

SOCIAL SCIENCES SENIOR PHASE (GRADE 7-9)

MEDIATION OF AMENDMENTS ON SECTION 4 OF CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)



PRESENTATION OUTLINE

- Revised Blooms Taxonomy
- Programme of Assessment – Mark Allocation
- Programme of Assessment: Grades 7-9
- Assessment Guidelines and Examinations Framework: Geography
 - Generic guidelines for marking paragraphs in Geography
- Assessment Guidelines and Examinations Framework: History
 - Historical concepts
 - Assessing source-based and paragraph questions
 - Introducing essay writing in History
 - Assessment of essays
 - Examinations Framework



| Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|--|--|--|--|--|
| Low order | Middle order | | | High order | |
| Define Identify Label List Recite Repeat Point out Recognise Respond Trace Respond Name State Match Categorise Select Locate Quote Tabulate Copy | Explain Describe Interpret Paraphrase Summarise Classify Compare Differentiate Discuss Distinguish Demonstrate Illustrate Infer Estimate Define Give examples Match Translate | Change Compute Solve Modify Calculate Choose Show Sketch Complete Predict Relate Construct Use | Analyse Compare Classify Contrast Differentiate Investigate Organise Separate Breakdown Calculate Correlate Criticize Conclude Deduce Devise | Evaluate Order Appraise Judge Support Compare Recommend Defend Estimate Find errors Measure Predict Rank Score Argue Predict Measure | Design Compose Create Plan Combine Formulate Invent Hypothesise Write Compile Develop Generalize Integrate Modify Rearrange Adapt |

BLOOMS TAXONOMY

- Rationale for the revised Bloom's taxonomy:
 - The version of Bloom's taxonomy in Social Sciences Curriculum and Assessment Policy Statement (CAPS) is **outdated**;
 - The revised Bloom's Taxonomy has **6 levels** but are grouped into the same **low order, middle order, and high order**;
 - A revised version is included in the amendments to ensure the following:
 - Teachers should **expose learners to the different cognitive questions** (lower, middle and higher order in both formative /informal and summative /formal assessments)
 - The revised Blooms taxonomy should be used to **guide the formulation of in questions**.



PROGRAMME OF ASSESSMENT



PROGRAMME OF ASSESSMENT

- The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.
- School-Based Assessment in the Senior Phase (SBA): 40% (Including June examination).
- November examination in the Senior Phase: 60%.
- The **marks** for Formal Assessment Tasks in the Senior Phase for **Terms 1 and 3** are as follows:
 - Grade 7: 50
 - Grade 8: 50
 - Grade 9: 50
- **NB: These marks are per discipline, per term**
- For June and November examination marks in Grades 7-9, please **refer to the examination framework.**



FORMS OF ASSESSMENT (FORMAL)

- The following are forms of assessment for Social Sciences in the Senior Phase:
 - Projects
 - Examinations (June and November)
 - Tests; and
 - Tasks
- Tests, examinations and tasks should be strictly administered under **controlled conditions**;
- All forms of assessment should be **aligned with the content of each discipline** and the questions should **address the aims and skills of the subject**;
- Projects – projects should be started at the beginning of the term and learners should be given a **due date** for which to hand in their projects;
- Some sections of the project can be done at home, library, etc.
- Teachers should **monitor progress** on projects;
- Informal / Formative assessment: learners should be given **sufficient informal** assessment tasks; and
- The questions for formative / informal assessment should **address the different cognitive levels**.



GRADE 7 PROGRAMME OF ASSESSMENT

| Term | Discipline | Forms of Assessment | Content | Marks | School Based Assessment 40% |
|--------|------------|--|----------------|-------------------|--------------------------------|
| Term 1 | Geography | Project: Sketch map of a local area (Refer to Section 3 of CAPS, Geography term 1 content for more details on the project). | Term 1 content | 50 marks | |
| | History | Test: Source-based questions and paragraph writing. (NB: Learners must be introduced to three paragraph essay writing which will be formally assessed in terms 3 and 4) | Term 1 content | 50 marks | |
| Term 2 | Geography | June examinations: NB: Refer to the examination framework | Term 1 content | 25 marks (50%) | |
| | | | Term 2 content | 25 marks (50%) | |
| | History | June examinations: NB: Refer to the examination framework | Term 1 content | 25 marks (50%) | |
| | | | Term 2 content | 25 marks (50%) | |
| Term 3 | Geography | Test: Data-handling, case study and paragraph writing | Term 3 | 50 marks | |
| | History | Test: Source-based, paragraph writing and essay writing | Term 3 | 50 marks | |
| Term 4 | Geography | November Examination: NB: Refer to the examination framework. | Term 3 content | 25 marks (50%) | November Examinations 60% |
| | | | Term 4 content | 25 marks (50%) | |
| | History | November Examination: NB: Refer to the examination framework | Term 3 content | 25 marks (50%) | |
| | | | Term 4 content | 25 marks (50%) | |

| GRADE 8 PROGRAMME OF ASSESSMENT | | | | | |
|---|------------|--|----------------------------------|----------------------------------|--------------------------------|
| Download more resources like this on ECOLEBOOKS.COM | | | | | |
| Term | Discipline | Forms of Assessment | Content | Marks | School Based Assessment 40% |
| Term 1 | Geography | Test: Map reading, analysis and interpretation | Term 1 content | 50 marks | |
| | History | Test: Source-based, paragraph writing and essay writing | Term 1 content | 50 marks | |
| Term 2 | Geography | June examinations NB: Refer to the examination framework | Term 1 content Term 2 content | 35 marks (47%) 40 marks (53%) | |
| | History | June examinations NB: Refer to the examination framework | Term 1 content Term 2 content | 35 marks (47%) 40 marks (53%) | |
| Term 3 | Geography | Project | Term 3 | 50 marks | |
| | History | Task: Source-based questions, paragraph writing and essay writing | Term 3 | 50 marks | |
| Term 4 | Geography | November examinations NB: Refer to the examination framework | Term 3 content Term 4 content | 35 marks (47%) 40 marks (53%) | November Examinations 60% |
| | | November examinations NB: Refer to the examination framework | Term 3 content Term 4 content | 35 marks (47%) 40 marks (53%) | |
| | History | November examinations NB: Refer to the examination framework | Term 3 content Term 4 content | 35 marks (47%) 40 marks (53%) | |

GRADE 9 PROGRAMME OF ASSESSMENT

| Term | Discipline | Forms of Assessment | Content | Marks | School Based Assessment 40% |
|--------|------------|---|----------------|-------------------|--------------------------------|
| Term 1 | Geography | Test: Map reading, analysis and interpretation | Term 1 content | 50 marks | |
| | History | Test: Source-Based, paragraph writing and essay writing | Term 1 content | 50 marks | |
| Term 2 | Geography | June examinations NB: Refer to the examination framework | Term 1 content | 35 marks (47%) | |
| | | | Term 2 content | 40 marks (53%) | |
| | History | June examinations: NB: Refer to the examination framework | Term 1 content | 35 marks (47%) | |
| | | | Term 2 content | 40 marks (53%) | |
| Term 3 | Geography | Test: Source-based questions and paragraph writing | Term 3 | 50 marks | November Examination 60% |
| | History | Oral History Research Project: (Refer to Section 3 of CAPS under History term 3 content for more details on the project) | Term 3 | 50 marks | |
| Term 4 | Geography | November examinations: NB: Refer to the examination framework | Term 3 content | 35 marks (47%) | |
| | | | Term 4 content | 40 marks (53%) | |
| | History | November examinations: NB: Refer to the examination framework | Term 3 content | 35 marks (47%) | |
| | | | Term 4 content | 40 marks | |

ASSESSMENT GUIDELINES AND EXAMINATION FRAMEWORK: GEOGRAPHY



ASSESSMENT GUIDELINES AND EXAMINATION FRAMEWORK: SENIOR PHASE

- **Examples of different cognitive levels of questioning in Geography**

| Cognitive Levels | Different cognitive levels of questioning in Geography |
|--|--|
| Level 1 (L1) | <ul style="list-style-type: none">• Extract evidence from geographical sources such as maps, pictures, graphs, etc.• Answer short questions.• Remember/ recall knowledge acquired, e.g. definition of concepts.• Identify features on maps. |
| Level 2 (L2) | <ul style="list-style-type: none">• Use information to describe/ explain and answer questions about people, places and the relationship between the two.• Make links between cause and effect.• Discuss and debate issues. |
| Level 3 (L3) | <ul style="list-style-type: none">• Interpret and evaluate information and data from geographical sources such as maps, tables and graphs.• Use geographical knowledge to solve problems. |
| Download more resources like this on ECOLEBOOKS.COM | |
| | <ul style="list-style-type: none">• Draw sketch maps, simple illustrations, graphs and flow charts |

ASSESSMENT GUIDELINES FOR PARAGRAPH QUESTIONS IN GRADE 7

- Paragraph questions in Grade 7 should be allocated a total of 5 marks.

| | | |
|----------------|--|------------|
| Level 1 | <ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic. | MARKS: 0-1 |
| Level 2 | <ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner. | MARKS: 2-3 |
| Level 3 | <ul style="list-style-type: none">• Uses relevant evidence e.g. demonstrates a thorough understanding of the topic.• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | MARKS: 4-5 |

ASSESSMENT GUIDELINES FOR PARAGRAPH QUESTIONS IN GRADE 8-9

- Paragraph questions in Grades 8-9 should be allocated a total of 8 marks.

| | | |
|----------------|--|------------|
| Level 1 | <ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic. | MARKS: 0-2 |
| Level 2 | <ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner. | MARKS: 3-5 |
| Level 3 | <ul style="list-style-type: none">• Uses relevant evidence e.g. demonstrates a thorough understanding• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | MARKS: 6-8 |



7- 9: GEOGRAPHY

• Grade 7 June Examination Framework (Geography)

NB: Answer all questions

| Question no | Type of question | Term content | Marks |
|--------------|---|--------------|-----------|
| 1. | Questions on reading, analysis and interpretation of local maps. NB: Do not use topographical maps and orthophoto maps in Grade 7. The questions should include map symbols, distance measurements and calculations, compass directions, and grid references. | Term 1 | 25 |
| 2. | Diagrams/ illustrations on the structure of the earth Source-based questions (use a world map) to show location of volcanoes and earthquakes around the world. Case studies on earthquakes and floods. NB: Case studies should be from the 21 st Century. Case studies on floods should be based in South Africa. | Term 2 | 25 |
| TOTAL | | | 50 |

EXAMINATION FRAMEWORK Cont..

- Grade 7 November Examination Framework (Geography)

NB: Answer all questions

| Question no | Questions should be based on: | Terms | Marks |
|--------------|--|--------|-----------|
| 1. | Source-based, data handling, definition of concepts. | Term 3 | 25 |
| 2. | Case study, definition of concepts, data handling and paragraph writing. | Term 4 | 25 |
| TOTAL | | | 50 |



EXAMINATION FRAMEWORK Cont..

- Grade 8 June Examination Framework (Geography)

NB: Answer all questions

| Question No | Type of questions: Questions should be based on: | Terms | Marks |
|--------------|--|-------|-----------|
| 1. | Map reading, analysis and interpretation, extracting information from satellite images, time zones on a world map, and definition of concepts. | 1 | 35 |
| 2. | Data handling on rainfall (bar and line graphs) and temperature statistics of local areas or South African towns and cities) and definition of concepts. | 2 | 40 |
| TOTAL | | | 75 |

EXAMINATION FRAMEWORK Cont..

- Grade 8 November Examination Framework (Geography)

NB: Answer all questions

| Question No | Questions should be based on: | Terms | Marks |
|--------------|--|-------|-----------|
| 1. | Source-based (land use maps, pictures of urban settlements, definition of concepts). | 3 | 35 |
| 2. | Definition of concepts, (maps) on transport routes and paragraph writing. | 4 | 40 |
| TOTAL | | | 75 |



EXAMINATION FRAMEWORK

Cont..

- **Grade 9 June Examination Framework (Geography)**

NB: Answer all questions

| Question no | Questions should be based on: | Terms | Marks |
|--------------|--|-------|-----------|
| 1. | Map reading, analysis and interpretation of 1:10 000 South African orthophoto maps, 1:50 000 topographical maps and aerial photographs. Use of scale to measure distance, identification of features, altitude, land use, description of natural and mad-made features. | 1 | 35 |
| 2. | Definition of concepts, factors affecting development, paragraph writing. | 2 | 40 |
| TOTAL | | | 75 |

EXAMINATION FRAMEWORK Cont..

- Grade 9 November Examination Framework (Geography)

NB: Answer All Questions

| Question No | Questions Should Be Based On: | Terms | Marks |
|--------------|---|-------|-----------|
| 1. | Definition of concepts, features of erosion and deposition, case study. | 3 | 35 |
| 2. | Definition of concepts, case study and paragraph writing. | 4 | 40 |
| TOTAL | | | 75 |



ASSESSMENT GUIDELINES AND EXAMINATION FRAMEWORK: HISTORY



ASSESSMENT GUIDELINES AND EXAMINATION FRAMEWORK FOR GRADES 7-9 HISTORY

- The following Historical concepts must be addressed when assessing History:



Multi-perspectives



Cause and effect



Change and continuity



Time and chronology



When selecting source-based questions, teachers must ensure that the following aspects are adhered to:

**Group sources
around a key
question**

**Provide the context of
sources**

**Learners should
discuss the reliability
and usefulness of
sources**

**Source analysis and
interpretation**

**Label all sources –
Do not combine
sources**

ASSESSMENT GUIDELINES AND EXAMINATION Cont..

- Sources should be used to assess learners' knowledge and understanding of the topic. The questions on sources should guide learners to do the following:
 - Extract information
 - Interpret information
 - Identify and compare different perspectives within and between sources
 - Explain different perspectives (only Grade 7 – 9)
 - Draw conclusions about reliability and usefulness (only Grade 7 – 9)



ASSESSMENT GUIDELINES AND EXAMINATION Cont..

- Examples of different cognitive levels of questioning in History:

| Cognitive Levels | Source-based Assessment |
|------------------|--|
| Level 1 (L1) | <ul style="list-style-type: none">• Extract evidence from sources• Answer short answer questions• Remember/ recall knowledge acquired• Identify characters in a cartoon |
| Level 2 (L2) | <ul style="list-style-type: none">• Explain historical concepts• Straightforward (simple) interpretation of sources• What is being said by (the point of view of) the author/creator of the source |
| Level 3 (L3) | <ul style="list-style-type: none">• Interpret and evaluate information and data from sources• Identify different points of views• Engage in questions of (identify) bias, prejudice, reliability and usefulness (evaluation) of sources• Use information from sources as evidence for their particular line of argument• Compare and contrast interpretations and perspectives within and by authors |

ASSESSMENT GUIDELINES AND EXAMINATION Cont..

- Generic rubric for assessing paragraphs in Grade 7 (History)
- Paragraph questions in Grade 7 should be allocated a total of 5 marks.

| | | |
|----------------|--|------------|
| Level 1 | <ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic. | MARKS: 0-1 |
| Level 2 | <ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner. | MARKS: 2-3 |
| Level 3 | <ul style="list-style-type: none">• Uses relevant evidence e.g. demonstrates a thorough understanding of the topic• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. <p>DOWNLOAD MORE RESOURCES LIKE THIS ON ECOLEBOOKS.COM</p> | MARKS: 4-5 |

ASSESSMENT GUIDELINES AND EXAMINATION Cont..

- Generic rubric for assessing paragraphs in Grades 8-9 (History)
- Paragraph questions in Grades 8-9 should be allocated a total of 8 marks.

| | | |
|----------------|--|------------|
| Level 1 | <ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic. | MARKS: 0-2 |
| Level 2 | <ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner. | MARKS: 3-5 |
| Level 3 | <ul style="list-style-type: none">• Uses relevant evidence e.g. demonstrates a thorough understanding• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | MARKS: 6-8 |

INTRODUCING ESSAY WRITING IN HISTORY

- Teachers and Subject Advisors should note the following **on essay writing in Grade 7**:
 - Learners must be introduced to **three paragraph essay writing which will be formally assessed in terms 3 and 4**. Essay writing should be part of informal/formative assessment in terms 1 and 2. Paragraphs and essays must be structured as follows:
 - Topic sentence/ introduction
 - Main points/ body
 - Conclusion
- In addition to the rubric, the memorandum (marking guidelines) should include a model answer to a paragraph question
- More clarity on paragraph and essay writing in the Senior Phase is provided in the amended Section 4 of Social Sciences CAPS



ASSESSMENT OF ESSAYS

- **Essays:**

- Essays must have a formal structure that includes an introduction, which introduces the point of view or explanation of the topic.
- A main body, which develops an argument; and a conclusion (conclude the line of argument). Credit will be given for this structure.
- Each paragraph represents an idea. The line of argument must form a thread throughout the essay.
- When answering essay questions, learners should discuss, explain or assess (prove) the accuracy of a statement if required to do so, or to express an opinion.
- Through essays, teachers should assess learners' ability to demonstrate or communicate thorough knowledge and understanding of the topic and use relevant information to answer the question.

- **Learners should:**

- plan and structure an essay.
- use evidence to support an argument.
- develop and sustain an independent and well-balanced argument; and
- write logically, coherently and chronologically.

NB: Refer to the amended CAPS Section 4 for guidelines on marking essay questions

EXAMINATIONS FRAMEWORK FOR GRADES 7 - 9 HISTORY

Grade 7 June Examination (History)

| Question no.: | Type of question | Term content | Marks |
|---------------|-----------------------------------|----------------|-----------|
| 1. | Source-based | Term 1 Content | 25 |
| 2. | Source-based Paragraph writing | Term 2 Content | 20 5 |
| TOTAL | | | 50 |



EXAMINATIONS FRAMEWORK FOR GRADES 7 - 9 HISTORY

Grade 7 November Examination (History)

| Question no.: | Type of question | Term content | Marks |
|---------------|-----------------------------------|--------------|----------|
| 1. | Source-based Paragraph writing | Term 3 | 20 5 |
| 2. | Source-based Essay | Term 4 | 10 15 |
| TOTAL | | | 50 |



EXAMINATIONS FRAMEWORK Cont..

Grades 8 June Examination (History)

| Question no.: | Type of question | Term content | Marks |
|---------------|-------------------|--------------|-------|
| 1. | Source-based | Term 1 | 27 |
| | Paragraph Writing | | 8 |
| 1. | Source-based | Term 2 | 20 |
| | Essay | | 20 |
| TOTAL | | | 75 |



EXAMINATIONS FRAMEWORK Cont..

Grade 8 November Examination (History)

| Grade 8 November Examination (History) | | | |
|--|-------------------|--------------|-------|
| Question no.: | Type of question | Term content | Marks |
| 1. | Source-based | Term 3 | 27 |
| | Paragraph Writing | | 8 |
| 2. | Source-based | Term 4 | 20 |
| | Essay | | 20 |
| TOTAL | | | 75 |



EXAMINATIONS FRAMEWORK Cont..

Grade 9 June Examination (History)

| Grade 9 June Examination (History) | | | |
|------------------------------------|-------------------|--------------|-------|
| Question no.: | Type of question | Term content | Marks |
| 1. | Source-based | Term 1 | 27 |
| | Paragraph Writing | | 8 |
| 2. | Source-based | Term 2 | 20 |
| | Essay | | 20 |
| TOTAL | | | 75 |



EXAMINATIONS FRAMEWORK Cont..

Grade 9 November Examination (History)

| Grade 9 November Examination (History) | | | |
|--|-------------------|--------------|-------|
| Question no.: | Type of question | Term content | Marks |
| 1. | Source-based | Term 3 | 27 |
| | Paragraph Writing | | 8 |
| 2. | Source-based | Term 4 | 20 |
| | Essay | | 20 |
| TOTAL | | | 75 |

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