



SENIOR PHASE POLICY: SOCIAL SCIENCES

This policy is subject to the requirements of the Education Department and the assessment policy of the school.

PLANNING

- Planning is done for the school year and should be finalized before the beginning of the new school year, but not later than the first Friday of the first term.
- Planning includes the development of a learning programme, work schedule and lesson plan.
- All the educators in the Senior Phase should participate in the planning session. The educators in a grade group especially should work together closely.
- The requirements for Social Sciences as set by the Education Department should be met throughout. To avoid confusion or lack of clarity, existing documents should be adapted as changes are brought about by the Education Department.
- The head of department for the Senior Phase should approve the learning programme, work schedule, lesson plan and assessment tasks before the principal or his or her deputies send them for processing.
- All the Senior Phase educators should send their planning for Social Sciences to the head of the department daily for monitoring. Learners' workbooks and assessment tasks should be sent along sporadically or as requested from time to time by the head of the department.
- The head of department for the Senior Phase and/or the principal should request weekly or daily planning files for monitoring as deemed necessary.
- Educators should make provision on their planning sheets for intervention and indicate how learners with barriers for learning are involved.
- Planning sheets need not be similar for all the grades or classes, as long as the information referred to above as well as the learning outcomes, time per day, activities and resources are indicated.



THE DEVELOPMENT OF ASSESSMENT TASKS:

- Assessment is an integral part of teaching and learning and should be included at all levels of planning.
- Assessment should be reliable and continuous.
- Assessment should be transparent, so that both educator and learner know exactly what the expectations are for each task.
- Assessment tasks should be developed as prescribed by the Education Department and the assessment policy of the school should be adhered to.
- Educators in each grade group should work together to develop assessment tasks. Work should be done on a rotation basis. All the educators in each grade group should preferably get a turn to develop the documents.
- Assessment tasks, as well as the applicable learning programme, work schedule and lesson plan should be submitted to the head of the department for approval. Where possible memoranda should be attached.
- Assessment tasks, lesson plans, etc. should preferably be ready for monitoring during the last week of the previous term, but not later than the first school day of the term in which it should be completed.
- Learners' performance should be recorded as a code for the assessment task.
- Where necessary comments may be written for support purposes.
- Assessment tasks should be typed neatly before being submitted for approval.
- In the case of absence the learner should be allowed to complete an assessment task later. (A written excuse from the learner's parent or guardian or a medical certificate is required.)
- Educators should inform a learner's parents in writing if the learner still has not completed assessment tasks after repeated requests. These letters should be signed by the head of the department and a copy should be placed in the learner's profile and/or the educator's intervention file.

ASSESSMENT

INTRODUCTION

Assessment is a continuous planned process of identifying, gathering, and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement, evaluating this evidence, recording the findings, and using this information to understand and thus assist the learner's development in order to improve the process of learning and teaching.



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

Guidelines for good assessment practices in History and Geography

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

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

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

Learners often experience difficulty in writing at length and in essay format. They need to be trained to *select* the information they want to include (only to choose what is relevant), to *arrange* the information (to put it in order together with other information) and to *connect* information (to make a logical sequence, or argument).

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

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

Informal or Daily Assessment

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

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



provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or Educators can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important, as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the Educator wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

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

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

Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment.

Formal assessment tasks are marked and formally recorded by the Educator for progression and certification purposes.

All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

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

Formal assessment requirements of Social Sciences

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

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

Types of formal assessment for Social Science

Projects

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



Tests and Examinations

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

Tests and examinations must be completed under strictly controlled conditions. Each test and examination must cater for a range of cognitive levels. (Refer to the table in the section on **planning for assessing** later in this section.)

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

Tasks

Tasks should be designed to cover the content and concepts of the subject and include a variety of activities selected to assess the identified aims and skills. Formal assessment tasks may include one or a combination of the activities listed below. This list may be extended:

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



- Expressing and justifying a view
- Evaluating ideas and actions
- Detecting bias
- Doing a presentation (orally, written or visually)
- Making a model, poster or chart
- Interpreting photographs and writing captions
- Participating in a structured, prepared discussion, debate, or role play.

Before handing out an assessment task to learners, Educators should ensure that they are able to answer all the questions themselves.

When Educators set an assessment task, they should draw up a memorandum of answers and/or a rubric for the assessment.

Refer to the seven-point rating code or scale of achievement when constructing a rubric.

Educators should mark assessment tasks without delay.

Learners should receive continuous, constructive feedback both informally and formally.

Feedback should acknowledge strengths and identify areas of weakness for learner's developmental needs.

Action plans on how learners will be supported should accompany this feedback.

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

Planning for assessment

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

Follow these steps when designing your own task or activity:

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

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



A formal assessment should include low, middle, and high order activities or questions, with a weighting towards the cognitive level of the middle order.

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

Programme of Assessment

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

Senior Phase

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

Year-end examination: 60%



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

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

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

MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.



TIME ALLOCATION

Senior Phase

The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4, 5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	27, 5

Time allocations and weighting of topics

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

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

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

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

Important note:

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

Overview of topics

History

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



SUMMARY: CONTENT OVERVIEW: HISTORY SENIOR PHASE

Geography

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

SUMMARY: CONTENT OVERVIEW: GEOGRAPHY SENIOR PHASE

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

RECORDING AND REPORTING

Recording is a process in which the Educator documents the level of a learner's performance in a specific assessment task.

It indicates learner progress towards the achievement of the knowledge as prescribed in the curriculum and assessment policy statements.

Records of learners' performance should provide evidence of their conceptual progression within a grade and readiness to progress or be promoted to the next grade.

Records of learner performance should also be used to verify the progress made by Educators and learners in the teaching and learning process.

Reporting is a process of communicating learners' performance to learners, parents, schools, and other stakeholders.

Learners' performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-Educator conferences, phone calls, letters, class, or school newsletters, etc.

Educators in all grades report in percentages against the subject.

The various achievement levels and their corresponding percentage bands are as shown in the table below.



PRINCIPLES FOR RECORDING AND REPORTING

The following principles underpin the approach to both recording and reporting:

1. Recording of learner performance is against the assessment task and reporting is against the mark obtained in a term, semester or year.
2. Educators should show in their files that they have covered all the formal tasks set.
3. National codes and/or marks, percentages and comments can be used for recording and reporting purposes.
4. The following is applicable to recording and reporting per phase:
 - a. Foundation Phase (Grades R – 3): Record and report in national codes and their descriptions.
 - b. Intermediate Phase (Grades 4 – 6): Record and report in national codes and their descriptions and percentages.
 - c. Senior Phase (Grades 7 – 9): Record and report in national codes and their descriptions percentages.
 - d. Grades 10 – 12: Record in marks and report in percentages.
5. The schedule and the report card should indicate the overall level of performance of a learner.
6. In the case of Languages, each language that the learner offers should be recorded and reported on separately according to the different levels on which they are offered. For example, Home Language – English, First Additional Language – IsiXhosa, Second Additional Language – Afrikaans Second Additional Language.
7. The number of formal assessment tasks to be recorded in each phase is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.
8. The recorded pieces of evidence should reflect a variety of forms of assessment. More information on this is provided in *chapter 4* of the National Curriculum and Assessment Policy Statements.
9. Educators must report regularly to learners and parents on the progress of learners.

Schools are required to provide feedback to parents on the programme of assessment using a formal reporting tool such as a report card. In addition to the report cards, other reporting mechanisms such as parents' meetings, school visitation days, parent-Educator conferences, phone calls, letters, class or school newsletters, etc. may be used. The school will determine the format of these reporting strategies.



RECORD SHEETS

1. Educators are expected to keep efficient and current mark sheets of the learners' progress.
It is expected that carefully compiled records and/or evidence of learner performance be maintained to justify the final rating a learner receives at the end of the year.
2. Educators are expected to keep current records of learners' progress electronically/in files/books/folders or any other form the school has agreed on.
3. Record sheets must at least have the following information
 - a. Subject;
 - b. Grade and class;
 - c. Learners' names;
 - d. Dates of assessment;
 - e. Names of the formal assessment tasks;
 - f. The results of formal assessment tasks; and
 - g. Comments for support purposes when and where appropriate.

The record sheets should be used to compile a schedule that will in turn be used to compile reports once a term. Schools should therefore develop Record Sheets using the criteria specified in *subparagraph 3*.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

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



LEARNERS' WORKBOOKS

- At the beginning of the year each learner should get a workbook to do activities for Social Sciences in and to write or paste notes, etc. in.
- Work as included in the assessment tasks should first be taught thoroughly in the workbooks.
- Workbooks should be covered and kept neat.
- Each educator can make a front page of his or her choice for writing books.
- If a learner loses or damages his or her workbook, his or her parents should replace it themselves.
- Educators should mark learners' workbooks regularly and meticulously or supply the correct answers in the case of self or peer assessment.
- Corrections should be made by the learners where necessary.

INTERVENTION

- Educators should throughout be able to provide evidence of how they accommodate the learners with barriers for learning (e.g. extra activities to address problem areas, errors that are corrected, discussion with EST, letters or discussions with parents).
- Intervention should also be supported by a suitable instrument that proves attempts to support learners.

EDUCATOR'S FILE

1. All Educators are expected to keep a file containing evidence of their teaching and assessment, viz. Annual teaching plan, Assessment plan, Formal assessment tasks and memoranda, Indication of Textbook(s) and any resources used, Record sheet containing learners' marks for each formal assessment task and informal notes or any intervention that is planned by the Educator to assist learners who require additional support (where they exist). It is the Educators' responsibility to ensure that the information in their assessment files is kept up to date.
2. A Educator assessment file may be a file, a folder, a box, or any other suitable storage system.
3. The formally recorded assessment tasks should be clearly marked or indicated in the Educator's file. Stickers, coloured paper, etc. may be used for this purpose.
4. Educators' files should be available on request at all times for moderation and accountability purposes.

LEARNER PROFILE

A Learner Profile is a continuous record of information that gives a holistic impression of a learner and a learner's progress and performance. It assists the Educator in the next grade or school to understand the learner better and therefore to respond appropriately to the learner.



ADMINISTRATION

1. Learner Profiles should be kept at school and will be moved from one school to the next on the request of the principal of the next school.
2. The school management of the receiving school has an obligation to request the Learner's Profile from the previous school within three months of the learner's admittance.
3. The Learner Profile for every learner must be safeguarded and should accompany learners throughout their schooling career. The security of the Learner Profiles and the updating of required information rest with the school management.
4. The parents and other stakeholders have a right to access and view the Learner Profile on request. However, this should be done in the presence of the school management.
5. The Learner Profile is a confidential document and should be treated as such. Under no circumstances should sensitive information such as the health status of the learner be divulged to anyone without the written permission of the parents or guardians.
6. Under no circumstances should the profile be moved from the school unless it is for reasons mentioned in *subparagraph 1*.
7. The Provincial Departments of Education are responsible for providing pre-printed files /folders for the Profiles.
8. The pre-printed files/folders should be designed such that a Learner Profile includes the following information:
 - a. personal information;
 - b. medical history;
 - c. schools attended and record of attendance;
 - d. participation and achievements in extra-curricular activities;
 - e. areas needing additional support; and
 - f. learner performance.
9. In cases where the files/folders need repair, the school principal concerned should make a request to the district office for a replacement.



10. The compilation of Learner Profiles should be started at Grade R and should continue until the learner completes Grade 12.
11. Once the learner has passed Grade 12 or exited the schooling system for any reason whatsoever, the learner profile should be stored in the last school attended for a period of three years where after it should be destroyed.
- If the learner within this specified period re-enters the schooling system to further his or her studies, the provisos stated in *subparagraphs 1 and 3* will apply.
12. The Learner Profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards, Ed lab cards, etc.

PHASE MEETINGS / DISCUSSIONS

- Meetings should be held at least once per month, but more often if necessary.
- Attendance is compulsory for all the educators of the foundation phase. Written excuses should be submitted the previous day.
- Minutes should be kept at each meeting by a person indicated for the specific meeting and distributed amongst the educators for filing in their educators' portfolios.

This policy was adopted by the School Management on

This policy has been made available to school personnel and is readily accessible to parents and learners on request.

This policy will be reviewed and updated every year.

Signed _____
School Management

Date: _____

Signed _____
Principal

Date: _____

Signed _____
Educator Representative

Date: _____

