historical changes in a wider context.

Step 6:
Action words (explain, link, recognise, examine, identify, describe, etc)

Learners use their note books in which to write their extended writing.
They work in the classroom individually.
They are informed that the task is informal.
At the end of the period they submit their tasks.

Resources: maps, photographs, historical documents
Integration: Language and Geography

WEEK 5
Changing Worlds:
The French Revolution.

Methodology
Step 1: Ask the key question: What were the political causes of the French Revolution?
  o Analyse the key question.
  o Provide background to the question

Step 2: Explain and discuss the following completing a glossary:
  o political causes
  o privileges
  o republic
  o political slogan
  o liberty
  o equality
  o fraternity / brotherhood
  o nationalism

Step 3: Select sources with information on France during aristocratic rule, and which highlight the unhappiness of the ordinary people and the events that led to the Revolution.

Step 4: Discuss the various sources and evaluate their relevance and reliability. Check for bias.
Step 5: Ask learners to provide information by answering questions based on the sources. Include the following in your questionnaire.
  o Class divisions
  o Financial burden of the lower classes
  o Autocracy
  o American War of Independence

Step 6: Investigate the reforms in France and link them to events that led to the storming of the Bastille.
  They were the following:
  o Privileges
  o Role of Louis XVI and his wife, Marie Antoinette
  o Extravagance of the royal court

Step 7: Informal Assessment:
Complete a table on the causes and results of the Revolution. Complete an extended writing activity based on the table.

Resources: Written sources, textbooks and maps
Integration: Languages and Arts & Culture

WEEK 6
Changing Worlds:
The French Revolution.

Key question: What were the social and economic causes of the French Revolution?

Methodology
Step 1:
Sources are distributed to the learners.
  o Learners are asked to identify the cause and effect of the French Revolution from the given sources.
  o They use their workbooks to write down the causes of the Revolution, as well as the consequences.
  o Learners exchange their workbooks.
  o The activity allows peer assessment.
  o Learners give answers orally.

Step 2:
  o Learners are divided into groups.
  o Different sources are assigned to different groups.
  o Sources are read orally by learners.
  o They evaluate the sources:
    - Who created the source?
    - Is the source reliable?
    - Is it useful?
      o Interpret the sources based on the French Revolution.
      o They are asked to communicate their answers orally.
      o Learners link the historical events to processes (cause and effect).

Resources: Written sources, visual sources
Integration: Language.
WEEKS 7 and 8

Changing Worlds:
The French Revolution.

Key question: What were the different forms of protest that took place during the French Revolution?

Methodology
Step 1:
- Explanation of different forms of protest Learners asked to give examples
  - Examples may include the following: marches, pickets, boycotts, strikes

Step 2:
- Learners use their sources to list, in their workbooks, the form of protests.
  - Examples:
    - Women’s march to the palace
    - The march to the Bastille

Informal Assessment
Step 3:
The link between the different forms of protests is explained
  - e.g. hatred of the queen, starvation.

Step 4:
- Learners are asked to write a paragraph on different forms of protest and explained why certain forms were popular in France.

Resources: Written and visual sources
Integration: Languages and Life Orientation

WEEKS 9 and 10

FORMAL ASSESSMENT TASK 1: Source-based and extended writing task
- It is important to note that, somewhere near week 7 or 8, a formal assessment task will need to be completed.
- It should be a source-based task.
- It may be on any one of the sections of work covered recently.
- Learners must complete the task individually, and under controlled circumstances to ensure authenticity.

Step 1: Give clear instructions.

Step 2: Supply the learners with contextualized sources. (See Week 1: Step 4)
- Use a variety of sources – at least 3, e.g. maps, diagrams, photographs.

Step 3: Set a variety of lower-, middle- and higher-order questions on the sources.
- Questions should be based on the learning outcomes and assessment standards.
  - The assessment standards indicate what the learner must do.
  - Language of terminology must not be oversimplified.
  - Use words like identify, evaluate, analyse, describe, explain, interpret, organise.
  - The language of instruction (teaching) and the language of assessment (testing) should correlate.
We are not only assessing comprehension.
Learners should be able to
- answer questions from written and visual sources;
- work with chronology and time (time line);
- represent the past by means of a drawing, mind map, etc.;
- recognise that there can be two accounts of the same story;
- give reasons and explanations;
- identify similarities and differences; and
- answer questions which are based on source interpretation, and cause and effect.

**Step 4:** Ask the learners to use the relevant sources to write 10 to 15 sentences on a question set by the educator.

**Step 5:** Minimum mark allocation: 35 marks for source work and 15 marks for the extended writing. The extended writing is broken into 3 paragraphs, each with a mark allocation of 5 marks.
TERM 2

WEEKS 11 and 12
Changing Worlds – The Industrial Revolution:
The Industrial Revolution in Britain - Changing technology in agriculture and trade; exploitation and the new world of work

Methodology

Step 1:
Introduce the key questions: Why did the Industrial Revolution start in Britain? How did it change the lives of people?

Step 2:
Explain the following:
- industrial revolution
- mass-production
- exploitation
- technology
- child labour
- agriculture
- unskilled workers

Learners record meanings and explanations in their workbooks.

Step 3:
- The identified and relevant sources, which have been selected are handed to the learners.
- When working with sources, the following steps are necessary:
  1. Extract evidence.
  2. Analyse the source and evidence.
  3. Interpret evidence.
  4. Organize evidence.
  5. Synthesize.
  6. Communicate findings.
- Background information on Industrial Revolution is provided by the educator.
- The teacher gives only an outline.

Step 4:
- The sources are evaluated by looking for bias, reliability, empathy, amount of content and the language level.
- When analysing sources the following questions need to be asked:
  - Is it primary or secondary?
  - Who wrote it?
  - How useful or reliable is it?
  - Is there bias or another perspective?
  - Is the information accurate?
  - Why was the source written?
  - What does it tell you?
  - Was the writer there?
- If learners lack these skills, then the teacher needs to teach them the skills first because it will be impossible for the learners to analyse the sources.

Step 5:
- Learners start addressing the questions posed.
- They start with the key question.
- They can answer the question as a group or individuals.
Step 6:  
- Learners take out their workbooks and individually write a few paragraphs (extended writing) in which they communicate their own interpretations and arguments.  
- They need to explain why society changed during the Industrial Revolution.  
- Each learner read his/her own responses to the class.  
- The learners explain the context in which they think the changes took place.  
- Workbooks are handed in to be assessed by the teacher.

Resources: Maps, written texts, photos  
Integration: Languages and Technology

WEEKS 13 and 14  
Changing Worlds: The Industrial Revolution:  
The Industrial Revolution in Britain – Trade unionism, the growth of urban areas, social problems

Methodology:  
Step 1:  
Introduce the key question: What were the social and political effect of the Industrial Revolution?  

Step 2:  
Explain the following:  
- trade union  
- merchants  
- political system  
- political rights  
- Chartist Movement  
- social problems  
- socialism  
- technology  
- agriculture  
- trade  
- new world of work  
- exploitation  
- urbanisation

Step 3:  
- Different, but relevant, sources are distributed.  
- The themes of sources are agriculture, trade, technology, world of work, trade unionism, growth of urban areas, social problems and political rights.  
- The common purpose of these sources is to explain the impact of the revolution on people's lives.

Step 4:  
- Learners as groups evaluate the sources.  
- When they evaluate they check validity of the selected sources.  
- When they evaluate they check who the author of the source is.  
- They will be able to state whether the source is biased or not.  
- They also state whether the source is useful or not.  
- They then check if the source is reliable or not.  
- The learners must be able to substantiate their answers.
Step 5:
- Using the same sources, they explain why the Industrial Revolution brought in changes in Britain and other parts of the world.
- Examples may be the growth of urban centres and changes in technology.

Step 5:
- These sources are used to answer questions.
- Questions may request learners to identify, explain, describe, explore or discuss.
- Answers are given from a group perspective.
- Learners write down responses in their workbooks.

Step 6:
- Each learner is asked to synthesize what was discussed in groups in order to communicate the information in extended writing.
- They construct, individually, their own interpretation and arguments in the form of essays which they hand in as informal assessment.
- The teacher assesses their work

Resources: Photographs, newspaper articles, textbooks, recorded oral testimonies
Integration: Languages, EMS and Technology.

WEEKS 15 and 16
Changing worlds – Industrialization:
Industrialization in South Africa – diamonds and gold, changing work and lives in South Africa on the mines and in the cities (including the 1913 Land Aact)

Methodology
Step 1:
Introduce the key question: How did the Industrial Revolution affect South Africa?

Step 2:
Explain the following:
- compound
- compound system
- migrant workers
- pass document
- rural agricultural economy
- urban industrial economy
- self-sufficient
- diggers
- industrialization

Step 3:
- Sources are distributed. Learners, with the help of the teacher, select those that are relevant.
- Most of the sources are visual.
- Photographs showing different stages of industrialisation, maps showing land use before and after the discovery of minerals in South Africa. (Topographic as well as orthophotos). Also clippings from the Kimberley Museum and maps showing the extent of the Land Act of 1913.
Step 4:
- Learners, having identified and selected the relevant sources, move to the next stage.
- They evaluate the sources for credibility and reliability.
- In evaluating the sources the learners check the authenticity of the sources, e.g. date of the photos, who are in the photographs, who took the photographs, the differences in the landscape, differences in the background.
- Do the clothes that the people are wearing date back to the 1890s.

Step 5:
- The learners explain changes by comparing the landscape to what the places looked like in the past.
- They must be able to understand how Johannesburg underwent changes in the last century from a farm to a big city.
- The learners work out the effects e.g. urbanisation, why people trekked to the cities.
- The results of the Land Act are very important.
- It made black people landless, wanderers and eventually wage-labourers.
- The role that the different taxes (poll, hut, etc.) played in forcing people to leave their land and to work in the mines (the role that the government played in providing labour for the mines and the secondary industries springing up in the cities).

Step 6:
- After working with the sources, the learners communicate their knowledge and understanding by doing informal research on how Kimberley or Johannesburg grew from being small farming areas to big cities.
- The research should show the role played by the Land Act in the provision of labour for the mines, and how the discovery of gold and diamond led to the industrialisation and urbanisation of South Africa.
- The research should not exceed two pages.

Resources: Photographs, maps, written texts
Integration: Language and Geography.

WEEKS 17 and 18
Changing Worlds – Industrialisation (continued):
Sugar and labour in Natal; early trade union movements

Methodology
Step 1:
Explain the following:
- indentured
- plantations
- discriminate
- civil rights
- commercial farmers
- compensation
- strikes
- Workers’ Day
Step 2:
- Sources are distributed.
- Learners, with the help of the teacher, select those that are relevant.
- Most of the sources are visual:
  - Photographs showing indentures, workers cutting sugar cane, Hindu temples
  - Maps showing plantations and separate areas where Indians were settled are distributed to the learners.
  - Some written texts, e.g. letters, government notices and legal texts are also distributed.

Step 3:
- Learners having identified and selected the relevant sources move to the next stage.
- They evaluate the sources for credibility and reliability.
- In evaluating the sources the learners check the authenticity of the sources, e.g. date of the photos, who are in the photographs, who took the photographs, the differences in the landscape and background.
- Do the clothes that the people are wearing date back to the 1860s.

Step 4:
- Learners must discuss the main features of indenture (contract)
- The role that the government played in providing labour for the plantations.
- Learners also must be able to deduce the living conditions of the indentured Indians from the given sources.

Step 5:
- After working with the sources the learners communicate their knowledge and understanding by doing an informal research on how the Indians who were contract labourers became citizens.
- They must be able to explain the role played by both the Indian government and the successive South African governments.
- The role of Ghandi must be highlighted.
- The research should show the role played by the Land Act in the provision of labour for the plantations, i.e. why black people were not willing to work on the plantations.
- The research should not exceed two pages.

Resources: Photographs, maps, written texts
Integration: Language, Geography

WEEKS 19 and 20
FORMAL ASSESSMENT TASK 2: EXAMINATION

Methodology
Step 1: All 3 LOs, with the appropriate ASs, must be assessed.

Step 2: The examination must consist of the following:
- Knowledge-testing questions on topics covered in the second term.
- At least 3 sources must be included in the test, e.g. census data, documents, letters, newspaper and magazine articles, diary extracts, reports, pamphlets, book extracts, advertisements, photographs, cartoons, maps and plans, aerial photographs, paintings, drawings.)
- Sources that are contextualized and which include a key question.
- An extended writing piece consisting of 3 paragraphs based on the sources provided.
- A minimum mark allocation of 35 marks for the source work and 15 marks for the extended writing.
Step 3: Remember that examinations should focus on measuring the level of achievement relative to the particular learning outcomes or assessment standards covered during the term.

Step 4: Examinations should have a range of questions that assess skills and levels of cognitive understanding, and not be based on simple recall. (e.g. Bloom’s Taxonomy)

Step 5: Use short-answer questions for a maximum of 40% of the test, e.g. name, list, identify, classify.

Step 6: Some questions require an additional response, e.g. give a reason for your answer.

Step 7: Short questions should be based on sources.

Step 8: Use sources to ask longer responses that test cognitive skills, e.g. appraise, analyse, classify, compare, contrast.

Step 9: The extended writing must be based on all sources. Learners must write in their own words.

Resources: Assessment Guidelines for Social Sciences (Intermediate and Senior Phase)
TERM 3

WEEKS 21 and 22
Resisting British Control
The wars between the Zulu and the British; the Pedi and the British; or a regional example

Key question: What events led to the Battle of Isandhlwana? (Anglo-Zulu war)

Methodology
Step 1: Introduce the key question and analyse it. The following are introduced and discusses.
   Learners write them down in their workbooks.
   ○ Battle of Isandhlwana
   ○ independence
   ○ Zulu kingdom
   ○ trenches
   ○ laager
   ○ scouts
   ○ Anglo-Zulu War

Step 2:
   Sources relevant to the Anglo-Zulu War are distributed:
   ○ Recorded oral testimonies
   ○ Eye-witness accounts
   ○ Visual sources, including photos of the Isandhlwana mountain
   ○ Written instructions from British commanders
   ○ Statistics

Step 3:
   Evaluate the sources.
   ○ Are sources biased?
   ○ Are they reliable?
   ○ Is their empathy?
   ○ Is it secondary or primary source?
   ○ Is it accurate?
   ○ Why was the source written?
   ○ What does it tell us?
   ○ Was the author there?
   ○ Who is the author?

Step 4:
   ○ Interpret graphical and statistical data given on the Zulu War.
   ○ Use statistical sources (number of Zulu impis and soldiers killed or injured)
   ○ Graphical representation of data (graphs, etc)

Step 5:
   ○ Present an original idea as part of an answer to questions posed on the battle for control.
   ○ Similarity/difference
   ○ Continuity/change
   ○ Chronology and time

Step 6:
   ○ Communicates knowledge and understanding by constructing own interpretation and argument based on the Anglo-Zulu war historical sources and by engaging in extended writing.
   ○ Extended writing can be analytical (similarities, differences, causes, consequences, motives)
Can be narrative (telling the story in chronological order - expressing change through time)
Can be descriptive (describing the past without the dimension of change)

Step 7:
- Identify and give reasons for the different perspectives in which this war is presented, and interpreted. (e.g. Is it from a victor or loser perspective?)

Step 8:
- Explains why the history of this war is not objective or neutral.
- The position of the writer.

Resources: Written texts, photographs, maps
Integration: Language, Geography

WEEKS 23 and 24
Resisting British Control:
The South African War: who was involved and how it affected their lives

Methodology
Step 1:
Teacher introduces and analyses the key question.

Key question: What impact did the South African war have on the lives of ordinary people?

Step 2: Explain the following concepts:
- concentration camps
- Boer republics
- political rights
- annexation
- guerrilla warfare
- besiege
- scorched earth policy
- betrayal

Step 3: Identify and select a variety of available sources on the Anglo-Boer War.
- Sources relevant to the Anglo-Boer War are distributed:
  - Eye-witness accounts
  - Visual sources, including photos of the battlefields
  - Written instructions from British and Boer commanders
  - Statistics
  - Visual images of the concentration camps

Step 4:
- Are the sources referring to the impact of the war reliable, useful and authentic?
  - Evaluate the sources.
  - Are sources biased?
  - Are they reliable?
  - Is their empathy?
  - Is it a secondary or primary source?
  - Is it accurate?
  - Why was the source written?
  - What does it tell us?
  - Was the author there?
  - Who is the author?
Step 5:
- Interpret graphical and statistical data given on some aspects of this war.
- Interpret graphical and statistical data given on the Zulu war.
- Use statistical sources (number of Boers and British soldiers killed or injured)
- Graphical representation of data (graphs, etc)

Step 6:
- Communicate knowledge and understanding extracted from sources of the Anglo-Boer War by constructing own interpretation and argument through extended writing.
- Communicates knowledge and understanding by constructing own interpretation and argument based on the Anglo-Boer war historical sources through engaging in extended writing.
- Extended writing can be analytical (similarities, differences, causes, consequences, motives)
- Can be narrative (telling the story in chronological order- expressing change through time)
- Can be descriptive(describing the past without the dimension of change)

Step 7:
- Recognize that causes and effects of this war vary in importance.
- Recognize changes.
- Recognize events.
- Do we consider what we learn from past mistakes or not?

Step 8:
- Examine historical interpretation of this war by asking relevant questions about the author of this source.
- Is she writing from a primary or secondary perspective?

Step 9:
- Identify and give reasons for the different ways in which the Anglo-Boer war is represented and interpreted.
- Power relations

Step 10:
- Explain why history of this war is not objective or neutral.
- Learners do explanations in paragraph form.

Resources: Maps, recorded oral testimonies
Integration: Language

WEEKS 25 and 26
The Experience of Colonialism in the Nineteenth and Twentieth Centuries:
The Industrial Revolution and colonial expansion

Step 1:
Introduce and analyse the key question.

Key question: What were the links between the Industrial Revolution and colonialism?
Step 2:
Explain the following:
- colony
- partition
- raw materials
- investments
- empire
- explorers
- trading stations

Step 3:
- Identify and select a variety of historical and archaeological sources relevant to enquire about the Industrial Revolution and colonial expansion.
  - Evaluate the sources:
    - Are sources biased?
    - Are they reliable?
    - Is it a secondary or primary source?
    - Is it accurate?
    - Why was the source written?
    - What does it tell us?
    - Was the author there?
    - Who is the author?

Step 4:
- Present an original idea to answer questions asked about this revolution and colonial expansion.
- Synthesize information from sources

Step 5:
- Communicates knowledge and understanding by constructing own interpretation and argument of the Industrial Revolution and colonialism through extended writing.
- Use information from the given sources and own knowledge.

Step 6:
- Recognize that causes and effects of the Industrial Revolution and colonial expansion vary in importance.
  - Are there changes?
  - Have we learnt from past mistakes?

Step 7:
- Explain changes brought about by this revolution and colonialism in a wider historical and environmental context.

Step 8:
- Examine historical interpretation by asking relevant questions about the author of the source on the revolution and colonialism.
  - Is the author biased?
  - Who is the author?
  - Was the author there?
  - Is the information accurate?

Resources: Maps, written sources
Integration: Language
WEEKS 27 and 28
The Experience of Colonialism in the Nineteenth and Twentieth Centuries
Context: How African societies experienced and responded to colonialism (a British, Belgian or Portuguese colony, or a regional example):
Colonialism and the exploitation of resources

Step 1: introduce the topic and the key question

Key Question: What was the impact of colonialism on the people of Zimbabwe?

Step 2:
Explain the following concepts
- Shona
- settlers
- Ndebele
- colonise
- uprising
- indigenous
- traditions
- extinct
- natural resources
- colonial exploitation

Step 3:
- Sources relevant to Zimbabwe are distributed
- Eye-witness accounts
- Visual sources, including photos of the uprising
- Written instructions from British commanders
- Statistics

Step 4:
- Evaluate the sources to check from whose perspective they are written:
  - Is it reliable?
  - Is it useful?
  - Is the writer neutral?
  - Etc.

Step 5:
- Interpret information represented in graphs and statistics on resource exploitation.
- Make use of graphs

Step 6:
- Communicates knowledge and understanding by writing an essay on why the Ndebele and Shona did not form a united front in their earlier struggle against British control.
- Learners start with an introduction.
- The body must contain factual evidence which supports line of argument
- Only relevant facts should be included
- The writing ends with a conclusion.

Step 7:
- Examine historical interpretation by asking relevant questions about the author of this Zimbabwean historical source:
  - Is there bias?
  - Is he neutral?
Resources: Graphs, maps, recorded oral testimonies
Integration: Language, Geography

WEEKS 29 and 30
FORMAL ASSESSMENT TASK 5: Project (Research Assignment/ Creative Response)
If the Geography project was a creative response, then this project for History must be a research assignment and vice versa.
This assessment task should be handed out 2 to 3 weeks earlier and be completed under supervision, to ensure authenticity, by the end of the term.
The project should assess whether the learners are able to use enquiry skills to investigate the past and present and whether they are able to select, giving reasons, key information to represent the past. If the learners complete a creative response project, ensure that it is a learning experience, not just a creative task. Give the learners guidelines – the project should show a creative timeline and should include descriptors.

Research Task:
Step 1: Give clear instructions.
Step 2: When completing a research task, learners are expected to follow the enquiry process.
  • We work with sources (evidence) (LO 1).
  • Ask a key question.
  • Identify information.
  • Answer questions.
  • Communicate the answer.
Step 3: The teacher must provide a framework for the research project. Stipulate what must be covered, what LOs and ASs will be covered, and what skills, knowledge and values will be assessed.
Step 4: Discuss the project with the learners. Discuss what the research entails, and issue and discuss a criterion-referenced assessment tool (rubric) with the learners.
Step 5: Ensure that the task is criteria- and age appropriate.
Step 6: Monitor the progress of the learners by setting deadlines for different stages of the research task.

Creative Response Task:
Step 1: Give clear instructions.
Step 2: These include creating models, posters, collages and role-play.
Step 3: The creative response can be incorporated with another form of assessment, e.g. source based and research.
Step 4: Poster-making entails organizing information in a logical way on a specific topic.
Step 5: Discuss the project with the learners. Discuss what the poster, model, art work or collage entails and issue and discuss a criterion referenced assessment tool (rubric) with the learners.
Step 6: Ensure that the task is criteria- and age appropriate.

Resources: Assessment Guidelines for Social Sciences.
TERM 4

WEEKS 31 to 33
Changing Ideas and Technologies – World War 1:
How industrialization, growing nationalism in Europe, and conflict over colonies contributed to the outbreak of World War I.

METHODOLOGY
Step 1: Introduce and analyse the key question.

Key question: What were the factors that led to the First World War?

Step 2: Enquiry process (ask questions > collect data > organize information > construct an answer > communicate answer)
- The teacher introduces the topic and context.
- The words industrialization, nationalism, conflict and colonies are extracted from the context and discussed. Learners’ responses are written on the blackboard.
- Teacher then clarifies the topic
The topic is introduced and the following are explained:
- rival alliances
- nationalism
- assassination
- conscription
- arms race
- naval rivalry
- economic rivalry
- colonial rivalry
- Ottoman Empire
- tension in the Balkans

An oral discussion is initiated.
Learner’s responses are written on the blackboard and sources on the war distributed.

Step 3:
Source evaluation or analysis
- Learners look for bias.
- Are sources reliable, useful and accurate?
- Who is the author?
- Is source primary or secondary?

Step 4:
Analysis of graphical and statistical sources on the war:
- Number of soldiers conscripted
- Number of soldiers who died
- Number of soldiers injured
- Learners analyse data from graphs.

Step 5:
Communication of knowledge and understanding, using extended writing
- Learners must be encouraged to start with an introduction.
- They must keep it short.
- Introduction should not have background information.
- Factual evidence goes into the body.
- Line of argument or explanation also goes into the body.
- Only relevant facts must be written.
- Extended writing always ends with a conclusion.
- The conclusion draws the discussion to a close.
- Learners must indicate how their evidence supports viewpoint.
Step 6:
Learners make links between the causes of the First World War and processes.
  o The causes – rival alliances, arms race, colonial rivalry, etc. – are linked to how the war developed.
  o Analyse the causes and results of the war in order of importance.

Step 7:
Learners explain changes in the art of war and effects of it on the environment.
  o Role of technology – long-range artillery guns, submarines, fighter air planes, etc
  o Introduction of trench warfare
  o Environmental degradation e.g. Delville Wood.

Resources: Maps, graphs, written sources
Integration: Language, Geography

WEEK 34
Changing Ideas and Technologies – World War 1:
Trench warfare.

METHODOLOGY
Key question: What was trench warfare?

Step 1:
  o Analyse key question.
  o Explain the following concepts:
    o trenches
    o enemy lines
    o sandbags
    o Western Front
    o barbed wire
    o no-man’s land
    o deserters

Step 2:
Distribute sources on trench warfare and learners evaluate them
  o Learners look for bias.
  o Are sources reliable, useful and accurate?
  o Who is the author?
  o Is source primary or secondary?

Step 3:
  o Statistics on trench warfare are given to the learners.
  o Statistics are about number dead, injured, deserters and missing in action.
  o Learners use statistics to construct graphs.

Step 4:
  o Learners communicate knowledge and understanding by doing extended writing based on own interpretation and argument based on the trench warfare sources.
  o Learners must write a page long essay on conditions in the trenches.
  o They extract information from sources and use own knowledge.

Resources: Maps, written sources
Integration: Language
WEEKS 35 & 36
Changing Ideas and Technologies – World War 1:
Changing roles: Women in World War I

Key question: How did the First World War change the lives and roles of women?

METHODOLOGY
Step 1:
- Teacher introduces topic and explains the key question.
- The following re explained and learners write them in their workbooks.

Concepts
- patriotism
- propaganda
- self-confidence
- personal freedom
- voting rights

Step 2:
Visual sources depicting the changing role of women are distributed.
- Learners look for bias.
- Are sources reliable, useful and accurate?
- Who is the author?
- Is source primary or secondary?
- Interpret and compare the way the women are depicted in the different posters.

Step 3:
- Make links between the war and changes in women’s lives.
- Learners list traditional role changes, e.g. from the kitchen to workplaces.
- Learners identify and give reasons for the different ways in which women are represented.

Step 4:
Communicates knowledge and understanding by doing extended writing on how the lives of women changed during and after the war.

Resources: Written sources, photos
Integration: Life orientation, Language

WEEKS 37-38
Changing Ideas and Technologies – World War 1:
Impact of World War I on South Africa

Key question: How did the First World War affect South Africa?

METHODOLOGY
Step 1:
- Start with the introduction and analysis key question. How did the First World War affect South Africa?
- Try to find out from the learners if one of them had a relative who had gone down with the Mendi.
- Tell them that the Mendi was a ship transporting black soldiers to Europe to fight the war and it collided with another ship and sunk.
- A few survived.
- Read the poem Ukutshona kuka Mendi by S.E.K Mqhayi for the learners.
- Ask them if they know why the soldiers went to fight in a war that was taking place outside their country.
Step 2: Explain the following concept and let them write the explanations in their workbooks.

Concepts
- British Empire
- British colony
- war effort
- volunteers
- German South-West Africa
- German East Africa
- SS Mendi

Step 3: Give them sources to work with. They start by evaluating them.
- Evaluate the sources to check from whose perspective they are written.
- Are they reliable?
- Are they useful?
- Is the writer neutral?
- Etc.

Step 4:
- Given sources that display number of soldiers on the Mendi.
- They work out the number of survivors.
- They work out the number of those who died.
- They use the numbers (statistics) to put the information in graphs.
- The teacher can also construct graphs and let them extract information from them.

Step 5:
- Learners given extended writing activity.
- They must show empathy.
- They must write about how they would have felt if they were the survivors of the Mendi.
- The task should be at least two paragraphs long.
- Learners in groups discuss how memories of the soldiers and the ship could be preserved.

Resources: Photos, recorded oral testimonies
Integration: Maths, language

WEEKS 39 and 40
FORMAL ASSESSMENT TASK 2: EXAMINATION

Methodology
Step 1: All 3 LOs, with the appropriate ASs, must be assessed.

Step 2: The examination must consist of the following:
- Knowledge-based questions on topics covered in the second term
- At least 3 sources must be included in the test, e.g. census data, documents, letters, newspaper and magazine articles, diaries, reports, pamphlets, books, advertisements, photographs, cartoons, maps, plans, aerial photographs, paintings and drawings
- Sources that are contextualized and which include a key question
- An extended writing piece consisting of 3 paragraphs based on the sources provided
- Minimum mark allocation: 35 marks for the source work and 15 marks for the extended writing
Step 3: Remember that examinations should focus on measuring the level of achievement relative to the particular learning outcomes or assessment standards covered during the term.

Step 4: Examinations should have a range of questions that assess skills and levels of cognitive understanding, and not be based on simple recall. (Example: Bloom's Taxonomy)

Step 5: Use short-answer questions for a maximum of 40% of the test, e.g. name, list, identify, classify.

Step 6: Some questions require an alternative response. Example: Give a reason for your answer.

Step 7: Short questions should be based on sources.

Step 8: Use sources to ask longer responses that test cognitive skills, e.g. appraise, analyse, classify, compare, contrast.

Step 9: The extended writing must be based on all sources. Learners must write in their own words.

Resources: Assessment Guidelines for Social Sciences (Intermediate and Senior Phase)