

# 2020 REVISED CURRICULUM AND ASSESSMENT PLANS

## SOCIAL SCIENCES: HISTORY

### GRADE 8

**Implementation: July 2020**



# PRESENTATION OUTLINE

1. Purpose
2. Amendments to the Content Overview for the Phase;
3. Amendments to the Annual Teaching Plan;
4. Amendments School Based Assessment (SBA)
5. Conclusion



# PURPOSE

- To mediate the amendments of the trimmed and re-organised 2020 Annual Teaching Plan including School Based Assessment for **Social Sciences, History Grade 8** for implementation in June 2020 as stipulated in **Circular S2 of 2020**.
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

# PURPOSE (CONTINUED)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values



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# HISTORY



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# Amendments to the Content Overview for the Phase

# CONTENT OVERVIEW FOR THE PHASE

## HISTORY

TERM	Grade 7	Grade 8	Grade 9
1	The Kingdom of Mali and the city of Timbuktu 14th century	The Industrial Revolution in Britain and Southern Africa	The causes and outbreak(1919 1945)
2	The Transatlantic slave trade	The Mineral Revolution in South Africa	<del>The Nuclear Age and the Cold War</del>
3	Colonisation of the Cape 17 <sup>th</sup> -18 <sup>th</sup> centuries	The scramble for Africa	Turning points in modern South African History since 1948
4	Co –operation and conflict on the frontiers of the Cape Colony in the early 19 <sup>th</sup> century	<del>World War 1(1914 - 1918)</del> <b>(Omitted)</b>	Turning points in South African History 1960,1976 and 1990

# AMENDMENTS TO THE CONTENT OVERVIEW FOR THE PHASE

- The content overview for History in the Senior Phase has not changed – the main topics remain the same as prescribed in CAPS.
- Some of the content and concepts under the main topics have been omitted from the revised ATPs.
- The content and concepts that are repetitive were left out or reorganised.
- The omission also took into consideration the number of teaching days available for teaching and assessment.





# SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendment
<b>The Mineral Revolution in South Africa</b>	2	<p><b>DEEP –LEVEL GOLD MINING ON THE WITS 1886</b> The content/sub topic “<b>Why gold is valuable</b>” and <b>Migrant workers and Mining of gold and conditions underground and how gold is mined</b> were omitted.</p> <p><b>NB:</b> The content “<b>The importance of gold</b>” was discussed in Grade 6 on the topic “Mapungubwe, in Grade 7 during the Trans Saharan trade and in Grade 8, <b>the importance of diamond</b> has been explained, similarly gold like diamond is important to people. The content on “<b>Migrant workers</b>” has been dealt with under” Diamond mining” e.g. (Closed compounds and migrant labour system).</p>

# SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendment
<b>The scramble for Africa</b>	3	<p>The content: <b>Africa before European colonisation</b> and <b>The coast of West Africa before the arrival of European” (The Ashanti Kingdom)</b> have been removed</p> <p>Time allocation under this topic has been <b>reduced from 13 hours to 10 hours</b> as these concepts were dealt with in Grade 5: <b>Indigenous inhabitants of the Cape in 17<sup>th</sup> century.</b></p> <p>The following content was taught in the lower grades: <b>West Africa and before the arrival of the Europeans and;</b> <b>Africa before European colonization.</b></p>

# INFORMAL ASSESSMENT

- **Informal assessment** is an important aspect of teaching and learning and should take place frequently, to **monitor learners' progress**.
- Informal assessment should be used to **provide feedback** to the learners and to inform planning for teaching, but **need not be recorded**.
- Learners or teachers can mark these assessment tasks.
- Learners should **read and write regularly**, starting with **sentences and paragraphs** and building up to **extended pieces of work**.

# Amendments School Based Assessment (SBA)

# SUMMARY: REVISED PROGRAMME OF ASSESSMENT

Term 1	Term 2	Term 3	Term 4
<p><b>Test:</b> The test is administered, assessed and reported on as part of Formal Assessment during Term 1.</p>	<p><b>June Examinations</b> cancelled.</p>	<p><b>Test:</b> Learners will write a test during the last week of September. The test should be based on the topic: <b>The Mineral Revolution in South Africa</b></p>	<p><b>November assessment:</b> Learners will write a formal assessment task based on the topic: <b>The scramble for Africa</b></p>

# GRADE 8 SBA FOR 2020

## Grade 8 History

Term	Content	Form of Assessment
1	Industrial Revolution in Britain and Southern Africa	Test
2	The Mineral Revolution in South Africa	Test
3	The scramble for Africa	Test (End-of-Year Assessment)



# SUMMARY: END OF YEAR ASSESSMENT

Types of Questions	Content	Marks
Source-based and Paragraph writing	<b>The scramble for Africa</b>	50
<b>TOTAL</b>		50

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